

MOOROOLBARK GRAMMAR

Child Safety Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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PURPOSE

The Mooroolbark Grammar Child Safety Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

SCOPE

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers.
- should be read together with our other child safety and wellbeing policies, procedures, and codes of conduct – refer to the related school policies section at the end of this policy.

STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES

Mooroolbark Grammar is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have **zero tolerance** for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

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We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences. Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

DEFINITIONS

The following terms in this policy have specific definitions:

- **child** means a child or young person who is under the age of 18 years.
child safety includes 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 suspicions, incidents, disclosures or allegations of child abuse.
- **child abuse** includes:
 - a) any act committed against a child involving:
 - a sexual offence
 - grooming offences under section 49M(1) of the Crimes Act 1958
 - b) the infliction, on a child, of:
 - physical violence
 - serious emotional or psychological harm
 - c) the serious neglect of a child.
- **child-connected work** means work authorised by a school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.
- **child-related work** means work which usually involves (or is likely to involve) direct contact with a child, irrespective of whether that contact is supervised or not, and in any of the child-related occupational fields listed in the Worker Screening Act 2020. Direct contact includes oral, written, or electronic communication, as well as face-to face and physical contact that may be paid or unpaid (voluntary).

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- **school environment** means any of the following physical, online or virtual places, used during or outside school hours:
 - a) a campus of the school
 - b) online or virtual school environments made available or authorised by the school governing authority for use by a child or student (including email, intranet systems, software applications, collaboration tools, and online services)
 - c) other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for:
 - i. camps;
 - ii. approved homestay accommodation;
 - iii. delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers or another school; or
 - iv. sporting events, excursions, competitions or other events.
- **school staff** means an individual working in a school environment who is:
 - a) directly engaged or employed by a school governing authority;
 - b) a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school governing authority to perform child-related work.
- **school governing authority** means the school principal and the school Governing Board.
- **student** means a person who is enrolled at and attends the school.
- **volunteer** means a person who performs work without remuneration or reward for the school in the school environment.

POLICY IMPLEMENTATION

Roles and responsibilities - School leadership

Our school is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with [Ministerial Order 1359](#).

The principal and school Governing Board will:

- Ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed.
- Model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing.
- Enable inclusive practices where the diverse needs of all students are considered.
- Reinforce high standards of respectful behaviour between students and adults, and between students.
- Promote regular open discussion on child safety issues within the school community including at leadership team meetings and staff meetings.

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- Facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse.
- Create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- Participate in child safety and wellbeing induction and training provided by the school or the Governing Board, and always follow the school's child safety and wellbeing policies and procedures.
- Act in accordance with our Child Safety Code of Conduct.
- Identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures including following the [Four Critical Actions for Schools](#)
 - Action 1 Respond to an emergency
 - Action 2 Report to authorities
 - Action 3 Contact parents or carers
 - Action 4 Provide ongoing support
- Ensure students' views are taken seriously and their voices are heard about decisions that affect their lives.
- Implement inclusive practices that respond to the diverse needs of students.

School Governing Board

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, members of the school Governing Board will:

- Champion and promote a child safe culture with the broader school community.
- Ensure that child safety is a regular agenda item at Governing Board meetings.
- Undertake annual training on child safety.
- Approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members.
- When hiring school Governing Board members, ensure that selection, supervision, and management practices are child safe.

Specific staff child safety responsibilities

Mooroolbark Grammar has nominated a child safety officer to support implementation of our child safety policies and practices, including staff and volunteer training. At Mooroolbark Grammar the Child Safety Officer is the principal.

The responsibilities of the child safety officer are outlined at [Guidance for child safety champions](#).

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Our child safety officer (principal) is the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The child safety officer (principal) is responsible for monitoring the school’s compliance with the Child Safety Policy. Anyone in our school community should approach the child safety officer if they have any concerns about the school’s compliance with the Child Safety Policy.
- The child safety officer (principal) is responsible for informing the school community about this policy, and making it publicly available.
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations Policy and Procedures, and Child Safety Risk Register.

Our school has a Child Safety and Wellbeing Team who meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing.

Our child safety officer (principal) monitors the Child Safety Risk Register.

Child Safety Code of Conduct

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school principal will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Establishing a culturally safe environment

At Mooroolbark Grammar, we are committed to establishing an inclusive and culturally safe school where a students’ ability to express their culture and enjoy their cultural rights is encouraged and actively supported and where the strengths of Aboriginal culture, values and practices are respected.

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We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

Mooroolbark Grammar provides support to guide the school's strategies for Aboriginal self-determination.

At Mooroolbark Grammar:

- We equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students.
- We adopt measures to ensure racism is identified, confronted and not tolerated.
- We address any instances of racism within the school environment with appropriate consequences.
- We actively support participation and inclusion in the school by Aboriginal children, students and their families.

We have developed the following strategies to promote cultural safety in our school community:

- Begin special events and meetings (i.e. school concerts, AGM, presentation nights etc) with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Welcome to Country is only to be delivered by Traditional Owners/Custodians of the land on which the event takes place. If a Traditional Owner is not available to do a Welcome to Country, an Acknowledgement of Country can be delivered instead.
- Display the Aboriginal and Torres Strait Islander flags on school grounds.
- Display signs to Acknowledge Country and Traditional Owners.
- Celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.
- Learn more about Aboriginal histories and cultures, both locally and across Australia.
- Speak with respect and confidence about Aboriginal culture, knowledge systems and people.
- Build schoolwide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.

