CHILD SAFETY AND WELLBEING POLICY

POLICY STATEMENT

This policy is an overarching document that provides key elements of our strong commitment to the care, safety and wellbeing of all students and our approach to protecting children from abuse. This policy provides the framework for:

- the development of work systems, practices, policies and procedures that promote child protection within the College;
- the creation of a positive and robust child safe culture;
- the promotion and open discussion of child safety and protection issues within the College community; and
- complying with all laws, regulations and standards relevant to child safety and protection in Victoria.

POLICY SYNOPSIS

This Policy takes into account relevant legislative requirements within the State of Victoria, including the specific requirements of the Child Safe Standards set out in Ministerial Order No. 1359.

This Policy applies to college staff, including employees, volunteers, contractors and clergy. It should be read in conjunction with the following related policies and procedures:

1. PROTECT: Identifying and Responding to Abuse – Reporting Obligations Policy
2. Child Safety Code of Conduct
3. Reportable Conduct Policy
4. Child Safety and Wellbeing and Record Keeping Policy and Procedures
5. Engaging Families in Child Safety Policy

The Policy will be communicated through our public website as well as through other mediums such as newsletters, our annual report and in induction and welcome packs for all Directors, staff, contractors and volunteers.

VERSION CONTROL

Prepared by	Assistant Principal – Students and Engagement
Version	4.0
Approved by	Salesian College Board
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Next review	2026

ISSUE HISTORY

Date Modified	Modified by	Version	Details
22/02/22	AP Students	1.0	Original Policy adopted by Board
24/06/22	HR, Risk and Compliance Manager	1.0	MO 1359 updates approved by Board
5/10/2022	Executive Assistant to Principal	1.0	Formatting update and removal of exited staff
1/02/2023	Risk & Compliance Manager	2.0	Child Safety Officer changes
14/08/2023	Risk & Compliance Manager	2.1	Annual review – Policy name change, additional content to ensure MO1359 is significantly addressed

23/07/2024	Risk & Compliance Manager	3.0	Amendments to Child Safety Officer role holders at the college.
1 October 2025	Risk & Compliance Manager	4.0	Cylical rewiew

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SCOPE

Child protection is everyone's responsibility. At Salesian College Chadstone, all Directors, staff and volunteers have a shared responsibility for contributing to the safety and protection of children. This Policy also applies to contractors and clergy.

DEFINITIONS

Child Abuse

This Child Safety Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College.

Child abuse is defined in Section 3 of the Child Wellbeing and Safety Act 2005 (Vic) as including:

- any act committed against a child involving a sexual offence or a grooming offence listed in the Crimes Act 1958 (Vic);
- the infliction of physical violence, emotional or psychological harm; and
- the neglect of a child.

A child is defined by the Act as a person who is under the age of 18 years.

Family Violence

Whilst the term "family violence" does not form part of the official definition of "child abuse", the impact of family violence on a child is commonly referred to as a form of child abuse.

In Victoria Section 5 of the Family Violence Protection Act 2008 (Vic) defines "family violence" as behaviour by a person towards a family member that is:

- physically or sexually abusive;
- emotionally or psychologically abusive;
- economically abusive;
- threatening;
- coercive; or
- in any other way controlling or dominating the family member and causes them to feel fear for their own, or other family member's safety or wellbeing.

Behaviour that causes a child to hear, witness, or be exposed to the effects of such behaviour also falls within the definition of "family violence".

Sexual Offences

A sexual offence occurs when a person involves a child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to the child's age and development. Children may be bribed or threatened physically and psychologically to make them participate in the activity.

Sexual abuse can involve a wide range of sexual activity and may include fondling, masturbation, oral sex, penetration, voyeurism and exhibitionism. It can also include exploitation through pornography or prostitution as well as grooming behaviourossible Physical Indicators of Sexual Abuse:

- injury to the genital or rectal area, such as bruising or bleeding;
- vaginal or anal bleeding or discharge;
- discomfort in urinating or defecating;
- presence of foreign bodies in vagina and/or rectum;
- inflammation or infection of genital area;
- sexually transmitted diseases;
- pregnancy, especially in very young adolescents;
- bruising and other injury to breasts, buttocks or thighs;
- mental health related medical illnesses such as anorexia or bulimia; or
- frequent urinary tract infections.

