

Child Safe Standard Policy

Muhammadiyah Australia College



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Preamble

Ministerial Order (MO) 870 which came into effect 1 August 2016, provides the framework for how schools will be required to comply with the Standards. Overall responsibility for ensuring compliance rests with the Victorian Registration and Qualifications Authority (VRQA).

Muhammadiyah Australia College as a new school applying for registration is required take action for the purposes of embedding a culture in its college of 'no tolerance' for child abuse and complying with the prescribed minimum standard for the registration of schools in section 4.3.1(6)(d) of the Education and Training Reform Act 2006.

The Ministerial Order specifies that for a schools to meet minimum child safety standards it must implement the following minimum child safety standards:

- Strategies to embed an organisational culture of child safety in accordance with Clause 7 of the Order;
- A child safety policy or a statement of commitment to child safety in accordance with Clause 8 the Order;
- A child safety code of conduct in accordance with Clause 9 the Order;
- Screening, supervision, training, and other human resources practices that reduce the risk of child abuse in accordance with Clause 10 the Order;
- Procedures for responding to and reporting suspected child abuse in accordance with Clause 11 the Order;
- Strategies to identify and reduce or remove risks of child abuse in accordance with Clause 12 the Order; and
- Strategies to promote child participation and empowerment in accordance with Clause 13 the Order.

College Philosophy

Muhammadiyah Australia College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. The College's approach to creating and maintaining a child safe school environment is guided by and reflected in our vision.

"The vision of Muhammadiyah Australia College is to become a centre of excellence in which Islamic values and Australian education are integrated and delivered in a safe, supportive, inclusive and peaceful environment.

Three out of the six values which underpin and guide our behaviours and decisions at Muhammadiyah Australia are directly related to child safety. Those three values are Faith, Respect, and Excellence.

The Islamic Faith does not only provide guidance to our relationship with God, but it also gives a set of moral principles in our relationship with our environment and other people.

There are many verses from the Quran and the saying of the Prophet about the importance of protecting children and raising them righteously.

The value of Respect which promotes respectful and positive relationships will help the College community to create a child safe environment and will empower them to speak up and to protect their rights to have a safe environment. The College will strive to nurture the value of respect to our students and other College community members so that they respect their rights and the rights of others to have a safe environment.

The value of Excellence which encourages the pursuit of excellence in all aspects of life will further emphasise our commitment to do our best to create a safe environment for our students at Muhammadiyah Australia College. This value will also encompass our attitude to set up the highest standards in embedding a culture of 'no tolerance' for child abuse and that we will not tolerate any form of abuse to our young people.

Purpose

- To ensure Muhammadiyah Australia College complies with the legislative requirements of MO 870.
- To identify those aspects of College leadership that will help to embed an organisational culture of child safety.
- To ensure the College demonstrates its commitment to creating a child safe environment.
- To raise awareness within the College community of the importance of child safety.
- To ensure the promotion of:
 - the cultural safety of Aboriginal children if applicable
 - the cultural safety of children from culturally and/or linguistically diverse backgrounds
 - the safety of children with a disability
- To empower children who are key stakeholders within our organisation.
- To ensure the College discharges its duty of care towards children.
- To raise awareness of the importance of child safety with staff.
- To protect children and reduce any opportunities for abuse or harm to occur.

STANDARD 1: STRATEGIES TO EMBED AN ORGANISATIONAL CULTURE OF CHILD SAFETY POLICY

Rationale

- Regarding this standard, the Ministerial Order requires school's governing authority to:
 - a. develop strategies to embed a culture of child safety at the College
 - b. allocate roles and responsibilities for achieving the strategies
 - c. inform the College community about the strategies, and allocated roles and responsibilities
 - d. put the strategies into practice, and inform the College community about these practices; and
 - e. periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.
- Preventing child abuse and responding to allegations is everyone's business. The Child Safe Standards aim to drive cultural change in organisations so that protecting children from abuse is embedded in everyday thinking and practice. To engage this cultural change, the College needs to:
 - help leaders create an organisational culture that protects children from abuse
 - ensure the College's policies and practices reflect a commitment to child safety
 - ensure leadership is aware of allegations and substantiated cases of abuse and responds in ways that protect children from abuse
 - ensure staff and volunteers know and understand the organisation's commitment to child safety
 - commit to continuous improvement through regular reviews and updating policies and practices, and being open to scrutiny.
- To comply with the Child Safe Standards, an organisation must include the following principles as part of each standard:
 - promoting the cultural safety of Aboriginal children
 - promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
 - promoting the safety of children with a disability
- The College may already use good leadership strategies. Leaders can use this resource to help protect children from abuse by embedding child safety in the College's everyday thinking and practice.
- Whilst working with children can be very rewarding, it also brings additional responsibilities.
- The College must act to protect children from abuse and build an environment where children feel respected, valued and encouraged to reach their full potential. This requires a culture of child safety to be embedded throughout the organisation so

that child safety is part of everyone's everyday thinking and practice. Such a culture is achieved through proactive leadership in demonstrating the appropriate values, attitudes and behaviours of an organisation.

- A child safe environment is the product of a range of strategies and initiatives. The College should foster a culture of openness, inclusiveness and awareness. Children and adults should know what to do if they observe or are subject to abuse or inappropriate behaviour.

Definitions

- At Muhammadiyah Australia College, the Executive Leadership Team is led by the Principal.
- Child Safe Officer - will be appointed for contact for children who feel unsafe or who wish to disclose abuse.
- The College Board of Directors is the governing body and is responsible for ratifying all policies developed by the College.
- In all Standards, the term "child" applies to any person under the age of 18 years. (For the glossary of all terms, please refer to Appendix I).

Implementation

- This policy is intended for the College's Leadership, staff and Board of Directors.
- The safety and wellbeing of our College population is our highest priority and our first consideration.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- To reinforce the message to be conveyed within the Standards, the College has consciously chosen to use the term 'child' or 'children' rather than 'student/students'.
The exception is where the term 'student' is integral to the name of a document.
- The Leadership Team at Muhammadiyah Australia College will take a preventative, proactive and participatory approach to child safety issues.
- It is seen as vital that the Leadership Team has a clear understanding of how developed the College's child safety approaches are.
- The College recognises that developing a child safe environment is an ongoing process and will not be achieved in the short term.
- Implementing the Child Safe Standards requires an ongoing commitment. It will not be achieved in one activity or exercise. However, this does not have to be a complex process and will involve:
 - regular staff briefings and discussions
 - taking every opportunity to provide information to the parent community e.g. through Newsletter articles, the college's website and parents meetings
 - regular updates to the College Board

- Existing policies will be reviewed and updated to stress the importance the College places on child safety. This includes all child safe policies which have had additions and amendments as the College gained a better understanding of a child safe culture.
- The College's Vision, Mission & Values Statement will include child safety as a key component.
- When the next College Strategic Plan is developed, it is expected that College goals will relate to the development of a child safe culture.

Components of Muhammadiyah Australia College's Child Safe Culture

The Component of the College's Child Safe Culture are:

Child Safety Review

Over a period of time, and with broad consultation, the College will complete the Child Safety Review as it will help the College to identify what is currently in place and what needs to be developed.

Children have a unique voice and are able to contribute to discussions about how they interact with the College. Through already established forums and in an age-appropriate manner involving class discussions and focus groups, children will be asked what makes them feel safe and unsafe. The College will provide opportunities for opinions to be provided confidentially. Children will be told about what the College is doing to help keep them safe, ensuring the experience is a positive one. We will consistently let children know that their views are valued and respected.

The College will set aside Staff Meeting time so that all staff, teaching and non-teaching, will be given an opportunity to participate in the review to help to identify areas of risk of harm or injury and encourage everyone involved in the College to take a proactive approach to reducing risk.

Staff briefings, sub-school meetings and staff as a whole will provide input. Other forums such as hosted meetings, newsletter articles, surveys and questionnaires will be provided so that College Board, parents and volunteers can provide input into the review.

The review will be completed systematically with an invitation to participate and a date always set for the next section to be addressed. In that way, there will always be a reassurance the work being undertaken is of paramount importance to the College over the long term.

When the College has completed the Child Safety Review we will have identified the areas in which we need to improve. At this point, an Action Plan will be developed.

Leadership and Staff Responsibilities

- The Leadership Team is responsible for embedding a culture of child safety in the College.
- The Leadership Team will take the lead in protecting children from abuse.
- However, staff have the responsibility to make the College leadership aware of child abuse allegations and risks so that appropriate action can be taken.
- All allegations of child abuse and child safety concerns are treated very seriously by the College. This includes complying with all legal requirements, including reporting suspicions of child abuse to police or the Department of Health and Human Services (DHHS) Child Protection as soon as practicable.
- **If any staff member believes a child is at immediate risk of abuse, they must immediately phone 000 and ask for police. In an emergency, this action is to occur without consultation.**
- Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHHS Child Protection.

Identification and Analysis of Risk of Abuse

The College will adopt an approach to prevent, detect and respond to child abuse risks. This includes a risk management strategy and policy that sets out how your organisation identifies, assess, and takes steps to reduce or remove child abuse risks. Please refer to Standard 6.

Risk analysis always forms part of our preparation for College camps and some excursions. The analysis will now include possible potential for child abuse (refer to Student Policy document).

Development of a Child Safe Policy

The College has developed a child safe policy which outlines our commitment to promoting children's wellbeing and protecting children from abuse. Please refer to the College's policy documents and to Standard 2.

