



Child Safety and Wellbeing Policy

Purpose:

This school endeavours to promote a safe, healthy, supportive and secure environment for all students to raise awareness of what makes students resilient, develop strategies to reduce vulnerabilities and increase coping skills. 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. Our organisation is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

Scope:

This policy applies to everyone who has a connection to Govedale Primary School students including, but limited to, other students, parents/carers and their extended family, teachers, ES Staff, Extend (OSHC) staff, volunteers and anyone entering the school grounds.

Policy:

At Govedale Primary School we aim to:

- Create a positive, safe environment in which all staff assume responsibility for student wellbeing in all school related environments.
- Provide successful experiences for all children, where a sense of belonging and wellbeing are strengthened. We empower children who are vital and active participants in our organisation. 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.
- Commit to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- Develop positive social behaviours and problem-solving skills for all children.
- Employ staff who are confident, skilled and proactive in the management of student wellbeing issues, report child safety concerns and monitor child safety at all times
- Communicate processes and protocols clearly to ensure the effectiveness of student wellbeing support. We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

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); and
- The infliction, on a child, of –
 - Physical violence; or
 - Serious emotional or psychological harm; and

- Serious neglect of a child.

Implementation:

- Student safety and wellbeing is a shared responsibility between school, staff, students, home and the community and is primarily guided by the following health and wellbeing practice principles:
 - Principle 1 - Maximise access and inclusion.
 - Principle 2 - Focus on outcomes.
 - Principle 3 - Evidence - informed and reflective practice.
 - Principle 4 - Holistic approach.
 - Principle 5 - Person- centred and family sensitive practice.
 - Principle 6 - Partnerships with families and communities.
 - Principle 7 - Cultural confidence.
 - Principle 8 - Commitment to excellence.
- All staff and volunteers will be made aware of the *Child Safety Code of Conduct*.
- The Assistant Principal will coordinate student safety and wellbeing across the school.
- All staff are aware of the *Mandatory Reporting Policy*, procedures and their responsibilities. (*Refer to Mandatory Reporting Policy*). We are committed to regularly training and educating our volunteers and staff on child abuse risks, including regular completion of online training modules for all of our staff members.
- Our organisation takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are trained to deal appropriately with allegations (*Refer to Mandatory Reporting Policy*).
- Our organisation has robust human resources and recruitment practices for all staff and volunteers.
- The school will adopt a proactive and strategic stance with issues of student wellbeing, rather than operating in a consistently reactive mode.
- The school will implement wellbeing support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy. Refer to the *Child Safety Code of Conduct*, *Student Engagement and Inclusion Policy* and *Bullying Prevention Policy*.
- 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.
- The school implements and maintains programs such as: -
 - Respectful Relationships
 - Be You framework
 - School Wide Positive Behaviour Support Program
 - Buddies program
 - Student values awards
 - Life Education Van
 - Restorative practices
 - Calmer classrooms

- Transition programs
- Productive Play
- Ongoing student/family wellbeing meetings
- Student Support Group Meetings

Our organisation has robust human resources and recruitment practices for all staff and volunteers.

- We take 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.
- 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.
- We carry out reference checks and police record checks to ensure that we are recruiting the right people. (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.)

The school will provide the following support structures:

- Monitoring of, and responding to, protracted student absences.
- Trauma Management plan.
- Protocol for Mandatory Reporting.
- Student Support Groups for children in need.
- Safety Audit.
- Student Behaviour Tracker.
- Behaviour will be monitored and discussed regularly at Wellbeing Meetings, and if required, at Leadership Team and Staff Meetings.
- Staff will continuously self-reflect on their implementation of Grovedale's Child Safety Code of Conduct.
- Yard behaviour will be monitored daily by the yard duty teachers. Positive behaviours will be acknowledged. Unacceptable behaviour will be addressed and recorded at the time of the incident on an incident tracker.
- Entries will be reviewed by Leadership on a regular basis with trends, hot-spots and repeated offences measured for the purpose of monitoring our student wellbeing throughout the school.

The school will also access outside services to provide support for students and staff which include:

- Network School Support Services Officers and Visiting Teachers.
- Providing support for 'at risk' children, including teacher guidance and counselling.
- Department of Human Services case managers and support workers.
- Relevant DET support staff.
- School Nurse.

- The school will endeavour to cater for children identified with specific welfare issues by:
 - Creating support groups.
 - Developing Individual Learning Improvement Plans (ILIPS) which may include reference to behaviour goals and Behaviour Management Plans.
 - Monitoring performance and behaviour.
 - Providing ongoing support.

