



# Sydenham Primary School

## Child Safety and Wellbeing Policy



### Help for non-English speakers

If you need help to understand the information in this policy, please contact Sydenham Primary School's administration on 9361 5300.

### PURPOSE

The Sydenham Primary School *Child Safety and Wellbeing Policy* demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359 \(PDF, 363KB\)](#) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

### SCOPE

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

### DEFINITIONS

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school staff
- school governing authority
- student
- volunteer.

### STATEMENT OF COMMITMENT TO CHILD SAFETY

Sydenham Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer, questioning and asexual (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

## **ROLES AND RESPONSIBILITIES**

### **School leadership team**

Our school leadership team (comprising the Principal, Assistant Principals, Leading Teachers and the Wellbeing Team) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and Assistant Principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

### **School staff and volunteers**

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our *Child Safety Code of Conduct*
- identify and raise concerns about child safety issues in accordance with our *Child Safety Responding and Reporting Obligations Policy and Procedures*, including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

### School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety,
- approve updates to, and act in accordance with the *Child Safety Code of Conduct* to the extent that it applies to school council employees and members
- ensure that selection, supervision, and management practices are child safe when hiring school council employees. At our school, school council employment duties are delegated to the Principal who is bound by this policy.

### Specific staff child safety responsibilities

Sydenham Primary School has nominated a Child Safety Champion to support the Principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the Child Safety Champion are outlined at [Guidance for child safety champions](#). In addition to these roles, our Child Safety Champion is also responsible for:

- ensuring that all aspects of the policy are adhered to and that the Principal is supported to implement the strategies and actions outlined in all policies, plans or statements relating to child safety
- develop an action plan with the Department of Education Koorie Engagement Support Officer (KESO) to strengthen our school-based practices to support inclusion
- establish a working group to review child safety policies and procedures.

Our Principal and Child Safety Champion are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Principal and Assistant Principals are responsible for monitoring the school's compliance with the *Child Safety and Wellbeing Policy*. Anyone in our school community should approach the Principal if they have any concerns about the school's compliance with the *Child Safety and Wellbeing Policy*
- The Principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the *Child Safety Code of Conduct*, *Child Safety Responding and Reporting Obligations Policy and Procedures*, and *Child Safety Risk Register*.

Our school has also established a Wellbeing Team and a Junior School Council on child safety. The Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. The Junior School Council provides an opportunity for students to provide input into school strategies.



Our Risk Management Committee monitors the *Child Safety Risk Register*.

## CHILD SAFETY CODE OF CONDUCT

Our *Child Safety Code of Conduct* sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The *Child Safety Code of Conduct* also includes processes to report inappropriate behaviour.

## MANAGING RISKS TO CHILD SAFETY AND WELLBEING

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our *Child Safety Risk Register* is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the *Child Safety Risk Register* at least annually.

## ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At Sydenham Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- acknowledging the Country and Traditional Owners of the land on which our school is located, Wurundjeri and Bunurong, at the start of every school assembly and meeting
- arranging Welcome to Country by local Elders at major school events such as the opening of new buildings or campuses
- flying the Aboriginal and Torres Strait Islander flags on school grounds.
- displaying plaques/signs outside our main entrance that Acknowledge Country and Traditional Owners
- including an Acknowledgement of Country and Traditional Owners on our website home page
- having an Acknowledgement of Country poster up in each classroom and workspace throughout the school
- acknowledging the existing knowledge of Koorie students and their families and seeking their feedback on decisions that affect them, and on how well we are meeting their needs, through initial enrolment meetings, Student Support Groups (SSG), during the development of Individual Education Plans (IEP), regular parent/carer-teacher conferences and ongoing informal communications
- working with our regional Koorie Engagement Support Officers (KESOs) for advice on how we can create a culturally inclusive learning environment and to build our capacity to provide support for individual Koorie students attending our school
- partnering with the Wurundjeri and Bunurong peoples to seek feedback and advice on existing and new actions we can take to support the diverse and unique identities and experiences of Aboriginal students and children in our community