Development of a Code of Conduct

The College has developed a code of conduct for staff, teaching and non-teaching, which specifies the standards of conduct and care required when working and interacting with children. This includes explicitly prohibiting any staff member from communicating with children on social media and the need for a current Working with Children Check.

Choosing Suitable Employees and Volunteers

The College will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. This includes police record and identity checks, Working with Children Checks where required, face-to-face interviews and detailed

reference checks from previous employers, including from the applicant's most recent line manager.

The College's [Human Resources Policy](#) and [Volunteers Policy](#) have details of the steps the College will take in recruiting staff and volunteers to promote a child safe environment. Please refer to Standard 4: *Recruitment Screening Section for more detailed procedures choosing suitable employees and volunteers*

Visitors to the College

The College has made clear decisions about what category of visitor is welcome in the College and the steps the College will take to ensure safety of children. Please refer to the College's [Visitors Policy](#) and Standard 4.

Support, Training, Supervision and Enhancement of Performance

The College will ensure that volunteers and employees who work with children have ongoing supervision, support and training so that their performance is developed and enhanced to help protect children from abuse. In particular, the leadership team needs to understand their responsibilities.

New staff and trainee teachers, if applicable, will be trained as part of the induction process.

The College will appoint a Child Safe Officer, who will be the point of contact for others who have questions or concerns or want to report an allegation of abuse. The College would enhance the role to include Child Safe responsibilities including the promotion of child safety within the College and the community. Additional training in child safety issues will be provided. Duties will be listed in the job description. Please refer to Standard 4.

Promoting Inclusion

The College values diversity and will be inclusive to all children and families. In particular, the College will establish a culture that supports:

- cultural safety for Aboriginal children, for example by working in partnership with Aboriginal peoples and Aboriginal community controlled organisations if applicable
- cultural safety for children from culturally and/or linguistically diverse backgrounds, for example by using inclusive language and images in policy documents, and communications such as the website and newsletters
- the safety of children with a disability, for example by ensuring the College is accessible to everyone and ensuring appropriate training and supervision of staff and volunteers working with children with a disability.

The College understands that for Aboriginal people, culture is about family networks, Elders and ancestors. It is about relationships, languages, dance, ceremony and heritage. Culture is about spiritual connection to lands and waters. It is the way stories are passed on and knowledge given to babies and children. It is how people are greeted. It is looking for connection. It is about all the parts that bind us together.

The College recognises that creating a physical environment that is respectful of Aboriginal culture is an important first step. Symbols and images that surround a place send an important message about respect. By acknowledging the Country in which the College is located, we are demonstrating our willingness to learn, understand and respond to the diversity of Aboriginal cultures. As part of the policy review process, the College will consider whether or not 'Acknowledgement of Country' should form part of its ceremonies.

The College recognises that cultural safety is living in an environment that is safe for people, where there is no assault, challenge or denial of their identity, of who they are, what they need.

It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening.

The College recognises that promotion of cultural safety of children from culturally and/or linguistically diverse backgrounds involves:

- ensuring the College clearly demonstrates a zero tolerance of discrimination
- being respectful, inclusive and welcoming of families from a range of backgrounds
- recognising times of importance to different cultures
- ensuring the physical environment has a positive image of a range of cultures, in terms of decoration and artwork
- employing staff that are representative of the local community
- actively seeking out and talking to families about how they would like to be involved
- asking about the best way to provide information to children and families

The College recognises that promotion of the safety of children with a disability involves:

- acknowledging that children with a disability are particularly vulnerable and ensure risk assessment processes considers their needs
- ensuring the College clearly demonstrates a zero tolerance to discrimination and actively welcomes all children
- making sure the environment does not pose access difficulties
- being responsive to families regarding specific measures that may be required to ensure the safe participation of a child with a disability
- supporting staff, other children and their families to understand and be inclusive of people with a disability
- thinking about how the College can encourage participation and feedback from children with a disability and their families

The College's definition of 'disability' extends to children with a medical condition such as diabetes, epilepsy, anaphylaxis or blood-borne viruses and has developed policies to support these children.

The College recognises that respecting diversity means:

- valuing and respecting people's beliefs, including the different school of thoughts within Islam

- building responsive relationships
- communicating openly and honestly to find out how best to be inclusive and respect cultural needs
- examining our personal ideas, customs and beliefs and
- respecting that the beliefs of one person may not be the same as another
- acknowledging and respecting that others can hold different beliefs of equal significance

The College is committed to providing teaching and learning environments that are free from discrimination in all forms, including those based on race, ethnicity, gender, ability, disability, sexuality and religion.

Empowering and Promoting the Participation of Children in Decision-Making

The College promotes the involvement and participation of children in developing and maintaining a child safe environment.

Ideas from children are sought formally by completion of the annual Student Attitude to College Survey which specifically addresses feelings of safety, through focus groups and other formal and informal forums for children.

Professional Learning

The College has a strong commitment to ongoing professional learning for all staff. There is an annual briefing for mandatory reporting protocols which is a component of induction for new staff. This will be extended to include volunteers and external providers. Staff are given information about a number of College policies with an emphasis now placed on the child safe related policies.

STANDARD 2: COMMITMENT TO CHILD SAFETY

Rationale

- The child safe standards require organisations including schools that provide services for children to have a child safe policy or a statement of commitment to child safety.
- A child safe policy is an overarching document that provides an overview of the key elements of an organisation's approach to child safety. It should:
 - clearly state the organisation's zero tolerance of child abuse
 - detail the organisation's child safe processes and procedures, or link to existing documents that include child safety considerations - for example, its reporting procedures (including leadership responsibilities), how to respond to an allegation of child abuse, human resources and recruitment practices, and risk management strategy and procedures
 - clearly state the organisation's commitment to cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability
 - detail expectations and requirements of staff and volunteers to ensure the protection of children, and the training and support staff receive
 - include contact details for people to access information in relation to child safety, such as the Child Safety Officer. A Child Safety Officer or Student Welfare Officer is a person in the organisation who has knowledge of child safety issues, and could be a point of contact for others who have questions or concerns or want to report an allegation of child abuse. The organisation may consider including child safety officer/champion duties in the person's job description
 - include how and when the policy and other child safety tools are reviewed to help the organisation improve.
- The College recognises that this policy is one of seven standards relating to the College's child safe culture.
- Muhammadiyah Australia College is committed to the safety and wellbeing of children and young people. Our College community recognises the importance of, and a responsibility for, ensuring our College is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

Muhammadiyah Australia College's Commitment to Child Safety

1. Muhammadiyah Australia College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.
2. Every person involved in the College has a responsibility to understand the important and specific role he/she plays 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.

3. We are committed to the safety, happiness, participation and empowerment of all children.
4. The College has zero tolerance for child abuse and all allegations and safety concerns will be treated very seriously and consistently within the College's policies and procedures.
5. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. We are committed to preventing child abuse and identifying risks early, and removing and reducing those risks.
6. We are committed to following Departmental practices regarding Human Resources and recruitment for all staff and volunteers.
7. Our College is committed as well as obligated to regularly training and educating staff, volunteers and visitors on child abuse risks.
8. We are committed and obligated to provide 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. Particular attention will be paid to the safety, empowerment and participation of students from diverse backgrounds including Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety, empowerment and participation of children with a disability and special needs.
9. We have specific policies, procedures and training in place that support our leadership team, staff, volunteers and visitors to achieve these commitments.

Implementation

- This policy is intended for the College Leadership, staff, the Board of Directors, parents/carers, visitors, volunteers and contractors.
- The safety and wellbeing of children is the highest priority for Muhammadiyah Australia College.
- We have 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 want children to be safe, happy and empowered. We support and respect all children, as well as our staff, volunteers and the parent community.
- We are committed to the cultural safety of Aboriginal children if applicable, to the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- Any staff member who believes that a child is at immediate risk of abuse must phone 000.
- Our College is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- Our College has robust human resources and recruitment practices for all staff and volunteers.

- Our College is committed to regularly training and educating our staff and volunteers on child abuse risks.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
- The College's Child Safe Policy will be publicly available to help raise awareness about the importance of child safety in our organisation and demonstrate our commitment to protecting children from abuse.
- It will be published on the College's website and provided to new families on enrolment.
- New staff will be provided with a copy and briefed on the College's attitude to child safety as part of the induction process.
- We will ensure that families and children have the opportunity to contribute to the development and review of this policy. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.
- The College will ensure that procedures for raising and managing complaints and consequences for breaching the Child Safe Code of Conduct, are known and understood by everyone. For specific procedures, please refer to the College's Student Policy.

Our Children

This policy is intended to empower and protect our children who are vital and active participants in the College by involving them when making decisions, especially about matters that directly affect them. We will listen to their views and respect what they have to say.

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

- promote the cultural safety, participation and empowerment of Aboriginal children (if applicable)
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally in all aspects of College life.

Our Staff and Volunteers

This policy guides our staff and volunteers on how to behave with the children in our College.

All of our staff and volunteers must agree to abide by the College's Child Safe Code of Conduct which specifies the standards of conduct required when working with children.

The signature of the staff members, volunteers and families attesting to having read, understood and agreeing to abide by would formalise the Code of Conduct and raise its profile within the College and the community.

All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the Child Safe Code of Conduct.