Possible Behavioural Indicators of Sexual Abuse:

- the student discloses sexual abuse;
- persistent and age inappropriate sexual activity, including excessive masturbation, masturbation with objects, rubbing genitals against adults, playing games that act out a sexually abusive event;
- drawings or descriptions in stories that are sexually explicit and not age appropriate;
- a fear of home, a specific place, a particular adult, or excessive fear of men or of women;
- poor or deteriorating relationships with adults and peers;
- poor self-care/personal hygiene;
- regularly arriving early at College and leaving late;
- complaining of headaches, stomach pains or nausea without physiological basis;
- frequent rocking, sucking or biting;
- sleeping difficulties;
- reluctance to participate in physical or recreational activities;
- regressive behaviour, such as bedwetting or speech loss;
- sudden accumulation of money or gifts;
- unplanned absences or running away from home;
- delinquent or aggressive behaviour;
- depression;
- self-injurious behaviour, including drug/alcohol abuse, prostitution, self-mutilation, or attempted suicide;
- sudden decline in academic performance, poor memory and concentration;
- wearing of provocative clothing, or layers of clothes to hide injuries; or
- promiscuity.

Grooming

Grooming refers to predatory conduct undertaken to prepare a child for sexual activity at a later time. It is a sexual offence under section 49B of the Crimes Act 1958 (Vic) carrying a maximum 10-year term of imprisonment.

Grooming behaviour typically involves a graduation from attention giving and non-sexual touching to increasingly more intimate and intrusive behaviour.

Grooming does not necessarily involve any sexual activity or even discussion of sexual activity. For example, it may only involve establishing a relationship with a child, a parent or carer for the purpose of facilitating sexual activity at a later time.

Certain behaviours or acts will not in isolation constitute grooming behaviour. However, where there is a repeating pattern of indicative behaviour, or several incidents of indicative behaviour, it may constitute grooming behaviour.

Indicators of Grooming Behaviours:

- persuading a child or group of children that they have a special relationship;
- asking a child to keep the relationship to themselves;
- inappropriately allowing a child to overstep the rules;
- testing boundaries, for example by undressing in front of a child;
- manoeuvring to get or insisting on uninterrupted time alone with a student;
- buying a student gifts;
- insisting on physical affection such as hugging, wrestling or tickling even when the student clearly does not want it;
- being overly interested in the sexual development of a student;
- taking a lot of photos of a student;
- engaging in inappropriate or excessive physical contact with a student;
- sharing alcohol or drugs with a student;
- making inappropriate comments about a student's appearance or excessive flattery;
- using inappropriate pet names;
- making jokes or innuendo of a sexual nature;
- making obscene gestures or using obscene language;
- sending correspondence of a personal nature via any medium;
- inviting, allowing, or encouraging students to attend a staff member's home without parental/carer permission;
- entering change rooms or toilets occupied by students when supervision is not required or appropriate;
- communicating with a child's parent/step parent, legal guardian, teacher, religious official or spiritual leader with the intention of facilitating the child's involvement in sexual conduct;
- inappropriately extending a relationship outside of work; or
- photographing, audio recording, or filming students via any medium without authorisation or having parental consent to do so.

What Is Not Grooming?

Not all physical contact between a student and a staff member or any person engaged by the College to provide services to children, including a volunteer, will be inappropriate and/or an indicator of possible grooming behaviour.

The following physical contact with students is not grooming behaviour:

- administration of first aid;
- supporting students who have hurt themselves;
- non-intrusive gestures to comfort a student who is experiencing grief, loss or distress, such as a hand on the upper arm or upper back; and
- non-intrusive touching i.e. shaking a student's hand or a pat on the back to congratulate a student.

Emotional or Psychological Harm

Emotional or psychological harm refers to harm that is caused by distressing situations (when a child is repeatedly rejected, isolated or frightened by threats or the witnessing of family violence) which may impair a person's emotional capacity. It also includes hostility, derogatory name-calling and put-downs, or persistent coldness from a person, to the extent where the behaviour of the child is disturbed or their emotional development is at serious risk of being impaired. Emotional or psychological harm could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.

Psychological or emotional abuse may occur with or without other forms of abuse.

Possible Physical Indicators of Emotional or Psychological Harm:

- speech disorders;
- delays in emotional, mental or even physical development; or
- physical signs of self-harming;
- Poor hygiene.

