



**CLYDE**  
GRAMMAR

## Child Safeguarding Training and Supervision 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 personal 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 Training and Supervision Policy and Procedures 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.

This Policy and its Procedures set out the policies, procedures, work practices and guidelines that the School employs to ensure that Staff and relevant Volunteers and Contractors are provided with an induction into our child safe policies, procedures and practices, ongoing education and training about child safety, child safety-related supervision and performance monitoring, and performance appraisal and professional development.

Together these are aimed at ensuring the safety of students and the protection of them from abuse and other harm and creating a child safe culture

The School's Child Safeguarding Training and Supervision Policy has been approved and endorsed by the School's Board and is regularly reviewed by the Board.

### Scope

This Policy and its Procedures apply to all Staff (including members of the leadership team).

It also applies – where indicated below – to certain Volunteers and Contractors. However, training obligations for, and the amount of supervision provided to, Volunteers and Contractors may be modified versions of these procedures, as set out below.

This Policy and its Procedures apply in all School, including physical, virtual and online environments, and on-site and off-site School grounds (e.g. extra-curricular activities such as sport and other programs, camps and excursions, interstate and overseas).

This Policy and its Procedures do not apply to School students who are volunteering with, coaching or tutoring younger students at the School, but these students are required to abide by the School's **Student Code of Conduct** at all times.



## Statement of Commitment to Child Safety and Child Safety Principles

- 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.

## Definitions

Definitions of particular terms used in this Policy and its Procedures can be found in **Child Safeguarding Program Definitions**. Of particular importance to the Child Safeguarding Human Resources policies and procedures are the following additional key definitions:

**Child Connected Work:** For the purposes of Ministerial Order 1359, "child-connected work" is defined as work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present".

Under this definition, all **staff members** are engaged in child-connected work.

Under this definition, many, but not all, Volunteers and Contractors are engaged in child-connected work. Volunteers and Contractors who are not adults or who do not work when children are present or expected to be present are NOT engaged in child-connected work.

"Child-connected work" is broader than "child-related work" (defined below). "Child-connected work" does not need to involve direct contact with children, whereas "child-related work" does. For example, a consultant engaged by the School to work with the School Consultative Committee and who attends the School for meetings during school hours when children are present is not engaged in "child-related work" but **is** engaged in "child-connected work".

**Child Related Work:** "Child-related work" is defined in the Worker Screening Act 2002 (Vic). It is work performed at or for the School by a staff member, Volunteer or Contractor that usually involves direct contact with a child (unless the direct contact is only occasional and incidental to the work).

Direct contact means any contact between a person and a child that involves:

- physical contact
- face-to-face contact
- contact by post or other written communication
- contact by telephone or other oral communication; or
- contact by email or other electronic communication.

Under this definition, most Staff at the School, and any Direct Contact Volunteers and Direct Contact Contractors, are engaged in child-related work for the purposes of Ministerial Order 1359.

**School Staff:** “School staff” is a particular phrase used in Ministerial Order 1359, and is defined as “an individual working in a school environment who is:

- directly engaged or employed by a school governing body\*
- a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by a school governing body to perform child-related work; or

*\*The engagement or employment of Staff and Contractors at the School (other than the Principal and Executive Director Corporate Services) is undertaken by the School on behalf of CSV Board*

This means that, at the School, **all staff members, as well as Direct Contact Contractors** or an employee or officer of a religious body associated with the School, are “school staff”, no matter their age or the frequency of engagement.

**Staff/Staff Member:** The terms “Staff” and “staff member” include all teaching and non-teaching Staff, including the Principal. They include all those employed by the School on a permanent, temporary or casual basis.

Although Consultative Committee members are technically Volunteers, they are considered “Staff” for the purposes of this Policy and the Child Safeguarding Program.

**Volunteers and Contractors:** A Volunteer is someone who performs work for the School in a School environment without remuneration or reward. Volunteers may be family members of students, or from the wider School or local community. Volunteers are not “school staff” for the purposes of Ministerial Order 1359.

A Contractor is someone engaged by the School to perform specific tasks. Contractors are not employees of the School. However, Contractors who have direct contact with children (see below) are “school staff” for the purposes of Ministerial Order 1359.

The School categorises Volunteers and Contractors as either:

- **Direct Contact Volunteers/Contractors:** Volunteers and Contractors who have direct physical or face-to-face contact with, or who directly communicate with, students (such as volunteers and contractors who are tutors, provide learning support, work in the Canteen, attend or provide excursions/incursions, assist in music/drama productions and coach sports teams). External Education Providers are considered Direct Contact Contractors. All Direct Contact Volunteers/Contractors who are adults are engaged in both “child-related work” and “child-connected work”.



