Child Safe Policy

Purpose

This policy outlines how The Hester Hornbrook Academy (HHA) takes appropriate actions to ensure it is a child safe organisation.

It outlines how HHA complies with Victoria's Child Safe Standards, in particular Ministerial Order 870: Child Safe Standards – Managing the Risk of Child Abuse in Schools (Vic).

It also demonstrates compliance with the Victorian Registration and Qualifications Authority's (VRQA) Minimum Standards in relation to managing the risk of child abuse.

Scope

This Child Safe Policy applies to all HHA people, including the HHA Board, school leadership/management, staff (including volunteers and contractors), parents/guardians/carers and students, and applies in all school environments, including physical and online environments.

Child Safe Statement

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

Vision:
Hester Hornbrook Academy (HHA) is committed to the safety of all children. We want all children to be safe, happy and empowered.

Mission:
We support and respect all children. We are always committed to the safety, participation and empowerment of all children.

Values:
1. **We have zero tolerance of child abuse.**
2. We are committed to the safety and best interests of the child at all times.
3. We are committed to the prevention of child abuse in all of its forms.
4. All allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
5. We have legal and moral obligations to contact authorities, including DHHS, when we are worried about a child's safety, which we will follow rigorously.
6. We support and respect the diversity and individuality of all children, and we are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, to providing a safe environment for children with a disability and cultural safety of children that are LGBTI, as well as the safety of any child who is vulnerable or at risk.
7. We are committed to and support children's rights, which are the special human rights protections that children have due to their vulnerability to exploitation and abuse.

Child Safe Policy

Under the Convention of the Rights of the Child, which has been ratified by Australia, all children in Australia have the right to:

1. Be treated fairly no matter what
2. Have a say about decisions affecting them
3. Live and grow up healthy
4. Have people do what is best for them
5. Know who they are and where they come from
6. Believe what they want
7. Privacy
8. Find out information and express themselves
9. Be safe no matter where they are
10. Be cared for and have a home
11. Education, play and cultural activities
12. Help and protection if they need it

Objectives:

1. We are committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
2. We have specific policies, procedures and training in place that support our Board, leadership team, staff, volunteers and contractors to achieve these commitments.
3. We have robust human resources and recruitment practices for all staff, volunteers and contractors.
4. We are committed to regularly training and educating our staff and volunteers on child abuse risks.
5. That the whole HHA community knows and understands what constitutes **acceptable behaviour** with respect to child safety and child abuse. Examples of this include:

a) Adhering to the school's child safe policy and upholding the school's statement of commitment to child safety at all times

b) Taking all reasonable steps to protect children from abuse

c) Treating everyone in the school community with respect

d) Listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child

e) Promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)

f) Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)

g) Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)

h) Promoting the safety, participation and empowerment of children who are LGBTI

i) Ensuring as far as practicable that adults are not alone with a child

j) Reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role)

k) Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958

l) Reporting any child safety concerns to the school's leadership or the Child Safety Officer

m) If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe

n) Reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual office by a registered teacher, or certain allegations or concerns about a registered teacher.

That the whole HHA community knows and understands what constitutes **unacceptable behaviour** with respect to child safety and child abuse. Examples of this include:

a) Ignore or disregard any suspected or disclosed child abuse

b) Develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)

c) Exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps)

d) Put children at risk of abuse (for example, by locking doors)

e) Initiate unnecessary physical contact which children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes

f) Engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)

g) Use inappropriate language in the presence of children

h) Express personal views on cultures, race or sexuality in the presence of children

i) Discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability

j) Have contact with a child or their family outside of school without the school's leadership or child safety officer's (if the school has appointed someone to this role) knowledge and/or consent or the school governing authority's approval (for example, unauthorised after hours tutoring, private instrumental/other lessons or sport coaching). Accidental contact, such as seeing people in the street, is appropriate.

k) Have any online contact with a child (including by social media, email, instant messaging etc) or their family (unless necessary e.g. by providing families with e-newsletters or assisting students with their school work)

l) Use any personal communication channels/device such as a personal email account

m) Exchange personal contact details such as phone number, social networking sites or email addresses

n) Photograph or video a child without the consent of the parent or guardians

o) Work with children whilst under the influence of alcohol or illegal drugs

p) Consume alcohol or drugs at school or at school events in the presence of children.

Policy

1. As part of this policy, HHA will adhere to the Victorian Child Safe Standards as outlined in the document An Overview of the Child Safe Standards (DHHS). The detailed ways that HHA will demonstrate its compliance with each of these Standards are outlined in individual Appendices of this Policy.

2. The Victorian Child Safe Standards are:

   Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements (dealt with in detail in Appendix 1).

   Standard 2: A child safe policy or statement of commitment to child safety (dealt with in detail in Appendix 2).

   Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children (dealt with in detail in Appendices 3 and 8).

   Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel (dealt with in detail in Appendix 4).

   Standard 5: Processes for responding to and reporting suspected child abuse (dealt with in detail in Appendix 5).

   Standard 6: Strategies to identify and reduce or remove risks of child abuse (dealt with in detail in Appendix 6).

   Standard 7: Strategies to promote the participation and empowerment of children (dealt with in detail in Appendix 7).

3. When adhering to these Standards, HHA must ensure it:

   3.1. Promotes the cultural safety of Aboriginal and Torres Strait Islander children (further detail on how HHA achieves this in the Tip Sheet in Appendix 10).
   3.2. Promotes the cultural safety of children from culturally and/or linguistically diverse backgrounds (further detail on how HHA achieves this in the Tip Sheet in Appendix 11).
   3.3. Promotes the safety of children with a disability (further detail on how HHA achieves this in the Tip Sheet Appendix 12).
   3.4. Promotes the cultural safety of children who are LGBTI (further detail on how HHA achieves this in the resources listed in Appendix 13).
   3.5. Promotes the safety of children who are vulnerable or at risk.

4. The HHA Board, management, staff (including volunteers and contractors), visitors and children must proactively ensure the safety of children at all times, through actions such as:

   4.1. If a child is at immediate risk of abuse, phone 000.

   4.2. Understanding, adhering to and proactively supporting the Hester Hornbrook Academy Child Safe Statement.

   4.3. Adhering at all times to the Acceptable Behaviour outlined in Objective 5 of the Hester Hornbrook Academy Child Safe Statement.

   4.4. Ensuring as far as practicable that adults are not alone with a child.

   4.5. Reporting any child safety concerns immediately to the Child Safety Officer or the Principal.

   4.6. Always being vigilant for potential risks to child safety, and reporting these risks to the Child Safety Officer or Principal.

5. HHA is deeply committed to the prevention of child abuse in all of its forms. This forms a key Value in our Child Safe Statement.

6. HHA will seek to prevent child abuse through risk management of child safety, as outlined in 2.12 above.

7. HHA must have a Child Safety Officer.

   7.1. This role will be fulfilled by the HHA Wellbeing Manager, unless they delegate the role to someone else.

   7.2. Any delegation of this role will be notified to everyone in the HHA community, including the HHA Board, Principal, management, staff (including volunteers and contractors), students and parents/guardians/ carers.

   7.3. The HHA Principal must ensure that the Child Safety Officer is adequately trained and resourced to fulfil their duties.

8. The roles and responsibilities of all persons involved in the protection of children at HHA are outlined in the following table:

Role	Responsibilities
Board Member	• Adhere to all aspects of the Child Safe Policy and Child Safe Code of Conduct.
	• Overall leadership of creating a child safe culture at HHA, in line with the Child Safe Statement.
	• Ensure that the Child Safe Policy, the Child Safe Code of Conduct and other associated policies and procedures are consistently reviewed and kept up to date in line with all relevant legal obligations.
	• Ensure that HHA's risk assessment strategies for child safety are robust enough to manage any potential child safety risks, and are reviewed regularly.
	• All other aspects related to the HHA Board in the Child Safe Policy.

