

Title	Child Safe Policy
Rationale	On 26 November 2015, the Victorian Parliament passed the Child Wellbeing and Safety Amendment (Child Safe Standards) Bill 2015 to introduce child safe standards into law.
Aim	To create and maintain a child safe organisation at Dromana College with a cultural that provides services for children, protecting them from abuse by embedding best practice Child Safe Standards into everyday thinking and practice of the College.

Policy Implementation and Process	
Purpose	To provide effective learning for all students
Mission	Empowering young people to make a difference

Values	Responsibility	Respect	Integrity	Personal Best
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Vision Statement
Dromana College encourages and celebrates personal improvement. We recognise and respond to diverse student needs. We set high expectations for all students and have a strong focus on academic achievement and the pursuit of personal excellence. We encourage and support creativity, innovation and initiative for young people by helping them to reach their aspirations in different fields of life. We provide high quality teaching and a safe and caring school environment

**Dromana College
CHILD SAFE POLICY**

Dromana College is committed to the safety and wellbeing of all students at the school. We have zero tolerance of child abuse. The key reference for our policies and practices is the DET. Portal found at:

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>

Background:

On 26 November 2015, the Victorian Parliament passed the Child Wellbeing and Safety Amendment (Child Safe Standards) Bill 2015 to introduce child safe standards into law. The standards will commence from 1 January 2016 for most organisations working with children, with the aim of promoting cultural change in the way organisations manage the risk of child abuse and neglect. Full details of the Legislation are found at:

[http://www.legislation.vic.gov.au/domino/web_notes/ldms/pubstatbook.nsf/f932b66241ecf1b7ca256e92000e23be/690DA8EB155B14D6CA257F0E000657C6/\\$FILE/15-063aa%20authorised.pdf](http://www.legislation.vic.gov.au/domino/web_notes/ldms/pubstatbook.nsf/f932b66241ecf1b7ca256e92000e23be/690DA8EB155B14D6CA257F0E000657C6/$FILE/15-063aa%20authorised.pdf)

The child safe standards are part of the Victorian Government’s response to the Betrayal of Trust Inquiry into the Handling of Child Abuse by Religious and other Non-Government Organisations. The Betrayal of Trust Report found that while the majority of children are safe in organisations and in the community, more work could be done to strengthen existing approaches to child safety.

The child safe standards aim to drive cultural change in organisations that provide services for children so that protecting children from abuse is embedded in everyday thinking and practice.

The Child Safe Standards

To create and maintain a child safe organisation, **Dromana College** as an entity to which the standards apply has:

Standard 1: Strategies to embed an organizational culture of child safety, including through effective leadership arrangements.

Standard 2: A child safe policy or statement of commitment to child safety

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

Standard 5: Processes for responding to and reporting suspected child abuse.

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Standard 7: Strategies to promote the participation and empowerment of children (See Student Engagement and Wellbeing Policy)

Policy

Dromana College will implement the Child Safe Standards to ensure the safety and wellbeing of all students at the School and promote an organisational culture that manages the risk of child abuse and neglect.

Our College has developed policies and procedures that aim to keep children safe. The standards will provide a framework to identify gaps and improve policy and practices around child safety.

Dromana College School Child Safe Definitions:

Definitions

A full list of definitions for Ministerial Order No. 870 is available at www.vrqa.vic.gov.au/childsafe.

Child abuse includes—

- any act committed against a child involving—
 - a sexual offence or
 - an offence under section 49B(2) of the *Crimes Act 1958* (grooming)
- the infliction, on a child, of—
 - physical violence or
 - serious emotional or psychological harm
- serious neglect of a child.

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

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

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

School staff means:

- in a government school, an individual working in a school environment who is:
 - employed under Part 2.4 of the *Education and Training Reform Act 2006* (ETR Act) in the government teaching service or
 - employed under a contract of service by the council of the school under Part 2.3 of the ETR Act or
 - a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- in a non-government school, an individual working in a school environment who is:
 - directly engaged or employed by a school governing authority
 - a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)

- a minister of religion¹.
- **School governing authority** means:
 - The proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
 - The governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
 - The Principal, as authorised by the proprietor of a school, the school governing body or the ETR act.

