



Sebastopol Primary School

P.O. Box 246
Warreen Street
Sebastopol 3356

Child Safe (Standard 2)

PREAMBLE

Sebastopol Primary School is an open, inclusive and progressive Primary School, working hard to provide the best in Educational, Social, Sporting and Extra-curricular opportunities for all students. In an environment where our Core Values, 'Respect, Responsibility and Ready to LEARN', are embedded, we pride ourselves in developing confident members of a diverse local and global community. Our Learning Programs are supported by a talented and dedicated team of Educators, Support staff and Volunteers who work together to ensure each student is engaged in learning allowing them to grow whilst having fun in a safe environment.

OUR COMMITMENT TO CHILD SAFETY

Sebastopol Primary School is committed to child safety. As a community we want students to be safe, happy and empowered. We support and respect all students, as well as our staff and volunteers. We are committed to the safety, participation and empowerment of all students. There is zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We meet our legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Sebastopol Primary School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks. We have robust human resources and recruitment practices for all staff and volunteers. Our school is committed to regularly training and educating our staff and volunteers on child abuse risks. As a community we support and respect all students, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal and Torres Strait Islander students, the cultural safety of students from a culturally and/or linguistically diverse backgrounds, to providing a safe environment for vulnerable students, and students with a disability.

At Sebastopol Primary School we are very proud of the students who make up our school and the part that the school plays in their development. We build positive relationships with our school community and nurture happy, confident and well-balanced students. In partnership with parents we will work together to provide your students with the skills, knowledge and values that will support them as they grow up in a complex and changing society.

Sebastopol Primary School has specific policies, procedures and training in places that support our leadership team, staff and volunteers to achieve these commitments.

If you believe a child is at immediate risk of abuse phone 000

OUR STUDENTS

This policy is intended to empower students who are vital and active participants at Sebastopol Primary School. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students



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- promote the cultural safety, participation and empowerment of students from culturally and/or linguistically diverse backgrounds
- ensure that students with a disability are safe and can participate equally
- ensure that vulnerable students are safe and can participate equally

OUR STAFF AND VOLUNTEERS

This policy guides our staff and volunteers on how to behave with students in our organisation. All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with students. All staff and volunteers, as well as students and their families, are given the opportunity to contribute to the development of the code of conduct.

TRAINING AND SUPERVISION

Training and education is important to ensure that everyone in our organisation understands that child safety is everyone's responsibility. Our organisational culture aims for all staff and volunteers (in addition to parents/carers and students) to feel confident and comfortable in discussing any allegations 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. We also support our staff and volunteers through ongoing supervision to: develop their skills to protect students from abuse; and promote the cultural safety of Aboriginal and Torres Strait Islander students, the cultural safety of students from linguistically and/or diverse backgrounds, and the safety of vulnerable students, and students with a disability.

New employees and volunteers will be supervised regularly to ensure they understand Sebastopol Primary School's commitment to child safety and that everyone has a role to play in protecting students from abuse, as well as checking that their behaviour towards students is safe and appropriate (please refer to this organisation's code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

RECRUITMENT

We take all reasonable steps to employ skilled people to work with students. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Sebastopol Primary School understands that when recruiting staff and volunteers we have ethical as well as legislative obligations. We actively encourage applications from Aboriginal and Torres Strait Islander peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability and those that are vulnerable. All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check. Please see the *Working with Children Check* website (www.workingwithchildren.vic.gov.au) for further information.

We carry out reference checks and require proof of police record checks where applicable to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not the actual criminal record) if an applicant's criminal history affected our decision-making process.



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If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context.

FAIR PROCEDURES FOR PERSONNEL

The safety and wellbeing of students is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence. We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored. If an allegation of abuse or a safety concern is raised, we provide updates to students and families on progress and any actions we as an organisation take.

PRIVACY

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or students, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

LEGISLATIVE RESPONSIBILITIES

Sebastopol Primary School takes our 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 that information to the police.
- **Failure to protect:** People of 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.

Any personnel who are **mandatory reporters** must comply with their duties.

RISK MANAGEMENT

In Victoria, organisations are required to protect students when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our students. We have 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).

REGULAR REVIEW

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



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ALLEGATIONS, CONCERNS AND COMPLAINTS

Sebastopol Primary School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are trained to deal appropriately with allegations. We work to ensure all students, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above). If an adult has a **reasonable belief** that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour

EVALUATION

This policy will be reviewed as part of the school's three-year review cycle.

This document was last ratified by School Council in <MONTH> <YEAR>.
The next scheduled review date will be in <MONTH> <YEAR>.



Appendix 1: Glossary of Terms

The Act	<i>Child Safety and Wellbeing Act 2005</i>
Aboriginal child	A person under the age of 18 who: <ul style="list-style-type: none">• is of Aboriginal or Torres Strait Islander descent• identifies as Aboriginal or Torres Strait Islander, and• is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community
Child abuse	For the purposes of these standards, abuse constitutes any act committed against a child involving: <ul style="list-style-type: none">• physical violence• sexual offences• serious emotional or psychological abuse• serious neglect Further explanation of these types of abuse is provided in the section ‘What
Children from culturally and/or linguistically diverse backgrounds	A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parents’ identification on a similar basis.
Child	A person who is under the age of 18 years.
Child safety	In the context of the child safe standards, child safety means measures to protect children from abuse.
Child safe organisation	In the context of the child safe standards, a child safe organisation is one that meets the child safe standards by proactively taking measures to protect children from abuse.
Cultural competency	A set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals that enable them to work effectively in cross-cultural situations.
Cultural abuse	Actions and attitudes that deliberately ignore, denigrate or attack the culture of a person or community.
Organisation	The <i>Child Safety and Wellbeing Act 2005</i> (the Act) will provide that the standards apply to ‘applicable entities’, which are defined in the Act as: <ul style="list-style-type: none">• an incorporated body or association• an unincorporated body or association (however structured)• an individual who carries on a business and engages contractors, employees or volunteers to assist in the business in providing services



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Cultural safety for Aboriginal children and Torres Strait Islanders

The positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity. A culturally safe environment does not ignore, challenge or deny cultural identity. Cultural safety upholds the rights of Aboriginal children to:

- identify as Aboriginal without fear of retribution or questioning
- have an education that strengthens their culture and identity
- maintain connections to their land and country
- maintain their strong kinship ties and social obligations
- be taught their cultural heritage by their Elders
- receive information in a culturally sensitive, relevant and accessible manner
- be involved in services that are culturally respectful

Cultural safety for children from culturally and/or linguistically diverse backgrounds

An environment which is spiritually, socially and emotionally safe, as well as physically safe for children; where there is no assault, challenge or denial of their cultural or linguistic identity, of who they are and what they need. Efforts need to be made to ensure the culturally and/or linguistically diverse children and their families receive information in a culturally sensitive, relevant and accessible manner, including in relevant community languages.

Children with a disability

A disability can be any physical, sensory, neurological disability, acquired brain injury or intellectual disability or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Children can be born with a disability or acquire a disability suddenly through an injury or illness. Some disabilities may be obvious while others are hidden.