Student support and assistance responses:

- Complete the Four Critical Actions for Schools
- Complete the Child Safe Incident Report
- Refer to the Mandatory Reporting Policy

Child Safety Standards:

- This policy sits within a framework that includes all of the child safety standards for school.
- **Appendix 1** outlines the school's additional procedures for each standard.

Further Information and Resources:

- https://www.education.vic.gov.au/documents/about/programs/health/protect/fourcriticalactions_childabuse.pdf
- Child Safety Code of Conduct
- Mandatory Reporting Policy
- Student Engagement and Inclusion Policy
- Bullying Prevention Policy
- Child Safe Incident Report

This policy was presented to School Council in **February 2021** and is scheduled for review in **February 2023**.

APPENDIX 1 - VRQA CHILD SAFE STANDARDS:

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

- All school policies outline responsibilities to keep students safe.
- Employment of a Student Wellbeing Officer is a priority.
- Establishment of a Student Wellbeing Committee (Kidsmatter team) which meets regularly.
- All adults sign in and wear a 'Visitor' badge to identify them whilst they are in the school.
- All visitors are required to provide the school with a copy of their current Working with Children Check
- Staff and students regularly practice lock down procedures.
- Security cameras have been installed around the school.
- All staff receive the Staff Handbook each year.

STANDARD 2: A child safety policy or statement of commitment to child safety.

- A Child Safety and Wellbeing Policy has been established.
- The Child Safety and Wellbeing Policy is provided for new staff as part of their induction, and reviewed regularly by existing staff at staff meetings.
- All staff are given a copy of Ministerial Order 870 (See Appendix 2)
- A Child Safety and Wellbeing Policy has been created and endorsed by School Council.
- Parents and Community have access to the documents on the school website and Student Management Tool, Sentral.

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

- A Child Safety Code of Conduct has been established.
- The Child Safety Code of Conduct is provided for new staff as part of their induction, and reviewed regularly by existing staff at staff meetings. This includes Non-teaching staff e.g.: External Music teachers, Canteen Manager, ICT staff and Maintenance staff are also given the document.
- All staff are given a copy of Ministerial Order 870, VIT Code of Conduct, and Extract Memo 199
- A Child Safe Code of Conduct has been created and endorsed by School Council.
- Parents and Community have access to the documents on the school website, Sentral Portal or from the front office upon request.

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

- Staff induction program includes information regarding child safety encompassing matters related to protecting all children from child abuse, and responding to incidents or allegations of child abuse.
- Our organisation has robust human resources and recruitment practices for all staff and volunteers which clearly state the experience, qualifications, qualities and attributes expected from the successful applicant.
- CRT's are required to provide VIT registration which is recorded.

- 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.
- External organisations working with students (e.g.: Police Officers, Speech Pathologists, NDIS workers) at our school are always supervised by a staff member or parent/carer.
- Professional Development is provided for staff in regards to trauma, abuse, behavioural issues, and disabilities.
- The Child Safety Code of Conduct is publicly available on the school website. Children and their families are encouraged to raise any concerns about the behaviour of any person, and can expect to be listened to and supported.

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

- The School's Mandatory Reporting policy is followed and reviewed regularly by staff and School Council.
- Staff update their knowledge via an on-line course every year.
- The Student Wellbeing Officer and AP will support staff to make mandatory reports.
- Staff are given contact details for Family First, DHS, and Geelong Police.

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

- Teachers accompany students to and from specialist classrooms.
- Students always move around the school in pairs.
- Security cameras have been installed around the school.
- Visitors agree to abide by our Child Safety Code of Conduct and report any child safety concerns to a teacher, principal or appropriate external agency
- The Student Wellbeing Officer regularly communicates with teachers and principals, and monitors any concerns we have in regard to student safety.

STANDARD 7: Strategies to promote the participation and empowerment of children.

- Regular reference to the School Wide Positive Behaviour Support Matrix (school values)
- Weekly Kidsmatter sessions in every class
- Whole-school wellbeing incursions coordinated annually
- Brave Hearts program
- Anti-bullying program
- Student Welfare Officer regularly meets with students and supports families
- Puberty program
- Productive Play room run by the Student Wellbeing Officer two lunch times per week
- Anti-bullying audit conducted for years 3 to 6
- Student Support Services are used to support students on a needs basis

APPENDIX 2 – Ministerial Order 870

Mr Michael Perry
Acting Chair
Victorian Registration and Qualifications Authority
GPO Box 2317
MELBOURNE 3001

Dear Mr Perry

Ministerial Order No. 870 – Child Safe Standards - Managing the risk of child abuse in schools

I enclose a copy of Ministerial Order No 870, which I have made for the purpose of section 4.3.1(6)(d) of the *Education and Training Reform Act 2006*. The Ministerial Order is a key part of the Government's response to the recommendations of the Victorian Parliamentary Inquiry into the Handling of Child Abuse by Religious and other Non-Government Organisations.