Dromana College Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

Working with children is very rewarding and it brings additional responsibilities.

Dromana College acts to protect children enrolled at the College from abuse and builds an environment where children feel respected, valued and encouraged to reach their full potential. The College has developed and maintains a culture of child safety that is embedded throughout our organisation so that child safety is part of everyone's everyday thinking and is practiced by fostering a culture of openness, inclusiveness and awareness. Such a culture is achieved through proactive leadership in demonstrating the appropriate values, attitudes and behaviours of an organisation.

The child safe environment at Dromana College is the product of a range of strategies and initiatives. Our College fosters 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.

All College staff and volunteers must consider the safety of all children, and recognise the importance of cultural safety for Aboriginal children, cultural safety for children from culturally and linguistically diverse backgrounds, and the safety of children with a disability.

Key Strategies to embed an organisational culture of child safety at Dromana College are:

Leadership responsibilities

Dromana College Leadership is responsible for taking a preventative, proactive and participatory approach to child safety issues. The safety and wellbeing of children at Dromana College is of paramount consideration when developing activities, policies and management practices

The College Leadership is responsible for embedding a culture of child safety in our organisation, including by using the below tools. Leadership need to take the lead in protecting children from abuse, and must be made aware of child abuse allegations and risks and take responsibility for ensuring an appropriate response.

College Leadership will ensure that 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 and/or child protection.

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

Identify and analyse risk of abuse

Dromana college has adopted an approach to prevent, detect and respond to child abuse risks. This includes a risk management strategy and policy that sets out how the College identifies, assess, and takes steps to reduce or remove child abuse risks.

Please note: See the Department of Health and Human Services risk management tools:

<http://www.dhs.vic.gov.au/facs/bdb/fmu/service-agreement/3.-terms-and-conditions/3.20-insurance-and-risk-management/3.20.2-risk-management>

http://www.dhhs.tas.gov.au/_data/assets/pdf_file/0011/62984/How_Risk_assessed_Info_Sheet_Sept_2009.pdf

A child safe policy

The Dromana College Child Safe Policy outlines our commitment to promoting children's wellbeing and protecting children from abuse.

Codes of conduct

Dromana College has codes of conduct and other policies which specifies the standards of conduct and care required when working and interacting with children and appropriate behaviour between children.

See Dromana College Policies On:

Care, Safety and Welfare of Students - Student Welfare Policy and Procedures

Care, Safety and Welfare of Students - Student Engagement Policy

Care, Safety and Welfare of Students - Anti Bullying and Sexual Harassment Policy

Care, Safety and Welfare of Students - On-Site Supervision of Students Policy and Procedures

Behaviour Management Policies and Procedures

Discipline – Communication of School Discipline Policies and Procedures

Teacher Requirements – Victorian Institute of teaching (VIT) Registration Status

Compliance with Working with Children Check Requirements (WWCC) incl DC32 & DC33

Selection Process for Suitable Employees and Volunteers

Dromana College will take all strategic, 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.

Support, training, supervision and enhance performance

Dromana College ensures that volunteers and employees who work with children have a comprehensive Induction Process (with a focus on Child Safety among other issues), ongoing supervision, support and training so that their performance is developed and enhanced to help protect children from abuse.

School Child Safety Officer/Leaders

Dromana College has developed specific Child Safe Roles (see Standard 4) within the College Leadership structure, these designated responsibilities are:

Providing Authoritative Advice

- Act as a source of support, advice and expertise to staff on matters of child safety.
- Liaise with the principal and school leaders to maintain the visibility of child safety.
- Lead the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety.

Raising Awareness

- Ensure the school's policies are known and used appropriately.
- Ensure the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.

