



STRATEGIES TO EMBED A CULTURE OF CHILD SAFETY

PURPOSE

Saltwater P-9 College School Council and staff are responsible for ensuring a culture of child safety is embedded at the school. The following will be embedded to inform the culture of a Child Safe school where the school council, staff, students and parents/ carers all work cohesively to create such a culture.

- The diverse needs of children in the school are to be recognised. It is important that our school is an inclusive and culturally safe place for children and parents. Young children, children with a disability, indigenous children and children from culturally diverse backgrounds may require greater levels of support and consideration.
- Include child safety as a standing item on Leadership Team and Staff Meeting agendas.
- Key people in the school are allocated to undertake child safety roles and responsibilities.
- Our students and adults know what to do if they observe or are subject to abuse or inappropriate behaviour.

LEADERSHIP IN A CHILD SAFE ENVIRONMENT

Working with children can be very rewarding, and it brings additional responsibilities. At Saltwater P-9 College, we foster a culture of openness, inclusiveness and awareness. The School will protect children from abuse and build an environment where children feel respected, valued and encouraged to reach their full potential. We do this by providing a culture of child safety embedded throughout our school so that child safety is part of everyone's everyday thinking and practice. This culture is achieved through proactive leadership by all staff in demonstrating the appropriate values, attitudes and behaviours of Saltwater P-9 College. All staff and volunteers 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.

The leadership team takes the lead in protecting children from abuse, and are aware of any child abuse allegations and risks, and take responsibility for ensuring an appropriate response. The school will ensure that all allegations of child abuse and child safety concerns are treated very seriously. This includes complying with all legal requirements, including reporting suspicions of child abuse to police and/or child protection.

SCHOOL CHILD SAFETY LEADERSHIP ROLES AND RESPONSIBILITIES

The Leadership team have the responsibility of working with School Council and staff to build and maintain a culture of transparency, inclusiveness and awareness. The Leadership team will ensure our child safe practices are compliant with Ministerial Order 870. Key responsibilities of the Leadership team in ensuring a Child Safe environment include:

- Acting as a source of support, advice and expertise to School Council, staff, students and parents/carers.
- Liaising with the school staff to ensure a collaborative, transparent and unified approach to child safety.



- Leading the development of the school's child safe culture including being child safe champions and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety. This includes communicating with a mix of tools such as online (website, Facebook), information sessions, transition forums for new parents, and through School Council's communication through distributed school council minutes and Policy Sub-committee work.

GOVERNANCE IN A CHILD SAFE ENVIRONMENT

It is the overall responsibility of the Saltwater P-9 College School Council to take a preventative, proactive and participatory approach to child safety issues. The safety and wellbeing of children in our school is of paramount consideration when developing activities, events, policies and management practices in line with Child Safe Standards.

OUR CHILD SAFE ENVIRONMENT IS THE PRODUCT OF A RANGE OF STRATEGIES AND INITIATIVES

Leadership will raise awareness across the school, including staff, students and teachers and others who come into contact with children in the school by:

- Ensuring the school's policies are known and used appropriately;
- Ensuring the school's actions are reviewed as to the effectiveness of the strategies put into place and to revise accordingly;
- Ensuring the school's Child Safety Policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework. This being incorporated into the Annual Implementation Plan, Strategic Plan and the 4 yearly Review process.
- Conducting regular briefing sessions for school staff members to ensure a high degree of awareness of The Standards and the school's Child Safe policy.
- Ensuring the Child Protection Reporting Obligations 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. The policy will be uploaded onto the school's website and will be evaluated as part of the policy cycle for all school policies unless changes in the Order dictates changes in the school's policy.
- Being alert to the specific needs of children in need, including those with special educational needs. The Leadership team will be actively in communication with the broader leadership team regarding potentially vulnerable and at risk children. 'Child Safe' will be a standing item on both the Leadership Team's meeting agenda and the Consultative Committee's agenda to ensure regular forums do support embedding a child safe culture in the school.
- Encouraging among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.
- Working with teachers to include, where appropriate, supporting teaching points into curriculum programs ie cyber safety programs, health and well-being related programs to build a culture of proactivity and healthy relationships.
- All school policies outline staff responsibilities to keep students safe.
- Employment of a Student Wellbeing Officer.
- Establishment of a Student Wellbeing committee which meets weekly.
- All adults sign in and wear visitor passes to identify them whilst they are in the school.
- Staff and Students regularly practice lock down procedures.
- Security cameras have been installed around the school.



COMMUNICATIONS

Leadership will ensure Child Safety Policy information and procedures are available for everyone in the school community. Ways of disseminating information will include: Website, SchoolBox, newsletters, information sessions, staff meetings and staff bulletins.

IDENTIFYING AND ANALYSING RISK OF ABUSE

Saltwater P-9 College adopts an approach to prevent, detect and respond to child abuse risks. This includes a risk management strategy and policy that sets out how our school identifies, assesses and takes steps to reduce or remove child abuse risks. In its commitment to Child Safety Standards, Saltwater P-9 College has:

- Developed a Child Safety and Wellbeing Policy and a Child Protection Reporting Obligations Policy (including Mandatory Reporting). This child safe policy outlines our commitment to promoting children's wellbeing and protecting children from abuse.
- Developed a Code of Conduct. Saltwater P-9 College has developed a Code of Conduct which specifies the standards of conduct and care required when working and interacting with children. Teachers are regulated by the Victorian Institute of Teaching (VIT) under the Victorian Teaching Profession Code of Conduct. The Victorian Institute of Teaching (VIT) developed the Code of Conduct as required by Part 2.6 of the Education and Training Reform Act 2006. The Code of Conduct is a set of principles or standards for the behaviour and conduct of all Victorian teachers in the Victorian Government Teaching Service and the non-Government sector. The following principles are of particular relevance when using social media tools:

Principle 1.5: Teachers are always in a professional relationship with the students in their school whether at school or not. Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students.

Principle 1.7: Teachers work in collaborative relationships with students' families and communities.

Principle 2.1: The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as whole. While teachers can be friendly with students, parents and communities their relationship must always remain professional and should never be on a personal footing. It is important for teachers to consider the consequences of their actions. The world of social media can seriously damage reputations and propel bullying to new levels. Even with security settings in place, issues may still arise.

CHOSEN SUITABLE EMPLOYEES AND VOLUNTEERS

Saltwater P-9 College takes all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. Alongside the Department of Education and Training (DET) recruitment processes, it will ensure it includes:

- Selection criteria in job descriptions
- Police record and identity checks
- Working with Children Checks where required
- Face-to-face interviews
- Detailed reference checks from previous employers, including from the applicant's most recent line manager.



SUPPORTED, TRAINED, SUPERVISED AND ENHANCED PERFORMANCE

Saltwater P-9 College ensures that volunteers and employees who work with children have ongoing supervision, support and training so that their performance is developed and enhanced to help protect children from abuse. In particular, the Principal and leadership team understand their responsibilities.

FURTHER INFORMATION

Further information on child safe standards can be found on the Department of Health and Human Services website: <https://dhhs.vic.gov.au/about-us>

Registered schools can contact the Department of Education and Training:
child.safe.schools@edumail.vic.gov.au

REVIEW CYCLE

This document was last updated on November 2018 and is scheduled for review in November 2020.