The Inquiry's *Betrayal of Trust* report made a number of recommendations aimed at protecting children from all forms of abuse and neglect. In particular, Recommendation 12.1 of the *Betrayal of Trust* report recommended that the government implement minimum standards for maintaining 'child-safe environments' for all organisations with direct and regular contact with children.

The Government has commenced a program of policy initiatives and legislative changes to implement the *Betrayal of Trust* recommendations. In September 2015, the Government released new minimum Child Safe Standards which aim to create child safe cultures and environments in organisations that work with children. These standards will be implemented and enforced in Victorian schools through the school registration framework. As a minimum standard for school registration under the *Education and Training Reform Act 2006*, schools must take action, in accordance with the enclosed Ministerial Order, to manage and reduce the risk of child abuse. The Ministerial Order spells out what the Child Safe Standards mean in a school environment, and demonstrates the Government's "zero tolerance" for child abuse in Victorian schools.

As the regulator for Victorian schools, the Victorian Registration and Qualifications Authority (the VRQA) will play a key role in monitoring and enforcing compliance with the new standard. During 2016 I would ask the VRQA to assist and support schools to prepare to achieve compliance with the new standard, when it comes into force from 1 August 2016. The VRQA will play an important leadership role in informing and educating school system owners and school leaders to understand and implement what is required. While the VRQA may develop supporting materials as it considers necessary, I wish to identify four key areas in which schools may benefit from particular support and guidance.

First, schools may benefit from information and education regarding the scope and effect of key definitions used in the Ministerial Order, including the definitions of "child abuse" and "child connected work". The Ministerial Order defines these concepts broadly in order to capture the many types of activities and locations where schools have contact with children, and the variety of conduct that constitutes child abuse. It is important that schools understand that the definition of "child connected work" used in the Ministerial Order is broader than the definition of "child-related work"

used in the *Working with Children Act 2005*. Similarly, the definition of “child abuse” used in the *Education and Training Reform Act 2006* (as recently amended) and the Ministerial Order goes beyond child sexual abuse, which has been the primary focus of the *Betrayal of Trust* inquiry and the current Royal Commission into Institutional Responses to Child Sexual Abuse. This expansive approach is deliberate. My intention is for the new Child Safe Standards to make schools consider and address child abuse situations and risks in an integrated and proactive fashion.

Second, the Ministerial Order places accountability for managing the risk of child abuse with school governing authorities. The intent of the Ministerial Order is not to require the school governing authorities to make every decision that relates to every matter specified in the Ministerial Order. Rather, the intention is for schools – through their school governing authorities – to have appropriate arrangements (including clear and comprehensive policies, procedures and accountability mechanisms) to regulate the conduct and decisions of school staff for the benefit of its students. The objective is for both the school governing authority and the wider community to be confident in the school’s capacity to make and implement appropriate decisions, with child safety front of mind.

Third, the Ministerial Order in several places requires schools to take ‘appropriate’ actions regarding certain matters. This is intended to allow schools flexibility in the manner in which they respond to meet the standards. The VRQA is well placed to provide some additional guidance to schools on the essential elements of an appropriate response, although my Department will also support schools in this regard. Further, the Department will provide advice on ways schools can continue to improve their approach to child safety to exceed the minimum standards set by the Ministerial Order.

Finally, in developing strategies to minimise or prevent the risk of child abuse, schools need to be mindful of the diversity of students and school communities. Schools may benefit from additional guidance about ways in which their strategies, policies, procedures, and practices can be inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural, or linguistic background. While the Department will provide guidance on these matters, I anticipate that the VRQA will also play an important role in assisting schools to consider the circumstances of their students.

I look forward to hearing from the VRQA about its activities to support the implementation of this Ministerial Order. If you have questions about the enclosed Ministerial Order, please do not hesitate to contact Kathryn Johnson, A/Executive Director, Legal Division, Department of Education and Training, on 9637 3713 or by email johnson.kathryn.k@edumail.vic.gov.au.

Yours sincerely

The Hon James Merlino MP
Deputy Premier
Minister for Education

EDUCATION AND TRAINING REFORM ACT 2006

CHILD SAFE STANDARDS – MANAGING THE RISK OF CHILD ABUSE IN SCHOOLS

Ministerial Order No. 870

The Minister for Education makes the following Order.