Training, Induction and Professional Learning

- Being authoritative in providing advice by:
 - keeping their skills up to date with appropriate training carried out every two years
 - having a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff.
- Make sure staff are aware of training opportunities and the latest DHHS and DET policies and guidance.

Promote inclusion

Dromana College is inclusive to all children and families. In particular, the College has established a culture that supports:

- cultural safety for Aboriginal children, for example by working in partnership with Aboriginal peoples and Aboriginal community controlled organisations

- 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 your organisation is accessible to everyone and ensuring appropriate training and supervision of staff and volunteers working with children with a disability.

Empower and promote the participation of children in decision-making

Dromana college proactively promotes the involvement and participation of children in developing and maintaining child safe environments. The College provides opportunities for children to express their views on our child safe policy, codes of conduct and feedback used is to improve our policies and practices. Ideas from children are proactively facilitated.

Reports, comments and views of children are listened to and taken seriously, particularly if they are disclosing abuse or concerns for their safety or the safety of other children.

Protecting the safety and wellbeing of children and young people: A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools

<http://www.education.vic.gov.au/school/principals/spag/safety/Documents/protectionofchildren.PDF>

Dromana College Standard 2: Child Safe Policy Committing to Child safety.

Dromana College is committed to child safety.

We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

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 have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Our organisation is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

Dromana College has robust human resources and recruitment practices for all staff and volunteers.

Dromana College is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

Dromana College has specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

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

Our children

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

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

- promote the cultural safety, participation and empowerment of Aboriginal children
- 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.

Our staff and volunteers

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

All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

Training and supervision

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

Our organisational 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; and 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 supervised regularly to ensure they understand our organisation's commitment to child safety 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 (please refer to this organisation's code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

Recruitment

Dromana 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 organisation 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. Please see the [Working with Children Check](http://www.workingwithchildren.vic.gov.au) website <www.workingwithchildren.vic.gov.au> for further information

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

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

Fair procedures for personnel

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as an organisation take.

Privacy

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

Dromana College takes our legal responsibilities seriously, including:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.
- **Failure to protect:** People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- Any personnel who are **mandatory reporters** must comply with their duties.

Risk management

In Victoria, organisations are required to protect 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.

Dromana College has risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).

Regular review

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

Allegations, concerns and complaints

Dromana College 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.

(See also Dromana College Mandatory Reporting Policy at:

http://www.dsc.vic.edu.au/images/pdfs/policies/Dromana_College_Policies_2016.pdf)

Dromana College Standard 3: A code of conduct (of clear expectations for appropriate behaviour with children)

All staff, volunteers and College Councillors of Dromana College are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children. Management, staff, volunteers and contractors at Dromana College are required to abide by this Code.

Under the Principal, management will:

1. Be responsible for the overall welfare and wellbeing of staff and volunteers;
2. Be accountable for managing and maintaining a duty of care towards staff and volunteers; and
3. Nominate designated Child Protection Roles to provide information and support to all staff, volunteers, children, young people and their carers regarding child protection matters.

All personnel of Dromana College are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- adhering to Dromana College child safe policy at all times.
- taking all reasonable steps to protect children from abuse;
- treating everyone with respect;
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another;

- promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification);
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination);
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities);
- ensuring as far as practicable that adults are not left alone with a child;
- reporting any allegations of child abuse to Dromana College Child Safety Officer's – the Assistant Principals and ensure any allegation be reported to the police or child protection;
- reporting any child safety concerns to Dromana College Child Safety Officer's – the Assistant Principals;
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe;
- encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

Staff and volunteers must not:

- Shame, humiliate, oppress, belittle or degrade children or young people;
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children);
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps.);
- put children at risk of abuse (for example, by locking doors);
- do things of a personal nature that a child can do for themselves, such as toileting or changing clothes;
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities);
- use inappropriate language in the presence of children;
- express personal views on cultures, race or sexuality in the presence of children;
- discriminate against any child, including because of culture, race, ethnicity or disability;
- arrange contact with a child outside of our organisation's programs and activities without notifying and involving the child's family and our child safety officers' knowledge and/or consent (for example babysitting).
- arrange online contact, with children or young people outside of the organisation's programs and activities;
- photograph or video a child or young person without the consent of the child and his/her parents or guardians;
- work with children or young people while under the influence of alcohol or illegal drugs;
- ignore or disregard any suspected or disclosed child abuse.

