Child Safe Standards Information Booklet

FOR Children and Community

TPS whole school commitment in keeping our children safe

PROTECT

Protecting children & young people from abuse is our responsibility

This Information booklet reflects the DET requirements per Child Safe Standards and was produced in consultation with the school community.

Principal: Sally Herbert
School Council President: Annalise McLeish

Child Safe Standards: Statement of Commitment

Toolangi Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Toolangi Primary School has zero tolerance for child abuse.

Toolangi Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Toolangi Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Toolangi Primary School will:
1. Take a preventative, proactive and participatory approach to child safety, led by a Child Safe Officer, team and Principal class
2. Value and empower children to participate in decisions which affect their lives
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children 4. Respect diversity in cultures and child rearing practices while keeping child safety paramount
5. Provide written guidance on appropriate conduct and behaviour towards children
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development and training
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities.
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.

Child Safe Standards: Creating a safe environment

To create and maintain a child safe organisation, all Victorian schools must comply with Ministerial Order No. 870 - Child Safe Standards, which came into effect 1 August 2016.

- **Standard 1 - Strategies to embed an organisational culture of child safety**
- **Standard 2: A child safety policy or a statement of commitment to child safety**
- **Standard 3: Developing a Child Safety Code of Conduct**
- **Standard 4: Screening, supervision, training and other human resource practices that reduce the risk of child abuse**
- **Standard 5: Procedures for responding to and reporting suspected child abuse**
- **Standard 6: Strategies to identify and reduce or remove risks of child abuse**
- **Standard 7: Strategies to promote child participation and empowerment**

Standard 1 - [Strategies to embed an organisational culture of child safety](#)

> **TPS has a clear and public commitment to child safety in the form of a child safety policy or statement of commitment to child safety that all staff members know about and are required to uphold.**
> [TPS Child Safe Statement of Commitment](#)
> [TPS Child Safe Code of Conduct](#)
>
> **TPS Child safety policy details the values and principles that guide the school in developing our child safety policies and procedures.**
> [TPS Child Safe Policy](#)

Child Safe Standard 1 provides part of the overarching framework for all the Standards, alongside Child Safe Standard 2 which requires a policy or commitment to child safety.

This guidance outlines what is required of schools for compliance with Ministerial Order 870 and provides further advice on effective strategies and practices within a school to embed an organisational culture of child safety.

Governance arrangements, underpinned by a firm commitment from school leadership to a school's values and standards are the starting point to embedding a culture of child safety.

Strategies that seek to prevent harm and neglect (including physical, sexual, emotional, neglect, racial and cultural or religious abuse) all contribute to a child safe culture. It is therefore critical that child safety is part of the everyday thinking and practice of all within the school community.

It is important to maintain the momentum of a child safe culture by monitoring performance and checking that child safety continues to be prominent in the school's governance and planning.

Role of a School Child Safety Officer/Leader (Appendix A)

Standard 2: [A child safety policy or a statement of commitment to child safety](#)

> **TPS has a clear and public commitment to child safety in the form of a child safety policy or statement of commitment to child safety that all staff members know about and are required to uphold.**
> [TPS Child Safe Statement of Commitment](#)
> [TPS Child Safe Code of Conduct](#)

This guidance outlines what is required by schools for compliance with Ministerial Order 870 and provides further guidance on developing a school child safe policy.

Everyone in society has a moral responsibility to keep children safe and to protect them from harm. A Statement of Commitment to child safety helps raise awareness about the importance of child safety in the school and the community and affirms the organisation's commitment to child safety and expectations.

A child safe policy is an overarching document that provides key elements of an organisation's approach for child safe environments.

Indicators of good practice
Developing a school policy on child safe environments
A school policy on child safe environments would typically include the Statement of Commitment to child safety and also include the policy elements the school uses to create a child safe school.
The policy may include the more detailed information, or cross-references to, other Standards such as:

- the code of conduct
- human resources and recruitment practices
- procedures for reporting concerns
- risk management strategy and procedures

A high quality child safe environments policy will include sections relating to:
- Purpose
- Scope and audience
- Statement on commitment and principles:
    - a child-safe culture
    - personnel understand their roles and responsibilities/Code of Conduct
    - human resources practises and training
    - reporting a child safety concern or complaint
    - risk reduction and management
    - listening to children
    - confidentiality and privacy
- Policy evaluation and review
- Definitions
- Related policies and documents:
    - School Policy and Advisory Guide - Duty of Care
    - School Policy and Advisory Guide - Child Protection Reporting Obligations
    - DET Child Wellbeing and Safety Framework

For detailed guidance on what a school child safe policy might include, see: Preparing a child safe environment policy

Standard 3: Developing a Child Safety Code of Conduct

TPS governing authority has developed, endorsed and made publicly available a code of conduct that explains acceptable and unacceptable behaviour for staff, volunteers and children.
TPS School Council Code of Conduct Policy
TPS Visitors Policy
TPS Volunteers Policy

TPS Code of conduct includes the objective of promoting child safety in the school environment.
TPS Newsletter
School Council minutes

TPS Code of conduct is consistent with the school's child safety strategies, policies and procedures.

