Child Safety and Wellbeing Policy

Rationale

Clyde Grammar has developed this Child Safety and Wellbeing Policy as an overarching document that provides key elements of our commitment to creating and maintaining a child safe culture and environment.

If you are a non-English speaker who needs help to understand this Policy, please contact Principal.

This Policy forms the foundation of the School's procedures, practices and processes and ultimately the School's culture with respect to child safety and wellbeing. It informs our school community of everyone's obligations to act safety and appropriately towards children and young people. It is publicly available at:

www.clydegrammar.vic.edu.au/about/policies_publications

Aim

This Policy provides the framework for the School's:

- commitment to creating and maintaining a child safe and child friendly organisation where children and young people are and feel safe
- implementation of child-safe environment work systems, practices, policies and procedures that promote and maintain child safety and wellbeing
- creation of a culturally safe environment for Aboriginal and Torres Strait Islander children and their families
- maintenance of a positive and robust child safety and wellbeing culture which is championed and modelled at all levels
- promotion and open discussion of child safety and wellbeing issues
- compliance with all laws, regulations and standards relevant to child safety in Victoria, including our approach to implementing Ministerial Order 1359, which sets out how the Victorian Child Safe Standards apply in school environments.[1]

Scope

This Policy:

- applies to all school staff, volunteers and contractors (whether or not they work in direct contact with students) and to CSV Board members where indicated

- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided for a student's use (for example, a school camp) and those provided through third-party providers

- should be read together with the School's Child Safety Code of Conduct and all other child safety and wellbeing policies and procedures.

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[1] *Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*, Ministerial Order No. 1359 made pursuant to the *Education and Training Reform Act 2006* (Vic) operative from 1 July 2022. The *Child Safe Standards* are as gazetted by the Minister for Child Protection pursuant to the *Child Wellbeing and Safety Act 2005* (Vic).

Definitions

The following terms in this Policy have specific definitions (and consistent with Victorian law where indicated):

Child	Child means a child or young person who is under the age of 18 years. Source: *Child Wellbeing and Safety Act 2005 (Vic)*

Child abuse	Child abuse includes:
	a) any act committed against a child involving:
	    1. a sexual offence
	    2. grooming offences under section 49M(1) of the Crimes Act 1958
	b) the infliction, on a child, of:
	    1. physical violence
	    2. serious emotional or psychological harm
	c) the serious neglect of a child including exposure to family violence and its effects.
	
	Source: *Child Wellbeing and Safety Act 2005* (Vic)

Child-connected work	Child-connected work means: a) 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; or Source: *Ministerial Order 1359*
Child-related work	Child-related work means: a) work at or for a service, body or place, or that involves a specified activity; and b) that usually involves direct contact with a child. Educational institutions are specified for the purpose of a). Source: *Worker Screening Act 2020 (Vic)*
Child safety	Child safety includes matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures or allegations of child abuse. Source: *Ministerial Order 1359*
Child Safety Champion / Child Safety Officers	Child Safety Champion / Child Safety Officers are appointed by the school as the first point of contact to provide advice and support to children, parents, staff, contractors and volunteers regarding the safety and wellbeing of children when dealing with the school. The role and responsibilities of the Child Safety Champion / Child Safety Officers will include: 1. Acting as a point of contact for both staff and students. 2. Taking action when any child protection incidents are reported to them, including providing support to affected members of the school community. 3. Being responsible for reviewing the school's processes and procedures to respond to allegations or disclosures. The responsibilities of the Child Safety Champion are outlined at Guidance for child safety champions.
Direct contact	Direct contact in relation to child-related work, means any contact between a person and a child that involves- • physical contact; or • face to face contact; or

	• contact by post or other written communication; or • contact by telephone or other oral communication; or • contact by email or other electronic communication. Source: *Worker Screening Act 2020 (Vic)*

School environment	School environment means any of the following physical, online or virtual places, used during or outside school hours:
	a) A campus of the school
	b) Online or virtual school environments made available or authorised by the school governing authority for use by a child or student (including email, intranet systems, software applications, collaboration tools, and online services)
	c) Other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for:
	  1. camps
	  2. delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers or another school; or
	  3. sporting events, excursions, competitions or other events.
	