Student empowerment

To support child safety and wellbeing at Mooroolbark Grammar, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

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Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through our whole school approach to developing respectful relationships, our student Code of Conduct and our school values.

We inform students of their rights through our whole school approach to wellbeing through our Social and Emotional Learning (SEL) programs to give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at school reception and on our school website.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

At Mooroolbark Grammar we:

- Invite students to provide feedback on school-wide decisions and take their views into account in school decision-making.
- Demonstrate that the school takes students seriously by acting on their concerns.
- Provide students with information about complaints processes.
- Give students a variety of ways to raise concerns through regular surveys.
- Support all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community.
- Teach students practical protective strategies, including:
 - what to do when they feel unsafe
 - phrases they can use to raise an objection
 - pathways for raising safety concerns, and
 - online safety behaviours.
- Deliver age-appropriate curriculum content about safe behaviour, respectful relationships, sexuality, consent and sexual abuse prevention through the SEL (Social Emotional Learning) program.
- Educate staff to uphold Aboriginal cultural safety and be respectful of identity and culture.
- Train staff and volunteers to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.
- Provide training to staff and volunteers to be attuned to [signs of harm](#) and risk factors in students.
- Remind staff and volunteers to recognise that students might communicate in different ways, including through verbal and non-verbal cues, play, facial expressions, drawings or behaviours.

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Family engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Mooroolbark Grammar we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this through the following ways:

- Publishing relevant child safety policies and procedures on our school website and through the school's communications platform.
- Providing hard copies of child safety policies and procedures to parents at school reception.
- School Governing Board meetings, student, staff, and parent meetings.
- Informing families and the school community through the school website and communications platform about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school.

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people.
- Children from culturally and linguistically diverse backgrounds.
- Children and young people with disabilities.
- Children unable to live at home or impacted by family violence.
- International students.
- Children and young people who identify as LGBTIQ+.

Our *Student Wellbeing and Engagement Policy* provides more information about the measures we have in place to support diversity and equity.

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Suitable staff and volunteers

At Mooroolbark Grammar, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines.

When engaging staff to perform child-related work, we:

- Sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration.
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.

Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- The Child Safety Policy (this document).
- The Child Safety Code of Conduct.
- The Child Safety Responding and Reporting Obligations Policy and Procedures and;
- any other child safety and wellbeing information that school leadership and the Governing Board considers appropriate to the nature of the role.

Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by regular performance reviews.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school policies and our legal obligations. Child safety and wellbeing will be paramount.

Suitability of volunteers

All visitors and volunteers are required to comply with our Visitors and Volunteers Policies, which describe how we assess the suitability of prospective volunteers and visitors and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

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Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- Our school’s child safety and wellbeing policies, procedures, codes, and practices.
- Completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually.
- Recognising indicators of child harm including harm caused by other children and students.
- Responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm.
- How to build culturally safe environments for children and students.
- Information sharing and recordkeeping obligations.
- How to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

School Governing Board training and education

To ensure our school Governing Board is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the school Governing Board is trained at least annually.

Training includes guidance on:

- Individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse.
- Child safety and wellbeing risks in our school environment.
- Mooroolbark Grammar child safety and wellbeing policies, procedures, codes and practices.

Complaints and reporting processes

Mooroolbark Grammar fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school’s *Complaints & Grievances Policy* which is publicly available on the school website.

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If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers must follow our *Child Safety Responding and Reporting Obligations Policy and Procedures*. Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our *Student Wellbeing and Engagement Policy* and *Bullying and Harassment Prevention Policy* cover complaints and concerns relating to student physical violence or other harmful behaviours.

Privacy and information sharing

Mooroolbark Grammar collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to our *Privacy Policy*.

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with Public Record Office Victoria Recordkeeping Standards.

Review of child safety practices

At Mooroolbark Grammar, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- Review and improve our policy every 2 years or after any significant child safety incident.
- Analyse any complaints, concerns, and safety incidents to improve policy and practice.
- Act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

COMMUNICATION

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

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- Ensuring that the *Child Safety Policy* (this document), *Child Safe Code of Conduct*, and the *Child Safety Responding and Reporting Obligations Policy* are available on the school website and through the school’s communications platform.
- Provide reminders once per term in the school communications platform of our school’s commitment to child safety.
- Ensuring that child safety is a regular agenda item at school leadership and the Governing Board meetings and staff meetings for discussion.

FURTHER INFORMATION AND RESOURCES

Related School Policies/Documents:

- Child Safe Code of Conduct and Statement of Commitment
- Child Safety Responding and Reporting Obligations Policy
- Digital Learning Policy
- Student Wellbeing and Engagement Policy
- CSS Risk assessment register

Related Resources

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

POLICY REVIEW AND APPROVAL

This policy will be reviewed every two years as part of the school’s review cycle, OR if government regulations change. Following every reportable incident, a review shall be conducted to assess whether Mooroolbark Grammar’s child protection policies or procedures require modification to better protect the children under their care. Consultation with the school’s Governing Board will also be sought if any significant changes are made.

Policy last reviewed	October 2024
Approved by	Principal
Approved by	School Governing Board October 2024
Next scheduled review date	October 2026