A Code of Conduct lists behaviours that are acceptable and those that are unacceptable. It identifies professional boundaries, ethical behaviour and how to avoid or better manage difficult situations.
It also assists school staff to understand how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.
- Aligning the Child Safety Code of Conduct to other professional codes (including teaching) provide authoritative advice (including definitions)
- Exemplar Code of Conduct

Standard 4: Screening, supervision, training and other human resource practices that reduce the risk of child abuse

At TPS each job or category of jobs for school staff that involve child-connected work have a clear statement that sets out:

- the school's child safety practices;
- the job's requirements, duties and responsibilities regarding child safety; and
    - the job occupant's essential or relevant qualifications , experiences and attributes in relation to child safety.

TPS has identified which employee or volunteer positions require a Working with Children Check and ensures those checks are undertaken.

TPS has documented recruitment procedures including:

- interview processes;
- referee checks;
- Working with Children Checks;
- the person's history of work involving children; and
- proof of personal identity and any professional or other qualifications.

TPS has a staff development strategy to maintain and develop skills and capabilities, including understanding the risk of harm to children, the different types of harm, how to identify child abuse and relevant legislative requirements.
Appendix C

TPS ensures there is appropriate supervision or support arrangements in place in relation to:

- induction of new staff into the school's policies, codes, practices and procedures governing child safety and child-connected work; and
- monitoring and assessing a job occupants continuing suitability for child-connected work.

Child Safe Standard 4 requires schools to use policies and procedures for recruitment, supervision, training and managing performance that support a child safe school environment.

Schools already have a number of recruitment and screening practices that reduce the risk of child abuse. This resource outlines what is new. New practices apply to all school employees.

Standard 5: Procedures for responding to and reporting suspected child abuse

Procedures
TPS has a clear set of procedures for reporting and acting on disclosures of concerns about child safety.
Appendix E

TPS procedure(s) are:

- sensitive to the diversity characteristics of the school;
- publicly available; and
- accessible to children, school staff and the wider community.

Child Safe Standards Information Booklet - TPS whole school commitment in keeping our children safe

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> **TPS has policies and procedures concerning record keeping requirements, confidentiality and privacy.**
>
> **TPS has child friendly processes in place to ensure children know who to talk to if they feel unsafe or have a concern.**
> Appendix G

> **Roles and Responsibilities**
> **TPS procedure identifies the positions/people who are responsible for:**
>
> - promptly managing the school's response to an allegation or disclosure of child abuse;
> - responding appropriately to a child who makes or is affected by an allegation of child abuse; ● monitoring overall school compliance with this procedure; and
>   - managing an alternative procedure if the person allocated responsibility for responding is unavailable.
>
> **TPS procedure states that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.**
>
> Appendix A

Four critical actions
The following procedures outlines:
> - **the actions the school will take to inform appropriate authorities about the allegation; and ● the actions the school will take to protect any child connected to the alleged child abuse until the allegation is resolved.**

Action 1: Respond to an emergency
- Ensure immediate safety
- Preserve evidence

Action 2: Report to authorities
- When the source of suspected abuse is within the school
- When the source of suspected abuse is within the family or community
- Report student sexual offending
- Abuse relating to international students
- Reporting further reasonable grounds for belief
- My principal or leadership team advised me to not make a report
- What if another person has already made a report
- I don't think the child is being abused but I have other concerns for their wellbeing
- If you're unsure

Appendix H: A step by step guide in making a report to Child Protection or Child First

When to contact Child FIRST	When to contact Victoria Police	When to contact DHHS Child Protection
You have a significant concern for a child's wellbeing	In addition to reporting suspected abuse to appropriate authorities, you must contact Victoria Police on 000 if the:	In addition to reporting suspected abuse to appropriate authorities, you should contact DHHS Child Protection if you believe a child is in need of protection. This includes all concerns that:

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Your concerns have a low-to-moderate impact on the child The child's immediate safety is not compromised You/your school has discussed the referral with the family and they are supportive of it.	*child's immediate safety is compromised *child is partaking in any risk taking activity that is illegal and extreme in nature or poses a high risk to the child.	*have a serious impact on a child's safety, stability or development, including abandonment, death or incapacity, extreme risk-taking behaviour, or harm to an unborn child * are persistent and entrenched and likely to have a serious impact on a child's safety, stability or development *relate to a parent/s who cannot or will not protect the child from significant harm *include a belief that the family is likely to be uncooperative in seeking assistance. *Common grounds for protection include:* ● *Abandonment* ● *Death or incapacity of parent/carer* ● *Extreme risk-taking behaviour* ● *Harm to an unborn child*

TPS procedure must not:

(a) prohibit or discourage *school staff* from reporting an allegation of *child abuse* to a person external to the school;

(b) state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation;

(c) require *staff* to make a judgment about the truth of the allegation of *child abuse*; or

(d) prohibit *staff* from making records in relation to an allegation or disclosure of *child abuse*.

Action 3: Contact parents or carers
- Permission not given to contact parents
- Guidance on contacting parents
- Further support on contacting parents

Action 4: Provide on-going support
- Working together and planning support
- Engaging allied health and wellbeing professionals
- Referring to external supports
- Support for children
- Support for impacted staff members
- Complying with subpoenas or court attendance
- Responding to complaints or concerns

When must I act? You must act as soon as you witness and incident of form a reasonable belief that a child has been or is at risk of being abused. This section steps you through when and how to respond if you:
- Witness an incident
- Form a suspicion
- Receive a disclosure from a current student
- Receive a disclosure from a former student
- Form a reasonable belief

TPS procedure outlines:

    ● the actions the school will take to inform appropriate authorities about the allegation; and
    ● the actions the school will take to protect any child connected to the alleged child abuse until the allegation is resolved.