Training and Supervision

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

Our College culture aims for all staff and volunteers (in addition to parents/carers and children) 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 children from abuse, to promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be inducted into the College and supervised regularly to ensure they understand our philosophy and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate. Any inappropriate behaviour will be reported through the Principal or Assistant Principal or directly to the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

Recruitment

The College takes all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our College understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

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.

Fair Procedures for Personnel

Whilst the safety and wellbeing of children is our primary concern, we also are 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 families (as appropriate) on progress and any actions we take.

Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they are staff, volunteers, parents or children, 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

The College 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 that information to the police.

Failure to protect: People of authority 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.

All teachers are mandatory reporters and must comply with their responsibilities. Non-teaching staff have an obligation to report if they form a reasonable belief that a child is at risk of harm.

Risk Management

In Victoria, organisations are required to protect children 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 children. 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 our College on social media).

Risk analysis always forms part of our preparation for College camps and some excursions. The analysis will now include possible potential for child abuse. The College's Student Policy already has strategies to minimise the risk of abuse.

Allegations, Concerns & Complaints

Our organisation 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 children, 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.

STANDARD 3: CHILD SAFE CODE OF CONDUCT POLICY

Rationale

- Muhammadiyah Australia College is committed to the safety and wellbeing of children and young people. Our College community recognises the importance of, and a responsibility for ensuring our school is safe, supportive, inclusive and peaceful, and provides our students with extensive opportunities to help them achieve their full potential.
- This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, College policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.
- The College Board of Directors, the Principal and the College leaders will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly learning environments. The Principal and College leaders of Muhammadiyah Australia College will also provide information and support to enable the Code of Conduct to operate effectively.
- All staff, contractors, volunteers and any other member of the College community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all College situations, including College camps and in the use of digital technology and social media.
- All teaching staff at Muhammadiyah Australia College must also adhere to the Victorian Teaching Profession's Code of Conduct developed by Victorian Institute of Teaching
(https://www.vit.vic.edu.au/sites/default/files/media/pdf/2021-07/Document_VIT_Code_of_Conduct.pdf)

Implementation

- This policy is intended for College Leadership, all other staff, College Board, visitors to the College and volunteer workers.
- The safety and wellbeing of children is the highest priority for Muhammadiyah Australia College.
- This Code of Conduct outlines appropriate standards of behaviour by adults towards children.
- It is binding all staff members, volunteers and external providers working with children on-site or off-site.

Acceptable Behaviours

The College has identified the following acceptable behaviours. As staff, volunteers, contractors, and any other member of the College community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the College's statement of commitment to child safety at all times
- treating children and families in the College community with respect both within the College environment and outside the College environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the College's leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
- if child abuse is suspected, ensuring as quickly as possible that the child/ren are safe and protected from harm

Unacceptable Behaviours

The College has identified the following unacceptable behaviours. As staff, volunteers, contractors, and any other member of the College community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc.) except where that

communication is reasonable in all the circumstances, related to College work or extra-curricular activities or where there is a safety concern or other urgent matter

- photograph or video a child in a College environment except in accordance with College policy or where required for duty of care purposes
- in the College environment or at other College events where students are present, consume alcohol contrary to College policy or take illicit drugs under any circumstances.

If a staff, volunteer or external provider does not comply with the expected standard of behaviour, the Principal will discuss their behaviour with them. Noncompliance can lead to disciplinary action being taken, which may result in the person being asked to leave the College ground.

The College will ensure that procedures for raising and managing complaints and consequences for breaching the Child Safe Code of Conduct, are known and understood by everyone. For specific procedures, please refer to the College's Student Policy.

For particularly high-risk activities, such as overnight camps, the College will determine whether or not a specific Code of Conduct is required. This could outline additional topics such as sleeping arrangements, personal care, leaving the site, no drugs or alcohol on site, staff-to-child ratio requirements, etc.

By observing these behaviours all staff, volunteers and members of the College Board of Muhammadiyah Australia College acknowledge their responsibility to immediately report any breach of this code to the College Child Safety Officer or to the Principal Class.

If you believe a child is at immediate risk of abuse, phone 000 and ask for the police.

Induction procedures or manuals for new staff, volunteers and external providers will include information about the Child Safe Code of Conduct.

STANDARD 4: SCREENING, SUPERVISION & TRAINING FOR NEW AND EXISTING PERSONNEL POLICY

Rationale

- Carefully developed policies and procedures not only help to identify the most suitable persons to work with children in the College, they can also deter unsuitable persons from applying or being appointed, either in a paid or voluntary capacity.
- Selecting suitable and appropriate people to work with children is vital. Everyone benefits when the best people, who also share the College's values about keeping children safe from harm, are chosen. If good care is taken during the recruitment phase, it is more likely that people who are unsuitable to work with children will be screened out. Good recruitment practices help to reduce the opportunities for harm to occur by deterring the 'wrong' people from applying.
- The College needs to be clear about the role and responsibilities of each position, particularly when they involve working closely with children.
- A job description or duty statement should include a clear outline of the role and also state the expectation that staff must provide a child safe environment. It should clearly spell out:
 - the organisational context
 - duties and tasks of the role
 - qualifications, experience and attributes a person must have
 - the level of responsibility and supervision associated with the position
- A well-developed job description is more likely to attract suitably qualified staff and volunteers. When roles and responsibilities are unclear, unsuitable people are more likely to apply because the organisation may not look as professional and capable of identifying unsuitable applicants.

Implementation

- This policy is intended for the College Leadership team, other staff, visitors, volunteers and contractors.
- The College committed to ensure that newly recruited and existing staff, volunteers and visitors understand the importance of child safety, are aware of the relevant policies and procedures and are trained to minimise the risk of child abuse.
- Staff recruitment process and procedures will follow the College's Human Resources Policy which outline the expectation to provide students a safe environment in accordance with the Child Safe Standards.

Recruitment - Screening

- The College has developed clear duty statements and job descriptions and ensures that appropriately qualified staff conduct interviews.
- Every job advertisement must include the College's statement "**Muhammadiyah Australia College is committed to child safety**".
- Job advertisements contains statements:
 - We are committed to excellence and to ensuring the safety and wellbeing of children.
 - All applicants must have full registration from the Victorian Institute of Teaching and be four-year trained.
 - Applicants must provide the names of three referees who can comment on previous experience in relation to the selection criteria.
 - A valid Working with Children Check in accordance with the Worker Screening Act 2020 and a criminal record check is mandatory.
 - We are a child safe and equal employment opportunity employer.
 - Applications from Aboriginal and Torres Strait Islander peoples and from people from culturally and linguistically diverse backgrounds are encouraged.
- Referee checks will be carried out.
- The College will ensure decision-making is rigorous, defensible and transparent.
- The College is aware of the requirements of privacy legislation and laws relating to unlawful discrimination.
- Applicants will be told what will happen to any information they provide and who will have access to the information.
- Selection processes will be fair and just; however, the safety and wellbeing of children will be the primary consideration.
- During the interview process, applicants will be informed that a Working with Children Check and a criminal record check will be undertaken.
- For further information on avoiding charges of discrimination on the basis of a criminal record, the College will refer to The Human Rights and Equal Opportunity Commission's publication, On the Record: Guidelines for the Prevention of Discrimination in Employment on the Basis of Criminal Record.

Pre-Employment Screening Checks

Prior to a formal offer of employment being made to a preferred applicant, the screening check is performed to validate the applicant's:

- identity and right to work
- relevant qualifications
- previous employment history, including work involving children
- misconduct and/or disciplinary history
- criminal history
- any conflicts of interest.

Post-Employment Supervision and Ongoing Training

- The College has in place a rigorous professional learning program for all staff.
- New staff are provided with this Child Safe Standard Policy, Mandatory Reporting Policy, Student Policy and the Staff Code of Conducts.
- Graduate teachers are provided with additional induction opportunities generally over several College terms, including strategies to enhance teaching and learning.
- Mentoring, coaching and in-house training strategies are used for all staff.
- All staff must have a Professional Learning Plan based on the College's Professional Learning Plan which is linked to the College Strategic Plan.
- Leadership development opportunities are a key component of the College's professional learning program for senior staff.
- There is a significant budget allocation made for professional learning.
- The College is developing a formal induction program for volunteers, external providers (and contractors) to ensure they have appropriate information about the child safe culture of the College.
- The College regularly will provide information, training and education for College Board, staff and volunteers about child safety on a needs basis, including:
 - what child abuse is
 - how to identify and reduce child abuse risks
 - understanding and appreciating Aboriginal culture and other cultures and languages they may engage with in their role
 - the importance of ensuring culturally safe environments for children from culturally and/or linguistically diverse backgrounds, and how to promote this
 - the importance of ensuring safe environments for children with a disability, and how to promote this
 - what constitutes inappropriate behaviour between children, such as inappropriate sexualised play, bullying and fighting
 - what is inappropriate behaviour between children and adults, with reference to the Child Safe Code of Conduct.
- The College will support staff to build resilience and cope with child abuse incidences
- As part of the process, the College will monitor the currency of all Working with Children Checks and advise staff, volunteers and external providers two months before the expiration date. For specific detail, please refer also to the College's Human Resource Policy and VIT Registration Policy.