Principal	• Adhere to all aspects of the Child Safe Policy and Child Safe Code of Conduct. • Ensure any instances of child abuse are reported immediately, in line with the HHA Mandatory Reporting Procedure. • Ensure that the Child Safe Policy and Child Safe Code of Conduct is upheld and adhered to by all members of the HHA community. • Oversee that all members of the HHA community understand and adhere to their responsibilities regarding child safety. • Oversee that risk assessments for child safety are carried out regularly in line with the Child Safe Policy. • Ensure recruitment procedures have regard to child safety, as outlined in the Child Safe Policy. • Ensure the Child Safety Officer is adequately trained and resourced to carry out their duties. • All other aspects related to the Principal in the Child Safe Policy.
Deputy Principal	• Adhere to all aspects of the Child Safe Policy and Child Safe Code of Conduct. • Report any instance of child abuse in line with the Mandatory Reporting Procedure. • Supporting the Principal in carrying out all of their responsibilities, and carrying out these duties when the Principal is not available.
Manager	• Adhere to all aspects of the Child Safe Policy and Child Safe Code of Conduct. • Report any instance of child abuse in line with the Mandatory Reporting Procedure. • Ensure that the Child Safe Policy and Child Safe Code of Conduct is upheld and adhered to by their staff. • Ensure their staff understand and adhere to their responsibilities regarding child safety. • Ensure that risk assessments for child safety are carried out regularly at all sites in line with the Child Safe Policy, and ensure that any risks raised are managed and dealt with. • Ensure they adhere to the recruitment procedures have outlined in the Child Safe Policy when they recruit staff. • Supporting the Child Safety Officer to carry out their duties whenever needed. • All other aspects relating to management in the Child Safe Policy.
Child Safety Officer	• Adhere to all aspects of the Child Safe Policy and Child Safe Code of Conduct. • Report any instance of child abuse in line with the Mandatory Reporting Procedure. • Assist anyone in the HHA community with reporting child abuse or child safety issues. • Be the main point of contact for all child safety enquiries and issues across HHA. • Encourage consistent communication of the Child Safe Statement to the HHA community. • Monitor adherence to child safety risk assessments. • All other aspects relating to the Child Safe Officer in the Child Safe Policy.

Youth Worker	• Adhere to all aspects of the Child Safe Policy and Child Safe Code of Conduct. • Report any instance of child abuse in line with the Mandatory Reporting Procedure. • Report any other child safety issues to the Child Safety Officer and their manager. • Be the first point of contact and support for their students and their students' parents/guardians/carers in relation to child abuse and child safe issues. • Assist students in reporting child abuse if required. • Monitor adherence to the child safety risk assessment at their site. • Ensure their students and their students' parents/guardians/carers know, understand and adhere to the Child Safe Statement. • All other aspects relating to staff in the Child Safe Policy.
Educator	• Adhere to all aspects of the Child Safe Policy and Child Safe Code of Conduct. • Report any instance of child abuse in line with the Mandatory Reporting Procedure. • Report any other child safety issues to the Child Safety Officer and their manager. • Be a primary point of contact and support for their students and their students' parents/guardians/carers in relation to child abuse and child safe issues. • Assist students in reporting child abuse if required. • Monitor adherence to the child safety risk assessment at their site. • Ensure their students and their students' parents/guardians/carers know, understand and adhere to the Child Safe Statement. • All other aspects relating to staff in the Child Safe Policy.
Other staff (including volunteers and contractors)	• Adhere to all aspects of the Child Safe Policy and Child Safe Code of Conduct. • Report any instance of child abuse in line with the Mandatory Reporting Procedure. • Report any other child safety issues to the Child Safety Officer and their manager. • Support youth workers and educators in their child safe responsibilities when required. • All other aspects relating to staff in the Child Safe Policy
Student	• Know, understand and adhere to the Child Safe Statement • Report any instance of child abuse to the Child Safety Officer or an HHA staff member they trust, who will then report it to the appropriate authorities according to the HHA Mandatory Reporting Procedure. • All other aspects relating to students in the Child Safe Policy.
Parent/guardian /carer	• Know, understand and adhere to the Child Safe Statement. • Report any instance of child abuse to the Child Safety Officer or an HHA staff member they trust, who will then report it to the appropriate authorities according to the HHA Mandatory Reporting Procedure. • All other aspects relating to parents/guardians/carers in the Child Safe Policy.

Other HHA community member	• Know, understand and adhere to the Child Safe Statement. • Report any instance of child abuse to the Child Safety Officer or an HHA staff member they trust, who will then report it to the appropriate authorities according to the HHA Mandatory Reporting Procedure. • All other aspects relating to the HHA community in the Child Safe Policy.

9. Child safety must be considered in the recruitment, selection and management of staff, including contractors and volunteers. Details of the screening, supervision, training and other human resources practices that HHA will undertake to reduce the risk of child abuse are outlined in Appendix 4 below.

10. Concerns about child safety must be raised and reported at HHA in the following ways:
    10.1.   If you believe a child is at immediate risk of abuse phone 000.
    10.2.   Staff (including volunteers and contractors) must report any child safety concerns in writing (via email) to the Child Safety Officer and their manager.
    10.3.   Students and their parents/guardians/carers should report any child safety concerns either verbally or in writing to the Child Safety Officer or an HHA Educator/Youth Worker that they trust (who will then report it as outlined).

11. HHA must report any instances of child abuse, as outlined in the HHA Mandatory Reporting Procedure and Appendix 5 below.

12. HHA will manage the child safety issues in its school environment on campus, online and at other locations through regular child safety risk assessments that will capture potential child safety risks at each site, how these risks will be mitigated, and who is responsible for managing each risk – as outlined in Appendix 6 below.

13. HHA must support, encourage and enable staff (including volunteers and contractors), parents/guardians/carers and students to understand, identify, discuss and report child safety matters.

14. HHA must support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse.

15. The HHA Board and HHA management, including the Principal, must regularly monitor HHA's adherence to all aspects of this Child Safe Policy.

Accountability
HHA Student Learning & Wellbeing Strategy
HHA Student Welfare Policy
HHA Mature Minors Policy
Legislative context
Education and Training Reform Act 2006 (Vic)
Australian Education Act 2013 (Cth)

Australian Education Regulation 2013 (Cth)

VRQA Independent School Application Form – C.3.3.i, C.9.7.i, C.9.9.iv

Definitions

The following definitions apply to this document:

'**child**' means a person under the age of 18 years.

'**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.

'**DHHS**' means the Victorian Department of Health and Human Services

'**ETR** Act' means the *Education and Training Reform Act 2006* (Vic)

'**LGBTI**' means lesbian, gay, bisexual, trans and intersex.

Supporting Material

Document number	Document title
See Accountabilities	HHA Policies and Procedures
Endorsed Copy	Available from the HHA Administration upon request
Appendix 1	Actions that HHA must take to adhere to Child Safe Standard 1
Appendix 2	Actions that HHA must take to adhere to Child Safe Standard 2
Appendix 3	Actions that HHA must take to adhere to Child Safe Standard 3
Appendix 4	Actions that HHA must take to adhere to Child Safe Standard 4
Appendix 5	Actions that HHA must take to adhere to Child Safe Standard 5
Appendix 6	Actions that HHA must take to adhere to Child Safe Standard 6
Appendix 7	Actions that HHA must take to adhere to Child Safe Standard 7
Appendix 8	Child Safe Code of Conduct
Appendix 9	Tip Sheet: Empowerment and Participation of Children
Appendix 10	Tip Sheet: Cultural Safety for Aboriginal Children
Appendix 11	Tip Sheet: Safety for Children from Culturally and Linguistically Diverse Backgrounds
Appendix 12	Tip Sheet: Safety of Children with a Disability

Development and Review

Owner:	Principal, Hester Hornbrook Academy
Author:	Principal, Hester Hornbrook Academy
Approval Date:	January 2019
Review Date:	January 2022

Child Safe Policy

Appendix 1: *Actions that HHA must take to adhere to Child Safe Standard 1.*

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

HHA demonstrates its compliance with Standard 1 in the following ways:

Requirement 1: The school governing authority must develop strategies to embed a culture of child safety at the school.

1.1 The Child Safe Statement is part of HHA's broader strategic goals. It is a statement of the school's philosophy in addressing child safety and child abuse, specifically referring to the school's vision, mission, values and objectives with respect to child safety.