Document your actions:
- As a school staff member, you must keep clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse.
- It is strongly recommended that you use the responding to child abuse template: Responding to suspected child abuse: template.
- If the incident, disclosure or allegation is related to student sexual offending use the following template: Responding to student sexual offending: template.
- This information may be sought at a later date if the matter is the subject of court proceedings. These notes may also later assist you if you are required to provide evidence to support their decisions.
- Reference: Four Critical Actions for Schools: Responding to Student Sexual Offending

Strategies for managing a disclosure:
- TPS procedure applies to allegations of disclosure of child abuse made by or in relation to a child, school staff, visitors or other persons connected to the school environment.
- When managing a disclosure of abuse or student sexual offending, it is important that you respond in an appropriate and supportive manner.
- All disclosures of abuse must be taken seriously and addressed immediately by following the four critical actions.

Privacy and information sharing: As a school staff member you are permitted to share certain information about a child who has been impacted by abuse. Reading guidance on privacy and information sharing

.
You may be the best-placed or only adult in a position to identify and respond to suspected abuse. When identifying child abuse, it is critical to remember that:
- the trauma associated with child abuse can significantly impact upon the wellbeing and development of a child ● all concerns about the safety and wellbeing of a child, or the conduct of a staff member, contractor or volunteer must be acted upon as soon as practicable.

Types of abuse

TPS procedure covers all forms of 'child abuse' as defined in the ETRA as stated below:

- Physical child abuse
- Child sexual abuse
- Grooming
- Emotional child abuse
- Neglect
- Family Violence
- Student sexual offending
- Sexual Behaviour in children under 10 years

Report abuse
Your reporting and legal obligations

Resources:

- Identifying and responding to all forms of abuse in Victorian Schools
- Identifying and responding to student sexual offending
- Responding to incidents, disclosures and suspicions of child abuse
- Responding to student sexual offending: template
- Responding to student sexual offending: principal checklist
- Responding to suspected child abuse: template
- Spotting the warning signs of child abuse: for school staff

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Child Safe Standard 6, requires schools to develop, implement, monitor and evaluate risk management strategies to ensure child safety in school environments. A child safety risk management strategy is a formal and structured approach to managing risks associated with child safety.

Process for identifying and reducing or removing risks of child abuse

While risk management assessments and strategies will vary for each school, managing risk typically involves the following steps and considerations:

　　1. Identify the school's child safety risks across the range of school environments (including excursions, camps, online).

　　2. Identify any existing risk mitigation measures or existing controls

　　3. Assess and rate the school's child safety risks given the existing controls in place, taking into account the likelihood of risk, and the likely consequence of the risk

　　4. If the risk rating is more than the 'acceptable level', identify further risk management strategies through additional treatments or other prevention, detection or mitigation strategies and then re-assess the risk (once in place these treatments will then become controls).
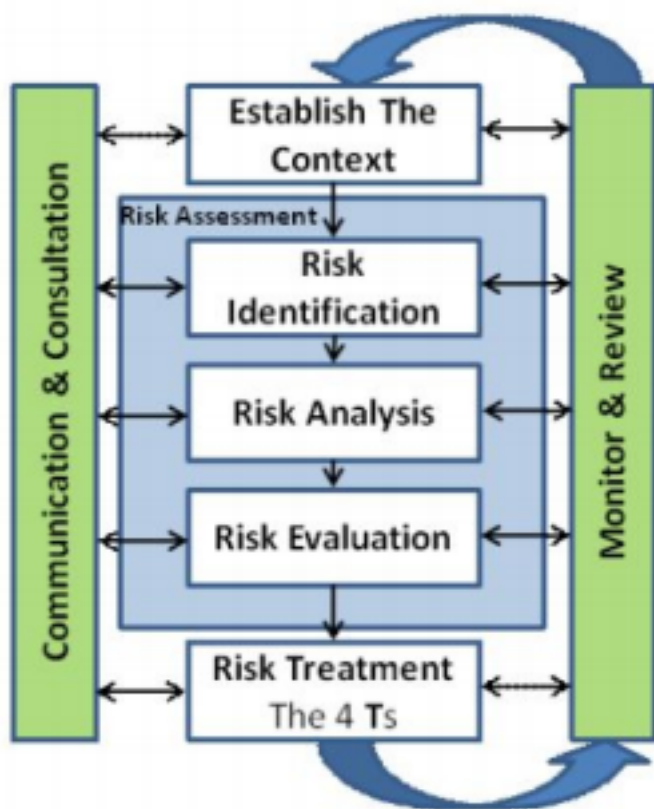
The risk management process should be documented, recorded and reviewed periodically. Effective risk management strategies are dynamic and change over time as new risks arise and others may no longer be relevant. Effective risk management strategies need to be transparent, well understood and diverse, to take account of the increased level of risk associated with the specific nature of some activities and the vulnerability of particular groups

Standard 7: Strategies to promote child participation and empowerment

The governing authority of TPS has developed strategies to deliver appropriate education about: ●
      standards of behaviour for children at the school;
        ● healthy and respectful relationships (including sexuality);
        ● resilience; and
        ● child abuse awareness and prevention.