By observing these standards, you acknowledge your responsibility to immediately report any breach of this code to Dromana College Child Safety Officers – the Assistant Principals.

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

Dromana College Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel (See VIT and Working with Children Policies)

All Staff Recruiting and Employment Processes and Procedures at Dromana College will feature:

1. Each job or category of jobs for school staff that involves child connected work will have clear statements regarding the child safety requirements of the role and the expectations of the occupant. The following DET directives will be followed:
 - All advertised recruitment positions will have a 'Child safe environments' clause: "Victorian government schools are child safe environments. Our College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The school's Child Safety Code of Conduct is available on the school's website."
 - Positions advertised in Recruitment Online (ROL) are automated to include a standard clause regarding child safety.

In accordance with any applicable legal requirement or school policy, the school will make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child connected work and ensure their capabilities to meet the requirements of the Dromana College Child Safe Policy:

- Selection Criteria Responses demonstrating experience and appropriate aptitudes to work safely with children
- Interviews to affirm applicant’s commitment to the safety, participation and empowerment of all children
- Referee Checks
- Pre-Employment Checks
- Induction
- Probation Period

2. Dromana College will recruit and employ in the Principal and Teacher class only persons who have provisional or full registration from the Victorian Institute of Teaching. In all cases the Principal, prior to an external applicant person commencing employment, must be satisfied that the person: “meets the Child Safe Standards.”

(http://www.education.vic.gov.au/hrweb/Documents/Schools_recruitment.pdf)

3. Dromana College will ensure that appropriate supervision and support arrangements are in place in relation to induction and continuing suitability for child connected work:

- All employees will be induced on Child Safe Standards during 2016 and the Induction of all new employees thereafter (See Dromana College New Teacher Induction Handbook)
- Performance and Development Criteria will be redeveloped for the 2017-18 Performance and Development cycle.
- Review and revisiting of CSS will be part of the College Annual Compliance Cycle

4. Dromana College has developed specific Child Safe Duties which are designated responsibilities for the following positions in the College Responsibilities Profile

Position	Responsibilities
Principal	Manage the College accountability for Child Safe Standards
Assistant Principals	Respond to Reports and Document appropriately.(See CSS1 & 5)
Sub School Leaders	Develop and Implement Child Safe education programs in their sub schools (see CSS1 & 7)
LT - Professional Learning	Develop and deliver Child Safe Policy Requirements to New Staff (Induction) and further develop a College Culture of Child Safety.(See CSS1 & 4)

5. Dromana College will implement practices that enable the school governing authority - Dromana College Council to be satisfied that people engaged in child connected work perform appropriately in relation to child safety. The Principal will refer Child Safe practices, issues and developments in his reports to College Council as required throughout the year.

Dromana College Standard 5: Processes for responding to and reporting suspected child abuse

Dromana College staff members, including volunteers play an especially critical role in protecting children (including identifying, responding and reporting child abuse) and must meet a range of legal obligations to do so. Key reference material for these obligations and guidelines to follow when responding to and reporting suspected child abuse include:

Identifying and Responding to All Forms of Abuse in Victorian Schools See:

http://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf

DET Mandatory Reporting policy which can be found at:

<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>

Dromana College Mandatory Reporting Policy can be found at:

<http://www.dsc.vic.edu.au/our-college/policies> - Dromana College Policies Booklet pdf