1.2 Child safety must be a key consideration included in HHA's goals, the HHA Strategic Plan and the HHA Improvement Plan.

1.3 The HHA Board must help and encourage school leaders and managers to develop an appropriate organisational culture of child safety.

1.4 The HHA Board must ensure that the school's Child Safe Statement makes it clear:

   1.4.1 What constitutes acceptable behaviour with respect to child safety and child abuse

   1.4.2 What constitutes unacceptable behaviour with respect to child safety and child abuse

1.5 The HHA Board must be involved in developing the child safety strategies of the school.

1.6 The HHA community must be consulted regarding the development of the child safety strategies of the school.

1.7 HHA's child safe strategies must consider the diversity of the children attending the school and their individual vulnerabilities. This includes children with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds

1.8 The HHA Board must ensure that the child safe strategies are preventative, proactive and promote a shared responsibility to develop an open and aware culture of child safety.

1.9 The HHA Board must ensure that the school's child safety risks are consistently identified, and that the child safety strategies ensure all these risks are managed.

1.10 The HHA Board must ensure that all children are encouraged to openly discuss any concerns related to child safety at HHA.

The HHA Board must ensure that children at HHA are informed about child abuse, the forms it can take, preventative strategies and how to report any occurrences.

1.11 The HHA Board must ensure that all school staff (including contractors and volunteers) are trained in the school's child safety strategies.

1.12 The HHA Board must ensure that all visitors to the school are made aware of the school's expectations regarding child safety.

1.13 The HHA Board must ensure that the school's expectations with respect to child safety are published and displayed in prominent locations in all school environments. This includes school buildings, websites, online forums, and camp locations.

1.14 Child safety must be included as an agenda item in regular meetings and in training. This includes staff meetings and managers meetings.

1.15 The HHA Board will formally approve the school's child safety strategies.

Requirement 2: The school governing authority must allocate roles and responsibilities for achieving the child safe strategies.

2.1 The HHA Board must ensure the school's child safe strategies been broken down into a plan that includes roles and responsibilities to achieve the goals of the strategies. Responsibilities may include:

> 2.1.1 Leading the school's child safety culture (e.g. coordinating the responsibilities listed below)
> 2.1.2 Developing and enhancing the school's child safety strategies
> 2.1.3 Proactively monitoring the effectiveness of child safety strategies
> 2.1.4 Coordinating reviews of the child safety strategies
> 2.1.5 Communicating the school's child safety strategies to the school community
> 2.1.6 Training staff (including contractors and volunteers) in the school's child safety strategies
> 2.1.7 Leading or delivering programs for children about the school's child safety strategies
> 2.1.8 Developing policies, procedures and supporting documentation including communications and resources.

2.2 The HHA Board must ensure that these roles and responsibilities been allocated to individual positions.

2.3 The HHA Board must ensure that the responsibilities are included in the position descriptions for all relevant roles.

2.4 The HHA Board must ensure that the people in these positions are aware of their roles and responsibilities.

2.5 The HHA Board must ensure that the people who are currently in these positions have the appropriate skills, training and capacity to fulfil these roles.

2.6 The HHA Board must ensure that where the people in these positions do not have the skills or training:

> 2.6.1 The school taken action to ensure it satisfies its child safety obligations until the skill gaps are resolved.
> 2.6.2 Training is planned to address identified skill gaps.

2.7 The HHA Board must ensure that where the people in the roles do not have the capacity to fulfil the roles:

> 2.7.1 The school puts in place support to ensure the school satisfies its child safety obligations until the capacity issues are resolved.

2.7.2 The school have a plan to ensure that the people in these roles have the capacity to fulfil their roles and responsibilities.

Requirement 3: The school governing authority must inform the school community about the strategies, and allocated roles and responsibilities.

3.1 The HHA Board must ensure that a culture of safety and awareness is embedded in HHA.

3.2 The HHA Board must ensure that the school has developed appropriate communications about the child safety strategies for the school community. This includes staff resources, newsletters, bulletins, and presentations at information sessions.

3.3 The HHA Board must ensure that the communications are appropriately targeted to all of the people who make up the school community. This includes staff (including contractors and volunteers), students, parents/guardians/carers and families.

3.4 The HHA Board must ensure that the communications include detailed information about the allocated roles and responsibilities of people responsible for implementing the child safety strategies.

3.5 The HHA Board must ensure that the child safety strategies and allocated roles and responsibilities to achieve the strategies been communicated to the school community. For example, by:

5.1.1 Publishing information on the school website

5.1.2 Making parents/guardians/carers aware of the school's child safety strategies via the school newsletter

5.1.3 Prominently displaying information about the school's child safety strategies in school environments (for example, school buildings, website, online forums, camp locations)

5.1.4 Making information about the school's child safety strategies available at other locations including school camps, sporting events, excursions, competitions, and other events

5.1.5 School information sessions

5.1.6 Making staff aware of the school's child safety strategies in staff meetings

5.1.7 Ensuring the school's child safety strategies form part of school governing authority member, staff (including contractor and volunteer) induction processes

3.5.1 Including information about the school's child safety strategies in school governing authority member, staff (including contractor and volunteer) training and awareness sessions

Requirement 4: The school governing authority must put the strategies into practice, and inform the school community about these practices.

4.1 The HHA Board must ensure that the school develops practices to implement the child safety strategies and achieve the goals of the strategies.

4.2 The HHA Board must ensure that the school implements these practices.

4.3 The HHA Board must ensure that the school keeps the school community informed of any changes or updates to the strategies and practices.

4.4 The HHA Board must ensure that the school communicates to the school community, about how it has put the child safety strategies into practice and the changes that are being made by:

    4.4.1   Publishing information on the school website

    4.4.2   Making parents/guardians/carers aware via the school newsletter

    4.4.3   Making the school's child safety information available at other locations

    4.4.4   Providing information in school information sessions

    4.4.5   Making staff aware in staff meetings

    4.4.6   Including information in staff (including contractor and volunteer) training

Requirement 5: The school governing authority must periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.

5.2 The HHA Board must ensure that the school's child safe strategies are periodically reviewed using the VRQA's Child Safe Standards Readiness Tool and the VRQA's associated checklists.

5.3 The HHA Board must ensure that new ideas and external scrutiny are encouraged, enabling the identification of opportunities for improvement.

5.4 The HHA Board must ensure that the child safety strategies are reviewed after an incident.

5.5 The HHA Board must ensure that the reviews are documented and recorded, including any opportunities for improvement.

5.6 The HHA Board must ensure that where opportunities for improvement are identified, action plans are developed with a prompt timeframe for implementation.

5.7 The HHA Board must ensure that outcomes of reviews are communicated to the school governing authority.

5.8 The HHA Board must ensure that where opportunities for improvement are identified, the progress of implementation of action plans is subject to oversight by the HHA Board.

5.9 The HHA Board must ensure that outcomes of reviews including action plans to address areas for improvement are communicated to the school community. For example, by:

    5.9.1   Publishing information on the school website

    5.9.2   Making parents/guardians/carers aware via the school newsletter

    5.9.3   Providing information in school information sessions

    5.9.4   Making staff aware in staff meetings

    5.9.5   Including child safety information in staff training

Child Safe Policy

Appendix 2: *Actions that HHA must take to adhere to Child Safe Standard 2*

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

HHA demonstrates its compliance with Standard 2 in the following ways:

Requirement 1: The school governing authority must ensure that the school has a child safety policy or statement of commitment to child safety that details:

- The values and principles that will guide the school in developing policies and procedures to create and maintain a child safe school environment; and

- The actions the school proposes to take to:
    o Demonstrate its commitment to child safety and monitor the school's adherence to its child safety policy or statement of commitment
    o Support, encourage and enable school staff, parents/guardians/carers, and children to understand, identify, discuss and report child safety matters, and
    o Support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse.

1.1 This policy and the Child Safe Statement act as HHA's key demonstration of compliance with Standard 2.

1.2 This Child Safe Policy sits within a governance framework that includes all the child safety standards for schools.

1.3 The HHA Board must ensure that this policy is written in plain English so that it is easy to read and understand for all staff, parents/guardian/carers and children.