TPS creates opportunities for participation that incorporate planning, preparation, action and feedback.

Appendix K

TPS informs children of their rights, and lets them know how to raise any concerns: Appendix M

TPS provides information and promotes the child safety standards to children in child friendly and accessible ways: Appendix L

Resources:
- A Guide to Support Victorian Schools to Meet Child Safe Standard 7 Strategies to Promote Child Empowerment and Participation
- DET Child Safe Standards Resources
- PROTECT
- Ministerial Order 870
- DHHS
- VRQA Resources
- Working with Children's Check

Resources
Contacts
- **131 278: DHHS Child Protection - 24 hour services**
- **000: Victoria Police(03)**
- **9603 7999: Department of Education and Training Security Services Unit**

Relevant authorities
- DHHS Child Protection: Under the Children Youth and Families Act 2005 the Department of Health and Human Services (DHHS) has a responsibility to provide child protection services for all children and young people under the age of 17 years, or where a protection order is in place, for children under the age of 18.
- Sexual Offences and Child Abuse Investigation Teams (SOCIT): Both DHHS and Victoria Police have statutory responsibilities under the Children Youth and Families Act 2005. DHHS Child Protection is the lead agency responsible for the care and protection of children, while Victoria Police is responsible for criminal investigations into alleged child abuse.
- Child FIRST: Child and Family Information, Referral and Support Teams (Child FIRST) were introduced to give families an opportunity to obtain family services earlier at their own request or following a referral from others, including school staff.
- Orange Door
- Recruitment in schools
- VRQA

Resources
- Being a child safe organisation
- Mandatory Reporting online module
- Ministerial Order No. 870- Child Safe Standards -Managing the risk of child abuse in schools
- PROTECT poster
- Protecting the safety and wellbeing of children and young people

Resources to support healthy and respectful relationships
- Respectful Relationships
- About Sexuality Education
- Safe Schools
- Healthy Minds
- BeYou

Resources to support resilience
- Building Resilience
- Child Wise

Appendix A

Key roles and responsibilities.
It is crucial that child safety is part of the everyday thinking and practice of all within the school or the community.

Roles and Responsibilities
TPS procedure identifies the positions/people who are responsible for:

- promptly managing the school's response to an allegation or disclosure of child abuse;
- responding appropriately to a child who makes or is affected by an allegation of child abuse; ● monitoring overall school compliance with this procedure; and
  - managing an alternative procedure if the person allocated responsibility for responding is unavailable.

TPS procedure states that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.

Role	Responsibilities/Key Activities	Allocated Person
Please note* At TPS the Principal is designated the Child Safe Officer		
Child Safe Officer	● to provide authoritative advice, raise awareness and train school community in areas of Child Safe ● act as a source of support, advice and expertise to staff on matters of child safety ● liaise with the principal and school leaders to maintain the visibility of child safety ● lead the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety ● ensure the school's policies are known and used appropriately ● ensure the school's child safety policy is reviewed in the context of the school self-evaluation undertaken as part of the school accountability framework ● ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in the school in this process ● be alert to the specific needs of children in need, those with special educational needs and young carers ● encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them. ● keep their skills up to date with appropriate training carried out every two years ● have a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so ● be able to keep detailed, accurate, secure written records of concerns and referral ● ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff ● make sure staff are aware of training opportunities and the latest DHHS and DET policies and guidance	Sally Herbert

All staff	● liaise with the principal and school leaders to maintain the visibility of child safety ● be alert to the specific needs of children in need, those with special educational needs and young carers ● encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them. ● keeping their skills up to date with appropriate training carried out every two years ● be able to keep detailed, accurate, secure written records of concerns and referral procedures	Sally Herbert Tess Kesting Sophie Fothergill Amanda Hull Julia Holmes Robyn Tymms Andrew Devisser

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Appendix B

Standard 3: Child Safe Conduct of Conduct

Standard 4: School staff selection, supervision and management practices for a child safe environment

CHILD SAFETY CODE OF CONDUCT: KEY AREAS		* Teachers & Education support staff (further information provided in section 3b) below the table)
1	Adhering to the school's child safe policy	n/a
2	Protect children from abuse	1.2 Treat students with dignity 3.2: Legal requirements
3	Treat everyone in the school community with respect	1.2: Treat students with dignity 1.6: Professional relationship with parents 1.7: Collaborative relationships with students and families 1.8: Collegiality
4	Listening and responding to the views and concerns of children	1.2: Treat students with dignity
5	Promote cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children, children with culturally and/or linguistically diverse backgrounds and children with a disability	1.2: Treat students with dignity
6	Reporting any allegations of child abuse and any safety concerns	1.2: Treat students with dignity 2.1: Personal conduct 3.1: Professionalism and competence 3.2: Legal requirements
7	Inappropriate relationships, language, communication or conduct regarding children	1.2 Treat students with dignity 3.2: Legal requirements
8	Inappropriate consumption of alcohol or drugs	1.5: Professional relationship with students at all times 2.1: Personal conduct 3.1: Professionalism and competence

* All teaching relief staff employed through either an agency or locally, abide by the Child Safe standard requirements and TPS processes ie. VIT, WWCC.

