



CHILD SAFE STANDARD 2: CHILD SAFETY POLICY

Purpose

Clyde Secondary College's Child Safety Policy sets out the school's commitment and approach to creating and maintaining a child safe organisation where children and young people are safe and feel safe, and provides the policy framework for the school's approach to the Child Safe Standards.

Scope

This policy applies to all staff, volunteers, and contractors in the school environment, whether or not they work in direct contact with children or young people. This policy also applies to school council members where indicated.

The policy will apply to the school environment (see Definitions section). The policy covers both school hours and outside of school hours including when students are undertaking flexible and remote learning.

DEFINITIONS

Child abuse

Child abuse includes:

- any act committed against a child involving:
 - a sexual offence; or
 - grooming; and
- the infliction, on a child, of:
 - physical violence; or
 - serious emotional or psychological harm; and
- serious neglect of a child.

Child-connected work

Child-connected work means work authorised by the school, school council, or Secretary of the Department of Education and Training and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety

Child safety encompasses 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 incidents or allegations of child abuse.

School environment

School environment means any physical or virtual place made available or authorised by the school for use by a child during or outside school hours, including:

- a campus of the school;



- online school environments (including email and intranet systems); and
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, homestays, and other school activities or events)

School staff

School staff means an individual working in a school environment who is:

- employed by the Department of Education and Training;
- directly engaged or employed by a school council; or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).

STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES

The school's approach to creating and maintaining a child safe school environment is guided by our school philosophy and values. At Clyde Secondary College our vision is to 'foster a love of learning. We respect inclusion, diversity and indigenous heritage. We aspire for continuous improvement in all our students as they grow into adulthood. We live by our motto, "excelling together, valuing the individual", and look forward to our students emerging as empowered young adults who are resilient, highly productive and successful global citizens.

We know children can struggle to achieve this vision if they are not safe from abuse.

At Clyde Secondary College our values guide the decisions and behaviours of all members of our school community, including in relation to child safety:

Clyde Secondary College's motto is 'Excelling together, valuing the individual); our values are intrinsically linked to this motto as we REACH to do our very best, every day:

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- **Respect**
- **Excellence**
- **Aspiration**
- **Curiosity**
- **Honesty**

Respect: Respecting oneself, others and the school environment. Having honour or regards for the worth of others

Excellence: Strive for personal best, continual improvement and working with our full potential.



Aspiration: Direct our ambitions towards achieving our dreams and be the best that we can be!

Curiosity: Seek out and explore in our learning and life.

Honesty: To always be truthful and act with integrity by doing the right thing even when no-one is watching.

Clyde Secondary College has zero tolerance for child abuse.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Our child safe policies, procedures, strategies and practices will be inclusive of the needs of all children, particularly Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, students in out of home care, LGBTI students and children who are vulnerable.

Every person involved in Clyde Secondary College has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Child safety principles

In its planning, decision-making and operations, Clyde Secondary College will:

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

POLICY

Strategies to embed a child safe culture

Clyde Secondary College's culture encourages staff, students, parents and the school community to raise, discuss and scrutinise child safety concerns. This makes it more difficult for abuse to occur and remain hidden.



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All child safety documents, including this policy, the Child Safety Code of Conduct, the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, [Identifying and Responding to All Forms of Abuse in Victorian Schools](#) and the [Four Critical Actions for Schools](#) are readily available online and in hard copy at the Administration office for all staff and students to read at any time.

Child safety is everyone's responsibility. **All school staff** are required to:

- Act in accordance with the school's Child Safety Code of Conduct, which clearly sets out the difference between appropriate and inappropriate behaviour
- Act in accordance with the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures at all times, including following the [Four Critical Actions for Schools](#) where necessary
- Undertake annual guidance and training on child safety
- Act in accordance with their legal obligations, including:
 - Failure to disclose offence (applies to all adults)
 - Duty of care (applies to all school staff)
 - Mandatory reporting obligations (applies to all mandatory reporters, including teachers, principals, registered psychologists, registered doctors and nurses, and school staff who provide direct support to students for mental, emotional or psychological wellbeing i.e. counsellors)
 - Failure to protect offence (applies to a person in a position of authority within the school)
 - Reportable conduct obligations (applies to all school staff in reporting conduct to the principal, and applies to the principal in reporting to Employee Conduct Branch)
 - Organisational duty of care (applies to the school as an organisation)
 - For more information on these obligations, see [Identifying and Responding to All Forms of Abuse in Victorian Schools](#).