STANDARD 5: PROCEDURES FOR RESPONDING TO AND REPORTING SUSPECTED CHILD ABUSE

Rationale

- While the child safe standards focus on organisations, every adult who reasonably believes that a child has been abused, whether in their school or not, has a legal responsibility to report that belief to authorities.
- The failure to disclose criminal offence requires all adults (aged 18 and over) who hold a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 to disclose that information to police (unless they have a reasonable excuse not to, for example because they fear for their safety or the safety of another).
- While failure to disclose only covers child sexual abuse, all adults should report other forms of child abuse to authorities. Failure to disclose does not change mandatory reporting responsibilities.
- Mandatory Reporters (doctors, nurses, midwives, teachers, including early childhood teachers, principals and police) must report to child protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.
- The failure to protect criminal offence (commenced on 1 July 2015) applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently failed to do so.
- Fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse.
- Fulfilling the obligations of Muhammadiyah Australia College to comply with the Reportable Conduct Scheme.

Reportable Conduct Scheme

In line with the Reportable Conduct Scheme, The Commission for Children and Young People (CCYP) requires Muhammadiyah Australia College Principal to:

- respond to a reportable allegation made against a worker or volunteer from the College by ensuring that allegations are appropriately investigated
- report allegations which may involve criminal conduct to the police
- notify CCYP of allegations within three business days after becoming aware of the allegation

- give CCYP certain detailed information about the allegation within 30 days after becoming aware of the allegation
- after the investigation has concluded, give CCYP certain information including a copy of the findings of the investigation
- ensure that Muhammadiyah Australia College has systems in place to:
 - prevent reportable conduct from being committed by a worker or volunteer within the course of their employment
 - enable any person to notify the Principal of a reportable allegation
 - enable any person to notify CCYP of a reportable allegation involving the Principal
 - investigate and respond to a reportable allegation against a worker or volunteer from the College.

Implementation

- This policy is intended for the College Leadership team, staff, College Board, visitors, volunteers and contractors.
- The safety of every child at the College is our highest priority.
- The College has a zero tolerance of child abuse.
- The College will ensure that all staff are aware of their responsibilities under the “failure to disclose” and “failure to protect” legislation including that failure to comply with the reporting obligations may be committing a criminal offence.
- The College is committed to communicating our child safety policy and strategies to the College community including by making it accessible to children or anyone with limited language skills.

If a child discloses an incident of abuse to you:

- Try to separate them from the other children discreetly and listen to them carefully.
- Let the child use their own words to explain what has occurred.
- Reassure the child that you take what they are saying seriously, and it is not their fault and that they are doing the right thing.
- Explain to them that this information may need to be shared with others, such as with their parent/carer, specific people in your organisation, or the police.
- Do not make promises to the child such as promising not to tell anyone about the incident, except that you will do your best to keep them safe.
- Do not leave the child in a distressed state. If they seem at ease in your company, stay with them.
- Provide them with an incident report form to complete, or complete it together, if you think the child is able to do this.
- As soon as possible after the disclosure, record the information using the child’s words and report the disclosure to the Principal and to the College Child Safety Officer, police or DHHS Child Protection services.
- Ensure the disclosure is recorded accurately, and that the record is stored securely.

If a parent/carer says their child has been abused in the College or raises a concern:

- Explain that the College has processes to ensure all abuse allegations are taken very seriously.
- Ask about the wellbeing of the child.
- Allow the parent/carer to talk through the incident in their own words.
- Advise the parent/carer that you will take notes during the discussion to capture all details.
- Explain to them the information may need to be repeated to authorities or others, such as the Principal and/or Child Safety Officer, the police or DHHS Child Protection services.
- Do not make promises at this early stage, except that you will do your best to keep the child safe.
- Provide them with an incident report form/s to complete or complete it together.
- Ask them what action they would like to take and advise them of what the immediate next steps will be.
- Ensure the report is recorded accurately, and that the record is stored securely.

Staff need to be aware that some people from Culturally and/or Linguistically Diverse (CALD) backgrounds may face barriers in reporting allegations of abuse. For example, people from some cultures may experience anxiety when talking with police and communicating in English may be a barrier for some. You need to be sensitive to these issues and meet people's needs where possible, such as having an interpreter present (who could be a friend or family member).

If an allegation of abuse involves an Aboriginal and Torres Strait Islander child, staff will need to ensure a culturally appropriate response. A way to help ensure this could include engaging with parents of Aboriginal and Torres Strait Islander children, local Aboriginal communities or an Aboriginal community-controlled organisations to review policies and procedures.

Some children with a disability may experience barriers disclosing an incident. For example, children with hearing or cognitive impairments may need support to help them explain the incident, including through sign language interpreters.

If you believe a child is at immediate risk of abuse phone the Victoria police on 000. Inform the Principal as soon as practicable.

RESPONDING TO SUSPECTED CHILD ABUSE POLICY AND INCIDENT REPORT

The College has a process for responding to and reporting suspected child abuse. Teachers as mandatory reporters and non-teaching staff are expected to report to DHHS or the police as soon as possible if they form a reasonable belief that a child or young person is in need of protection. The Principal should be informed as soon as practicable.

Staff are to use the Incident Report Form (Appendix II) to record any incident, disclosure or suspicion that a child has been, or is at risk of being abused. The Incident Report Form/s can

be provided to a child or their family if they disclose an allegation of abuse or safety concern in the College.

Also refer to the College's Student Policy and Mandatory Reporting Policy

When to use the Incident Report Form

- Staff should use the Incident Report Form/s to document any incident, disclosure or suspicion that a child has been, or is at risk of being abused. The Incident Report Form should be used in conjunction with the: Four Critical Actions for Colleges: Responding to Incidents, Disclosures and Suspicions of Child Abuse.
- Completing the Incident Report Form should not impact on reporting times. If a child is in immediate danger, College staff should report immediately to Victoria Police on 000.
- Whilst the College staff may need to gather the information to make a report, remember it is not the role of College staff to investigate abuse. Leave this to Victoria Police and/or DHHS Child Protection.
- When completing the Incident Report Forms, staff should collect and provide as much information as possible. This information will be critical to any reports and may be sought at a later date if the matter is the subject of Court proceedings. These notes may also later assist the College staff if they are required to provide evidence to support any decisions.
- The incident may involve physical injury or emotional disturbance. The incident may occur in the College environment or outside. It may involve staff, students or those close to them. The network of those involved in a traumatic event can be wide, especially if it directly involves the College.
- If deemed necessary, counselling will be provided for all those who may be impacted by the incident. A Critical Incident Recovery Team may be formed to manage the short and long term effects. For full details, please refer to the College's Emergency & Critical Incidents Policy.
- While College should operate as normally as possible, some degree of flexibility should exist.
- With due regard to information privacy, it is essential that people be given clear, accurate information at all times.

THE FOUR CRITICAL ACTIONS IN RESPONDING TO INCIDENTS, DISCLOSURES AND SUSPICIONS OF CHILD ABUSE

All staff members must implement the four critical actions set out below.

However, all staff members are required also to notify the Principal if they have formed a belief about child abuse and therefore are obligated to make a report. All staff members will be supported through this process by the Principal.

ACTION 1: RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to ACTION 2.

If a child is at immediate risk of harm you must ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling 000 for urgent medical and/or police assistance to respond to immediate health or safety concerns
- identifying a contact person at the College for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

ACTION 2: REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

IF THE SOURCE OF SUSPECTED ABUSE IS FROM WITHIN THE COLLEGE: VICTORIA POLICE

You must report all instances of suspected child abuse involving a College staff member, contractor or volunteer to Victoria Police. You must also report internally to:

- The College Principal
- The Chair of The College Board of Directors
- In the absence of the College Principal, report to any member of the Leadership Team (Assistant Principals and Leading teachers)
- In the absence of the Chair of the Board of Directors, report to any member of the Board.

IF THE SOURCE OF SUSPECTED ABUSE IS FROM WITHIN THE FAMILY OR COMMUNITY: DHHS CHILD PROTECTION

You must report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE

You must also report all instances of suspected sexual abuse (including grooming) to Victoria Police. You must also report internally to:

- College Principal

- The Chair of The College Board of Directors

ACTION 3: CONTACTING PARENTS/CARERS

The College Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- not to contact the parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parents/carers to be contacted)
- to contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

ACTION 4: PROVIDING ONGOING SUPPORT

The College must provide support for children impacted by abuse. This should include the development of a Student Support Plan in consultation with wellbeing professionals. This is an essential part of your duty of care requirements. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals etc.

You must follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

Communications

Muhammadiyah Australia College is committed to communicating our child safety policy and strategies to the College community through:

- Ensuring that the Child Safety Policy (this document), the Student Policy and Mandatory Reporting Policy are available on the College website
- Placing posters throughout the College and the College's website in a simple, child-friendly language, accompanied by appropriate images, advising students what constitutes acceptable/unacceptable behaviours and who they can talk to if they encounter the unacceptable ones.
- Once per term reminders in the College newsletter of our College's commitment to child safety.
- Ensuring that child safety is a regular agenda item at College leadership meetings and staff meetings for discussion
- Discussing child safety strategies at parent information sessions.

STANDARD 6: STRATEGIES TO IDENTIFY & REDUCE OR REMOVE THE RISKS OF CHILD ABUSE

Rationale

- Creating a child safe organisation begins with a clear, evidence-informed understanding of the potential risks to children in the setting.
- Taking a preventative approach means identifying the potential risks in the school environment. These range from the impact of the physical environment and how it affects the continual supervision of staff and children to staff recruitment practices.
- The College staff, students and parents/carers are in the best position to know the vulnerabilities and risks within the College and its activities and how to plan to prevent them.

