



Aboriginal and Torres Strait Islander Students Policy and Procedures

Rationale

Clyde Grammar has a definitive ethos, which is to deliver exceptional, high quality, affordable education, embedded with Christian faith and values.

At Clyde Grammar, our passionate, dedicated staff acknowledge the importance of providing a safe stimulating environment where children are excited to come to school every day and eager to learn in a safe and nurturing environment.

Our key objective is to provide rich, engaging learning experiences in accordance with the Victorian Curriculum, that cater for the person needs and growth of each individual child.

CSV and **Clyde Grammar** are committed to ensuring the safety, wellbeing, and participation of all children and young people under our care.

Aim

Clyde Grammar has developed a suite of policies including our Aboriginal and Torres Strait Islander Policy that provides key elements of our approach to protecting children from abuse. It forms the foundation of the School's procedures, practices, decision-making processes and ultimately the School's culture with respect to child safety.

Objectives

The Clyde Grammar Board, the School's governing authority, has approved the Aboriginal and Torres Strait Islander Students Policy and Procedures (Child Safeguarding), as set out in the Policy Administration section, below.

To be a child safe environment, the School must have and implement a variety of strategies to ensure the cultural safety of Aboriginal and Torres Strait Islander students and to respect and value these students, their families and their communities.

In particular, Standards 1 and 5 of the Victorian Child Safe Standards require the School to:

- establish a culturally safe environment for Aboriginal students in which their diverse and unique identities and experiences are respected and valued
- uphold equity and respect diverse needs in policy and practice, including by paying particular attention to the needs of Aboriginal children and young people.

To implement these Standards, Ministerial Order 1359 requires the Clyde Grammar Board to develop and endorse a policy or statement that details the strategies and actions that the School will take to meet a number of specific requirements relating to the cultural safety of Aboriginal and Torres Strait Islander students.

Statement of Commitment to Child Safety

- All personnel of Clyde Grammar are responsible for supporting the safety of children by adherence to all child safe standards and obligations outlined by the Department of Education and Training (PROTECT), to ensure behaviour towards children is safe and appropriate.
- Clyde Grammar should be a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. The school is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of need. The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, per the **School Curriculum**.



- By embedding a child safe culture, Clyde Grammar ensures that risks to Child Safety are identified early, and steps are taken to address and reduce such risks, both in the physical environment and online environments.
- Regular, ongoing training and education are important to ensure that everyone at Clyde Grammar understands stated policies and procedures, how to identify child abuse, and the steps to be taken where a child's safety is at risk.

Clyde Grammar School are committed to ensuring the safety, wellbeing, and participation of all children and young people under our care. We have zero tolerance for child abuse.

Clyde Grammar Board have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected and their voices heard, and where they are safe and feel safe.

Ministerial Order 1359, the Clyde Grammar Statement of Commitment to Child Safety set out the principles that guide the Clyde Grammar Board and in the development and regular review of the Aboriginal and Torres Strait Islander Students Policy and Procedures (Child Safeguarding).

Principles

Clyde Grammar recognises the importance of every Aboriginal and Torres Strait Islander student feeling that their sense of self and their identity is valued by the people and environments that surround them. Cultural identity and cultural safety (defined below) are fundamental to a student's overall wellbeing and sense of safety.

The risk of abuse and other harm is heightened for Aboriginal and Torres Strait Islander students when they do not feel culturally safe. Aboriginal and Torres Strait Islander students may be less likely to disclose abuse or other harm due to a lack of cultural safety and fear of authorities intruding into their family and community, based on historical experiences of systemic racism and abuse.

Creating a culturally safe organisation for Aboriginal and Torres Strait Islander students requires a willingness to learn, understand and respond to the diversity of Aboriginal and Torres Strait Islander culture and to empower participation in decision-making at the School.

This Policy and its Procedures set out how the School promotes the cultural safety of Aboriginal and Torres Strait Islander students as required by the Victorian Child Safe Standards and Ministerial Order 1359, and how it meets those aspects that relate to partnering with Aboriginal and Torres Strait Islander families, carers and communities and promoting equity and respecting diversity.

Scope

This policy applies to all staff, volunteers and contractors of Clyde Grammar, whether or not they work in direct contact with children or young people.

Definitions

Definitions of particular terms used in this Policy and its Procedures can be found in **Child Safeguarding Program Definitions**.



Cultural Safety:

or a “**culturally safe**” environment, is a concept that goes beyond cultural awareness (knowledge and understanding of cultural differences and history) and cultural competence (culturally sensitive behaviour). It is about creating an environment where Aboriginal and Torres Strait Islander people are not only treated in a culturally respectful manner but are also empowered to actively participate and supported to carry out culturally significant tasks.

Responsibilities

In addition to relevant roles and responsibilities as set out in **Child Safeguarding Responsibilities**, the following people have particular responsibilities under this Policy and its Procedures.

Role

Principal

Responsibilities

The Principal is responsible for implementing this Policy and its Procedure and managing the involvement of relevant communities in School decisions and reviews.