	Source: *Ministerial Order 1359*

School governing authority	School governing authority means: a) the proprietor of a school, including a person authorised to at for or on behalf of the proprietor; b) the governing body for a school (however described), as authorised by the proprietor of a school or the *Education Training and Reform Act 2006* (Vic); or c) the principal, as authorised by the proprietor of a school, the school governing body, or the *Education Training and Reform Act 2006* (Vic). Source: *Ministerial Order 1359*

School staff	School staff in a non-Government school means an individual working in a school environment who is:
	  1. directly engaged or employed by a school governing authority
	  2. a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school governing authority to perform child-related work
	  3. a minister of religion, a religious leader or an employee or officer of a religious body associated with the school.
	
	Source: *Ministerial Order 1359*

Student	Student means a person who is enrolled at or attends the school. Source: *Ministerial Order 1359*
Volunteer	Volunteer means a person who performs work without remuneration or reward for the school in the school environment. Source: *Ministerial Order 1359*
Vulnerable students	Vulnerable students may include but are not limited to those who: a) are deemed vulnerable by a government agency, funded family service or family violence service, or assessed as requiring education and care outside the family home b) are identified as vulnerable as a result of a referral from a government agency, funded family service or family violence service, homeless or youth justice service; or mental health or other health service

	c) self-identify or are identified by school staff as a member of a vulnerable cohort.
	Source: *Ministerial Order 1359*

Statement of Commitment to Child Safety

Clyde Grammar is committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe to actively participate in decisions that affect their lives. We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

At Clyde Grammar we have no tolerance for child abuse and are committed to acting in children's best interests and keeping them safe from harm. The School regards its child safety responsibilities with the utmost importance. We take proactive steps to identify and manage any risks of harm to students in our school environments. When child safety concerns are raised or identified, the School treats these seriously and responds promptly and thoroughly.

At Clyde Grammar particular attention is given to the child safety needs of Aboriginal and Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (**LGBTQIA+**) and other students experiencing risk or are vulnerable students. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at Clyde Grammar and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved with the School has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety. We regularly review our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Child Safety Principles

The School's commitment to child safety is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to promote and maintain child safety and wellbeing and protect children from abuse.

1. All children have the right to be safe.
2. The welfare and best interests of the child are paramount.
3. The views of the child and a child's privacy must be respected.
4. Clear expectations for appropriate behaviour with children are established in our Child Safety Code of Conduct and Staff and Student Professional Boundaries Policy.
5. The safety of children is dependent upon the existence of a child safe culture.
6. Child safety awareness is promoted and openly discussed within our School community.
7. Procedures are in place to screen all staff, volunteers, and external education providers who have direct contact with children.
8. Child safety and protection is everyone's responsibility.

9. Child safety training is mandatory for all Board members, school staff and volunteers who have direct contact with children.
10. Procedures for responding to alleged or suspected incidents of child abuse are simple and accessible for all members of the School via the school website community.
11. Children from culturally or linguistically diverse backgrounds have the right to special care and support including those who identify as Aboriginal or Torres Strait Islander.
12. Children who have any kind of disability have the right to special care and support.

Child Safety Program

Clyde Grammar is committed to the effective implementation of our Child Safety Program and ensuring that it is appropriately reviewed and updated. We develop and implement risk management strategies that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in both the physical and online environment. We record identified risks relating to child abuse in our Child Safety Risk Register, including risk controls and treatments to reduce or remove risks. We monitor and review the risks related to child safety and wellbeing and the effectiveness of the implementation of the risks controls annually.

Our Child Safety Program relates to all aspects of protecting children from abuse and establishes work systems, practices, policies and procedures to protect children from child abuse. It includes:

- clear information as to what constitutes child abuse and associated key risk indicators
- clear procedures for responding to suspicions, incidents, disclosures and allegations of child abuse
- strategies to support, encourage and enable staff, volunteers, contractors, external education providers, parents, carers and students to understand, identify, discuss and disclose child safety matters
- procedures for recruiting and screening Board members, staff, direct contact volunteers, contractors and external education providers
- wellbeing strategies designed to empower students and keep them safe
- policies with respect to cultural safety, diversity and equity and students with disabilities
- a child safety training program
- information regarding the steps to take after a disclosure of abuse to protect, support and assist children
- guidelines with respect to record keeping and confidentiality
- policies to ensure compliance with all relevant laws, regulations and standards, including Ministerial Order 1359 and the Victorian Child Safe Standards
- a system for oversight, monitoring, continuous review and improvement.