Definitions

‘The College environment’ is defined as anywhere within the College grounds, classrooms, library, computer and/or science laboratories, storerooms, offices. It extends to off-site locations such as venues for school camps, sporting venues, excursions.

Implementation

- The safety and wellbeing of all children is the College’s highest priority.
- The College has zero tolerance of child abuse.
- At this College, management of risk is everyone’s responsibility. Parents/carers, visitors and volunteers will be asked to let College leadership know if they observe any unsafe practice or something in the physical environment.
- This policy is intended for the College Leadership team, staff, the College Board, parents/carers, visitors and volunteers.
- The risk management process will involve:
 - establishing the context (internal and external factors, objectives, appetite for risk)
 - identify the risk,
 - analysing and evaluating the risk
 - risk treatment (treat, share, retain, avoid)
- To reduce the likelihood of harm, the College will assess and define the risks. (What could go wrong within the College environment as a whole or for any specific activity?)
- Children will be involved in this process, as they may have a very different idea about what makes them feel unsafe. This will be done formally through the Student Attitude to College Survey, Student Forums, College Reps and informally through class discussions and one-on-one meetings.

- If applicable, Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability will be strongly encouraged to provide input.
- Over a period of time, the College's Leadership Team will work collaboratively with staff, children, the Board of Directors and the community to:
 - formally identify the potential risks within the College's physical environment e.g. doors that lock, volunteers working unsupervised with students, volunteers working in the College grounds during recess periods, other visitors to the College, College boundaries, College camps or excursions
 - consider the risks to children due age related vulnerability, children who have experienced trauma, neglect or abuse, Aboriginal children, children from a culturally and/or linguistically diverse background and children with a disability
 - identify the risk associated with children working online including cyber bullying, online grooming, trolling, disclosure of personal details
 - consider the opportunities for accidental harm e.g. poor physical environment leading to injury, poor supervision, high-risk activity, pushing, shoving, jostling, slapping, pinching etc.
 - reflect on opportunities for psychological abuse – bullying, ignoring or isolating, lack of respect, social vilification or discrimination
 - document the risks
 - identify the level of risk i.e. low, medium or high
 - consider the consequences of the risk e.g. moderate, severe
 - develop strategies to minimise the risk e.g. require WWC Checks and/or criminal record checks for all volunteers, increase levels of supervision, change the environment, make it harder for abuse to occur.
 - review the risk management strategy annually or if an incident occurs
 - set a time frame for completing the risk analysis and incorporating the learnings
 - identify a person to lead the ongoing monitoring and review

Please refer to the Risk Assessment (Appendix III).

Please refer also to the College's Student Policy.

STANDARD 7: STRATEGIES TO PROMOTE THE PARTICIPATION AND EMPOWERMENT OF CHILDREN

Rationale

- When children are respected and valued, they are much more likely to speak up about issues of safety and wellbeing. If children feel they cannot express themselves in the school, there is a risk that any harm that is occurring will remain undiscovered and ongoing.
- Becoming a child safe organisation means developing strategies to communicate and engage with all children who are involved with the school. It is important to ask children when they feel safe, and when they feel unsafe – their comments may surprise you.
- To create a true child safe organisation, it makes sense to ask those you are trying to protect when they feel safe and when they feel unsafe. Their comments and insight will always be different from the adult perspective. Well intentioned people put policies and procedures aimed at protecting children in place, yet it is rare that children know these policies exist.
- Often children do not know what to do if they feel unsafe or are concerned about something.
- The concept of ‘safety’ is very broad and means different things to different people, especially children. It is much easier to understand the concept of ‘physical’ safety and the need for safe practices around hygiene, road and water safety, slippery surfaces, pool fencing, sign-in and sign-out procedures and staff supervision ratios. All of these contribute to the physical protection of children.
- In a child safe organisation, we also want to promote ‘psychological’ safety.
- Even if the physical environment is as safe as we can make it, when children feel unsafe we need to understand why and respond to their needs. Psychological safety means children feel valued, respected and cared for. They know they can speak to people if they feel unsafe or unhappy, and that something will be done to address their concerns. Knowing this increases their self-esteem, which boosts their confidence and empowers them to speak up when necessary.
- Children also contribute valuable insight and ideas towards the creation of a meaningful child safe organisation. Children may be able to identify strengths, weaknesses, risks and dangers in activities that may not be identified by other methods.
- Children must be empowered to understand their rights, recognise what abuse is and understand it is not ‘okay’ and that they can do something about it.

Implementation

- This policy is intended for the College Leadership team and all other staff.
- The promotion of a child safe culture is a high priority for this College.
- Over a period of time, children’s views will be sought by:

- consulting directly with children about what they think makes the College safe for them
- giving children age-appropriate information about the standards of care they are entitled to, particularly about their rights
- teaching children how to raise concerns, make complaints or let someone know they feel unsafe
- regularly checking with parents/carers and children that they are aware of relevant child safe policies and procedures and that the child safety culture is visible.

The College envisages that some of the strategies and possible outcomes will be:

Consulting & Talking with Children	Practical Suggestions	Possible Positive Outcomes
<p>Establish what safety means to children</p> <p>Ask children when they feel safe and when they feel unsafe.</p>	<p>Ensure the physical environment is safe, warm and friendly towards children.</p>	<p>Children’s insight and responses will inform the development of the Child Safe Policy, Code of Conduct and complaints management process.</p> <p>The College will be alerted to any physical danger in the environment.</p>
<p>Educate children about their rights</p>	<p>Run informal education sessions on the Convention on the Rights of the Child.</p> <p>Teach children that with every right they enjoy, they need to meet its corresponding responsibility.</p> <p>Undertake activities on rights versus wants.</p>	<p>The children will understand their basic human rights and also understand they need to meet their responsibilities. The children will know the difference between a ‘right’ and a ‘want’.</p>
<p>Include children in policy development</p>	<p>Explain what the College is attempting to do and ask the children for their ideas, opinions and suggestions. Run small discussion groups and provide refreshments and activities.</p> <p>Give regular breaks.</p>	<p>The College will have a Child Safe Policy that children understand, and which represents their suggestions. Practical suggestions will be contributing to a physically safe environment.</p>

<p>Encourage children to develop their own Code of Conduct</p>	<p>Ask children what acceptable behaviour is and what unacceptable behaviour is. This includes behaviour of adults towards children, of children towards adults and of children towards children. Formulate a code of conduct using 'DO' and 'DO NOT' or 'WE WILL' and 'WE WILL NOT' statements.</p>	<p>The College will have a child friendly Code of Conduct written by children for children. The College will have guidelines for staff and volunteers about their interactions, expected behaviour and relationships with children.</p>
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- The College will utilise existing forums as well as providing other opportunities for input from children. Ideas from children will be sought formally by completion of the annual Student Attitude to the College Survey, through informal discussions with small groups led by the Child Safety Officer and conversations with class teachers.
- The College will encourage the participation of Aboriginal children if applicable, children from culturally and/or linguistically diverse backgrounds and children with a disability to participate in College forums.

Evaluation

This policy will be reviewed every two years as part of VRQA requirements, if an incident occurs or if guidelines change.

References:

Creating a Child Safe Organisation Guide p.46 Child Safe Standards Toolkit

www.education.vic.gov.au/College/Principals/spag/safety/Pages/chilsafestandards.aspx

and

Protect – Identifying All Forms of Child Abuse in Victorian Colleges 11 April 2018

Appendix I. Glossary of Terms

Term	Definition
The Act	<p>The Child Safety and Wellbeing Act 2005 (the Act) will provide that the standards apply to ‘applicable entities’, which are defined in the Act as:</p> <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 or facilities
Aboriginal child	<p>A person under the age of 18 who:</p> <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	<p>Abuse constitutes any act committed against a child involving:</p> <ul style="list-style-type: none"> • physical violence • sexual offences • serious emotional or psychological abuse • serious neglect • family violence
Child-on-child abuse	<p>Child-on-child abuse is a form of child abuse in which a child is abused by one or more other children. While this includes when one of the children uses physical force, threats, trickery or emotional manipulation to elicit cooperation, it also can include non-coercive situations where the victim does not understand the nature of the abuse and simply goes along with, not comprehending its implications or what the consequences might be.</p>
Children from culturally and/or linguistically diverse backgrounds	<p>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.</p>
Child	<p>A person who is under the age of 18 years.</p>
Child safety	<p>In the context of the Child Safe Standards, child safety means measures to protect children from abuse.</p>

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.
Cultural safety for Aboriginal children	<p>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.</p> <p>A culturally safe environment does not ignore, challenge or deny cultural identity. Cultural safety upholds the rights of Aboriginal children to:</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>Some disabilities may be obvious while others are hidden.</p>

Appendix II. Responding to suspected child abuse

Template for All Victorian Early Childhood Services

When to use this template?

It is strongly recommended that **all*** early childhood service staff utilise this template to document any suspicion that a child has been, is being, or is at risk of being abused.

If needed, staff should be supported by management to complete this template, and to ensure that they meet their obligations.

This template should be used in conjunction with following the **Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse**.

Completing this template should not impact on reporting times. If a child is in immediate danger staff should immediately contact Victoria Police on 000.

Whilst you may need to gather the information to make a report, remember it is not the role of staff to investigate abuse, leave this to Victoria Police and/or DHHS Child Protection.

Why record this information?

When completing this template your aim should be to provide as much information as possible. This information will be critical to any reports and may be sought at a later date if the matter is the subject of Court proceedings. These notes may also later assist you if you are required to provide evidence to support any decisions.