1.4 The HHA Board must ensure that this policy includes:

1.4.1 A statement of commitment by the school to zero tolerance of child abuse

1.4.2 A statement of commitment to the safety of children with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds

1.4.3 A statement that makes it clear that the policy or statement applies to all school environments (inclusive of physical and online environments)

1.4.4 A definition of child abuse

1.4.5 Reference to the child safety standards and the school's reporting obligations

1.4.6 A statement of commitment to children's safety and best interests including an explanation of children's rights

1.4.7 Information about the school's core values and principles with respect to child safety

1.4.8 Details of the expectations of the governing authority, management, staff (including contractors and volunteers), visitors and children to proactively always ensure the safety of children

1.4.9 A statement on prevention and risk management of child safety

1.4.10 Details of the roles and responsibilities of all persons involved in the protection of children at the school

1.4.11 Information about how child safety is considered in the recruitment, selection and management of staff (includes contractors and volunteers)

1.4.12 Details about how to raise and report concerns about child safety

1.4.13 Information about the school's responsibility to report child abuse and the associated reporting procedures

1.5 The HHA Board must ensure that the policy makes it clear:

1.5.1 What constitutes acceptable behaviour with respect to child safety and child abuse

1.5.2 What constitutes unacceptable behaviour with respect to child safety and child abuse.

1.6 The HHA Board must ensure that this policy describes how the school will:

1.6.1 Screen and supervise staff and provide other human resources practices that reduce the risk of child abuse

1.6.2 Manage the school environment on campus, online and at other locations

1.6.3 Monitor adherence to the policy or statement

1.6.4 Support, encourage and enable staff to understand, identify, discuss and report child safety matters

1.6.5 Support, encourage and enable parents/guardians /carers to understand, identify, discuss and report child safety matters

1.6.6 Support, encourage and enable children to understand, identify, discuss and report child safety matters

1.6.7 Support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse

1.7 The HHA Board must ensure that all staff (including contractors and volunteers) know about and understand this policy.

1.8 The HHA Board must ensure that all parents/guardians/ carers know about and understand this policy.

1.9 The HHA Board must ensure that all children know about and understand this policy.

1.10 The Child Safe Policy must be approved by the HHA Board.

1.11 The HHA Board must ensure that this policy or statement of commitment reviewed by the HHA Board.

1.12 The HHA Board must ensure that the school's procedures and practices support the policy or statement

Requirement 2: The school governing authority must inform the school community about the policy or statement, and make the policy or statement publicly available.

1.13 The HHA Board must ensure that this policy been communicated the school community. This includes through staff meetings, newsletters, bulletins or information sessions.

1.14 The HHA Board must ensure that this policy or statement made publicly available by:

1.14.1 Publishing it on the school website

1.14.2 Making parents/guardians/carers aware of it e.g. via the school newsletter

1.14.3 Displaying it prominently around the school so that all staff (including contractors and volunteers), visitors, parents/guardians/carers and children have access to it

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     1.14.4 Making it available at other locations including school camps, sporting events, excursions, competitions, and other events

     1.14.5 Information sessions

     1.14.6 Making staff aware of it in staff meetings

     1.14.7 Referencing it in recruitment advertisements

     1.14.8 Ensuring the policy or statement form part of school governing authority member and staff (including contractor and volunteer) induction processes

     1.14.9 Including it in school governing authority member and staff (including contractor and volunteer) training and awareness sessions

1.15 The HHA Board must ensure that the contact details of the child safety contact person are made available to staff (including contractors and volunteers), parents/guardians/carers and children.

1.16 his policy will also be communicated to the HHA community according to the HHA Communications Policy.

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Appendix 3: *Actions that HHA must take to adhere to Child Safe Standard 3.*

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

HHA demonstrates its compliance with Standard 3 in the following ways:

1.1   HHA has a HHA Child Safe Code of Conduct (included in Appendix 8), which must be read, agreed to and signed by all HHA staff, volunteers, contractors and anyone who has contact with children at HHA. The Child Safe Code of Conduct must:

    1.1.1   Have the objective of promoting child safety in the school environment.

    1.1.2   Set standards about the ways in which school staff are expected to behave with children.

    1.1.3   Be very clear about who it applies to.

    1.1.4   Consider the needs of all children and the interests of school staff (including other professional or occupational codes of conduct that regulate a particular school staff).

    1.1.5   Be consistent with this policy and the child safety strategies made in the under Appendix 1 above, as revised from time to time.

    1.1.6   Address:
- Physical contact/touching
- Favouritism/'special' relationships
- Social media
- Out of hours contact with students
- Discipline
- Changing rooms and changing clothes, toilet and bathing arrangements
- Cultural matters

    1.1.7   Be clear about:
- Reporting and raising concerns about staff/volunteer conduct
- How to take action if an allegation of abuse is made
- Reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual office by a registered teacher, or certain allegations or concerns about a registered teacher.

    1.1.8   Cover all activities, including potentially high-risk activities such as:
- Overnight camps
- Counselling
- First aid
- Bus travel
- Students with high support needs.

    1.1.9   Minimise grey areas and highlight inappropriate behaviours.

    1.1.10   Be written in the form of a straightforward list of do's and don'ts.

    1.1.11   Include a statement of the consequences for unacceptable behaviour and failing to follow the code of conduct.

1.2   HHA staff and parents/guardians/carers must be involved in the development of the code.

1.3   The code must be endorsed by the HHA Board.

1.4 The code must include the name of the position/role within the school with responsibility for the development, review and implementation of the policy covering the code.

1.5 HHA staff are required to adhere to the code in writing and sign a copy of the code.

1.6 All HHA parents/guardians/carers and students must be made aware of the code.

1.7 The code must be made publicly available. The Code of Conduct must be included on the HHA website to fulfil this, and in hardcopy at every HHA site.

1.8 The code must be drafted taking account of the diversity of all children at the school, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, children who are LGBTI, and children who are vulnerable or at risk, recognising that these differences do not reduce the child's right to be safe or the organisation's responsibility to protect the child from harm.

Child Safe Policy

Appendix 4: *Actions that HHA must take to adhere to Child Safe Standard 4.*

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

HHA demonstrates its compliance with Standard 4 in the following ways:

1.1   All job descriptions for roles at HHA will include:

    1.1.1   The job's requirements, duties and responsibilities regarding child safety.

    1.1.2   The job occupant's essential or relevant qualifications, experience and attributes in relation to child safety.

1.2   All applicants for roles at HHA will be informed of HHA's child safe practices, and will be given a copy of the HHA Child Safe Code of Conduct. The HHA Code of Conduct will need to be read, agreed to and signed by the applicant prior to them commencing work at HHA.

1.3   HHA staff, volunteers and contractors will go through appropriate screening prior to their recruitment to HHA. As Part of HHA's service agreement arrangement with Melbourne City Mission, screening will be conducted according to the Melbourne City Mission (MCM) Human Resources Policy, and will include:

    1.3.1   Police Check (including a criminal background check)

    1.3.2   Working with Children Check or Victorian Institute of Teaching registration.

    1.3.3   Proof of two forms of personal identity and any professional or other qualifications.

    1.3.4   The person's history of work involving children.

    1.3.5   References that address the person's suitability for the job and working with children.

1.4   HHA staff, volunteers and contractors must have appropriate supervision when working with children at HHA.

1.5   HHA staff, volunteers and contractors must complete training in Child Safety, which includes training in identifying and reporting suspected child abuse, and what they can do to identify and reduce or remove risks of child abuse at HHA.

1.6   HHA staff, volunteers and contractors must be monitored regularly to ensure their continued suitability for child-connected work. This will be done by checking staff, volunteer and contractor registers at least once every school term to ensure all Working With Children Checks and VIT Registrations are still current. HHA staff, volunteers and contracted will also be monitored directly by HHA Management.