DUTY OF CARE OBLIGATIONS

All Dromana College staff members have a duty to take reasonable steps to protect children under their care and supervision from harm that is reasonably foreseeable (this applies to ALL school staff). The question of what constitutes “reasonable steps” will depend on the individual circumstances of each case. You may breach your duty of care towards a student if you fail to act in the way a reasonable or diligent professional would have acted in the same situation. In relation to suspected child abuse, reasonable steps may include (but are not necessarily limited to): acting on concerns and suspicions of abuse as soon as practicable seeking appropriate advice or consulting with other professionals or agencies when the school staff member is unsure of what steps to take reporting the suspected child abuse to appropriate authorities such as the Victoria Police and DHHS Child Protection arranging counselling and/or other appropriate welfare support for the child providing on-going support to the child – this may include attending DHHS Child Protection Case

Planning meetings, and convening regular Student Support Group meetings sharing information with other school based staff who will also be responsible for monitoring and providing on-going support to the child.

Regardless of the suspected cause, all concerns about the wellbeing of a child (or their unborn child) should be taken seriously and acted upon. This includes concerns about the wellbeing of a child, which do not appear to be the result of abuse.

You should make a referral to Child FIRST if:

- you have a significant concern for a child's wellbeing
- your concerns have a low-to-moderate impact on the child
- the child's immediate safety is not compromised
- you/your school has discussed the referral with the family and they are supportive of it.

A step-by-step guide to making a report to Child Protection or Child First

<http://www.education.vic.gov.au/Documents/school/principals/spag/safety/makingareportchild.pdf>

You must contact Victoria Police if:

- there is any concern for a child's immediate safety and/or
- a child is partaking in any risk taking activity that is illegal and extreme in nature or poses a high risk to the child.

You should contact DHHS Child Protection if:

- after consideration of all of available information you form a view that the child is in need of protection
- you believe that the child's parent/carers will not be open to support from family services to address their child's wellbeing.

If you are unsure whether to take action, or what action to take, you should discuss this with your Child Safe Officer (Assistant Principal Leadership Team) and make contact with authorities for further advice.

Critical Information

This section outlines four critical actions which must be taken when responding to an incident, disclosure or suspicion of child abuse.

These actions include:

- [You MUST act](#)
- [One: Responding to an emergency](#)
- [Two: Reporting to authorities](#)
- [Three: Contacting parents/carers](#)
- [Four: Providing on-going support](#)

For easy reference, these actions are summarised in the diagram:  [Four Critical Actions for Schools \(pdf - 646.17kb\)](#) |  [Word version](#)

Responding to other concerns about the wellbeing of a child

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/schotherconcerns.aspx>

As a school staff member, you **must** keep clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse using the  [Responding to Suspected Child Abuse: Template](#)

Dromana College staff must comply with the expectations of the Department's Mandatory Reporting and Other Obligations. See: eLearning module for Government and non-Government schools:

[Mandatory Reporting eLearning module.](#)

Dromana College Standard 6: Strategies to identify and reduce or remove risks of child abuse.

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood	Consequence	Current risk assessment	New risk management controls or internal controls	Who is responsible?	Residual risk
No organisational culture of child safety – lack of leadership, public commitment and frequent messaging	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Severe	Very High	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available 	Principal, School Council Chair	Low
Inappropriate behaviour is not reported and addressed	Child safety code of conduct Clear child safety reporting procedures Performance management procedures	Unlikely	Severe	High	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council Chair	Low
Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety Clear child safety reporting procedures	Possible	Major	High	<ul style="list-style-type: none"> Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council Chair	Low
Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration	Unlikely	Major	Medium	Processes updated to require: <ul style="list-style-type: none"> Criminal history search Pre-employment reference check includes asking about child safety 	Principal, School Council Chair	Low
Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	<ul style="list-style-type: none"> Train students and staff to detect inappropriate behaviour Ensure appropriate settings on all student technologies 	Principal, School Council Chair	Low
Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Assessment of new or changed environments for child safety risks Ensure Code and strategies apply in all school contexts 	Principal, School Council Chair	Low

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood	Consequence	Current risk assessment	New risk management controls or internal controls	Who is responsible?	Residual risk
Ad-hoc contractors on the premises (eg maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring	Unlikely	Moderate	Medium	• Refresher training for frequent contractors	Principal, School Council Chair	Low

RISK RATING		Consequence				
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost Certain	Medium	High	Extreme	Extreme	Extreme
	Likely	Medium	Medium	High	Extreme	Extreme
	Possible	Low	Medium	Medium	High	Extreme
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Low	Medium	Medium

The list below comprises an inventory of potential child safety risk and risk management strategies.