Responding to an Incident, Disclosure or Suspicion of Child Abuse

PLEASE NOTE: IF YOU ARE MAKING A REPORT TO DHHS CHILD PROTECTION OR VICTORIA POLICE YOU MUST SEEK ADVICE BEFORE CONTACTING PARENTS/CARERS SO AS NOT TO COMPROMISE ANY INVESTIGATION OR PLACE A CHILD AT FURTHER RISK

STAFF MEMBER LEADING THE RESPONSE

NAME:

OCCUPATION:

LOCATION (SCHOOL ADDRESS):

RELATIONSHIP TO CHILD:

Critical action 1: immediate response to an incident

If anyone is in immediate danger staff should report immediately to Victoria Police on 000.

See action 1 of [Four Critical Actions For Early Childhood: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).

RESPONDING TO AN EMERGENCY

DID THE CHILD REQUIRE FIRST AID? PROVIDE DETAILS IF 'YES':

WHO ADMINISTERED THIS? (NAME AND TITLE)

DID THE CHILD REQUIRE FURTHER IMMEDIATE MEDICAL ASSISTANCE?

CURRENT LOCATION AND SAFETY STATUS:

E.G. ARE ALL IMPACTED STUDENTS SAFE AND NOT IN ANY IMMEDIATE DANGER?

IF A CHILD IS IN IMMEDIATE DANGER SCHOOL STAFF SHOULD REPORT IMMEDIATELY TO VICTORIA POLICE ON 000

Information of the alleged victim

CHILD'S PERSONAL DETAILS

NAME:

GENDER:

RELATIONSHIP TO SERVICE:
(E.G. 2 DAY, 3 YEAR OLD KINDER

DATE OF BIRTH:

RESIDENTIAL ADDRESS:

PARENT/CARER NAME/S:

PARENT/CARER CONTACT:

LANGUAGE(S) SPOKEN BY CHILD:

DISABILITIES, MENTAL OR PHYSICAL HEALTH ISSUES:

CHILD'S BACKGROUND

CULTURAL STATUS AND RELIGIOUS BACKGROUND

PREVIOUS HISTORY OR INDICATORS OF SUSPECTED ABUSE

FAMILY BACKGROUND

FAMILY COMPOSITION (IF KNOWN):
LIST PARENTING OR CARE ARRANGEMENTS AND SIBLING NAMES AND AGES

ANY OTHER PEOPLE LIVING WITH THE CHILD (IF KNOWN):

FAMILY BACKGROUND

DISABILITY, MENTAL OR PHYSICAL HEALTH ISSUES IN FAMILY (IF KNOWN):

LIKELY REACTION TO A REPORT BEING MADE (IF KNOWN):

Details of the incident, disclosure or suspicion

GROUNDNS FOR YOUR BELIEF THAT A CHILD HAS BEEN, OR IS AT RISK OF ABUSE

INDICATORS OR INSTANCES WHICH LED YOU TO BELIEVE THAT A CHILD/CHILDREN ARE SUBJECT TO CHILD ABUSE, OR AT RISK OF ABUSE:
DETAIL ANY DISCLOSURES OR INCIDENTS OR SUSPICIONS (INCLUDING NAMES, TIMES AND DATES DOCUMENTING A CHILD'S EXACT WORDS AS FAR AS POSSIBLE). INCLUDE SPECIFIC DETAIL HERE ON WHAT LED YOU TO FORM A REASONABLE BELIEF THAT A CHILD HAS BEEN, OR IS AT RISK OF BEING ABUSED.

ANY PHYSICAL INDICATORS OF ABUSE:

ANY BEHAVIOURAL INDICATORS OF ABUSE:

ANY PATTERNS OF BEHAVIOUR OR PRIOR CONCERNS LEADING UP TO AN INCIDENT, DISCLOSURE OR SUSPICION:

DETAILS OF PERSONS ALLEGED TO HAVE COMMITTED THE ABUSE (IF KNOWN)

NAME:

GENDER

DATE OF BIRTH:

RELATIONSHIP TO CHILD:

NOTHING IF THEY ARE WITHIN THE SCHOOL OR WITHIN THE FAMILY AND COMMUNITY (THIS WILL IMPACT ON WHO YOU REPORT TO)

ADDRESS:

CONTACT DETAILS:

Critical action 2: reporting

See Action 2 of Four Critical Actions for Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse

REPORTING TO AUTHORITIES	
TICK THE AUTHORITIES YOU HAVE REPORTED TO:	
<input type="checkbox"/> VICTORIA POLICE	
<input type="checkbox"/> DHHS CHILD PROTECTION	
<input type="checkbox"/> CHILD FIRST	
<input type="checkbox"/> DECISION NOT TO REPORT	
IF YOU'VE DECIDED NOT TO REPORT, LIST YOUR REASONS HERE. ALSO INCLUDE ANY FOLLOW-UP ACTIONS UNDERTAKEN BY YOU BELOW:	
PROVIDE OF YOUR REPORT	
DATE:	TIME:
AUTHORITY:	
NAME OF PERSON SPOKEN TO:	
OUTCOMES FROM THE REPORT:	

REPORTING INTERNALLY

PROVIDE DETAILS OF YOUR DISCUSSION WITH LICENSEE OR APPROVED PROVIDER

TIME:

DATE:

NAMES:

DISCUSSION OUTCOMES:

NOTIFICATION TO THE REGULATOR (LICENSED AND APPROVED SERVICES):
ALL LICENSED AND APPROVED SERVICES MUST NOTIFY THE QUALITY ASSESSMENT AND REGULATION DIVISION IF THERE IS AN INCIDENT AT THE SERVICE AND/OR THE HEALTH, SAFETY OR WELLBEING OF A CHLD HAS BEEN COMPROMISED WHILST ATTENDING THE SERVICE.

TIME:

DATE:

NAMES:

DISCUSSION OUTCOMES:

Critical action 3: contacting parents/carers

See Action 3 of [Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)

ACTIONS TAKEN (ALLEGED VICTIM)

PROVIDE DETAILS OF YOUR DISCUSSION WITH PARENTS/CARERS (IF APPROPRIATE):

YOU MUST CONSULT WITH VICTORIA POLICE AND/OR DHHS CHILD PROTECTION TO DETERMINE IF IT IS APPROPRIATE TO CONTACT PARENTS, IF IT IS DEEMED APPROPRIATE, PARENTS MUST BE CONTACTED AS SOON AS POSSIBLE (WITHIN 24 HOURS OF THE INCIDENT, DISCLOSURE OR SUSPICION).

HAVE YOU SOUGHT ADVICE FROM DHHS CHILD PROTECTION OR VICTORIA POLICE?

- NO
- YES

IS IT APPROPRIATE TO CONTACT PARENT/CARER

- NO
- YES

LIST REASONS IF IT IS NOT APPROPRIATE TO CONTACT PARENT/CARER:

IF CONTACTING PARENT/CARER, PROVIDE THE FOLLOWING DETAILS:

NAME OF STAFF MEMBER MAKING THE CALL:

NAME OF PARENT/CARER RECEIVING THE CALL:

DISCUSSION OUTCOMES:

CRITICAL ACTION 4: PROVIDING ONGOING SUPPORT

See Action 4 of Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse

PLANNED ACTIONS

INCLUDE DETAIL ON WHAT FOLLOW-UP ACTIONS HAVE OCCURRED TO SUPPORT THE STUDENT (FOR EXAMPLE, REFERRAL TO SPECIALISED SERVICES):

FOLLOW UP ACTIONS

SUPPORT:

REFERRALS(S):

PROCESS OF REVIEW

COMPLETE THIS SECTION BETWEEN 4-6 WEEKS AFTER AN INCIDENT, SUSPICION OR DISCLOSURE OF ABUSE IN CONJUNCTION WITH YOUR MANAGEMENT/APPROVED PROVIDER. THIS WILL SUPPORT YOU AND YOUR SERVICES TO CONTINUE TO PROTECT CHILDREN IN YOUR CARE AND TO REFLECT ON YOUR PROCESSES AND THE NEED FOR ANY FOLLOW-UP ACTION.

SAFETY AND WELLBEING

CURRENT SAFETY AND WELLBEING OF THE CHILD

IS THE CHILD SAFE FROM ABUSE AND HARM?

- NO
- YES

IF NOT CONSIDER THE NEED TO MAKE A FURTHER REPORT

DOES THE CHILD HAVE ANY WELLBEING ISSUES THAT ARE NOT CURRENTLY BEING ADDRESSED?

- NO
- YES

IF SO, CONSIDER HOW THESE CAN BE ADDRESSED AND CAPTURED WITHIN A STUDENT SUPPORT PLAN

CURRENT WELLBEING OF OTHER CHILDREN WHO MAY BE IMPACTED BY THE ABUSE

ARE THERE ANY OTHER CHILDREN WHO MAY BE IMPACTED BY THE ABUSE?

- NO
- YES

IF SO HAVE THEIR WELLBEING NEEDS BEEN MET

- NO
- YES

CURRENT WELLBEING OF IMPACTED STAFF MEMBERS

DOES THE STAFF MEMBER WHO MADE THE REPORT/ WITNESSED THE INCIDENT, FORMED A SUSPICION OR RECEIVED A DISCLOSURE REQUIRE ANY SUPPORT?

- NO
- YES

IF SO HAS THIS BEEN RECEIVED?