As part of Clyde Secondary College's child safe culture, **school leadership** (including the principal and assistant principal) will:

- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when implementing the Child Safe Standards
- Ensure that child safety is a regular agenda item at school leadership meetings and staff meetings
- Encourage and enable staff professional learning and training to build deeper understandings of child safety and prevention of abuse
- Ensure that no one is prohibited or discouraged from reporting an allegation of child abuse to a person external to the school or from making records of any allegation.



As part of Clyde Secondary College's child safe culture, **school mandatory reporting staff** are required to:

- Complete the [Protecting Children – Mandatory reporting and other obligations](#) online module every year
- Read the school's Child Safety Code of Conduct on induction, and maintain familiarity with that document
- Read the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on induction, and maintain familiarity with that document
- Read the school's Child Safety Policy (this document) on induction, and maintain familiarity with that document.

As part of Clyde Secondary College's child safe culture, in performing the functions and powers given to them under the *Education and Training Reform Act 2006*, **school councils and school council members** will:

- Ensure that child safety is a regular agenda item at school council meetings
- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when making decisions regarding the Child Safe Standards
- Undertake annual guidance and training on child safety, such as the [Child Safe Standards School Council Training PowerPoint](#).
- Approve the Child Safety Code of Conduct to the extent that it applies to school council employees and members, and if updated, note the new document in its school council meeting minutes
- When hiring employees, ensure that selection, supervision and management practices are child safe (unless delegated to the principal).

School leadership will maintain records of the above processes.

Roles and responsibilities

School leaders will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Child Safety Code of Conduct, which sets out clearly the difference between appropriate and inappropriate behaviour.

Specific child safety responsibilities:

- The Principal/Assistant Principal is responsible for reviewing and updating the Child Safety Policy every 3 years.
- The Principal/Assistant Principal is responsible for monitoring the school's compliance with the Child Safety Policy. The school community should approach the Principal/Assistant



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Principal if they have any concerns about the school's compliance with the Child Safety Policy.

- The Principal/Assistant Principal is responsible for informing the school community about this policy, and making it publicly available.
- Other specific roles and responsibilities are named in Clyde Secondary College 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 risk assessment register.

Recruitment

The Principal of Clyde Secondary College will use the Department's [Recruitment in Schools Policy and Guidelines](#) and Recruitment Online process to ensure that selection, supervision and management practices are child safe, including ensuring that:

- jobs involving child-connected work have a statement setting out the job's requirements and duties regarding child safety
- our school's Child Safety Code of Conduct is available on our website
- the selection criteria specify the relevant skills, personal qualities and abilities required for the efficient performance of a particular position in relation to child support and safety

Clyde Secondary College will be guided by the Department's Recruitment in Schools guidelines regarding the recruitment and pre-employment check processes to ensure that relevant proof of personal identity, valid WWCC or other suitable check (such as registration with the Victorian Institute of Teaching), and all other professional qualifications are ascertained to meet the child safe standards, as follows:

- Inform applicants for jobs involving child-connected work about the school's child safety practices (including the Code of Conduct)
- The interview complements the written application and detailed referee checks to validate an applicant's work history and experience. Referees nominated by the applicant will be called on to clarify, verify and add information about an applicant's history of work involving children. Pre-employment suitability checks are also conducted in accordance with the Department's Recruitment in School Policy and Guidelines.
- In addition to referee checks, pre-employment suitability checks are conducted following the recruitment decision process – see [Employment, Promotion and Transfer](#)
- Volunteers will be engaged in accordance with our Volunteers Policy.

Training and supervision

Training and education is important to ensure that everyone in the school understands that child safety is everyone's responsibility.



Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in coming forward with any allegations or suspicions of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse. This training occurs annually or more often as required. We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, to promote the cultural safety of Aboriginal and Torres Strait Islander children and children from linguistically and/or diverse backgrounds, and the safety of children with a disability and vulnerable children.

New employees and volunteers will be inducted into the school, including by being referred to the Child Safety Policy (this document), the Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on the school website. They will also be supervised regularly to ensure they understand our school's commitment to child safety, and that their behaviour towards children is safe and appropriate. This includes information on support for students with additional needs and specific appropriate and inappropriate behaviours included in the development of individual learning plans, safety plans and positive behaviour support plans (as required).

All employees of our school will be monitored and assessed via regular performance review to ensure their continuing suitability for child-connected work. Any inappropriate behaviour will be reported by school staff to the Principal or Assistant Principal and will be managed in accordance with Clyde Secondary College's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures where required.