- **Regular Volunteers/Contractors:** Volunteers and Contractors who assist the School in ways that do not involve direct contact with students (although there could be indirect or incidental contact), and who do this more than seven times per year (such as volunteers working the School's administration office, contracted consultants, regular maintenance workers or cleaners, and caterers for staff events).
- Regular Contact Volunteers/Contractors are NOT engaged in "child-related work". They are only engaged in "child-connected work" if they are adults and if they work when children are present or expected to be present.
- **Casual Volunteers/Contractors:** Volunteers and Contractors who assist the School in ways that do not involve direct contact with students (although there could be indirect or incidental contact) or whose services are aimed at the general public, and who do this seven times or less per year (such as volunteers who work on a stall at a School fete or on a barbeque at a sporting event, and one-off emergency maintenance workers). **Casual Contact Volunteers/Contractors are NOT engaged in "child-related work". They are only engaged in "child-connected work" if they are adults and if they work when children are present or expected to be present.**

**Supervision:** "Supervision" is an intervention that is provided by a senior staff member of School to other staff members, Volunteers and Contractors. The supervisor/supervisee relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the staff member(s), monitoring the quality of education provided to students and their interactions with wider School community, and serving as a gatekeeper of those who are to enter the particular profession.

**Performance Review:** "Performance reviews" are a process aimed at assisting staff members to sustain their performance at a planned level, promoting a climate of continuous learning and development, and enhancing individual competencies. A performance review may or not be undertaken by a staff member's direct supervisor.

Child Safeguarding performance reviews include, but are not limited to:

- observing and analysing integration of the staff member's skills, knowledge and practices during teaching and other interactions with students (including random and organised observations through in person, line of sight and within hearing range supervision)
- review of materials and audio-visual aids used
- seeking feedback from students, parents/carers and colleagues
- a performance appraisal discussion.

**Performance Appraisal Discussion:** Performance appraisal discussions involve, in relation to child safeguarding:

- consideration of performance against the School's Child Safeguarding Program, including the Child Safety Code of Conduct
- reviewing the skill sets of staff members relating to child protection, safety and wellbeing
- identifying additional child safeguarding training needs relevant to the staff member's role
- setting goals in relation to issues which impact the safety and wellbeing of children and young people (for example, identifying ways to support staff members to perform the duties and skills contained within their job description).



## 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

The Principal is responsible for implementing this policy and its procedures.

### Clyde Grammar School's Policy Statement

#### 1. Child Safeguarding Training

##### *Purpose of Training*

Clyde Grammar School recognises that without training and education for our Consultative Committee members, Staff, Volunteers and Contractors, our policies and procedures will not operate effectively to keep our students safe and protect them from abuse and other harm.

This subsection of the Child Safeguarding Training and Supervision Policy and Procedures describes the training, information and education with respect to child safeguarding that is provided to, or otherwise required of, various Staff, Volunteers and Contractors.

##### ***Who is Required to Complete What Training?***

###### *(a) Induction Training*

Consultative committee members, all Staff and Direct Contact Volunteers/Contractors must complete the School's online child safeguarding learning course as part of the induction process, when they first commence their role at the School.

Regular and Casual Volunteers/Contractors (including, but not only, those engaged in child-connected work) receive, when they first commence their role at the School, either modified induction training or information on our Child Safeguarding (Safety and Protection) Policy and Procedures, the Child Safety Code of Conduct and how to report child safety incidents or concerns to the School.

###### *(b) Ongoing and Refresher Training*

Consultative committee members, all Staff and Direct Contact Volunteers/Contractors must complete the School's online child safeguarding refresher learning course at least annually.

###### *(c) Mandatory Reporter Training*

All Staff, Volunteers and Contractors who are Mandatory Reporters must complete the School's online child safeguarding learning course when they first commence their role at the School as part of the induction process, as well as periodic refresher training to ensure ongoing understanding of their obligations.

(d) *Additional Training*

The Principal, and other selected Staff, undertake additional training on child safety issues as considered appropriate to their roles.

This additional training may include the variety of online courses available in CompliLearn, external courses, conferences and workshops on relevant child safety-related topics as well as internal training provided by Clyde Grammar and CSV Ltd.

***Child Safeguarding Training Record Keeping***

The School creates and maintains electronic records of all child safeguarding training completed by Staff, as well as Direct Contact Volunteers/Contractors through CompliLearn.

**2. Child Safeguarding Supervision and Performance Monitoring**

*Regular Supervision and Reviews*

The School provides all staff members, all Direct Contact Contractors and those Regular Contractors who are engaged in “child-connected” work with regular supervision – and, for Staff, performance reviews – that involves consideration of child safety issues, to ensure their behaviour towards students, or when students are present or expected to be present, is appropriate, and to monitor their compliance with the School’s Child Safeguarding Program.

Performance reviews are undertaken at least annually for all Staff.

For Direct Contact Contractors and those Regular Contractors who are engaged in “child-connected work”, the Contractor’s supervising staff member must have at least one dialogue with the Contractor during the period of the contract (and additional dialogues, depending on the frequency of the Contractor’s engagement at the School) to discuss and monitor their performance in relation to child safeguarding.

*Probationary Periods For Staff*

Probationary periods apply to all new staff members, where these are permitted by law. During probation, new staff members receive:

- more frequent supervision, to ensure their behaviour towards students is appropriate and to monitor their compliance with the School’s Child Safeguarding Program
- more frequent performance appraisal conversations with their Manager.