Risks

- Lack of an organisational culture of child safety
- Familiarity breeding a culture of not reporting issues
- Natural trust of long term employees
- Children alone with one other person unsupervised
- Recruitment of an inappropriate person
- Inappropriate behaviour not reported
- Harassment via email, SMS or other media
- Unsupervised recreational or other activities
- Ad-hoc contractors on the premises (e.g. maintenance)
- Vulnerability of staff and students due to unknown personal issues
- Unknown people and environments at excursions and camps
- False allegations

Risk Management Strategies

- Implement an effective child safety risk management strategy
- Child safety code of conduct
- Child safety reporting procedures
- Induction for all visitors, staff, volunteers and contractors
- Train students and staff to detect inappropriate behaviour
- Counselling and other resources
- CCTV for unsupervised areas, and 'hot spot' areas
- Clear windows to enable visibility of occupants

- Non-lockable doors in hot spots
- Assessment of new or changed physical environments for child safety risks
- Supervision or monitoring of activities
- Online searches (Google, Facebook etc.) to be monitored
- Performance management procedures
- Pre-employment reference checks that include checking for child safety
- Criminal history checks and confirming the currency of

Dromana College Standard 7: Strategies to promote the participation and empowerment of children.

Dromana College has developed a set of programs and strategies to deliver appropriate education about:

- standards of behaviour for students attending our College;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention. As required by Ministerial Order 870 Dromana College promotes these Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children.

Standards of Behaviour for Students Attending Dromana College

The standards of behaviour taught and reinforced at our College are clearly articulated in the College Policies on:

Welfare of Students - Student Welfare Policy and Procedures

Welfare of Students - Student Engagement Policy

Welfare of Students – Bully Prevention Policy

Welfare of Students – Sexual Harassment Policy

These Policies have been accredited by the VRQA (2015) and are consistent with DET policy Guidelines found at:

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/policydev.aspx>

Healthy and Respectful Relationships (including sexuality); Resilience; and Child Abuse Awareness and Prevention.

Educational programs for healthy and respectful relationships (including sexuality); resilience and child abuse awareness and prevention are delivered at Dromana College in our Pastoral Care Programs at each level and across the Victorian Curriculum Domains at each year level.

Dromana College Pastoral Care Programs:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
*Year 7 Camp preparations *Mindfulness *Tabloid sports *Socialising activity: Quiz *Evacuation Drill *Homework organisation Goals and Aspirations Booklet (These books are to be kept until the students' reach year 12). *Respect. Whole School Assembly including ANZAC day service *Student Survey of what they would like in their Year 7 area. Growth Mindset	*Elevate Education Memory & Mnemonics. *Goal Setting – to be used with reflective writing. *Victorian Health & Wellbeing survey. *Evacuation Drill *National Volunteer Week. *National Reconciliation Week. *Respect. Whole School Assembly including ANZAC day service *Dare To Dream – Goals and Aspirations. *Meditation Session.	*Growth Mindset: Take responsibility for your own learning. *Pathways - Derry *Growth Mindset –finish off posters etc. *Evacuation Drill *World Education Program (15 mins) *Respect. Whole School Assembly including ANZAC day service STI's GAT Guest Speaker James Oakley Risk Taking Behaviours Drugs & Alcohol	*Reach – Self Esteem Work shops *Road Safety – “Keys Please” *Personal safety – King Hit Complex *Cyber Threats *Evacuation Drill *Respect. Whole School Assembly including ANZAC day service *Career Panning and Aspirations *Elevate Education- “Study Sensei” *Mindfulness *Personal Health and Welbeing * Introducing VET and VCAL programs	* Time Management and Personal Organisation Skills. (Diary and Course Frameworks VCE and VCAL) *Evacuation Drill * Victoria Health and Wellbeing Survey *Respect. Whole School Assembly including ANZAC day service *Exam Preparation and Skills. *Aspiring to Tertiary Education – “Uniopoly” *Course Counselling	Brainstorm productions “Wired” Mental Health / Exam pressure Management *Road Safety: TRAG Presentation. *Evacuation Drill *Elevate Education: Memory and Mnemonics. *Respect. Whole School Assembly including ANZAC day service *Introduction to VASS. Elaborations on the ATAR Score – calculating your score.