As part of our Child Safety Program, we apply robust child safe recruitment, induction, training and supervision practices as appropriate to ensure the suitability of people engaged in child-connected work.

Implementation

Legal Responsibilities

Clyde Grammar takes its legal responsibilities seriously, including:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report this information to the police.
- **Failure to protect:** People in authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- **Mandatory Reporting:** All staff who are mandatory reporters (teachers, the principal, nurses, registered medical practitioners, and members of the police force) must comply with their duties, as outlined in the school's Mandatory Reporting Policy.

Strategies to embed a child safe culture

A child safe culture is important for the early identification of risks to child safety and the effective reduction of such risks. Clyde Grammar shall maintain a child safe culture across the school community through proactive leadership and strategies including, but not exclusive to:

- Providing age-appropriate child safety awareness programs and resources for students as part of the School Curriculum. These Pastoral Care programs will educate students on unacceptable behaviour towards them and the importance of, and methods for, disclosing unsafe behaviour to appropriate staff.
- Parents will be made aware of this policy and Clyde Grammar's commitment to child safety through the school website.
- At a minimum Child Safety Training will be provided for all staff and the School Board annually. Child Safety Training will be provided more frequently if required.
- Prioritisation of the wellbeing and safety of all students in all decisions of the School Board, taking special consideration of children with perceived disadvantages such as Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable.
- Comply with the school's **Child Safe Code of Conduct** and all child safe standards and obligations outlined by the Department of Education and Training (PROTECT) by all staff and volunteers, when interacting with children.
- Upholding a strict recruitment process for all new employees to ensure all new staff are appropriately qualified to work with children.

Recruitment

When recruiting staff, we follow the CSV Recruitment Policy, Child Safeguarding Recruitment Policy and Procedure, Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

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

We implement recruitment practices for staff and contractors engaged in child connected work that ensure:

- all job advertisements have a clear statement that sets out the job's requirements, duties and responsibilities regarding child safety and wellbeing and essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing.
- all applicants for jobs are informed about the child safety practices, including the Code of Conduct
- we sight, verify and record the person's Working with Children clearance where required under the *Worker Screening Act 2020* (Vic) or equivalent background check such as a Victorian teaching registration and, where the person will be engaged in child-related work we 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.

Volunteer engagement

We implement engagement practices for volunteers engaged in child connected work, including that we:

- sight, verify and record the person's Working with Children clearances where required under the *Worker Screening Act 2020* (Vic) or equivalent background check
- consider the child safety risks relevant to the volunteer's role and if reasonable and appropriate, 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.
- make volunteers aware of the Child Safety and Wellbeing policy and Child Safety Code of Conduct.

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.

Training

All newly appointed school staff, Board Members and volunteers engaged in child-connected work receive an induction regarding child safety and wellbeing appropriate to their roles, including information about:

- the Child Safety Conduct of Conduct and, where relevant to the role, the Child Safety and Wellbeing Policy and the procedures for managing child abuse complaints and concerns

- awareness of their responsibilities to children and students, information sharing and reporting obligations and record-keeping obligations.

All newly appointed school 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 (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information considered appropriate to the nature of the role.

Ongoing Supervision and Management

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

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

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by conducting the annual Clyde Grammar Staff Performance Appraisal …

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:

- the School's child safety and wellbeing policies, procedures, codes, and practices including this Policy, the Child Safety Code of Conduct and the School's procedures for responding to complaints and concerns relating to child abuse
- 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 record keeping obligations
- how to identify and mitigate child safety and wellbeing risks in physical and online environments without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.

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 in order to equip them with the knowledge, skills and awareness required to keep students safe.

Reporting a child safety concern or complaint

Clyde Grammar School ensures our processes for complaints and concerns are child focused.

We foster a culture that encourages staff, contractors, volunteers, students, parents and our School community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or child 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 Complaints Policy.

We ensure complaints are taken seriously and responded to promptly and thoroughly. How we handle complaints is set out in our Complaints Policy in an accessible, child focused, culturally safe and easy to understand way. The Policy outlines:

- the process for making a complaint about the School or any person within the School (for example, staff, volunteers, contractors, families, children or students)
- the roles and responsibilities of leadership, school staff and volunteers in relation to handling complaints
- the process for dealing with different types of complaints, breaches of relevant policies or the Child Safety Code of Conduct and obligations to act and report
- how we address reporting of complaints and concerns to the School leadership and other relevant authorities whether or not the law requires responding and co-operation with law enforcement
- how we ensure all record keeping, reporting, private and employment law obligations are met when responding to complaints and concerns.

