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LALOR SECONDARY COLLEGE

Child Safe Policy

2017-2018

AIM

Lalor Secondary College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

RATIONALE

Our school community recognises the importance of, and a responsibility for, ensuring our school 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. This policy 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, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Lalor Secondary College will support implementation and monitoring of this policy, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Lalor Secondary College will also provide information and support to enable the Child Safe Policy to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Child Safe policy and other related policies by observing expectations for appropriate behaviour below. The Child Safe Policy applies in all school situations, including school camps and in the use of digital technology and social media.

PURPOSE

The child safe policy sets out the school's approach to creating a child safe organisation where children and young people are safe and feel safe; and provides the policy framework for the school's approach to the Child Safe Standards.

SCOPE

This policy applies to all staff, volunteers, contractors and whether or not they work in direct contact with children or young people across a range of school forums (e.g. camps, online) and outside of school hours.

DEFINITIONS

Ministerial Order 870 provides definitions, including:

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 being: 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);
- or a minister of religion.

POLICY AND PROCEDURES

The policies and procedures outlining the school's approach to the Child Safe Standards are outlined below. This information can be discussed with the Principal or the designated Child Safety Officer. At Lalor Secondary College this role is performed by the Student Services Leader.

The school's culture encourages staff to raise, discuss and scrutinise concerns making it more difficult for abuse to occur and remain hidden. The school's plan for creating a child safe culture can be found at the end of this document and is reviewed annually at the beginning of each new school year. Other information on reporting Child Abuse can be found in the Lalor Secondary College Mandatory Reporting Policy.

School leaders and managers will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Staff Code of Conduct. The school's Staff Code of Conduct sets out clear awareness of the difference between appropriate and inappropriate behaviour and applies to any persons working in partnership with the school.

HUMAN RESOURCES

The school applies best practice standards in the recruitment and screening of staff, and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. We will ensure that staff induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse and neglect. All prospective staff and volunteers are required to undergo National Criminal History Records check and maintain a valid Working with Children Check.

Refer Appendix A

REPORTING A CHILD SAFETY CONCERN

The school has clear expectations for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include reporting their concerns to the DHHS Child Protection or another appropriate agency and notifying the principal or a member of the school leadership

team of their concerns and the reasons for those concerns. The school will take action to respond to a complaint ensuring that the four Critical Actions for Schools have been followed. These include;

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

If there is an incident, disclosure or suspicion of child abuse concerning a student or staff member at the school it is essential that the staff member complete the Responding to Suspected Child Abuse: Template for all Victorian Schools. This can be found in Appendix D of this policy.

A review must take place between 4 to 6 weeks after a report is made using the template attached in Appendix D.

Victorian Schools Mandatory reporting processes are outlined in more detail in the Lalor Secondary College Mandatory Reporting Policy.

In case of emergency or if a child is in immediate danger staff should contact Triple Zero (000) or the local police station.

RISK MANAGEMENT

The School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures. At the beginning of each school year the Principal and designated Child Safety Officer will perform a risk assessment using the templates in Appendix B and Appendix C.

These templates will be used and stored by the Principal as part of the risk assessment process.

LISTENING TO STUDENTS

The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage student and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. When the school is gathering information in relation to a complaint about alleged misconduct with, or abuse of, a child the school will listen to the complainant's account of things and take them seriously, check understanding and keep the child (or their parents/carers) informed about progress. More details on these processes can be found in the Lalor Secondary College Concerns and Complaints Policy and the Lalor Secondary College Communication Policy.

The school will promote and deliver appropriate education about: standards of behaviours for students attending school; healthy and respectful relationships in line with the Victorian Curriculum recommendations; resilience; and child abuse awareness and prevention. These actions will be embedded in school curriculum and as part of the schools additional programs. More information on these factors can be found in the Lalor Secondary College Student Code of Behaviour and the Lalor Secondary College Student Engagement Policy.

PRIVACY

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the Lalor Secondary College Privacy Policy and the Lalor Secondary College Personal Digital Device Policy.

RELATED POLICIES

[School Policy & Advisory Guide – Duty of Care](#)

[School Policy & Advisory Guide – Child Protection Reporting Obligations](#)

[DET Child Wellbeing and Safety Framework](#)

[School Privacy Policy](#)

LSC Mandatory Reporting Policy

LSC On Site Supervision Policy

LSC Privacy Policy



LALOR SECONDARY COLLEGE RECRUITMENT PROCESS

1. Principal determines need
2. Principal discusses need with Consultation Committee
3. Business Manager advertises on Recruitment On Line <ul style="list-style-type: none">• DET Child Safe Statement included• Selection Criteria created (when appropriate)• Job Description included (when appropriate)
4. Business Manager notifies staff position advertised
5. Principal selects panel and panel chair <ul style="list-style-type: none">• Merit trained• Gender equity• Classification appropriate
6. When position closes Business Manager prints applications and passes to panel
7. Panel meets to discuss applications and short list applicants
8. Panel chair notifies Business Manager of short listings and Business Manager organises interviews
9. Panel decide on questions for interviews
10. Business Manager prepares questions and assessment sheet
11. Panel interviews and selects successful applicant <ul style="list-style-type: none">• Referees checked• Child Safe questions asked• Qualifications and experience verified
12. Panel chair fills out panel report and panel signs report
13. Principal signs panel report
14. Business Manager appoints on Recruitment on Line and Edupay
15. Induction Process commences prior to commencement date <ul style="list-style-type: none">• VIT/WWC documentation provided• 100 points of ID provided