- families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through website, newsletters, information sessions and school council
- ensure staff participate in [Community Understanding and Safety Training \(CUST\)](#) training
- support teachers to work in their Professional Learning Communities (PLCs) to map and develop teaching and learning activities within the Victorian Curriculum priorities to enable staff to build their confidence with Aboriginal and Torres Strait Islander content and to recognise opportunities to draw upon Aboriginal pedagogies and practices within their classrooms
- recognise key events including Harmony Day, Sorry Day, NAIDOC week and Reconciliation week
- curriculum planning embeds Aboriginal perspectives and actively plans for incursions that are related to Aboriginal culture across the school
- students are taught about First Nations history and culture including authors, artists, actors, and spirit stars etc
- being mindful of cultural sensitivity when presenting lessons and activities
- using the Koorie Literacy and Numeracy Program (KLNP) guidelines for eligible First Nation primary students in both Early Years KLNP (EYKLNP) from F-3 and Extended KLNP (E-KLNP) for students in years 4-6, to obtain additional supports and funding to improve literacy/numeracy outcomes in line with goals and targets of individualised IEPs
- developing a bank of First Nations literature, artwork and artefacts in our school library
- being mindful of cultural sensitivity when presenting lessons and activities, for example considering that hearing recordings, seeing images or the names of deceased persons may cause sadness or distress for Koorie students and, in some cases, offend against strongly
- our *Action Plan – Aboriginal Learning, Wellbeing and Safety* outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children, students and their families. This plan links to the Department of Education’s [Marrung Aboriginal Education Plan](#)
- speaking with respect and confidence about Koorie culture, knowledge systems and people.
- equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal People and understand its importance to the wellbeing and safety of Aboriginal children and students
- adopt measures to ensure racism is identified, confronted and not tolerated
- address any instances of racism within the school environment with appropriate consequences
- actively support participation and inclusion in the school by Aboriginal children, students and their families
- ensure school policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, students and their families
- develop and endorse a policy or statement detailing the strategies and actions the school will take

## STUDENT EMPOWERMENT

To support child safety and wellbeing at Sydenham Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through class buddies, buddy program, lunchtime clubs, start-up programs, zones of regulation, and social stories implementing our whole school approach to Respectful Relationships, our student Code of Conduct, our school values and positive education program.

We inform students of their rights through our Expect Respect Routine, School-wide Positive Behaviour Support (SWPBS) Matrix and our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time.

Students and families can also access information on how to report concerns at administration or on our website.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

Other ways in which our school will empower students includes:

- informing students about all their rights, including their rights to safety, information and participation
- recognising the importance of friendships and encourage support from peers, to help students feel safe and be less isolated
- making sure staff and volunteers:
  - are attuned to signs of harm
  - facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns
- developing a culture that encourages participation and responds to what students say
- giving students opportunities to participate, and respond to their contributions to strengthen confidence and engagement
- offer students access to sexual abuse prevention programs and related information in an age-appropriate way
- creating multiple means of participation and empowerment for students in school decision-making, events and activities, such as through the Junior School Council, student surveys and other informal forums
- student surveys provide student perspective on how they feel in relation to their school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity, and life in general
- students are also encouraged to speak with their teachers, PLC Leaders, the Wellbeing Team, Assistant Principals and Principal whenever they have any questions or concerns.
- introduction of a Student Leadership program, including School Captains and Sports Leaders. Principal Team and Staff to work closely with the student leaders on ideas for further improving our school
- display visually engaging and easy-to-read posters (e.g. [posters](#)) around the school promoting child safety, student voice and agency
- share a complaints [fact sheet](#) and [scenarios](#) on our school website and in our school newsletter for students and their parents/carers
- utilising Mental Health funding to partner with Canine Comprehension to support student wellbeing through a Wellbeing Dog at Sydenham Primary School.

## FAMILY ENGAGEMENT

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Sydenham Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- seeking input from families and community through the Sentral parent/carer portal, school website, newsletters, other communications, school council, subcommittees of school council, student, staff, and parent/carer meetings

- all of our child safety policies and procedures will be available for students and parents/carers on the school website and as a hard copy from administration
- newsletters and Sentral will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety
- PROTECT Child Safety posters will be displayed across the school in visible locations including at administration, and in the library, wellbeing room (room 9 in the specialist building) and common areas for all staff, students, parents/carers and visitors to the school
- new families are provided with a welcome pack and meet individually with a member of the Leadership team to support their child's enrolment and discuss any questions they have about the school
- engage and openly communicate with families and the school community about the school's child safe approach
- make child safety information accessible to all families
- involve families and the school community in developing and reviewing child safety and wellbeing policies and practices
- inform families and carers about the school's governance and approach to child safety and wellbeing, including roles and responsibilities of school staff
- involving families with homework and other curriculum-related activities
- coordinating resources and services from the community for families
- including families in SSG and developing individual plans for students
- offering multilingual communication and resources to ensure information is accessible
- respecting and valuing cultural differences and practices in our interactions
- promote parent/carer involvement within the school by inviting parents/carer participation in:
  - family engagement evenings – Family BBQ's, End of Year concerts
  - open mornings/afternoons and learning showcases
  - parent/carer volunteer helpers on excursion and camps
  - relevant parent/carer facilitated incursion.

## DIVERSITY AND EQUITY

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- children and young people who identify as LGBTIQ+.

Our *Student Wellbeing and Engagement Policy* and *Inclusion and Diversity Policy* provides more information about the measures we have in place to support diversity and equity.