For more information, refer to our general Human Resources Policies and Procedures.

*Direct Contact and Regular Volunteers*

A supervising staff member is assigned to each Direct Contact and Regular Volunteer.

The supervising staff member must have at least one dialogue with the Volunteer during the period of the volunteer work (and additional dialogues, depending on the frequency of the Volunteer's engagement at the School) to discuss and monitor their performance in relation to child safeguarding.

### **3. Professional Development**

#### *Purpose of Professional Development*

Clyde Grammar School recognises that ongoing professional development with respect to child safeguarding is essential for our staff members to keep our students safe and protect them from abuse and harm.

#### *Staff Child Safeguarding Professional Development Assessment and Provision*

When new staff members are engaged by the School, the School considers the level of training and experience that they are required to possess in relation to child safeguarding in the context of their appointed role.

The School then works with each staff member to ensure that they can access ongoing training and development opportunities that will continue to equip them to keep students safe and protect them from abuse and other harm.

#### *Professional Development Reviews*

The School undertakes professional development reviews at least annually for all Staff as part of the performance review process. These reviews include consideration of professional development needs in light of the Child Safeguarding Codes of Conduct and the requirements of the Child Safeguarding Program.

## **Procedures**

### *Training Content*

Our induction and refresher child safeguarding learning course includes information on:

- our Child Safeguarding Program
- our Child Safeguarding (Safety and Protection) Policy and Procedures and the Child Safety Code of Conduct
- the legal and regulatory framework for child safety and wellbeing, including:
  - WWC Checks
  - Mandatory Reporting to Child Protection
  - Non-Mandatory Reporting to Child Protection
  - Reportable Conduct
  - the Duty to Protect Students and the Failure to Protect offence
  - reporting to Police (including the Failure to Disclose offence)
  - information sharing and record keeping
  - privacy and employment law obligations related to child safeguarding



- whistleblower protection
- guidance on the different types of child abuse and other harm, recognising key indicators, and understanding circumstances that increase the vulnerability of some children and young people to child abuse or other harm
- our complaints handling policies and procedures
- procedures for responding to a child safety incident, concern or complaint
- how to report child safety incidents or concerns internally to the School and externally to the appropriate external authorities
- child safeguarding information sharing and record keeping obligations
- children and young people's rights to participation, information and safety, empowering children and young people, and encouraging children and young people's participation
- building culturally safe environments, including information about Aboriginal and Torres Strait Islander cultures, culturally and linguistically diverse cultures, disability and people with other particular experiences or needs, and respecting children and young people irrespective of their individual characteristics, cultural backgrounds and abilities
- identifying and mitigating child safety and wellbeing risks in the School environment without compromising a student's right to privacy, access to information, social connections and learning opportunities.

### **Implementation**

This Policy and Procedure are made available to all Staff, Volunteers, and Contractors, via CompliSpace. The policies and procedures in its subsections 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 Policy and Procedures**.

These policies and procedures 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 **by reception upon request**

They are also available in hard copy by request.

### **Breach of this Child Safeguarding Training and Supervision Policy and Procedure**

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.



### Regular review

A review of the Child Safeguarding Training and Supervision Policy and Procedures (Child Safeguarding) is conducted every **2 years** or earlier if required, such as due to changes in legislation.

The Clyde Grammar Principal is responsible for ensuring that this Policy is reviewed and updated as needed and for approving this Policy.

#### Related Legislation:

Ministerial Order No. 870 Child Safe Standards  
Children, Youth & Families Act 2005  
Child Wellbeing and Safety Act 2005  
Education and Training Reform Act 2006  
Working with Children Act 2005  
Crimes Act 1958 (Vic)  
Family Violence Protection Act 2008  
Victorian Child Safe Standards, Standards 6  
Ministerial Order 1359, Clause 10  
CSV Ltd and Clyde Grammar School Child  
Safeguarding Policy

#### Related Clyde Grammar Policies:

- Child Safety Code of Conduct
- Child Safeguarding (Safety and Protection) Policy and Procedures
- Child Safeguarding Recruitment Policy and Procedures
- Working with Children Checks Policy and Procedures
- Reportable Conduct Policies and Procedures
- Child Safeguarding Record Keeping Policy and Procedures
- our general Human Resources Policies and Procedures

### Resources

- Commission for Children and Young People, [Standard 4: human resource practices](#), 2018
- Department of Education and Training, [HR Practices for a Child Safe Environment](#), 2018

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### Policy Administration

<b>Status</b>	Subject to final Board Approval
<b>Person Responsible</b>	The Principal
<b>Approver(s)</b>	The CSV Board is responsible for ensuring that the policy and its procedures are reviewed and updated as needed, and for approving this policy
<b>Approval Date</b>	TBC
<b>Version Number</b>	1.0
<b>Version History</b>	Created 2022
<b>Review Frequency</b>	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
<b>Next Review Date</b>	January 2023
<b>Risk Rating</b>	High
<b>Location</b>	CompliSpace