Notes:

- All visitors abide by the Visitors and Volunteers Policies and procedures.
- All contractors follow the TPS guidelines involving working alongside children or child connected work.
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Section 3b) The Victorian Teaching Profession Code of Conduct

PRINCIPLE 1.2: Teachers treat their students with courtesy and dignity
Teachers:

a) work to create an environment which promotes mutual respect

b) model and engage in respectful and impartial language

c) protect students from intimidation, embarrassment, humiliation or harm

d) enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values e) respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is:

- if the student has consented to the information being used in a certain way
- to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student)
- as part of an investigation into unlawful activity
- if the disclosure is required or mandated by law
- to prevent a crime or enforce the law

f) refrain from discussing students' personal problems in situations where the information will not be treated confidentially g) use consequences commensurate with the offence when disciplining students.

PRINCIPLE 1.5: Teachers are always in a professional relationship with the students in their school, whether at school or not Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.
A professional relationship will be violated if a teacher:

a) has a sexual relationship with a student

b) uses sexual innuendo or inappropriate language and/or material with students

c) touches a student without a valid reason

d) holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context

e) accepts gifts, which could be reasonably perceived as being used to influence them, from students

or their parents. A professional relationship may be compromised if a teacher:

a) attends parties or socialises with students

b) invites a student or students back to their home, particularly if no-one else is present.

PRINCIPLE 1.6: Teachers maintain a professional relationship with parents (guardians and caregivers)
Teachers should be respectful of and courteous to parents. Teachers:

a) consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student b) communicate and consult with parents in a timely, understandable and sensitive manner

c) take appropriate action when responding to parental concerns.

PRINCIPLE 1.7: Teachers work in collaborative relationships with students' families and communities
Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts.

PRINCIPLE 1.8: Collegiality is an integral part of the work of teachers
Teachers demonstrate collegiality by:

a) treating each other with courtesy and respect

b) valuing the input of their colleagues

c) using appropriate forums for constructive debate on professional matters

d) sharing expertise and knowledge in a variety of collaborative contexts

e) respecting different approaches to teaching

f) providing support for each other, particularly those new to the profession

g) sharing information relating to the wellbeing of students.

PRINCIPLE 2.1: The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole
Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will: a) be positive role models at school and in the community

b) respect the rule of law and provide a positive example in the performance of civil obligations

c) not exploit their position for personal or financial gain

d) ensure that their personal or financial interests do not interfere with the performance of their duties

e) act with discretion and maintain confidentiality when discussing workplace issues.

PRINCIPLE 3.1: Teachers value their professionalism, and set and maintain high standards of competence
Teachers:
      c) complete their duties in a responsible, thorough and timely way.
PRINCIPLE 3.2: Teachers are aware of the legal requirements that pertain to their profession.
In particular, they are cognisant of their legal responsibilities in relation to:
- discrimination, harassment and vilification
- negligence
- mandatory reporting
- privacy
- occupational health and safety
- teacher registration.

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Appendix C
Standard 4: School staff selection, supervision and management practices for a child safe environment TPS has a staff development strategy to maintain and develop skills and capabilities, including understanding the risk of harm to children, the different types of harm, how to identify child abuse and relevant legislative requirements.

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Term 1	Term 2	Term 3	Term 4
	1. Fortnightly Newsletter entries re- communication of Child safe.		
	2. Classroom visits (Social worker) to present child safe information for students Wk 6) Child safe student presentation		2. Classroom visits (Social worker) to present child safe information for students Wk 5) Child safe student presentation
	2. Child safe staff training incl. flowchart for procedures for responding to and reporting suspected child abuse Staff flowchart of procedures Staff Presentation of Child Safe Training module Presentations x2 Teaching staff		
3. Completion of the mandatory reporting module by all staff. TPS Staff Mandatory Reporting Training			
4. Update of schools website - child safe information		3. Update of schools website - child safe information	