Dated 22 December 2015

James Merlino, M.P.
MINISTER FOR EDUCATION

Part 1 - Preliminary

1. Objective

The objective of this Order is to specify the matters regarding which:

- (a) a person or body applying for registration of a school; and
- (b) registered schools;

must take action for the purposes of:

- (c) embedding a culture in Victoria's schools of 'no tolerance' for child abuse; and
- (d) complying with the prescribed minimum standard for the registration of schools in section 4.3.1(6)(d) of the *Education and Training Reform Act 2006*.

2. Commencement

This Order comes into operation on 1 August 2016.

3. Authorising provisions

This Order is made under section 5.10.4 of the *Education and Training Reform Act 2006*, and section 13 of the *Interpretation of Legislation Act 1984*.

4. Definitions

(1) In this Order:

ETR Act means the *Education and Training Reform Act 2006* as amended from time to time.

child means a child enrolled as a student at the school.

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 abuse includes—

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

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.

minister of religion has the same meaning as in the *Working with Children Act 2005*.

proprietor, in relation to a school, means the person who is ultimately responsible for the way the school is managed and conducted:

- (a) in the case of a Government school, the Secretary;
- (b) in the case of a non-Government school, the proprietor of the school.

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) a campus of the school;
- (b) online school environments (including email and intranet systems); and
- (c) 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 governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by this Order, in accordance with the school's internal governance arrangements.

school staff means:

- (a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
 - (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.
- (2) The following terms have the same meaning as in the ETR Act (as amended from time to time):
- (i) child abuse;¹
 - (ii) government school;
 - (iii) government teaching service;
 - (iv) non-Government school;
 - (v) parent;
 - (vi) principal;
 - (vii) registered school;

¹ For ease of reference, the text of the ETR Act definition of **child abuse** is included in the definitions clause of this Order.

- (viii) school; and
- (ix) the Secretary.

Part 2 – Minimum Standards for a Child Safe Environment

5. Schools to meet minimum child safety standards

- (1) The school must implement the following minimum child safety standards:
- (a) strategies to embed an organisational culture of child safety in accordance with clause 7;
 - (b) a child safety policy or a statement of commitment to child safety in accordance with clause 8;
 - (c) a child safety code of conduct in accordance with clause 9;
 - (d) screening, supervision, training, and other human resources practices that reduce the risk of child abuse in accordance with clause 10;
 - (e) procedures for responding to and reporting suspected child abuse in accordance with clause 11;
 - (f) strategies to identify and reduce or remove risks of child abuse in accordance with clause 12; and
 - (g) strategies to promote child participation and empowerment in accordance with clause 13.

6. Principle of inclusion

- (1) In implementing the minimum child safety standards in accordance with this Order, school governing authorities must:
- (a) take account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable; and
 - (b) make reasonable efforts to accommodate the matters referred to in clause 6(a).

7. Strategies to embed an organisational culture of child safety

- (1) The school governing authority must:
- (a) develop strategies to embed a culture of child safety at the school;
 - (b) allocate roles and responsibilities for achieving the strategies;
 - (c) inform the school community about the strategies, and allocated roles and responsibilities;
 - (d) put the strategies into practice, and inform the school community about these practices; and
 - (e) periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.

8. A child safety policy or a statement of commitment to child safety

- (1) The school governing authority must ensure that the school has a child safety policy or statement of commitment to child safety that details:
- (a) the values and principles that will guide the school in developing policies and procedures to create and maintain a child safe school environment; and
 - (b) the actions the school proposes to take to:
 - (i) demonstrate its commitment to child safety and monitor the school's adherence to its child safety policy or statement of commitment;
 - (ii) support, encourage and enable school staff, parents, and children to understand, identify, discuss and report child safety matters; and
 - (iii) support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse.
- (2) The school governing authority must inform the school community about the policy or statement, and make the policy or statement publicly available.

9. A child safety code of conduct

- (1) The school governing authority must develop, endorse, and make publicly available a code of conduct that:
- (a) has the objective of promoting child safety in the school environment;

- (b) sets standards about the ways in which school staff are expected to behave with children;
- (c) takes into account the interests of school staff (including other professional or occupational codes of conduct that regulate particular school staff), and the needs of all children; and
- (d) is consistent with the school's child safety strategies, policies and procedures as revised from time to time.