Other ways in which our school support diversity and equity:

- makes sure school staff and volunteers understand the diverse circumstances of students, provides support, and responds to vulnerable students
- gives students, staff, volunteers and the school community access to information, support and the complaints processes in ways that are culturally safe, accessible and easy to understand

- implementing measures to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ+ Student Support Policy](#)
- our English as an Additional Language (EAL) students are supported through our EAL program, and all Cultural and Linguistically Diverse (CALD) students are supported to feel safe and included in our school. This includes liaising with our Leading Teacher (EAL) as part of their transition to Sydenham Primary School. Sociolinguistic profiles are also developed for newly arrived students to best support their transition to our school
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, Student Support Groups and Individual Education Plans
- recognise key events including Harmony Day, Sorry Day, NAIDOC week, Reconciliation week and key multicultural days
- curriculum planning embeds Aboriginal perspectives and actively plans for incursions that are related to Aboriginal culture across the school
- recognising and celebrating culturally significant events with families and providing parent/carer volunteer opportunities to all families – enabling students to be involved in various cultural experiences as part of their learning
- identify and eliminate barriers to inclusion
- foster a culture where children themselves are welcoming and respectful of students with disabilities
- referring to the Department’s [Preventing and Addressing Racism in schools](#) policy which provides an extensive list of resources to strengthen our schools culture and practices to prevent and address racism, also supporting compliance with Victoria’s Child Safe Standards.

## SUITABLE STAFF AND VOLUNTEERS

At Sydenham Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

### Staff recruitment

When recruiting staff, we follow the Department of Education’s recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management.](#)

When engaging staff to perform child-related work, we:

- sight, verify and record the person’s Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
  - proof of the person’s identity and any professional or other qualifications
  - the person’s history of working with children
  - references that address suitability for the job and working with children.

### Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the *Child Safety and Wellbeing Policy* (this document)
- the *Child Safety Code of Conduct*
- the *Child Safety Responding and Reporting Obligations Policy and Procedures* and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

### **Ongoing supervision and management of staff**

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by:

- conducting regular performance reviews and evaluations to assess staff performance and behaviour towards children
- providing ongoing training and professional development opportunities to enhance staff's understanding of child safety and appropriate conduct
- establishing clear expectations and standards for staff behaviour towards children through written policies and procedures
- assigning a [child safety champion](#) to manage and support the school's implementation of the schools Child Safe Standards
- early intervention to provide feedback to staff and correct any concerning or unsafe conduct to prevent harm before it occurs
- encouraging open communication channels for staff to report any observed or suspected inappropriate behaviour towards children
- ensuring that all staff are up to date with mandatory training e.g. Protecting Children, Mandatory Reporting through our Occupational Health and Safety training schedule.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

### **Suitability of volunteers**

All volunteers are required to comply with our *Volunteers Policy*, which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

## **CHILD SAFETY KNOWLEDGE, SKILLS AND AWARENESS**

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

### **School council training and education**

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Sydenham Primary School child safety and wellbeing policies, procedures, codes and practices.

### **COMPLAINTS AND REPORTING PROCESSES**

Sydenham Primary School fosters a culture that encourages staff, volunteers, students, parents/carers, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's *Complaint Policy*. The *Complaints Policy* can be found on our school website.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees and homestay providers) must follow our *Child Safety Responding and Reporting Obligations Policy and Procedures*. Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy* cover complaints and concerns relating to student physical violence or other harmful behaviours.

### **COMMUNICATIONS**

Sydenham Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the *Child Safety and Wellbeing Policy* (this document), *Child Safety Code of Conduct*, and the *Child Safety Responding and Reporting Obligations Policy and Procedure*
- displaying PROTECT posters around the school
- updates in our school newsletter and on Sentral
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

### **PRIVACY AND INFORMATION SHARING**

Sydenham Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).



## RECORDS MANAGEMENT

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education's policy: [Records Management – School Records](#)

### REVIEW OF CHILD SAFETY PRACTICES

At Sydenham Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

The Principal will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

### RELATED POLICIES AND PROCEDURES

This *Child Safety and Wellbeing Policy* is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- *Bullying Prevention Policy*
- *Child Safety Responding and Reporting Obligations Policy and Procedures*
- *Child Safety Code of Conduct*
- *Complaints Policy*
- *Acceptable Use Agreement*
- *Inclusion and Diversity Policy*
- *Student Wellbeing and Engagement Policy*
- *Visitors Policy*
- *Volunteers Policy*

Related Department of Education policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)
- [Preventing and Addressing Racism in Schools](#)

Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)



## POLICY STATUS AND REVIEW

The Principal is responsible for reviewing and updating the *Child Safety and Wellbeing Policy* at least every two years. The review will include input from students, parents/carers and the school community.

### APPROVAL

<b>Created date</b>	November 2025
<b>Consultation</b>	Consultation with students, staff and parents/carers and/or School Council to take place in Term 1, 2026
<b>Endorsed by</b>	Principal
<b>Endorsed on</b>	
<b>Next review date</b>	Term 1, 2026 To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter*

\* The *Child Safety and Wellbeing Policy* will be reviewed earlier if a significant incident occurs or due to legislative changes