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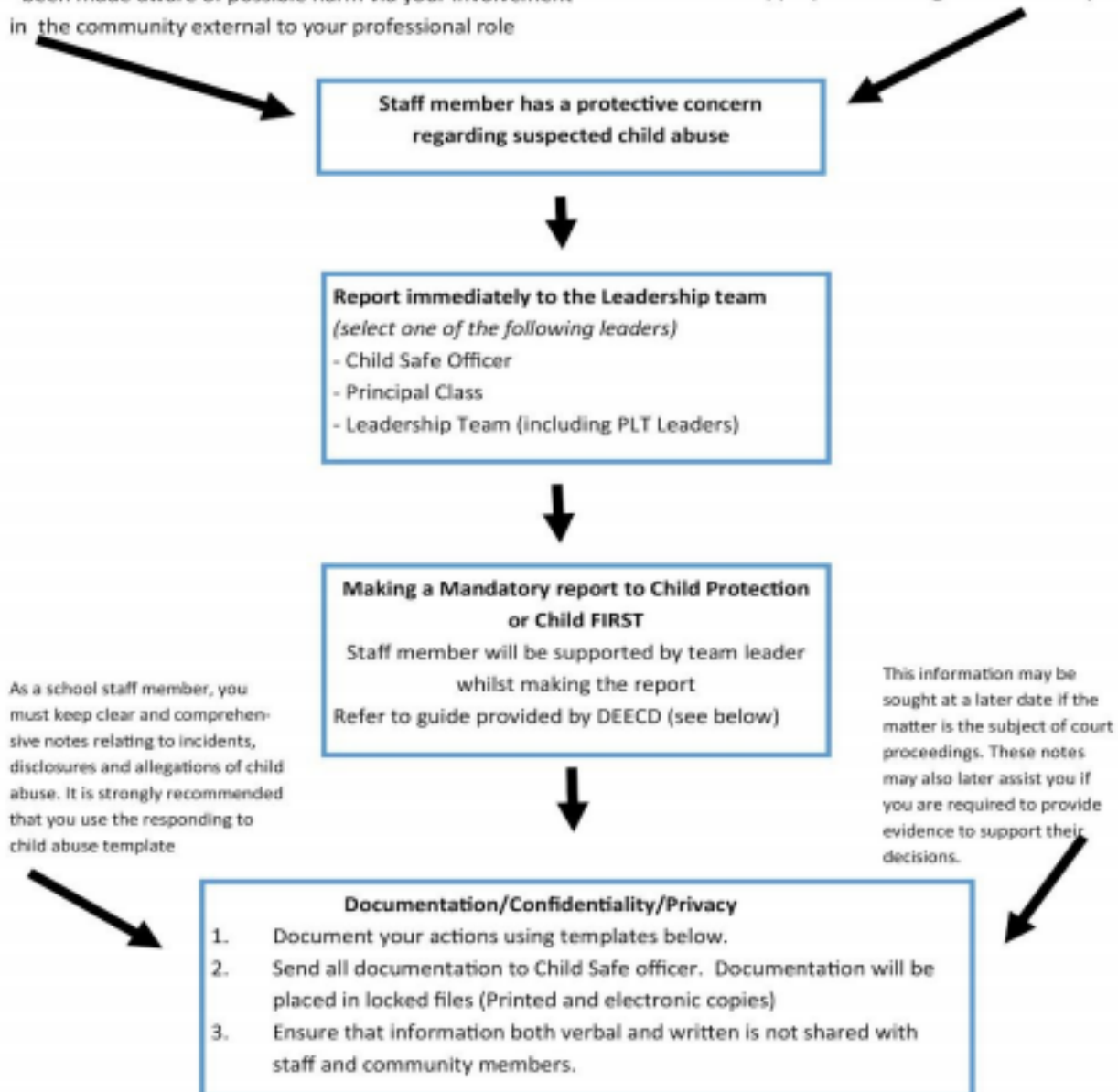## CSPS procedures for responding to and reporting suspected child abuse

PROTECTIVE CONCERNS:

You are concerned about a child because you have:

- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role

At all times remember to:

- record your observations
- follow appropriate protocols
- consult notes and records
- consult with appropriate colleagues if necessary

Staff member has a protective concern regarding suspected child abuse

Report immediately to the Leadership team
(select one of the following leaders)
- Child Safe Officer
- Principal Class
- Leadership Team (including PLT Leaders)

Making a Mandatory report to Child Protection or Child FIRST
Staff member will be supported by team leader whilst making the report
Refer to guide provided by DEECD (see below)

As a school staff member, you must keep clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse. It is strongly recommended that you use the responding to child abuse template

This information may be sought at a later date if the matter is the subject of court proceedings. These notes may also later assist you if you are required to provide evidence to support their decisions.

Documentation/Confidentiality/Privacy
1. Document your actions using templates below.
2. Send all documentation to Child Safe officer. Documentation will be placed in locked files (Printed and electronic copies)
3. Ensure that information both verbal and written is not shared with staff and community members.

Appendix D

Child safe standard 5
Procedures for responding to and reporting child abuse
i.e. friendly processes in place to ensure children know who to talk to if they feel unsafe or have a concern.

Child Safe student presentation schedule

Child safe student presentation

Organisation:

- Interactive panel is required
- Teachers/ES staff to be present for sessions
- Follow up activities can be included and completed by classroom teachers after the session
    (eg. 5 trusted adults)

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Appendix E

Standard 5: Procedures for responding to and reporting suspected child abuse

Staff flowchart of procedures.

TPS has a clear set of procedures for reporting and acting on disclosures of concerns about child safety
Responding to suspected child abuse
https://www.education.vic.gov.au/Documents/about/programs/health/protect/PROTECT_Responding_TemplateSchools.pdf
Responding to student sexual offending
https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_template_interactive_03112016.pdf

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Appendix F Standard 5: Procedures for responding to and reporting suspected child abuse
Procedure for record keeping requirement, confidentiality and privacy.

Documentation:

As a school staff member, you must keep clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse.
Types of documentation include:
- Records of conversations from students, staff and parents (including phone calls)
- Compass entries
- Incident reports
- Student notes/drawings
- Child abuse template: Responding to suspected child abuse: template.
- Responding to student sexual offending template: Responding to student sexual offending: template. - Iris reports (if applicable)
- Related SSS documentation (if applicable)

This information may be sought at a later date if the matter is the subject of court proceedings. These notes may also later assist you if you are required to provide evidence to support their decisions.