Policy

1. Clyde Grammar School values and respects the cultural diversity of our students and is committed to ensuring that the backgrounds of all students are sensitively recognised, catered for, celebrated and valued so that cultural differences do not compromise students' safety and wellbeing.
2. The School:
 - identifies children from Aboriginal and Torres Strait Islander backgrounds when they are enrolled in the School
 - employs appropriate strategies to ensure the safety of these children as required
 - encourages participation and empowerment of these children, their families and their communities in the development of these strategies
 - considers these children when developing and implementing policies and procedures related to child safeguarding at the School
 - educates our Staff about cultural safety and the strategies and procedures that we have employed
 - recognises that approaches to parenting vary considerably across culturally diverse groups, however, the safety of the student should always be the main consideration.
3. The School implements a number of strategies and initiatives, as set out in the **Procedures** below, to ensure that the School is a culturally safe environment for Aboriginal and Torres Strait Islander students.

Procedures

The strategies and initiatives that Clyde Grammar implements to ensure that the School is a culturally safe environment for Aboriginal and Torres Strait Islander students include:

- talking with local Aboriginal and Torres Strait Islander people
- making contact and engaging with local Traditional Owner groups and/or Registered Aboriginal Party
- recognising the continuing negative impacts of past government policies and practices on Aboriginal and Torres Strait Islander people



- seeking and taking into account cultural informal advice when developing and reviewing strategies for addressing child safety, child safety information and processes for students and families to raise child safety concerns
- actively engaging with Aboriginal and Torres Strait Islander students and their families about how they would like to be involved by:
 - providing an environment where they feel safe and valued
 - creating opportunities for families to voice concerns and to help define solutions
 - holding informal meetings or surveys to proactively seek and incorporate feedback on existing systems and policies
 - asking about the best way to provide information to students and their families to foster conversations around child safety
- seeking to engage a mix of Staff, Volunteers and Contractors that is reflective of the diversity in the School community by:
 - engaging Staff, Volunteers and Contractors at every level that are representative of the School community
 - embedding targets for diversity into the School's governance structures and strategies
- acknowledging the National Government Apology to Australia's Indigenous People for the forced removal of Aboriginal children (Sorry Day)
- coordinating the School's participation in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, which celebrates Aboriginal and Torres Strait Islander cultures
- creating a physical environment that is respectful of Aboriginal and Torres Strait Islander cultures, including:
 - a physical acknowledgement of the Traditional Owners of the land that the School is built on
 - the display of the Aboriginal flag
 - developing information that is culturally appropriate and includes images portraying cultural diversity
 - creating multilingual resources, as needed.

Implementation

This Policy and its Procedures are made available to all Staff, Volunteers, and Contractors, via the School's intranet. They are included in induction training and in ongoing refresher training for Staff and relevant Volunteers and Contractors. For more information, refer to **Child Safeguarding Training and Supervision Policy and Procedures**.

They are made available to parents/carers, students and the wider School community in summary in our **Child Safeguarding (Safety and Protection) Policy and Procedures** as well as the schools website and referenced in the new parent information booklet. It is also available in hard copy by request.

Breach of Aboriginal and Torres Strait Islander student's policy and procedures (child safeguarding)

Clyde Grammar enforces this Policy and its Procedures. In the event of any non-compliance, we will instigate a review that may result in a range of measures including (depending on the severity of the breach):

- remedial education
- counselling
- increased supervision
- the restriction of duties
- appointment to an alternate role
- suspension
- in the case of serious breaches, termination of employment, contract or engagement.

For more information, refer to **Compliance and Breach (Child Safeguarding) Policy and Procedures**.

Policy and Procedure Obligation

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

Source of Obligation

Clyde Grammar School Aboriginal and Torres Strait Islander Students Policy and Procedures (Child Safeguarding) implements the following:

- Victorian Child Safe Standards, Standards 1 and 5
- Ministerial Order 1359, Clause 5

Clyde Grammar Schools Policy and Procedure Linkages

- Child Safeguarding (Safety and Protection) Policy and Procedures
- Student Participation and Empowerment Policy and Procedures
- Regular Reviews and Continuous Improvement Policy and Procedures
- Disability Discrimination Policy
- Duty of Care
- Mandatory Reporting
- Student Welfare
- Negligence
- On-Site Supervision

Related Forms and Documents

- Reconciliation action plan currently in development
- Student code of conduct
- Staff code of conduct



References and Resources

National Office for Child Safety, SNAICC, and Victorian Aboriginal Child Care Agency, [Keeping our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations](#), 2021

Policy Administration

Status	Subject to final Board Approval
Person Responsible	The Principal
Approver(s)	The CSV Board is responsible for ensuring that the policy and its procedures are reviewed and updated as needed, and for approving this policy
Approval Date	TBC
Version Number	1.0
Version History	Created 2022
Review Frequency	A review of this policy and its procedures is conducted at least every 2 years or earlier if required, such as due to changes in legislation
Next Review Date	January 2023
Risk Rating	High
Location	CompliSpace

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GRAMMAR