file:///C:/Users/09121911/Documents/2016/Assistant%20Head%20of%20Year/AA%20Semester%202/Pastoral/Growth%20Mindset.pdf *Resilience *Roald Dahl Day "Show Some Respect" *Dr Suess Day *Year level celebration Form Teacher music video	*Student Reflective Writing. *World No Tobacco Day *Asia Day *Career Action Plans Goal setting: Pathways Presentation *Industry/Students Presentation - Subject *Selections/Career Action Plan/Alpine School Talk *Are you ok day? *White Ribbon Campaign *Student Reflective Writing/Games/Team Building	Domestic Violence Murray Inglis Mental Health - Eric Kopp Hannah's Story video & diary activity City Camp Careers and Course Counselling Resume and Cover letter Project Presentation by Derry Digital Citizenship Photo Journal GAT Community Project	* Career Action Plan and Goal Setting * Year 10 Camp	* Developing good relationships and respecting the differences between people: Theatre Productions	*Introducing VTAC: Course Selection. * University Scholarships and SEAS Applications. Elevate Education "Ace Your Exams"
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Resources to Support and Promote the Participation and Empowerment of Children.

Dromana College draws on a comprehensive range of frameworks, programs, strategies and resources to support this Standard. These include:

1.The Victorian Curriculum (<http://victoriancurriculum.vcaa.vic.edu.au/>)

This framework requires schools to develop capabilities in:

- Critical and Creative Thinking
- Ethics,
- Intercultural Understandings and
- Personal and Social Capabilities

2. Programs and Strategies Which Manage and Reduce Risk Factors and Promote Protection Factors.

Risk Factors	Protective Factors
- Violence - Victimization - Bullying - Alienation - Isolation - Disengagement - Low academic achievement - Absenteeism	- Sense of security - Opportunities and skills for communication - Involvement and participation in school and community activities - Involvement and participation in school decision making groups - Opportunities and skills for achievement - Recognition of contribution and achievements - Close, confiding relationship with at least one adult

3.School-wide Positive Behaviour Support (SWPBS)

An evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. <http://www.education.vic.gov.au/school/principals/participation/Pages/wholeschoolengage.aspx>

4. Respectful Relationships Education

Respectful Relationships Education focuses on helping students in Prep to Year 10 challenge negative attitudes such as discrimination and harassment that can lead to violence, often against women.

<http://www.education.vic.gov.au/school/teachers/health/Pages/respectrel.aspx>

5 Victorian Curriculum: Health Education

<http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/rationale-and-aims>

6. Sexuality Education Protect

Comprehensive, inclusive sexuality education is a compulsory part of a school's health education curriculum, taught and assessed by teachers. The promotion of sexual health is a responsibility shared between schools, the local health and welfare community, and parents. School-based sexuality education programs are more effective when they are developed in consultation with parents and the local community. Learning and teaching in sexuality education should be developmentally appropriate. Schools must support and respect sexuality diversity including same sex attraction. See: Supporting Diversity in Schools (PDF - 119Kb) (pdf - 119.04kb).