**TPS as policies and procedures concerning record keeping requirements, confidentiality and privacy.**

Confidentiality and storage:

All documentation must be kept private and confidential.
Principal class will keep both a paper copy and electronic copy of all documentation.
Paper copies will be kept in a locked filing cabinet located in the Principal's office.
Electronic copies will be stored in a locked file on the school's central database accessible only by the Principal class
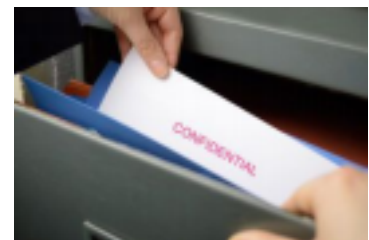
Appendix G

> **Our school has child friendly processes in place to ensure children know who to talk to if they feel unsafe or have a concern.**
>
> **Child safe student presentation**

CHILD SAFE PRESENTATION: Presented to students by TPS staff

CSPS
Child Safe Student Presentation

What are some things that we might want to talk to an adult about?

- Arguments
- Yelling: Raised voices at home
- Physical: Accidents
- Living environments: Environmental Issues
- Death: anyone you know who may have passed away

What Zone Are You In?

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

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Things you might be experiencing

- Overthinking
- Worry
- Stress
- Sadness
- Unable to relax
- Unable to focus

What can you do to feel better?

TALK TO SOMEONE YOU TRUST

Who do you trust?

TALK TO SOMEONE AT HOME
- Talk to mum or dad
- Talk to a brother or sister
- Talk to an aunty or uncle
- Talk to an adult who is friends with your family
- Talk to your grandparents

TALK TO SOMEONE AT SCHOOL
- Talk to a teacher within the school
- Talk to an AID in the classroom
- Talk to the wellbeing team
- Talk to a friend
- Talk to the Principal Class

TALK TO SOMEONE FROM YOUR CLUBS
- Talk to your coach
- Talk to a friend
- Talk to a parent that you trust

Who are your 5 people?

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Appendix H

Appendix I

Standard 6: Strategies to identify and reduce or remove risks or child abuse.

Each year TPS provides appropriate guidance and training to individual <u>school council members</u> and school staff about:

> ● individual and collective obligations and responsibilities for managing the risk of child abuse; ●
> child abuse risks in the school environment; and
> ● the school's current child safety standards.

2021				2022	
Term 2	**Term 3**	**Term 4**	**Term 4**	**Term 1**	**Term 2**
Child Safe Standard 1: Strategies to embed an organisation culture of child safety & Child Safe Standard 2: A child safety policy or statement of commitment to child safety Statement of commitment and Child Safe Policy. Child Safe Standard 3: A child safety - Child Safe Code of Conduct	Child Safe Standard 4: School staff selection, supervision and management practices for a child safe environment - Job applications, WWCC, Induction	Child Safe Standard 5: Procedures for responding to and reporting allegations of suspected child abuse Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse *Child Safe presentation Annual presentation*	Child Safe Standard 7: Strategies to promote child participation and empowerment	School Council Code of conduct for school	* Standard 6: Risk Assessment template Protect poster ** Standard 6: Strategies to Identify and Reduce or Remove Risks of Child Abuse
Standard 6: Protect poster	School Council Code of conduct for school				
Child Safe presentation Annual presentation	School Council Self-Assessment Tool	School data unpacking (data sources relating to Child Safe)			Child Safe presentation Annual presentation

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Appendix J

Standard 6 - TPS Risk Assessment - Strategies to Identify and Remove Risks of Child Abuse
Toolangi Primary School will adopt an annual risk management analysis to identify risk assessments specific to Child Safety.

Area and location	Risk Event or Environment		Rating			New risk management strategies or treatments	Who is Responsible?	Target risk rating
All areas and locations	No organisational culture of child safety – lack of leadership, public commitment and frequent messaging	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Severe	Extreme	Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available	Principal School Council Chair Child Safe officer	
All areas and locations	Inappropriate behaviour is not reported and addressed	Child safety code of conduct Clear child safety reporting procedures Performance management procedures	Unlikely	Severe	High	Strategies to embed organisational culture of child safety are reviewed Refresher training for staff – see eLearning mandatory reporting module	Principal School Council Chair	
All areas and locations	Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety Clear child safety reporting procedures	Possible	Major	High	Refresher training for staff – see eLearning mandatory reporting module	Principal School Council Chair	
All areas and locations	Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration	Unlikely	Major	Medium	Processes updated to require: ● Criminal history search ● Pre-employment reference check includes asking about child safety	Principal School Council Chair	
All areas and locations	Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	Train students and staff to detect inappropriate behaviour Ensure appropriate settings on all student technologies	Principal School Council Chair	
All areas and locations	Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures	Unlikely	Moderate	Medium	Assessment of new or changed environments for child safety risks Ensure Code and strategies apply in all school contexts	Principal School Council Chair	

All areas and locations	Ad-hoc contractors on the premises (eg maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring	Unlikely	Moderate	Medium	● Refresher training for frequent contractors	Principal, School Council Chair	

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Appendix K

Standard 7: Strategies to promote child participation and empowerment

The governing authority of TPS has developed strategies to deliver appropriate education about: ● standards of behaviour for children at the school;
- ● healthy and respectful relationships (including sexuality);
- ● resilience; and
- ● child abuse awareness and prevention.