Our Complaints Policy can be found at www.clydegrammar.vic.edu.au.

Clyde Grammar has a clear procedure for responding to complaints or concerns relating to child abuse.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff, contractors and volunteers (including CSV Board employees) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures.

Failure to Disclose – Failure to disclose, failure to protect and grooming offenses

- Any staff member who forms a reasonable belief that a sexual offence has been committed by an adult against a child must disclose that information to Police. Failure to disclose the information to the Police is a criminal offence. This applies to all adults in Victoria.
- Any staff member who becomes aware that an adult associated with the School poses a risk of sexual abuse to a student must take all reasonable steps to reduce or remove that risk. Failure to take reasonable steps to protect a student from the risk of sexual abuse from an adult associated with the school is a criminal offense.
- Any staff member who becomes aware of predatory or "grooming" behaviour must disclose that information to the Police.

Responsibilities

Child safety is everyone's responsibility. At Clyde Grammar, the Board and school staff, as well as volunteers, have a shared responsibility for contributing to the safety and protection of children. Specific responsibilities include:

A. Board of Directors

- Each member of the Board is required to ensure that appropriate resources are made available so the School's Child Safety and Wellbeing Policy and the Child Safety Program are effectively implemented and are responsible for holding the Principal accountable for ensuring a strong child safety culture is created and maintained and that policies and procedures effectively developed and implemented in accordance with Ministerial Order 1359.

B. The Principal

- The Principal is responsible, and will be accountable for, taking all practical measures to ensure that this policy and the School's Child Safety Program are developed and implemented effectively in accordance with Ministerial Order 1359and that a strong and sustainable child safety culture is created and maintained.

C. The School's CPOs

- The Principal has been nominated as the School's CPOs. Our CPOs receive additional specialised training with respect to child safety issues. They are a first point of contact for raising child safety concerns within the School. They are also responsible for championing child safety within the School and assisting in coordinating responses to child safety incidents.

D. Child Safety Champion

- Clyde Grammar nominated Child Safety Officer is the Principal who will implement our child safety policies and practices, including school staff and volunteer training.

- The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#).

  - Our Principal (who is our Child Safety Champion) is the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

    - The Principal is 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 (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our school has also established a staff Child Safety and Wellbeing Team and a Student Reference Group on child safety. The staff Child Safety and Wellbeing Team meet regularly during staff meetings to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Reference Group provides an opportunity for students to provide input into school strategies.

Our Risk Management Committee monitors the Child Safety Risk Register.

E. CSV Board

- In performing the functions and powers given to them under the *Education and Training Reform Act 2006* (Vic), CSV Board members will:

  o champion and promote a child safe culture with the broader school community
  o ensure that child safety is a regular agenda item at CSV Board meetings
  o undertake annual training on child safety
  o approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to CSV Board employees and members
  o when hiring CSV Board employees, ensure that selection, supervision, and management practices are child safe.

F. Contractors and School Facility Users

- All contractors who are not school staff are responsible for contributing to the safety and protection of children in the school environment.

- Examples of contractors who are not school staff include (but are not limited to) external education providers that the School has arranged to deliver a specified course of study that is part of the curriculum to a student or students enrolled at the School.

- Individuals who are engaged by students and their families directly rather than the School, but have an agreement with the School to use the School's facilities (school facility users), such as music teachers and other extra-curricular teachers and instructors, are responsible for contributing to the safety and protection of children in the School environment.

- All contractors and school facility users are required by the School to be familiar with our Child Safety and Wellbeing Policy and Child Safety Code of Conduct.

- Clyde Grammar may include this requirement in any written agreement between it and the contractor or school facility user.

G. School Staff and Volunteers

- All school staff and volunteers are required to be familiar with the content of our Child Safety and Wellbeing Policy and our Child Safety Program and their legal obligations with respect to the reporting of child abuse. It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the School's Child Protection Officers (**CPOs**).
  All school staff and volunteers will:

  o participate in child safety and wellbeing induction and training provided by the School or the Department of Education and Training, and always follow the School's child safety and wellbeing policies and procedures
  o act in accordance with our Child Safety Code of Conduct
  o 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
  o ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
  o implement inclusive practices that respond to the diverse needs of students.