For more information on:

- sexuality education see: Catching On-line
 - sexuality diversity inclusion in sexuality education see: Supporting Diversity in Schools (PDF - 119Kb) (pdf - 119.04kb)
- <http://www.education.vic.gov.au/Documents/school/principals/spag/curriculum/supportsexualdiversity.pdf>

7. Mental Health Promotion

All health education learning and teaching programs should aim to build student resilience and peer support practices to promote a student's ability to look after oneself, recognise and be aware of one's needs in others, and awareness of appropriate supports in school and in the community. Promoting Healthy Minds for Living and Learning web page provides materials to support school staff create environments conducive to mental health.

<http://www.education.vic.gov.au/childhood/providers/health/Pages/earlychildhood.aspx>

8. Safe Schools Hub for Students

Students have their own Safe Schools site, with carefully selected, age-appropriate online resources to engage them in the challenge of creating safe places to learn and grow. <http://www.safeschoolshub.edu.au/home>

9. Healthy Together Achievement Program

An initiative to support schools to create healthier environments for learning. It can assist schools to integrate health and wellbeing activities into strategic and annual plans to improve student engagement and wellbeing outcomes. The Achievement Program provides an evidence-based framework and resources to support schools to take a whole-school approach to promoting health and improving student engagement and wellbeing. This includes supporting the health and wellbeing of students, staff and families through learning, policies, creating a healthy physical and social environment, and developing community links and partnerships. <http://www.achievementprogram.healthytogether.vic.gov.au/>

10. Kidsmatter

Kidsmatter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. PROTECT | The Department of Education and Training | ©2016 <http://www.kidsmatter.edu.au/primary>

11. Mindmatters

Mindmatters is a mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. We call it a 'framework', in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique circumstances. MindMatters provides school staff with blended professional learning that includes online resources, face-to-face events, webinars and support. All content has been informed by strong evidence in the area of school mental health and wellbeing. The use of Mindmatters' comprehensive resources has mental health benefits for the entire school community – including students, families and school staff.

<http://www.mindmatters.edu.au/>

12. Daniel Morcombe Child Safety Curriculum

The Daniel Morcombe Child Safety Curriculum was developed by Queensland's Department of Education, Training and Employment (DETE) in partnership with the Daniel Morcombe Foundation. The Department of Education and Early Childhood Development partnered with DETE to make the Curriculum available for use in Victorian schools. The Curriculum is aligned with the Draft Australian Curriculum, and consists of classroom lessons across three levels: Prep - Year 2, Years 3-6 and Years 7-9. It aims to teach children about personal safety, including cybersafety and phone safety, and focuses on three key safety messages: Recognise, React and Report. Parent guides have also been developed to inform parents about the Curriculum and help them reinforce the key safety messages at home.

♣ Government schools see: <https://fuse.education.vic.gov.au/pages/Teacher.aspx>
(Edumail password is required before searching Daniel Morcombe Child Safety Curriculum)

13. Child Wise Personal Safety Education Program

The aim of the Personal Safety education program is to teach children and young people how to be more assertive and resilient to risks. It teaches children and young people about their own feelings relating to safety and how to build safety networks. Most importantly it educates children about how to tell someone if anyone is harming them.

<http://www.childwise.org.au/page/21/wise-child-protective-behaviours>

14. Resources to Support Resilience

Building Resilience: A model to support children and young people Building Resilience: A Model to Support Children and Young People provides an evidence-based approach to developing social and emotional learning skills and enhancing resilience. It recommends taking a multi-dimensional, school-wide approach to supporting resilience and engagement, which has a positive impact on social and academic outcomes. This Model has been developed in an online portal, designed to help schools easily access programs, tools and resources which support resilience building in children and young people.

Building Resilience: Social and Emotional Learning Materials

<https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=Resilience%2C+Rights+and+Respectful+Relationships+-+Level+7-8+&SearchScope=All>

<http://andrewfuller.com.au/>

The Child Protection Tool Kit

https://www.communitydirectors.com.au/files/ICDA/Child_Protection_Toolkit_2016_Online.pdf?pdf=child-protection

Policy Direction of the School as a Whole	To ensure Dromana College maintains its commitment to a culture of ongoing improvement
Approved By	Dromana College Council
Date Approved	October 2019
Responsible For Review	College Principal