TPS creates opportunities for participation that incorporate planning, preparation, action and feedback.				
Child Safe Team members	**Meeting schedule**	**Planning & Preparation**	**Action & Feedback**	**Reporting expectations**
Sally Herbert (Child Safe leader) Tess Kesting Classroom teacher	Fortnightly meetings focusing on Child safe at staff meeting Child safe inclusion in Principal's report at School Council	Review Child safe standards 1- 7 with particular emphasis on: - Monitoring and evaluation of each standard. - Reference to the management practices and PD schedule (Appendix C) - Child safe promotion and publicity - Child safe Curriculum expectations incl. ● Zones of Regulation ● Family Life ● Life Education	Staff feedback Minutes of Child safe meetings to be shared with staff Actions highlighted in minutes to be implemented by classroom teachers. Community feedback Student and parent voice team workshops. Newsletter/website updates.	School Council annual presentation School Council Student leaders

ELEMENT ONE: Standards of behaviour for students attending the school		
Focus	**DET Overview**	**Evidence**
Positive Climate for Learning	The Department of Education and Training's <u>Student Engagement and Inclusion Guidance</u> requires *all* government schools to develop a Student Engagement Policy. In developing this policy schools are required to: ● work with the school community to set/review shared values and a vision ● consider if the school environment is inclusive and empowering and provides opportunities for students to take responsibility and be involved in decision-making.	● TPS Student engagement and Inclusion policy ● TPS Vision, Mission and Values

Student code of Conduct
 	
SWPBS
 	
ICT and Digital Technology Curriculum
 	
eSmart SWPBS Anti bullying programs
	Why is the development of standards of behaviour important?
	
	The right for students to learn and feel safe is underpinned by clearly articulated and well-promoted standards of behaviour (or code of conduct).
	
	    ● Standards of behaviour should extend across the school community (students, staff and parents/carers), setting a positive tone for safe and supportive relationships, articulating clear boundaries and supported pathways for students:
	    ● impacted by the behaviour of others (ensuring students know when and how to seek help)
	    ● who do not uphold the behaviour standards (ensuring that there is support for students to address and mitigate these behaviours and address any underlying factors).
	    ● Standards of behaviour should also extend to online environments. Setting clear online standards of behaviour helps to prevent cyber-bullying and helps to keep
		● TPS Positive Climate for Learning booklet
		● ICT policy
		● TPS SWPBS Action Plan
		● TPS SWPBS accreditation
		● TPS Positive Behaviour expectation matrix
		● Bullying No way day led by JSC. Held annually in Term 1

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	students safe from predatory behaviours. All schools can use the National Safe Schools Framework, eSmart and Bully Stoppers and the School-wide Positive Behaviour Support as vehicles to deliver on Element One of CSS-7.	

National Safe Schools Framework (Student Directed Values)	**National Safe Schools Framework (Student Directed Values)**
	
	The *National Safe Schools Framework* includes specific advice on empowering students by implementing student-directed values within the school.
	
	Student Voice and the Education State
	
	This resource outlines recommended approaches to empower students' voices to be valued in education. Key approaches include
	
	    ● engaging the SRC in discussion about expectations, behaviour, mutual respect ● conducting student-led student forums around behaviour, respect etc.
	    ● allocating time and resources to train and support student representatives to intervene around issues of positive behaviour
	    ● establishing Student Action Teams to investigate issues of inclusion and exclusion and of expectations.
		● Student Voice Team workshops (Term 1 2019)
		● Junior school council presentation at School council
		● School leaders conducting enrolment tours

ELEMENT TWO: Healthy and Respectful Relationships (including sexuality) ELEMENT THREE: Resilience

Zones of Regulation Sensory training and resources **LOOKOUT - trauma PD** **Family Life**	**Social and emotional learning is a critical part of school education, which is why it is mandated within the Victorian Curriculum.** **The delivery of education about respectful relationships, resilience and sexuality important for the following reasons:** equipping students with the skills to build positive relationships and communicate respectfully is essential preparation for productive and healthy adult lives building resilience (the ability to cope and thrive in the face of negative events, challenges or adversity) has a positive impact on both social and academic outcomes, and is particularly critical for students who may be impacted by abuse students who are well informed about sexuality are more likely to make positive and informed decisions and less likely to place themselves at risk in adolescence. **Sexuality Education** All schools delivering the Victorian Curriculum are required to deliver sexuality education in order to meet the learning standards within the Health and Physical Education curriculum.	● Whole school Zones of Regulation framework implementation. ● Sensory tubs ● OT (Yooralla) support (Sensory OT for Tier 3 student) ● **LOOKOUT** training incl. -Brain friendly classroom -Trauma PD ● Family Life (implemented in 2016 & 2017) *Under review for 2019*

ELEMENT FOUR: Child Abuse Awareness and Prevention

Child Safe professional development Publicity and promotion of Child safe standards	Is the school delivering child abuse awareness and prevention education and meeting the relevant learning standards within the Victorian Curriculum**?	● Child safe booklet ● PD schedule ● Student workshops ● iNewsletter ● TPS School website

Child safe Professional development for all staff Regular monitoring of Mandatory reporting module for all staff.	Have staff at the school undertaken mandatory reporting training and familiarize themselves with the _Four Critical Actions: Responding to Incidents, Disclosures and Suspicions of Child Abuse_ (essential to addressing disclosures which may be prompted by the delivery of child abuse awareness and prevention education)?	● Professional development learning plan ● TPS Mandatory Reporting training audit

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Appendix L
Standard 7: Strategies to promote child participation and empowerment
[**PROTECT posters**](#)

Appendix M
Standard 7: Strategies to promote child participation and empowerment
[Rights of the child](#)