Reporting a child safety concern or complaint

The school has clear expectations for all staff and volunteers in making a report about a child or young person who may be in need of protection. All staff (including school council employees) must follow the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, including following the [Four Critical Actions for Schools](#) if there is an incident, disclosure or suspicion of child abuse. Immediate actions should include reporting their concerns to Department of Families, Fairness and Housing Child Protection, Victoria Police and/or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

Clyde Secondary College will never prohibit or discourage school staff from reporting an allegation of child abuse. The school will always take action to respond to a complaint in accordance with the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures. In accordance with Action 4 of the Four Critical Actions for Schools, Clyde Secondary College will provide ongoing support for students affected by child abuse.

The Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures can be found on the Clyde Secondary College's webpage.

Risk reduction and management

Clyde Secondary College believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes, found in the school's risk assessment register. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

We will identify and mitigate the risks of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment and the characteristics and needs of all children expected to be present in that environment.

Clyde Secondary College monitors and evaluates the effectiveness of the actions it takes to reduce or remove risks to child safety, more information can be found in the school's risk assessment register.

Clyde Secondary College acknowledges that child safety incidents involving a student with a disability as a key focus of the Child safety risk assessment. The school has outlined the following strategies:

- Individual Learning Plans (ILP) created for all students with additional needs through Student Support Groups which identifies specific strategies to protect the child.
- Employment of a Special Education trained teacher.
- Training for all staff in inclusive education and child safety.
- First Aid and accessible toilets located near staffed areas
- Creation of protocols for supervision of PSD students
- Training provided in Child Safety to all Integration Aides and Education Support staff.

Listening to, communicating with and empowering children

Clyde Secondary College has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. Our 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. Students can access information on how to report abuse at wellbeing or the front office.

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.

The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, including:

- All of our child safety policies and procedures will be available for the students and parents at Clyde Secondary College to read on our webpage and throughout the school.



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- PROTECT Child Safety posters will be displayed across the school
- School newsletters will inform students and the school community about the school's commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety;
- share with and teach the school values and expected behaviours with members of the community regularly and through a variety of forums including, assemblies, newsletters, school council;
- explicitly teach positive education and trauma informed strategies in the curriculum via Home Group and Personal Development classes;
- engage all teaching staff in professional learning around positive education and trauma informed practice;
- promote positive psychology and positive education principles with the entire school community;
- develop and implement a School Wide Positive Behaviour model; and
- regularly celebrate students with values and behavioural awards at assemblies.

The school will use its health and wellbeing programs to deliver appropriate education to its students about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

The school will deliver learning about positive behaviours, respectful relationships, resilience, child abuse awareness and prevention in various areas of the curriculum. The specific curriculum taught will be based on:

The Respectful Relationships program and informed by the Personal and Social and Intercultural Capabilities strands of the Victorian Curriculum.

Teaching staff will also be trained according to the Respectful Relationships program as well as being regularly briefed on the Child Safety responsibilities.

IDENTIFYING STUDENTS WITH ADDITIONAL SUPPORT NEEDS

Depending on the needs of the student, child safety risk mitigation and information will be included in the development of Individual Learning Plans, Safety Plans and Positive Behaviour Support Plans (as required).

Communications

This school is committed to communicating our child safety strategies to the school community through:

- Ensuring that the Child Safety Policy (this document), Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure are available on the school website
- Ensuring that child safety is a regular agenda item at school leadership meetings and staff meetings for discussion
- Discussing them at school tours with prospective parents, at parent information sessions or in class, volunteer induction processes, and/or by placing posters throughout the school.
- **Confidentiality and privacy**

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law and other relevant laws. The principles regulating the collection, use and storage of information is included in the Department of Education and Training's [Schools' Privacy Policy](#)

Related policies and documents

This policy should be read in conjunction with the following Department policies and guidelines:

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Policy and Advisory Library – Child Safe Standards](#)
- [Policy and Advisory Library - Duty of Care](#)
- Policy and Advisory Library - Protecting Children — Reporting and Other Legal Obligations
- Policy and Advisory Library – [Recruitment in Schools](#)
- [Schools' Privacy Policy](#)

The following school policies are also relevant to this policy:

- Code of Conduct
- Child Safety Reporting and Responding Policy
- Child Safety Risk Register

Policy evaluation and review

This policy was last updated in July 17th, 2021. To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3 years. The review will include input from students, parents/carers and the school community.



Approval
School Principal