

## Family and Community Involvement 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.

The Clyde Grammar Board has approved Family and Community Involvement in Child Safeguarding Policy and Procedures, 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 that all members of the School community understand and are involved in decisions about child safety and wellbeing at the School.

In particular, Standard 4 of the Victorian Child Safe Standards is that families and communities are informed and involved in promoting child safety and wellbeing. To implement this Standard, Ministerial Order 1359 requires the Clyde Grammar Board to develop a policy, statement or other documentation that details the strategies and actions the School will take to ensure that:

- families participate in decisions relating to child safety and wellbeing affecting their child
- the School engages and openly communicates with families and the School community about its child safe approach, and relevant information is accessible
- families and the School community have a say in the development and review of the School's policies and practices relating to child safety and wellbeing
- families, carers and the School community are informed about the School's operations and governance related to child safety and wellbeing.

### Aim

Clyde Grammar has developed a suite of policies including our Family and Community Involvement 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.

Clyde Grammar recognises that families are best placed to advise the School about their children's needs and capabilities, and can provide important information about practices and environments that are safe for their children.

Similarly, we recognise that the communities that are relevant to our students (such as Aboriginal and Torres Strait Islander communities or culturally and linguistically diverse communities from which students and their families may come) have a wealth of knowledge about the diverse needs that children from their community may have and about the additional vulnerabilities and barriers that these children and their families may face when those needs are not met.

This Policy and its Procedure set out the School's strategies, policies and procedures for enabling and empowering families and relevant communities to understand and be involved in child safeguarding at the School.

### 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.

### 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.

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 in the development and regular review of the Family and Community Involvement in Child Safeguarding Policy and Procedures.

### 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 also available in hard copy by request.



## Definitions

Of particular importance to this Policy and its Procedures are the following key definition:

Term	Definition
The School Community	<p>The School community includes:</p> <ul style="list-style-type: none"><li>• students and their families</li><li>• Staff, Volunteers and Contractors</li><li>• the CSV Board</li><li>• people from relevant communities (the variety of communities that are relevant to the School, such as Aboriginal and Torres Strait Islander communities, culturally and linguistically diverse communities, and other communities that make up our Staff and student cohort)</li><li>• the local community in which the School operates.</li></ul> <p>The School has identified the following as its relevant communities:</p> <ul style="list-style-type: none"><li>• <b>CSV Schools community including Casey Grammar and Balcombe Grammar</b></li></ul>

## Policy

The CSV Board and the School recognise that parents and carers have the primary responsibility for the upbringing and development of their children, and ensure that they participate in School decisions that affect their children, through the Procedures below.

The School ensures that the School community knows about the School's operations and governance relating to child safety and wellbeing and our approach to child safety and wellbeing, and that relevant information is accessible, by our:

- publishing the following policies and procedures on our public website:
  - o Child Safeguarding (Safety and Protection) Policy and Procedures
  - o Child Safety Code of Conduct
  - o Child Safeguarding (Responding and Reporting Obligations) Policy and Procedures
  - o Clyde Grammar Complaints Handling Policy
  - o Public facing Procedures for Managing Child Safety Incidents or Concerns that Involve the School or its Staff Members
- communicating these through additional means, set out in Procedures below.

The CSV Board and the School involve families and relevant communities in:

- decisions about organisational planning, delivery of services, management of facilities, and learning and assessment environments at the School
- reviews of and improvements to the School's child safety and wellbeing policies and procedures

as set out in the Procedures below.



## Procedures

### Family Participation in Decisions Affecting Their Child

The School enables parents and carers to participate in School decisions that affect their children, through:

- the following family involvement initiatives:
  - **Parents and Friends Committee (PFC)**
  - **Consultative Committee**
  - Through Lead Survey's
- procedures for informing parents/carers about child safety incidents or concerns that may involve their child or that involve the School or its Staff, Volunteers and Contractors (for more information, refer to **Communicating with Parents and Carers About Internal and External Reports, Information Sharing Policy and Information Sharing About Reportable Conduct**)
- specific strategies for involving parents/carers in reviews of and improvements to our child safety and wellbeing policies and procedures (for more information, refer to **Regular Reviews and Continuous Improvement**).

### Community Involvement in Organisational Decisions

The School uses the following mechanisms to consult with relevant communities about organisational decisions and to involve them in reviews of child safety and wellbeing policies and procedures:

- the following family involvement initiatives:
  - **Parents and Friends Committee (PFC)**
  - **Consultative Committee**
  - Through Lead Survey's
- procedures for informing parents/carers about child safety incidents or concerns that may involve their child or that involve the School or its Staff, Volunteers and Contractors (for more information, refer to **Communicating with Parents and Carers About Internal and External Reports, Information Sharing Policy and Information Sharing About Reportable Conduct**)
- specific strategies for involving parents/carers in reviews of and improvements to our child safety and wellbeing policies and procedures (for more information, refer to **Regular Reviews and Continuous Improvement**).

For more information, refer to **Aboriginal and Torres Strait Islander Students Policy and Procedures (Child Safeguarding)**, **Culturally and Linguistically Diverse Students Policy and Procedures (Child Safeguarding)**, **Students with Disability Policy and Procedures (Child Safeguarding)**, **LGBTQI+ Inclusion Policy**, and **Regular Reviews and Continuous Improvement Policy and Procedures**.

### Communicating the School's Child Safeguarding Approach

In addition to publishing relevant policies and procedures on our public website, and to the initiatives and strategies set out above, the School uses the following mechanisms to communicate the School's operations, governance and approach to child safeguarding:

- the following family involvement initiatives:
  - **Parents and Friends Committee (PFC)**
  - **Consultative Committee**
  - Through Lead Survey's



- procedures for informing parents/carers about child safety incidents or concerns that may involve their child or that involve the School or its Staff, Volunteers and Contractors (for more information, refer to **Communicating with Parents and Carers About Internal and External Reports, Information Sharing Policy and Information Sharing About Reportable Conduct**)
- specific strategies for involving parents/carers in reviews of and improvements to our child safety and wellbeing policies and procedures (for more information, refer to **Regular Reviews and Continuous Improvement**).

## 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	Responsibilities
<b>Principal</b>	<ul style="list-style-type: none"><li>• <b>The Principal</b> is responsible for implementing this Policy and its Procedures.</li><li>• <b>The Principal</b> is responsible for managing the involvement of relevant communities in School decisions and reviews.*</li></ul>

## Breach of Family and Community Involvement policy and procedures

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

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.



**Related Legislation:**

Ministerial Order No. 1359, clause 8  
Victorian Child Safe Standards

**Related Clyde Grammar Policies:**

Duty of Care  
Mandatory Reporting  
Student Welfare  
Negligence  
On-Site Supervision

**Policy Administration**

<b>Status</b>	Approved by the Board on 8 February, 2023
<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>	8 February, 2023
<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