1.7   During Phase 1 of recruitment (Pre-selection) HHA ensures transparency and natural justice in the selection process by:

    1.7.1   Reviewing its position description to reflect the child safe standards.

    1.7.2   Providing the applicant with a statement that sets out the job's requirements, duties and responsibilities regarding:

       o   Child safety; and

       o   Essential or relevant qualifications, experience and attributes in relation to child safety

1.7.3 Informing the applicant about the school's child safety practices including the school's child safety code of conduct.

1.7.4 Informing the applicant of their role in ensuring a child safe environment.

1.7.5 Advising the applicant that the selection process will involve a rigorous background check including a current Working with Children Check (WWCC).

1.8 During Phase 2 of recruitment (Screening/Background Check) HHA verifies the applicant's identity, suitability and qualifications by:

1.8.1 Checking at least two forms of personal identification (e.g. driver's licence, passport) and checking that the name and address is the same as those provided by the applicant.

1.8.2 Checking that the applicant has an original academic transcript or qualification/s that confirms their claims about their qualifications or registrations.

1.8.3 Checking that the applicant is registered by the Victorian Institute of Teaching (VIT), ensuring that the registration is verified and current (noting that a teacher registered with VIT does not need a Working with Children Check).

1.8.4 Sighting and retaining a copy of the applicant's current Working with Children Check.

1.8.5 Checking if there any unexplained gaps in the applicant's employment history. If so, checking if there are satisfactory explanations such as travel, study leave, family leave.

1.8.6 Conducting any other background searches, e.g. by using Google, Facebook or LinkedIn.

1.8.7 Confirming that the applicant has nominated at least two referees including:

1.8.8 The current or most recent employer, and

1.8.9 Direct supervisor/line manager.

1.8.10 Confirming if there is a personal relationship between the applicant and his or her previous supervisor/manager (this may affect the objectivity of the reference).

1.8.11 Checking with the referee that the work history and previous employment details the applicant has provided are accurate.

1.8.12 Confirming that the referee(s) have directly supervised the applicant and observed their work with children.

1.8.13 Confirming if the referee(s) employ the person again.

1.8.14 Confirming if the referee(s) have any concerns about the applicant working directly with children.

1.8.15 Confirming if the referee(s) have any concerns about the applicant's adherence to the organisation's code of conduct.

1.8.16 Asking the referee(s) about a time when they observed the applicant managing the behaviour of a child.

1.8.17 If the reference is in writing, contacting the referee to confirm authenticity.

1.8.18 Confirming if applicant has experience working with children outside their employment (e.g. volunteering, private tutoring or coaching, non-commercial child-minding etc.).

Appendix 5: *Actions that HHA must take to adhere to Child Safe Standard 5.*

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

HHA demonstrates its compliance with Standard 5 in the following ways:

1.1 All HHA staff, volunteers and contractors will read, understand and adhere to the HHA Mandatory Reporting Procedure, including its processes for responding to and reporting suspected child abuse.

1.2 The HHA Board must ensure that the HHA Mandatory Reporting Procedure complies with all aspects set out under clause 11 of Ministerial Order 870.

1.3 The HHA Board must ensure that the Mandatory Reporting Procedure is:

    1.3.1 Sensitive to the diversity characteristics of the school community.
    1.3.2 Made publicly available.
    1.3.3 Accessible to children, school staff, and the wider community.

1.4 The HHA Mandatory Reporting Procedure must:
    1.4.1 Cover all forms of 'child abuse' as defined in the ETR Act.
    1.4.2 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.
    1.4.3 Identify the positions of the person or people who are responsible for:
        o Promptly managing the school's response to an allegation or disclosure of child abuse, and ensuring that the allegation or disclosure is taken seriously.
        o Responding appropriately to a child who makes or is affected by an allegation of child abuse.
        o Monitoring overall school compliance with this procedure; and
        o 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.
    1.4.4 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
    1.4.5 Clearly describe the actions the school will take to respond to an allegation of child abuse, including actions to:
        o Inform appropriate authorities about the allegation (including but not limited to mandatory reporting)
        o Protect any child connected to the alleged child abuse until the allegation is resolved.
        o Make, secure, and retain records of the allegation of child abuse and the school's response to it.

1.5 The HHA Mandatory Reporting Procedure must not:
    1.5.1 Prohibit or discourage school staff from reporting an allegation of child abuse to a person external to the school.
    1.5.2 State or imply that it is the victim's responsibility to inform the police or other authorities of the allegation.

1.5.3 Require staff to make a judgment about the truth of the allegation of child abuse.

1.5.4 Prohibit staff from making records in relation to an allegation or disclosure of child abuse.

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Appendix 6: *Actions that HHA must take to adhere to Child Safe Standard 6.*

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

HHA demonstrates its compliance with Standard 6 in the following ways:

1.1 The HHA Board will develop and implement risk management strategies regarding child safety at HHA.

1.2 HHA's risk management strategies regarding child safety must identify and mitigate the risks of child abuse in its 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.

1.3 If the HHA Board identifies risks of child abuse occurring in one or more school environments the HHA Board will make a record of those risks and specify the actions HHA will take to reduce or remove the risks (called risk controls).

1.4 The HHA Board will acknowledge that 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.

1.5 As part of its risk management strategy and practices, the HHA Board will monitor and evaluate the effectiveness of the implementation of its risk controls.

1.6 At least annually, all HHA Board members, HHA staff, volunteers and contractors will complete training that includes:

    1.6.1 Individual and collective obligations and responsibilities for managing the risk of child abuse.
    1.6.2 Child abuse risks in the school environment.
    1.6.3 HHA's current child safety standards.

Requirement 1: The school governing authority must develop and implement risk management strategies regarding child safety in school environments.

2.1 HHA must have a structured and documented approach to identifying child safety risks.

2.2 This risk assessment process must involve appropriate, knowledgeable people, such as registered teachers, support staff, students or parents/guardians/carers.

2.3 The risk assessment process must consider issues related to students of different age groups and the diversity of the student group, including but not limited to children with a disability, Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children who are LGBTI or children who are considered to be vulnerable or at risk.

2.4 HHA must have established risk rating criteria including appropriate ratings for the likelihood and consequence of risks.

2.5 HHA must make regular (at least twice-yearly, and after every incident) risk assessments with respect to child safety risks.

2.6 HHA must have established internal controls to manage child safety risks, and has their effectiveness must be regularly tested.

2.7 HHA must regularly identify new controls/management actions to mitigate child safety risks.

2.8 HHA's risk management strategies must challenge the potential to overestimate the effectiveness of the school's existing controls. HHA's risk management strategies must encompass predatory, opportunistic and situational environment risks:

  2.8.1 Predatory risks (persons who may become adept at creating opportunities to sexually abuse and avoid detection).
  2.8.2 Opportunistic risks (persons who may sexually abuse in low-risk, low-effort situations).
  2.8.3 Situational risks (persons who may sexually abuse in a specific set of circumstances).
  2.8.4 Environment risks (environments that create child safety risks).

2.9 HHA's risk management strategy must be endorsed by HHA Management, including the Principal.

2.10 HHA's risk management strategy must be endorsed by the HHA Board.

Requirement 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.

3.1 HHA's risk management process must consider 'hot spots' and 'hot times' of student-staff and student-student interactions with respect to child safety.

3.2 HHA must have a process that ensures child safety risks of any new or changed physical environments on and off campus are reviewed.

3.3 HHA must perform screening as part of its staff recruitment process, including for volunteers and contractors. This includes WWCC's, VIT checks, criminal background checks and reference checks.