Appendix B

CHILD SAFE STANDARD 1: ACTION PLAN TEMPLATE

Action Plan Lead name:

Action Plan review date:

Child Safe Standard	Does your school meet the Standard? YES/NO	What action(s) does the school need to take to better meet the Standards?	Responsibility (Who)	Responsibility (When)
1. Strategies to embed an organisational culture of child safety, through effective leadership arrangements				
2. A Child Safe Policy or Statement of Commitment to Child Safety				
3. A Code of Conduct that establishes clear expectations for appropriate behaviour with children				
4. Screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel				
5. Processes for responding to and reporting suspected child abuse				
6. Strategies to identify and reduce or remove risks of child abuse				
7. Strategies to promote the participation and empowerment of children				

APPENDIX C

Child Safe Standard 6: Risk Assessment template

A key part of a risk management strategy is a risk assessment. Risk assessments can take many forms. An example is provided below. Risk assessment resources form part of the [School Policy & Advisory Guide: Risk Management Policy](#). An example is provided below to assist schools in their risk assessment.

Each school will be different and must undertake their school specific assessment.

Risk Environment	Event or	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
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	Extreme	<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	Unlikely	Severe	High	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed 	Principal, School Council Chair	Low

Risk Environment	Event or	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
		Performance management procedures				<ul style="list-style-type: none"> Refresher training for staff – see eLearning mandatory reporting module 		
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 children online	with	Child safety code of conduct	Possible	Moderate	Medium	<ul style="list-style-type: none"> Train students and staff to detect 	Principal, School Council Chair	Low

Risk Environment	Event or	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
		Strategies developed to embed culture of child safety				inappropriate behaviour <ul style="list-style-type: none"> Ensure appropriate settings on all student technologies 		
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
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	<ul style="list-style-type: none"> Refresher training for frequent contractors 	Principal, School Council Chair	Low

APPENDIX D

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 school staff should report immediately to Victoria Police on 000.

See action 1 of [Four Critical Actions For Schools: 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

Child's information

personal details

name:

gender:

Year level/class:

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

if the child is of aboriginal or torres strait islander background, government schools must contact their koorie engagement support officer, and catholic schools must contact the diocesan education office to arrange culturally appropriate support. if the child is an international student you must notify the international education division on (03) 9637 2990

Any known previous history of suspected abuse

(prior to this incident, disclosure or suspicion or involvement with agencies):

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

grounds 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 Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)

reporting to authorities

tick the authorities you have reported to:

- VICTORIA POLICE
- DHHS CHILD PROTECTION
- CHILD FIRST
- 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 DETAILS OF YOUR internal discussions to either of the following:

government school staff must report to security services unit and also to the employee conduct branch if the incident, disclosure or suspicion involves a staff member, contractor or volunteer.

catholic school staff must report to their catholic diocesan education office

DATE:

TIME:

authority:

outcomes from the report:

reporting internally

PROVIDE DETAILS of your discussion with school leadership

DATE:

TIME:

Names:

Discussion outcomes:

Provide details of your internal discussions to either of the following:

government school staff must report to security services unit and also to the employee conduct branch if the incident, disclosure or suspicion involves a staff member, contractor or volunteer

catholic school staff must report to their catholic diocesan education office

Time:

Date:

Names:

Discussion outcomes;

Critical action 3: Contacting parents/carers

See Action 3 of Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse

actions taken

Provide details of your discussion with parents/carers (if appropriate):

school staff must consult with victoria police and/or dhhs child protection to determine if it is appropriate to contact parents, if it is, parents must be contacted as soon as possible (preferably on the same day 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 Schools: 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 wellbeing professionals and other specialised services, the convening of a student support group and development of support plans):

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 SCHOOL LEADERSHIP TEAM.

THIS WILL SUPPORT YOU AND YOUR SCHOOL 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

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

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 SCHOLS: 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 SCHOOL TAKE APPROPRIATE ACTION IN AN EMERGENCY?

NO

YES

ACTION 2

WAS A REPORT MADE TO THE APPROPRIATE AUTHORITIES AND INTERNALLY?

HAVE THE PARENTS CONTINUED TO BE ENGAGED IF APPROPRIATE?

NO

YES

ACTION 4

HAS THE SCHOOL PROVIDED ADEQUATE SUPPORT FOR THE STUDENT?

NO

YES

HAS A STUDENT SUPPORT PLAN BEEN ESTABLISHED, IMPLEMENTED AND REVIEWED?

NO

YES

NO

YES

WERE SUBSEQUENT REPORTS MADE IF NECESSARY?

NO

YES

ACTION 3

DID THE SCHOOL CONTACT THE PARENTS/CARERS ASAP?

NO

YES

HAS A STUDENT SUPPORT GROUP BEEN ESTABLISHED?

NO

YES

WAS THE STUDENT APPROPRIATELY SUPPORTED IN ANY INTERVIEWS?

NO

YES

HAVE ANY COMPLAINTS BEEN RECEIVED?

NO

YES

HAVE THE COMPLAINTS BEEN RESOLVED?

NO

YES