- NO
- YES

REVIEW OF ACTIONS TAKEN

HAVE SCHOOL STAFF FOLLOWED THE FOUR CRITICAL ACTIONS FOR EARLY CHILDHOOD SERVICES: RESPONDING TO INCIDENTS, DISCLOSURES OR SUSPICIONS OF CHILD ABUSE?

WAS AN APPROPRIATE DECISION MADE IN RELATION TO WHEN TO ACT?

- NO
- YES

COULD THE SUSPECTED ABUSE HAVE BEEN DETECTED EARLIER?

- NO
- YES

ACTION 1

DID THE STAFF TAKE APPROPRIATE ACTION IN AN EMERGENCY?

- NO
- YES

ACTION 2

WAS A REPORT MADE TO THE APPROPRIATE AUTHORITIES AND INTERNALLY?

- NO
- YES

WERE SUBSEQUENT REPORTS MADE IF NECESSARY?

- NO
- YES

ACTION 3

DID THE SCHOOL CONTACT THE PARENTS/CARERS ASAP?

- NO
- YES

HAVE THE PARENTS CONTINUED TO BE ENGAGED IF APPROPRIATE?

- NO
- YES

ACTION 4

HAS THE SERVICE PROVIDED ADEQUATE ON-GOING SUPPORT FOR THE CHILD?

- NO
- YES

HAVE ANY COMPLAINTS BEEN RECEIVED?

- NO
- YES

HAVE THE COMPLAINTS BEEN RESOLVED?

- NO
- YES

Appendix 3: Child Safety Risk Register

School: **Muhammadiyah Australia College**

Responsible staff member: **Muhammed Edwars**

Approved by school principal:

Register name: **Child safety risk register**

Date reviewed: **10/09/2021**

Next review due: **10/09/2022**

Location(s): **1-3 Killarney Drive, Melton VIC 3337**

Risk Title & Description	Risk Causes & Consequences	Existing risk management strategies (existing controls)	Current Risk Assessment			New risk management strategies (treatments)	Who is responsible?	Date of new risk management strategies (treatments)
Define the risk including a title and a short description <i>What can go wrong?</i>	Describe the risk cause/s and consequence/s <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i>	Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix</i>	Describe the actions to be undertaken for those risks requiring further treatments	List who is responsible for each new treatment (noting that the principal is ultimately responsible)	The date the treatment action should be completed by

					(below, page 9)?			
<p>Risk Title Non-child safe school culture</p> <p>Risk short description There is a risk the school does not develop a culture of child safety</p>	<p>Causes</p> <ul style="list-style-type: none"> Lack of an effective child safety risk management strategy Failure to ensure that appropriate guidance and training is provided to the individual members of the College Board and staff about child safety The College fails to monitor who is on the premises Lack of reporting procedures Lack of understanding of roles and responsibilities in relation to child safety Lack of leadership on child safety <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Underreporting of child safety incidents to relevant authorities Inappropriate behaviour not reported within school Physical or psychological injury Stress for all personnel involved, which could lead to occupational health and safety issues Non-compliance with minimum standards/Min Order 870 Breach of duty of care/organisational duty of care 	<ol style="list-style-type: none"> Child safety risk management strategies are carried out. Child safety policy developed and implemented Other child safety related policies are developed and implemented: Human Resources Policy, Mandatory Reporting Policy, Student Policy and Emergency Management Plan 	Severe	Rare	Low	<ol style="list-style-type: none"> Appointment of Child Safety officer Develop and deliver training to the principal, Board members, and staff about: <ol style="list-style-type: none"> individual and collective obligations and responsibilities for managing the risk of injury/child abuse child abuse risks in the College environment; and the College's current child safety standards Develop strategies to deliver appropriate education to students (See A Guide to Support Victorian Schools to Meet Child Safe Standard 7, and Empowerment and participation of children) about: <ol style="list-style-type: none"> standards of behaviour for students attending the school; healthy and respectful relationships (including sexuality); resilience; and child abuse awareness and prevention. Inclusion of child safety obligations in staff position descriptions. Introduce child safety as a standard discussion item on College Leadership Team meetings and staff meetings. Develop and distribute regular College newsletter containing 	<p>Muhammed Edwards, Principal (MEP)</p> <p>Child Safety Officer (CSO)</p> <p>MEP</p> <p>MEP</p> <p>CSO</p> <p>CSO</p>	<p>25/02/2022</p> <p>Term 4 2022</p> <p>Term 2 2022</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>

	<ul style="list-style-type: none"> • Litigation / adverse court ruling • Reputation damage • Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 					<p>material related to child safety to inform the College community</p> <ol style="list-style-type: none"> Conduct periodic reviews of the effectiveness of the child safety risk management strategies put into practice and, if considered appropriate, revise those strategies. <p>7. Raising awareness of the College community through media campaigns and event engagements.</p>		
<p>Risk Title Child abuse is not reported</p> <p>Risk short description There is a risk that the school does not report child safety concerns</p>	<p>Causes</p> <ul style="list-style-type: none"> • Lack of reporting protocols • Staff not aware of reporting protocols • Staff not aware of their reporting obligations • Familiarity of relationships • Poor child safety culture <p>Consequences</p> <ul style="list-style-type: none"> • Child safety incident occurs • Underreporting of child safety incidents to relevant authorities • Inappropriate behaviour not reported within the College • Physical or psychological injury • Stress for all personnel involved, which could lead to occupational health and safety issues • Criminal penalties: 	<ol style="list-style-type: none"> 1. Child safety policy and statement of commitment. 2. Child safety code of conduct. 3. Procedures for responding to and reporting suspected child abuse are developed and implemented 4. Recording your actions: responding to suspected child abuse template is readily available to all staff 5. Performance management procedures are in place. 	Severe	Possible	Low	<ol style="list-style-type: none"> 1. Train students, staff and volunteers to identify inappropriate behaviour and indicators of abuse, and escalate concerns 2. Ensure all school mandatory reporters (and other College staff if possible) undertake the Protecting Children - Mandatory Reporting and other Obligations online module annually 3. Develop and deliver training to the principal, Board members and staff about: <ol style="list-style-type: none"> a. individual and collective obligations and responsibilities for managing the risk of child abuse; b. child abuse risks in the school environment; and c. the school's current child safety standards 4. Inclusion of child safety obligations in staff position descriptions. 	CSO CSO CSO MEP MEP CSO	Term 4 2022 Term 1 2022 Term 4 2022 On going On going On going

	<ul style="list-style-type: none"> o Failure to Report and/or Failure to Protect offence, o Penalties under the Reportable Conduct Scheme ● Non-compliance with minimum standards/Min Order 870 ● Breach of duty of care/organisational duty of care ● Litigation / adverse court ruling ● Reputation damage ● Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 					<ul style="list-style-type: none"> 5. Child safety is a discussion item on College Leadership Team meetings and staff meetings. 6. Posters throughout the College and the College's website in a simple, child-friendly language, accompanied by appropriate images, advising students what constitutes acceptable/unacceptable behaviours and who they can talk to if they encounter the unacceptable ones. 		
<p>Risk Title Child safety incident due to a child being unsupervised in the school environment</p> <p>Risk short description There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities</p>	<p>Causes</p> <ul style="list-style-type: none"> ● The College fails to monitor who is on the premises ● Lack of student supervision ● Lack of appropriate risk management practices in place for recreational or other activities ● Inappropriate building design <p>Consequences</p> <ul style="list-style-type: none"> ● Child safety incident occurs ● Underreporting of child safety incidents to relevant authorities 	<ol style="list-style-type: none"> 1. Yard Duty and Supervision policy developed and implemented 2. Visitor Policy developed and implemented 3. Camps and Excursions Policy developed and implemented 4. Staff to student ratios are observed. 5. Visitor and contractor sign-in process, perimeter control 6. CCTV for unsupervised areas and 'hot spot' areas 7. Clear windows in walls to enable visibility of occupants 	Severe	Unlikely	Low	<ol style="list-style-type: none"> 1. Assessment of new or changed physical environments for child safety risks 2. Restrict or block off access to isolated, internally lockable, hidden or dark rooms or environments at the College 3. Child safety is a discussion item in the College Leadership Team meetings and staff meetings. 4. Regular reminders to staff on this risk during College Leadership Team meetings and staff meetings. 5. Adopt child safety risk management strategies as appropriate. 	MEP MEP MEP MEP, CSO MEP	On going 04/02/2022 On going On going On going

	<ul style="list-style-type: none"> • Inappropriate behaviour not reported within the College • Physical or psychological injury • Stress for all personnel involved, which could lead to occupational health and safety issues • Criminal penalties: <ul style="list-style-type: none"> o Failure to Report and/or Failure to Protect offence, o Penalties under the Reportable Conduct Scheme • Non-compliance with minimum standards/Min Order 870 • Breach of duty of care/organisational duty of care • Litigation / adverse court ruling • Reputation damage • Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 							
<p>Risk Title Unsafe online environment</p> <p>Risk short description There is the risk of a child safety incident in an</p>	<p>Causes</p> <ul style="list-style-type: none"> • Online child safety issues (including grooming) via media services: <ul style="list-style-type: none"> o email o Facebook, Instagram, Twitter and other social media o YouTube 	<ol style="list-style-type: none"> 1. School online policy and procedures, including Digital Technologies policy 2. Child Safety Code of Conduct 3. Use of school 'Acceptable Use Agreement' 4. Use of an internet filter where required 	Severe	Possible	Medium	<ol style="list-style-type: none"> 1. Train students and staff to identify inappropriate behaviour (including grooming) and indicators of abuse, and escalate concerns 2. Develop strategies to deliver appropriate education to students (see A Guide to Support Victorian Schools to Meet Child Safe Standard 7 and 	MEP, CSO MEP, CSO	Term 3 2022 Term 3 2022