3.4 HHA must monitor who is on its premises, through a visitor and contractor sign-in process, and perimeter control.

3.5 HHA's risk management process must consider child safety risks that may exist in the school environment before, during and after hours, as appropriate. HHA will consider its:

  3.5.1 Classrooms and learning environments
  3.5.2 Specialist facilities such as libraries, kitchens and computer, music and art rooms
  3.5.3 Vocational education and training (VET) facilities on campus or off-site
  3.5.4 Recreation areas, playgrounds, sporting facilities on campus and off-site
  3.5.5 Staff workplaces and offices
  3.5.6 Student change rooms and locker areas

3.5.7 Transport facilities and locations – e.g. buses, bus stops (excluding public transport)

3.5.8 Excursion or camp locations

3.5.9 Any other school specific environments.

3.6 HHA's risk management process must consider child safety risks in the online environment and through media including:

3.6.1 Email.

3.6.2 Facebook, Instagram, Snapchat, Twitter and other social media.

3.6.3 YouTube and other video sharing services.

3.6.4 Mobile phone SMS messages and other mobile messaging media.

3.6.5 Telephone, Skype and other media for making voice calls.

3.6.6 Photography and videography.

3.6.7 Any other electronic media.

3.7 HHA's risk management process must consider child safety risks regarding relationships and interactions with students among the following people involved with the school:

3.7.1 Registered teachers and educational support staff.

3.7.2 Welfare staff or those in pastoral care roles relationships with students.

3.7.3 Other students.

3.7.4 Administration and support staff.

3.7.5 Contractors such as specialists delivering services to students e.g. VET units, music, media or recreation lessons or activities.

3.7.6 Volunteers.

3.7.7 Facilities and security staff interactions with students.

3.7.8 Visitors to the school or other persons that may have access to students.

Requirement 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 a particular group of children depending on the nature of the risk and the diversity characteristics of children affected by the risk.

4.1 HHA must ensure that identified risks are documented and recorded.

4.2 HHA must have strategies or mitigation actions (new internal controls) for the risks that are established and documented.

4.3 HHA's risk management strategies must consider the diversity of the children that are affected by a risk.

4.4 HHA's risk mitigation actions (controls) must:

4.4.1 Increase the effort required to abuse.

4.4.2 Increase the likelihood of detection of inappropriate and/or abusive behaviour.

4.4.3 Remove triggers for inappropriate and/or abusive behaviour.

4.4.4 Reduce permissibility of inappropriate behaviour.

4.5 HHA must ensure that every person (e.g. whether employee, contractor, volunteer, or visitor to the school) understands the school's expectations for child safety.

Requirement 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.

5.1 HHA must test the effectiveness of its internal controls surrounding child safety.

5.2 HHA must monitor its child safety risk management strategies to confirm they have been implemented.

5.3 HHA must review the child safety risk management strategies to confirm their effectiveness.

5.4 The HHA Board must monitor the child safety standard risk management strategies.

5.5 The HHA Board must evaluate the effectiveness of the implemented mitigation controls.

Requirement 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.

6.1 The HHA Board must ensure that guidance and training is provided to members of the Board and school staff about:

    6.1.1 Individual and collective obligations and responsibilities for managing the risk of child abuse.
    6.1.2 Child abuse risks in the school environment.
    6.1.3 The school's current child safety standards.

6.2 The HHA Board must ensure that the outcomes of the risk assessment are made available to all relevant people. This includes staff, students, and parents/guardian/carers, in line with best practice approaches to increase transparency of the school's compliance with the child safe standards.

Appendix 7: *Actions that HHA must take to adhere to Child Safe Standard 7.*

Child Safe Standard 7: Strategies to promote the participation and empowerment of children.

HHA demonstrates its compliance with Standard 7 in the following ways:

1.1   HHA must ensure it delivers education that covers:

  1.1.1   Standards of behaviour for students attending the school.
  1.1.2   Healthy and respectful relationships (including sexuality).
  1.1.3   Resilience.
  1.1.4   Child abuse awareness and prevention.

1.2   HHA must promote the child safety standards in this policy in ways that are readily accessible, easy to understand and user-friendly to children.

1.3   HHA students are encouraged to voice their opinions through the HHA Student Representative Council.

1.4   HHA must adhere to the Victorian Commission for Children and Young People document 'Tip Sheet: Empowerment and Participation of Children,' provided in Appendix 2.

1.5   HHA management and leadership will remain up-to-date with the latest developments in student participation and empowerment by regularly reading the Connect publication, available at http://research.acer.edu.au/connect/

Child Safe Policy

Appendix 8: Child Safe Code of Conduct

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

Objective: To promote child safety in the school environment of Hester Hornbrook Academy (HHA).

Scope:

This Child Safe Code of Conduct (Code) applies to all staff (including the Principal, Deputy Principal and school management), the HHA Board, and all volunteers, contractors and visitors at HHA. It covers all activities conducted at HHA including everyday classroom activities, counselling, excursions, overnight camps, first aid, bus travel, and conduct when caring for students with high support needs.

This Code considers the needs of all children and the interests of school staff (including other professional or occupational codes of conduct that regulate particular school staff).

DO:

By signing this Code, you understand and agree that you must undertake acceptable behaviour regarding child safety at HHA, including:

1. Adhering to the school's child safe policy and upholding the school's statement of commitment to child safety always
2. Taking all reasonable steps to protect children from abuse
3. Treating everyone in the school community with respect
4. Listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
5. Promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
6. Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
7. Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
8. Promoting the safety, participation and empowerment of children who are LGBTI
9. Ensuring as far as practicable that adults are not alone with a child
10. If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe, and then reporting the allegation in line with the Mandatory Reporting Procedure.
11. Reporting any allegations of child abuse to the school's leadership or the Child Safety Officer
12. Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958
13. Reporting any child safety concerns, including concerns relating to the conduct of staff, volunteers or contactors, to the school's leadership or the Child Safety Officer
14. Reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual office by a registered teacher, or certain allegations or concerns about a registered teacher.

DON'T:

By signing this Code, you understand and agree that you must not undertake any unacceptable behaviour regarding child safety at HHA, including:

1. Ignore or disregard any suspected or disclosed child abuse
2. Develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
3. Exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps)
4. Put children at risk of abuse (for example, by locking doors)
5. Initiate unnecessary physical contact which children or do things of a personal nature that a child can do for themselves, such as toileting, bathing or changing clothes
6. Engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
7. Use inappropriate language in the presence of children
8. Express personal views on cultures, race or sexuality in the presence of children
9. Discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
10. Have contact with a child or their family outside of school without the school's leadership or Child Safety Officer's knowledge and/or consent or the school governing authority's approval (for example, unauthorised after hours tutoring, private instrumental/other lessons or sport coaching). Accidental contact, such as seeing people in the street, is appropriate.
11. Have any online contact with a child (including by social media, email, instant messaging etc) or their family (unless necessary e.g. by providing families with e-newsletters or assisting students with their school work)
12. Use any personal communication channels/device such as a personal email account
13. Exchange personal contact details such as phone number, social networking sites or email addresses
14. Photograph or video a child without the consent of the parent or guardians
15. Work with children whilst under the influence of alcohol or illegal drugs
16. Consume alcohol or drugs at school or at school events in the presence of children.

Consequences for Unacceptable Behaviour:

Any allegations of child abuse will be reported immediately in line with the Mandatory Reporting Procedure. Any breach of this Code will lead to a review of that person's position by school leadership, who will consider the circumstances of the case and devise fair and appropriate consequences, including termination in serious cases.

Signature:	
Name:	
Date	

Child Safe Policy

Appendix 9:

Victorian Commission for Children and Young People resource, available at:
http://www.ccyp.vic.gov.au/child-safe-standards/index.htm

Tip Sheet: Empowerment and Participation of Children

Children have the right to give their views and opinions about decisions that affect them and to be listened to. Empowerment is about helping children to have their say. Acting to empower children should always guide the work of your organisation. Participation is important for children because it gives them an opportunity to have a say about issues and decisions that affect them. Children are more likely to speak up about their concerns about feeling unsafe, or make a complaint, if they feel their views are valued and welcomed.

Empowerment and participation is not a one-off event – it is an approach that needs to be a part of your organisational culture. Empowering children and facilitating their participation enhances their safety. In Victoria, mandatory child safe standards have been introduced to help protect children from abuse in organisations. Standard seven requires organisations to take steps to promote the participation and empowerment of children.

Benefits of empowering and supporting the participation of children

Participation and empowerment are vital components of a child safe organisation that benefits children, families, organisations and staff.

- Involving and consulting with children enables your organisation to improve its polices, practices and services as children provide a unique voice regarding what makes them feel safe and unsafe.

- Facilitating the empowerment and participation of children enhances a culture of child safety and listening to children within your organisation.