Child Safety Code of Conduct

Clyde Grammar's Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. 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 at the School.

It also clarifies behaviours that are not acceptable in our physical and online environments. It pays particular attention to balancing the need to identify and mitigate risks in both physical and online school environments with ensuring that student rights to privacy, access to information, social connections and learning opportunities are not compromised.

The Child Safety Code of Conduct also includes processes to report inappropriate behaviour and our Student Acceptable Usage Agreement, also available at www.clydegrammar.vic.edu.au.

Managing Risks to Child Safety and Wellbeing

At Clyde Grammar 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 (for example, ensuring that procurement policies for facilities and services from third parties ensure the safety of children and students).

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

Establishing a Culturally Safe Environment

Clyde Grammar is committed to establishing an inclusive and culturally safe school in which the diverse and unique identities and experiences of Aboriginal and Torres Strait Islander children and young people and the strengths of Aboriginal and Torres Strait Islander culture, values and practices are respected and valued.

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

We have developed and endorsed a [insert name of policy or statement] that details the following strategies and actions Clyde Grammar School will take to promote cultural safety in our School community to ensure:

- the ability of students to express their culture and enjoy their cultural rights is encouraged and actively supported
- strategies are embedded within our School that equip our school staff, students, volunteers and the School community to acknowledge and appreciate the strengths of Aboriginal and Torres Strait Islander culture and understand its importance to the wellbeing of Aboriginal and Torres Strait Islander students
- measures have been adopted to ensure racism is identified, confronted and not tolerated and any instances within the school environment are addressed with appropriate consequences

- the active support and facilitation of participation and inclusion by Aboriginal and Torres Strait Islander students and their families
- Our work systems, policies, procedures and processes, taken together, creates a culturally safe and inclusive environment and meet the needs of Aboriginal and Torres Strait Islander students and their families.
- Aboriginal culture and history is embedded into the curriculum
- Celebrate Harmony week
- Acknowledge Diwali to celebrate our large Indian community
- Talk about other faiths within the curriculum
- Acknowledgement to country at every meeting and assembly which will include students participating in the signing.

Alternatively, you can use another document to outline your strategies for this section. In this case you can link to this plan and write: Our Aboriginal and Torres Strait Islander Education Plan outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children and students.

Student Empowerment

To support child safety and wellbeing, Clyde Grammar works 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.

We have strategies in place to develop a culture that facilitates participation, is responsive to student input and the provision of opportunities for student participation and strengthens confidence and engagement through being responsive to their contributions.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the School to ensure a sense of belonging and to help students feel safe and be less isolated through curriculum and classroom discussions, our school values and our student Code of Conduct.

We inform students of their rights, including to safety, information and participation, through age appropriate values education (religion and values in curriculum) and discussion on consent within 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.

Clyde Grammar staff are attuned to signs of harm and facilitate child-friendly ways of students to express their views, participate in decision-making and raise their concerns. 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 via the school 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.

We ensure students have access to age-appropriate sex abuse prevention programs and relevant related information.

Family engagement

Families and carers of Clyde Grammar students are encouraged to participate in decisions related to child safety and wellbeing that affect their child. Families, carers and the School community also have an

important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

We openly communicate with families, carers and the School community about our child safe approach and ensure the accessibility of relevant information.

To support family and carer engagement, Clyde Grammar is committed to providing families, carers and the School community with accessible information about the School's child safe policies and practices and involving them in our approach to child safety and wellbeing.

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

We do this by:

- Clyde Grammar will seek input from families and the community through Student Diaries, School Website, School Communications which could include newsletter or direction correspondence to families.
- Clyde Grammar will inform families and community through Student Diaries, the School website, direct school communication which could include newsletters or direct correspondence.
- all of our child safety policies and procedures will be available for students and parents at via our school website or if hand copy is required they can request this through reception
- Student Diaries, the school website, direct school communication (via either newsletter or direct correspondence) 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

Diversity and Equity

Clyde Grammar celebrates the rich diversity of our students, families and community and promotes respectful environments that are free from discrimination. We ensure that equity is upheld and the diverse needs or our students are respected in policy and practice. 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 the School community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal and Torres Strait Islander children and young people and providing and promoting a culturally safe environment for them
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTQIA+.