10. School staff selection, supervision and management practices for a child-safe environment

- (1) Subject to the requirements of the ETR Act, the school governing authority must ensure that the school implements practices for a child-safe environment in accordance with this clause.
- (2) Each job or category of jobs for school staff that involves child-connected work must have a clear statement that sets out:
 - (a) the job's requirements, duties and responsibilities regarding child safety; and
 - (b) the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety.
- (3) All applicants for jobs that involve child-connected work for the school must be informed about the school's child safety practices (including the code of conduct).
- (4) In accordance with any applicable legal requirement² or school policy, the school must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child-connected work:
 - (a) Working with Children Check status, or similar check;
 - (b) proof of personal identity and any professional or other qualifications;
 - (c) the person's history of work involving children; and
 - (d) references that address the person's suitability for the job and working with children.
- (5) The school need not comply with the requirements in clause 10(4) if it has already made reasonable efforts to gather, verify and record the information set out in clauses 10(4)(a) to 10(4)(d) about a particular individual within the previous 12 months.
- (6) The school must ensure that appropriate supervision or support arrangements are in place in relation to:
 - (a) the induction of new school staff into the school's policies, codes, practices, and procedures governing child safety and child-connected work; and
 - (b) monitoring and assessing a job occupant's continuing suitability for child-connected work.
- (7) The school must implement practices that enable the school governing authority to be satisfied that people engaged in child-connected work perform appropriately in relation to child safety.

Explanatory note: To be "satisfied", it is not necessary that the school governing authority make each decision about the selection and supervision of school staff engaged in child-connected work. The school governing authority needs to be satisfied about the appropriateness of the school's arrangements that would regulate or guide other people who make such decisions for or on behalf of the school about child safety matters and child-connected work.

11. Procedures for responding to and reporting allegations of suspected child abuse

- (1) The school governing authority must have a clear procedure or set of procedures for responding to allegations of suspected child abuse in accordance with this clause and other legal obligations.
- (2) The school governing authority must ensure that the procedure is:

² Please refer to the *Working With Children Act 2005* which establishes a process to screen persons engaging or intending to engage in child-related work through a working with children check, and also sets out exemptions from that requirement for volunteers, parents and others.

- (a) sensitive to the diversity characteristics of the school community;
 - (b) made publicly available; and
 - (c) accessible to children, school staff, and the wider community.
- (3) The procedure must:
- (a) cover all forms of 'child abuse' as defined in the ETR Act;
 - (b) apply to allegations or disclosures of child abuse made by or in relation to a child, school staff, visitors, or other persons while connected to a school environment;
 - (c) identify the positions of the person or people who are responsible for:
 - (i) promptly managing the school's response to an allegation or disclosure of child abuse, and ensuring that the allegation or disclosure is taken seriously;
 - (ii) responding appropriately to a child who makes or is affected by an allegation of child abuse;
 - (iii) monitoring overall school compliance with this procedure; and
 - (iv) managing an alternative procedure for responding to an allegation or disclosure if the person allocated responsibility under clause 11(3)(c)(i) cannot perform his or her role;
 - (d) include a statement that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse;
 - (e) clearly describe the actions the school will take to respond to an allegation of child abuse, including actions to:
 - (i) inform appropriate authorities about the allegation (including but not limited to mandatory reporting);
 - (ii) protect any child connected to the alleged child abuse until the allegation is resolved; and
 - (iii) make, secure, and retain records of the allegation of child abuse and the school's response to it.
- (4) The procedure must not:
- (a) prohibit or discourage school staff from reporting an allegation of child abuse to a person external to the school;
 - (b) state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation;
 - (c) require staff to make a judgment about the truth of the allegation of child abuse; or
 - (d) prohibit staff from making records in relation to an allegation or disclosure of child abuse.

12. Strategies to identify and reduce or remove risks of child abuse

- (1) The school governing authority must develop and implement risk management strategies regarding child safety in school environments.
- (2) The school's risk management strategies regarding child safety must identify and mitigate the risk(s) of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children expected to be present in that environment.
- (3) If the school governing authority identifies risks of child abuse occurring in one or more school environments the authority must make a record of those risks and specify the action(s) the school will take to reduce or remove the risks (**risk controls**).

Explanatory note: Different risk controls may be necessary for particular groups of children depending on the nature of the risk and the diversity characteristics of children affected by the risk.

- (4) As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.
- (5) At least annually, the school governing authority must ensure that appropriate guidance and training is provided to the individual members of the school governing authority and school staff about:
 - (a) individual and collective obligations and responsibilities for managing the risk of child abuse;
 - (b) child abuse risks in the school environment; and
 - (c) the school's current child safety standards.

13. Strategies to promote child empowerment and participation

- (1) The school governing authority must develop strategies to deliver appropriate education about:
 - (a) standards of behaviour for students attending the school;
 - (b) healthy and respectful relationships (including sexuality);
 - (c) resilience; and
 - (d) child abuse awareness and prevention.
- (2) The school governing authority must promote the child safety standards required by this Order in ways that are readily accessible, easy to understand, and user-friendly to children.