- Children and young people learn new skills, build self-esteem and develop an understanding of collaboration and rights.

- Children are more likely to report abuse or concerns if they feel safe and empowered in the organisation.

- Children feel their views are valued and listened to. Children are more likely to support the outcome if they have been involved.

It is critical that you are genuine in your approach to children and follow through on what you say you will do – credibility needs to be earned and can be easily lost.

How to encourage the empowerment and participation of children in your organisation

As with all activities, it is vital to plan your involvement of children:

- Ensure participation is designed to be:
  o ethical
  o age appropriate and child-friendly
  o culturally respectful
  o inclusive of a diverse range of children, demonstrating respect for children of all

- o ages, abilities, social and cultural backgrounds
- o positive and fun
- o voluntary and with informed consent.

- Be clear, honest and realistic about the boundaries of a discussion and what can change.

- Give adequate time to consult and make sure the venue is appropriate.

- Listen to what you are being told by children – they may have a very different view to you or what you expect – acknowledge, value and take seriously the views put forward by children.

- Ensure adults involved are skilful in facilitating the participation of children.

- Be clear if the discussion will be confidential or if the outcomes will be made public.

- Monitor the impact your consultation may have had on the children involved.

- Ensure you have procedures in place to provide support to any child who may be distressed as a result of their involvement or disclosure of concerns.

- Provide feedback to children about how their views had informed decision-making.

Examples of child participation events might include:

- Conducting a meaningful consultation with children to inform the development of your organisation's Child Safe Policy – asking them about what makes the children in your organisation feel safe and unsafe?

- Planning and identifying the risks involved in an overnight camp – it is important to be aware that your views about safety may be different from those held by children.

Useful resources

Gerison Lansdown Promoting children's participation in democratic decision-making February 2001, http://www.unicef-irc.org/publications/pdf/insight6.pdf

Moore, T., McArthur, M., Noble-Carr, D., & Harcourt, D., 2015, Taking us seriously: children and young people talk about safety and institutional responses to their safety concerns, Institute of Child Protection Studies, Australian Catholic University, Melbourne (funded by the Royal Commission into Institutional Responses to Child Sexual Abuse)

http://www.childabuseroyalcommission.gov. au/getattachment/33a95fc9-0e8d-41da-ac9f-31f625794d4f/Taking-Us-Seriously

Western Australia Commissioner for Children and Young People Involving Children and Young People: Participation Guidelines

http://www.ccyp.wa.gov.au/ files/Participation%20Guidelines.pdf and

http://www. ccyp.wa.gov.au/files/CHECKLIST%20Participation%20 Guidelines-%20.pdf

Commissioner for Children Tasmania, Involving children in decision making: Your quick, practice guide, June 2015.

http://www.childcomm.tas.gov.au/wp-content/ uploads/2015/06/Guide-to-making-decisions-booklet. pdf

Appendix 10:

Victorian Commission for Children and Young People resource, available at:
http://www.ccyp.vic.gov.au/child-safe-standards/index.htm

Tip Sheet: Cultural Safety for Aboriginal Children

It is the right of every Aboriginal child to be immersed in their culture. The right to culture which includes the inherent right to kin, community, cultural practices and identity relates to and impacts upon the enjoyment of every other human right. It is about connections, relationships and experiences and it is the greatest source of resilience for Aboriginal children. Section 19 of the Charter of Human Rights states that Aboriginal people hold distinct rights and must not be denied the right to enjoy their identity and culture, to maintain their kinship ties and to maintain their distinctive spiritual, material and economic relationship with the land and waters with which they have connection under traditional laws and customs.

For Aboriginal people "culture is about family networks, Elders and ancestors. It's about relationships, languages, dance, ceremony and heritage. Culture is about spiritual connection to our lands and waters. It is the way we pass on stories and knowledge to our babies and children; it is how we greet each other and look for connection. It is about all the parts that bind us together." (Jackomos 2015)

What is cultural safety?

Cultural safety is "an environment that is safe for people: where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening." (Williams, R. 2008)

For Aboriginal people "cultural safety and security requires the creation of:

- Environments of cultural resilience within Aboriginal and Torres Strait Islander communities

- Cultural competency by those who engage with Aboriginal and Torres Strait Islander communities." (AHRC Social Justice Report 2011)

Every Aboriginal person, every Aboriginal child, needs to feel that their sense of self and their identity is "valued in some way by the people and environments that surround them." (VACCA 2010)

How can our organisation create a culturally safe environment?

1. Talk with Aboriginal people

Creating a culturally safe environment is about relationships and actively creating opportunity

for Aboriginal voice and presence in an organisation's planning, policies and activities. Consult with local Aboriginal people, Aboriginal Community Controlled Organisations (ACCOs) and local organisations with Reconciliation Action Plans or Aboriginal Inclusive policies for guidance on how your organisation can become culturally safe. Cultural safety is about how your organisation is experienced by Aboriginal people and in particular by Aboriginal children.

2.   Find out who the Traditional Owner groups or Registered Aboriginal Party is in your area

There are approximately 47,000 Aboriginal people currently living in Victoria, representing 0.9 per cent of the total population with government projections expecting this number to rise to over 80,000 people by 2021. The Victorian Aboriginal population is young and growing, with more than half being under the age of 25 years, and 36 per cent being children aged 0-14 (ABS 2012). No matter where you live in Victoria, Aboriginal and Torres Strait Islander people will be living in your community, with a Traditional Owner Group known within your region. There are several websites that contain information about local and regional Aboriginal populations and Traditional Owners. Please visit: http://www.mav.asn.au/policy-services/social-community/indigenous/Pages/default.aspx or http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/ registered-aboriginal-parties)

3.   Recognising the impact of the past

Child safe standards in your organisation must address the continuing negative impacts of past Government policies and practices on Aboriginal peoples. This can be achieved by acknowledging that Aboriginal people are the First Peoples who have an ongoing connection to this country beyond 40,000 years. Also encouraged is knowledge of key events, like observance of the National Government Apology to Australia's Indigenous People for the forced removal of Aboriginal children (Sorry Day), and NAIDOC Week which celebrates Aboriginal and Torres Strait Islander cultures each July. Also important is knowledge of pivotal reports like the Royal Commission into Aboriginal Deaths in Custody (RCIADIC, 1987–1991) and the Closing the Gap National Indigenous Reform Agreement.

4.   Respect and embrace Aboriginal culture in every aspect of your organisation

Respect of Aboriginal cultures, values and practices is at the heart of creating a culturally safe organisation. Every organisation should create a physical environment that is respectful of Aboriginal culture as a first step.

To create a sense of identity and belonging select culturally appropriate symbols, images and objects in consultation with the families of Aboriginal children involved in your organisation. Aboriginal peoples are diverse, and the cultural significance of items will vary throughout the State. There are over 30 language areas in Victoria.7 (Clarke 1996)

One thing you may do is purchase or create a plaque or poster acknowledging the Traditional Owners where your organisation is physically located. Below is an example from AnTAR: https://antar.org.au/

A significant amount of work has been done through Reconciliation Victoria with local Councils that will provide guidance to you and also information about Reconciliation Week and other significant events and celebrations: http://www.reconciliationvic.org.au/

Finding out more

The process of finding out more by reading, talking with people and visiting places builds your organisation's capacity to be a culturally safe organisation. Knowing what questions to ask is a good way to start conversations with your board, volunteers, membership and staff. The Victorian Government developed the Aboriginal Inclusion Framework to assist with this, posing questions that relate to Leadership, Policy, Programs, and Communications. The

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Framework is available on the Aboriginal Affairs' website http://www. dpc.vic.gov.au/index.php/aboriginal-affairs/aboriginal- affairs-policy/aboriginal-inclusion

References

Commission for Children and Young People, Annual Report 2013-14, September 2014

Section 19, Charter of Human Rights and Responsibilities (Vic) 2006

Commission for Children and Young People Annual Report 2014-15, October 2015

Williams, R. (2008), Cultural safety; what does it mean for our work practice? *Australian and New Zealand Journal of Public Health, 23*(2):213-214

The Aboriginal and Torres Strait Islander Social Justice Commissioner Social Justice Report 2011

Victorian Aboriginal Child Care Agency (VACCA), (2010), *This is Forever Business – a framework for maintaining and restoring cultural safety in Aboriginal Victoria*

Clarke, Ian (1996) *Aboriginal Language areas in Victoria - A reconstruction*

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Appendix 11:

Victorian Commission for Children and Young People resource, available at: http://www.ccyp.vic.gov.au/child-safe-standards/index.htm

Tip Sheet: Safety for Children from Culturally and Linguistically Diverse Backgrounds

Victoria is a culturally diverse community made up of many different nationalities, cultural backgrounds, language and religious groups.