Our Student Wellbeing and Engagement Policy provides information, support and complaint processes in ways that are culturally safe, accessible and easy to understand. It includes more information about the measures we have in place to support diversity and equity. These include ensuring that school staff contractors and volunteers and the School community understand the diverse circumstances of our students and provide support and respond appropriately.

Suitable Staff, Board Members and Volunteers

At Clyde Grammar we apply robust child safe recruitment, induction, training and supervision practices as appropriate to ensure that all school staff, contractors and volunteers are suitable to work with children. Board Members also have suitability requirements as set out below.

Listening to, communicating with and empowering children

- Students will be taught, through the schools' Pastoral Care program, how to identify and report abuse through age-appropriate education of child abuse awareness and prevention. Programs designed to promote child safety are included in the school Curriculum, and will be reviewed and updated regularly.
- When the school is gathering information in relation to a complaint about alleged misconduct with, or abuse of, a child, the school will listen to the complainant's account and take them seriously, check understanding and keep the child (and/or their parents/carers, as appropriate) informed about progress.
- Each matter will be dealt with on a case by case basis to ensure each student is provided with support they require as an individual. The school will work closely with the student and parents/guardians to determine the support services most appropriate to that student and their situation. Such support may include referral to external counselling services, family counselling, or academic support.
- Procedures and guidelines for teachers when handling student disclosures of abuse are included in Appendix 1 of the Mandatory Reporting Policy. Teachers are required to follow these guidelines to ensure that the child is left feeling reassured that something will be done to keep them safe.

Risk Management – reducing and removing risks of child abuse

- In Victoria, organisations are required to protect children when a risk is identified (as noted above). In addition to general occupational health and safety risks, Clyde Grammar proactively manages risks of abuse to all students.
- The school has risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).
- Child Safety is a key risk on the Clyde Grammar risk register, with mitigation actions and risk monitoring conducted by the Risk, Policy and Nominations Committee and reported at each School Board meeting. A separate Child Safety Risk register is implemented to monitor all Child Safety risks and will be reviewed by the Risk, Policy and Nominations Committee every 6 months. This will be managed by the Clyde Grammar Risk and Compliance Manager.

Communications

Clyde Grammar School is committed to communicating our child safety strategies to our School community through:

- ensuring that key child safety and wellbeing policies are available on our website, including this Policy, the Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters throughout the school

- updates in the School newsletter, student diaries, the school website or through direct communication with families
- ensuring that child safety is a regular agenda item at Board, Principal and staff meetings and Consultative Committee meetings.

Privacy and Information Sharing

Clyde Grammar 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 our Privacy Policy at www.clydegrammar.vic.edu.au.

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 our Records Management – School Records Policy.

Child Safety and Wellbeing Review

Clyde Grammar is committed to the continuous improvement of our Child Safety Program. We have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices for overall effectiveness and to ensure compliance with all child safety related laws, regulations and standards:

- the Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every 2 years or after any significant child safety incident, including seeking input from students, parents and carers and the School community
- we record and analyse all complaints, concerns, and safety incidents to identify causes and systemic failures and inform continuous improvement
- we act with transparency and share pertinent learnings and review outcomes with school staff and our School community.

Related Legislation:	Related Clyde Grammar Policies:
Ministerial Order No. 1359 Child Safe Standards	Duty of Care
Children, Youth & Families Act 2005	Mandatory Reporting
Child Wellbeing and Safety Act 2005	Student Welfare
Education and Training Reform Act 2006	Negligence
Working with Children Act 2005	On-Site Supervision
Crimes Act 1958 (Vic)	
Family Violence Protection Act 2008	

Approval

Created date	12 August, 2022
Consultation	CSV Policy & Risk Committee – 24 August, 2022 CSV Board – 7 September, 2022 Consultative Committee – to be discuss at meeting in Term 4, 2022
Endorsed by	CSV Limited Board
Endorsed on	7 September, 2022
Next review date	7 September, 2024

Resources

- [Department of Justice and Community Safety 'grooming' offence fact sheet](#)
- [Department of Justice Community Safety 'Failure to protect' fact sheet](#)
- [Department of Justice and Community Safety 'Failure to disclose' fact sheet](#)
- [Four Critical Actions for Schools](#)
- [Reporting to the Commission for Children and Young People](#)

Last review: 7 September 2022

Next review required before September 2024.