<p>online environment</p>	<ul style="list-style-type: none"> o mobile phone SMS messages and other mobile messaging media o telephone, Skype and other media for making voice calls o photography and videography o any other electronic media. <p>Consequences</p> <ul style="list-style-type: none"> ● Child safety incident occurs ● Underreporting of child safety incidents to relevant authorities ● Inappropriate behaviour not reported within school ● Physical or psychological injury ● Stress for all personnel involved, which could lead to occupational health and safety issues ● Criminal penalties: <ul style="list-style-type: none"> o Failure to Report and/or Failure to Protect offence, o Penalties under the Reportable Conduct Scheme ● Non-compliance with minimum standards/Min Order 870 					<p>Empowerment and participation of children) about:</p> <ul style="list-style-type: none"> *standards of behaviour for students attending the school; *healthy and respectful relationships; *resilience; and *child abuse awareness and prevention. <ol style="list-style-type: none"> 3. Develop newsletter for parents with information and links to protect their children in the online environment (see eSafety Commissioner resources for parents and carers). 4. Use of Interactive Learning Modules regarding bullying 5. Appropriate supervision for all online activities 6. Response protocols implemented 7. Ongoing awareness of the school's online policies and procedures 8. Ongoing review of control effectiveness and improvements instigated as required. 	<p>CSO</p> <p>Classroom teachers</p> <p>Teachers</p> <p>MEP</p> <p>CSO</p> <p>MEP, CSO</p>	<p>On going</p> <p>Term 2 2022</p> <p>On going</p> <p>On going</p> <p>On going</p>
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	<ul style="list-style-type: none"> Breach of duty of care/organisational duty of care Litigation / adverse court ruling Reputation damage Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 							
<p>Risk Title Contractor(s) on the premises commit abuse</p> <p>Risk short description There is the risk that contractors commit abuse</p>	<p>Causes</p> <ul style="list-style-type: none"> The College fails to monitor who is on the premises Lack of supervision Contractors not aware of school arrangements Lack of background checks on contractors <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Underreporting of child safety incidents to relevant authorities Inappropriate behaviour not reported within school Physical or psychological injury Stress for all personnel involved, which could lead to occupational health and safety issues Criminal penalties: <ul style="list-style-type: none"> Failure to Report and/or Failure to Protect offence, Penalties under the Reportable 	<ol style="list-style-type: none"> The College Visitors Policy is followed where appropriate Screening checks, including working with children checks or referee checks Visitor and contractor sign-in process, perimeter control Signage at school office clearly directing visitors to reception Child safety risk management strategies are adopted as appropriate. 	Major	Rare	Low	<ol style="list-style-type: none"> Raise topic in staff meetings. All contractors supervised whilst on College grounds. Staff trained to question unaccompanied visitors on school premises. 	MEP MEP CSO	On going On going On going

	<p style="text-align: center;">Conduct Scheme</p> <ul style="list-style-type: none"> • Non-compliance with minimum standards/Min Order 870 • Breach of duty of care/organisational duty of care • Litigation / adverse court ruling • Reputation damage • Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 							
<p>Risk Title School staff member or volunteer commits abuse</p> <p>Risk short description There is a risk that a school staff member commits abuse</p>	<p>Causes</p> <ul style="list-style-type: none"> • Circumvention of proper pre-employment procedures, including no background/suitability checks • A non-compliant recruitment process • Non-compliance with relevant policies and procedures including conflict of interest policy • Unethical behaviour • Lack of child safety culture <p>Consequences</p> <ul style="list-style-type: none"> • Child safety incident occurs • Underreporting of child safety incidents to relevant authorities • Inappropriate behaviour not reported within school • Physical or psychological injury 	<ol style="list-style-type: none"> 1. The College Human Resources Policy and Procedures are followed, including appropriate screening and referee checks for preferred candidate. 2. Child safety Code of Conduct 3. This Child Safe Standards Policy developed and implemented 4. Suitability Checks for School Volunteers and Visitors 5. Visitors policy is followed 6. Performance and development and review processes with regular feedback to provide opportunities to discuss any concerns 	Severe	Unlikely	Low	<ol style="list-style-type: none"> 1. Ensure that staff are regularly reminded of their child safety obligations and undergo refresher training 2. Thorough recruitment and induction process 3. Leadership model child safe culture 4. Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns 5. Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals' and indicators of abuse 6. Child safety standard discussion item on College Leadership Team meetings and staff meetings. 7. Ensure all school mandatory reporters (and other school staff if possible) undertake the Protecting Children - Mandatory 	<p>CSO, MEP</p> <p>MEP</p> <p>MEP</p> <p>CSO, MEP</p> <p>MEP, CSO</p> <p>MEP</p> <p>MEP, CSO</p> <p>CSO</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>Term 1 2022</p> <p>Term 3 2022</p>

	<ul style="list-style-type: none"> Stress for all personnel involved, which could lead to occupational health and safety issues Criminal penalties: <ul style="list-style-type: none"> Failure to Report and/or Failure to Protect offence, Penalties under the Reportable Conduct Scheme Non-compliance with minimum standards/Min Order 870 Breach of duty of care/organisational duty of care Litigation / adverse court ruling Reputation damage Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 	<ol style="list-style-type: none"> Regular staff meetings and Principal 1:1 meetings with staff Child safety risk management strategies are adopted as appropriate. 				<p>Reporting and other Obligations online module annually</p> <ol style="list-style-type: none"> Develop strategies to deliver appropriate education to students about: <ol style="list-style-type: none"> standards of behaviour for students attending the college; healthy and respectful relationships (including sexuality); resilience; and child abuse awareness and prevention 		
<p>Risk Title Child safety incident at excursions and camps</p> <p>Risk short description There is a risk that a child safety incident occurs whilst on</p>	<p>Causes</p> <ul style="list-style-type: none"> Lack of awareness of local conditions (unknown people and environments) School fails to monitor who is in vicinity of school camps / excursions Lack of supervision Inappropriate student behaviour Failure to consider child safety risks Lack of appropriate risk management practices in 	<ol style="list-style-type: none"> Appropriate school approvals for excursions/camps including risk assessment Staff-in-charge upon arrival at commercial camp sites conducts briefing with camp site authorities/staff to confirm site arrangements or any updates regarding local conditions Staff-in-charge following briefing with 	Severe	Unlikely	Low	<ol style="list-style-type: none"> Staff-in charge to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions. Avoid staff members/volunteers being alone with students Child safety considered when determining sleeping arrangements. 	<p>Staff-in-charge</p> <p>Staff-in-charge</p> <p>Staff-in-charge</p>	<p>Every camp and excursion</p> <p>Every camp and excursion</p> <p>Every camp and excursion</p>

<p>excursions and camps.</p>	<p>place for recreational or other activities</p> <p>Consequences</p> <ul style="list-style-type: none"> ● Child safety incident occurs ● Underreporting of child safety incidents to relevant authorities ● Inappropriate behaviour not reported within school ● Physical or psychological injury ● Stress for all personnel involved, which could lead to occupational health and safety issues ● Criminal penalties: <ul style="list-style-type: none"> ○ Failure to Report and/or Failure to Protect offence, ○ Penalties under the Reportable Conduct Scheme ● Non-compliance with minimum standards/Min Order 870 ● Breach of duty of care/organisational duty of care ● Litigation / adverse court ruling ● Reputation damage ● Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 	<p>authorities brief teaching / support staff of any updates</p> <ol style="list-style-type: none"> 4. Staff and volunteers conduct area familiarity upon arrival at venue 5. Staff to student ratios are observed 6. Regular student head counts 7. All staff members at the camp or excursion have been trained in what to do when an allegation of child abuse is made 8. Recording your actions: responding to suspected child abuse template is readily available to all staff 9. child safety risk management strategies are adopted as appropriate 10. Volunteer screening / suitability checks are undertaken in line with the school's Volunteer Policy 11. Code of Conduct applies in all school contexts. 						
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Appendix 4: Reference Check

CHILD SAFE ENVIRONMENT – CONTACT WITH PREVIOUS EMPLOYER

(Child Safe Standard 4)

Successful candidate: _____

Previous employer*: _____

*cannot be this school

Questions to be asked:

1. Have you directly observed **[applicant’s name]** work with children?

Answer: _____

2. During the period that **[applicant’s name]** worked in your organisation, did you have any concerns about his/her behaviour or conduct when working with a child or children? If yes, what steps were taken to deal with these concerns? Were these concerns satisfactorily resolved?

Answer: _____

3. Do you have any concerns about **[applicant’s name]** working directly with children?

Answer: _____

4. Has any disciplinary action been taken against the applicant in relation to inappropriate or unprofessional conduct towards a child?

Answer: _____

5. Were there instances where you had concerns that **[applicant’s name]** did not always behave with integrity in their employment, such as not dealing with others in an ethical manner, not declaring or managing a conflict of interest appropriately or not dealing with sensitive or confidential information in an appropriate way? If yes, what steps were taken to deal with these concerns? Were these concerns satisfactorily resolved?

Answer: _____

Chairperson: _____ Date: _____