In Victoria, mandatory child safe standards have been introduced to help protect children from abuse in organisations. In complying with the standards, organisations must promote the cultural safety of children from culturally and linguistically diverse backgrounds.

Like other aspects of child safety, creating and maintaining an organisation in which the cultural safety of children from culturally and linguistically diverse backgrounds is kept safe requires effort.

Steps to ensure cultural safety include sharing knowledge, raising awareness, developing understanding that leads to cultural sensitivity and finally, cultural competence. This ongoing and dynamic process leads to sustainable philosophies and values within an organisation that promotes cultural safety for children from culturally and linguistically diverse backgrounds and benefits all children, families, staff and managers.

"Cultural competency is characterised by a set of behaviours, attitudes and skills, policies and procedures that help staff to work effectively and efficiently in a cross-cultural context at all levels within the organisation"

Multicultural Mental Health Australia

Organisations can demonstrate that they value diversity by accepting, respecting and welcoming the differences between and within cultures. Such an inclusive environment acknowledges differences between cultures, but does not value one over another.

You can promote the cultural safety of children from culturally and linguistically diverse backgrounds by:

1. Ensuring your organisation clearly demonstrates a zero tolerance of discrimination
2. Ensuring your policy and procedures specifically address cultural inclusion, sensitivity and competency
3. Providing training and development on cultural sensitivity and competency
4. Being respectful, inclusive and welcoming of families from a range of backgrounds
5. Asking children and families about their culture and cultural support needs
6. Recognising occasions which are important
7. To different cultures and dietary requirements
8. Ensuring the physical environment reflects

9. A positive and welcoming approach to diverse cultures, through decoration and artwork

10. Employing staff that are representative of the diversity of your local community

11. Employing staff who display cultural sensitivity and cultural competency

12. Actively seeking out and talking to families about how they would like to be involved

13. Asking families about their preferred format for the provision of information, including translation or interpreting into community languages and audio-visual formats

14. Ensuring complaint and grievance processes are easily understood and provided in culturally relevant and sensitive ways.

Discrimination

is treating, or proposing to treat, someone unfavourably because of a personal characteristic, such as gender, race, culture or religion, age or sexual orientation.

In Victoria, the Equal Opportunity Act 2010 protects people from discrimination and harassment in areas of public life such as workplaces, schools, clubs, shops or places that provide services.

Racial, cultural and religious abuse

is conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion. It may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture.

Useful resources

The Victorian Equal Opportunity and Human Rights Commission:
http://www.humanrightscommission.vic. gov.au/

Office of Multicultural Affairs and Citizenship:

http://www.multicultural.vic.gov.au/about-us/office-of- multicultural-affairs-and-citizenship

Centre for Multicultural Youth: http://www.cmy.net.au/

Federation of Ethnic Communities' Councils of Australia: http://fecca.org.au/

The Australian Institute of Family Studies: https://aifs.gov.au/

Early Childhood Australia, Understanding cultural competence, available at:

http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/ uploads/2012/05/EYLFPLP_E-Newsletter_No7.pdf

Multicultural Mental Health Australia, National Cultural Competency Tool for mental health services, available at:
http://servicedelivery.dss.gov.au/2012/03/05/national- cultural-competency-tool-ncct-for-mental-health- services/

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Appendix 12:

Victorian Commission for Children and Young People resource, available at:
http://www.ccyp.vic.gov.au/child-safe-standards/index.htm

Tip Sheet: Safety of Children with a Disability

All children are vulnerable, but some children need special care and protection to ensure they are safe – children with a disability have an increased risk of being abused.

It is unlawful to discriminate against children with a disability and like all children, children with a disability have the right to participate in decision-making that affects them.

In Victoria, mandatory child safe standards have been introduced to help protect children from abuse in organisations. In complying with the standards, organisations must promote the safety of children with a disability. It is your responsibility to uphold the legal and human rights of children with a disability to ensure they are safe when in your care.

Children with a disability are more vulnerable to harm and abuse such as harassment, bullying, humiliation, physical and sexual abuse. This can be due to:

1. Social isolation

2. Limited provision of developmentally appropriate sexual and relationship information

3. Low levels of expectation held about their capacity to identify and report concerns

4. Inaccessible pathway to raise issues, concerns and complaints

5. Communication difficulties

6. Personal care needs requiring the involvement

7. Of different people and various levels of supervision

8. Signs of abuse being viewed as being related to the child's disability.

Each child is different and will experience their disability and the world differently – it is important not to stereotype or make assumptions. It can be hard for a child with a disability to make themselves heard or understood.

A child's disability does not reduce their need for cultural respect and competency.

What you can do to help keep children with a disability safe in your organisation:

1. Ensure your organisation has a child safe culture in which abuse, and harm is not tolerated, and diversity is welcomed.

2. Pre-empt unsafe situations via your risk assessment processes.

3. Ensure you have sound recruitment and screening processes in place for staff and volunteers.

4. Ensure your code of conduct for staff and volunteers clearly outlines boundaries about staff and volunteer interaction with children with a disability, including personal care assistance.

5. Have a robust complaint process, encourage feedback and be responsive if problems arise.

6. Empower children with a disability by assisting them to build their self-esteem and confidence.

7. Teach children about their bodies and their safety, including online activities (sex and relationships education).

8. Enable and facilitate independence with dressing and toileting and personal care where possible.

9. Communicate directly with children with a disability about how safe they feel.

10. Be inclusive and collaborative with families.

11. Raise awareness about abuse and ways to seek help. Make sure children with a disability know who they can go to if they feel unsafe or have a concern or complaint – make sure these processes consider the child's developmental level and communication requirements.

12. If children have communication difficulties, organisational procedure must ensure vigilance in identifying indicators or warning signs. Listen to children, no matter how they communicate their thoughts, views and concerns.

'When students experienced abuse, they said the most helpful thing was being believed and having action taken to resolve the situation.'

Robinson, S. & McGovern, D. (2014) Safe at School? Exploring safety and harm of students with cognitive disability in and around school. Lismore, Centre for Children and Young People.

Useful resources

Davis Miller and Jon Brown, National Society for the Prevention of Cruelty to Children (NSPCC), United Kingdom, 'We have the right to be safe' Protecting disabled children from abuse, October 2014.

Government of South Australia, Department for Education and Child Development, Families SA, Protecting children and young people with disability: a booklet for parents and carers, August 2012.

State of South Australia, Ministerial Advisory Committee: Students with Disabilities, A guide to protecting children and young people with disability and preventing sexual abuse: For parents and carers, 2012.

Robinson, S. & McGovern, D. (2014) Safe at School? Exploring safety and harm of students with cognitive disability in and around school. Lismore, Centre for Children and Young People. Report completed for the NSW Law and Justice Foundation.

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Appendix 13:

To promote the cultural safety of children who are LGBTI, HHA must ensure that it draws on the resources available from:

Safe Schools Coalition: https://sscv.org.au/index.php/resources and http://www.education.vic.gov.au/about/programs/health/Pages/safe-schools-coalition.aspx

Minus 18: https://minus18.org.au/

Switchboard: http://www.switchboard.org.au/

GLHV: http://www.glhv.org.au/

Youth Central: http://www.youthcentral.vic.gov.au/health-relationships/sexuality-relationships/same-sex-attraction

Reach Out: http://au.reachout.com/lgbtiq-support-services

PFLAG: http://www.pflagvictoria.org.au/links.php