Possible Behavioural Indicators of Emotional or Psychological Harm:

- exhibiting low self-esteem;
- Sleep deprived;
- exhibiting high anxiety;
- overly compliant, passive or undemanding behaviour;
- extremely demanding, aggressive, or attention-seeking behaviour;
- anti-social, destructive behaviour;
- low tolerance or frustration;
- unexplained mood swings;
- self-harming;
- behaviours that are not age appropriate, for example, overly adult (parenting of other children), or overly infantile (thumb sucking, rocking, wetting or soiling);
- fear of failure, overly high standards and excessive neatness;
- depression, or suicidal thoughts;
- running away;
- violent drawings or writing; or
- contact with other students forbidden.

Child Neglect

Child neglect is the continued failure to provide a child with the basic necessities of life, such as nutrition, clothing, shelter, hygiene, medical attention or adequate supervision, to the extent that the child's health, safety and/or development is, or is likely to be, jeopardised. Neglect can also occur if an adult fails to adequately ensure the safety of a child where the child is exposed to extremely dangerous or life threatening situations.

Possible Physical Indicators of child neglect:

- consistently dirty and unwashed;
- consistently inappropriately dressed for weather conditions;
- consistently without adequate supervision and at risk of injury or harm;
- consistently hungry, tired and listless, falling asleep in class, or malnourished;
- unattended health problems and lack of routine medical care;
- inadequate shelter and unsafe or unsanitary conditions;
- abandonment by parents; or
- poor hygiene.

Possible Behavioural Indicators of child neglect:

- begging or stealing food;
- gorging when food is available;
- inability to eat when extremely hungry;
- alienated from peers, withdrawn, listless, pale, and thin;
- aggressive behaviour;
- delinquent acts, for example, vandalism, drug or alcohol abuse;
- little positive interaction with parent/carer;
- appearing miserable or irritable;
- poor socialising habits;
- poor evidence of bonding, or little stranger anxiety;
- indiscriminate with affection;
- poor, irregular or non-attendance at the College;
- staying at College long hours;
- self–destructive;

- dropping out of College;
- taking on an adult role of caring for a parent;
- misusing alcohol or drugs; or
- academic issues.

POLICY

STATEMENT OF COMMITMENT TO CHILD SAFETY

At Salesian College we are committed to acting in children's best interests and keeping them safe from harm and have a zero tolerance for child abuse. The College regards its child safety responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with a disability, children who are unable to live at home, and LGBTIQ+ students.

Child abuse includes sexual offences, grooming, physical violence, emotional or psychological harm, child neglect and a child's exposure to family violence. Salesian College is committed to the protection of all children from all forms of child abuse and demonstrates this commitment through the implementation of a comprehensive Child Safety and Protection Program designed to keep children safe.

Our commitment to our students

- We commit to the safety and wellbeing of all children and young people enrolled in our college.
- We commit to providing children and young people with positive and nurturing experiences.
- We commit to listening to children and young people, and empowering them by ensuring that they understand their rights (including to safety, information and participation), and by taking their views seriously and addressing any concerns that they raise with us.
- We commit to taking action to ensure that children and young people are protected from abuse or harm.
- We commit to ensuring that the needs of all children and young people enrolled in our college are met, including those who are most vulnerable.
- We commit to recognising the importance of friendships and to encouraging support from peers, to help children and students feel safe and less isolated.
- We commit to developing a culture that facilitates and provides opportunities for children and student participation, and that strengthens the confidence and engagement of children and students by being responsive to their input.
- We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- We commit to seeking input and feedback from students regarding the creation of a safe college environment.

Our commitment to parents, guardians and carers

- We commit to communicating honestly and openly with parents, guardians and carers about the wellbeing and safety of their children.
- We commit to engaging with, and listening to, the views of parents, guardians and carers about our child safety and wellbeing practice, policies and procedures.
- We commit to transparency in our decision-making with parents, guardians and carers where it will not compromise the safety of children or young people.
- We commit to open engagement and communication with parents, guardians and carers about our child safe approach and our operations and governance related to child safety and wellbeing.
- We commit to ensuring that relevant information relating to child safety and wellbeing is accessible to parents, guardians and carers.

- We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
- We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment to our college staff (employees, volunteers, contractors and clergy)

- We commit to providing all college staff with the necessary support to enable them to fulfil their roles, and to ensure that staff are attuned to signs of harm and are able to facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns. This will include regular and appropriate learning opportunities.
- We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and wellbeing, and young people's protection and wellbeing. This will include annual training in the principles and intent of the Child Safety and Wellbeing Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
- We commit to listening to all concerns voiced by staff, clergy, volunteers and contractors about keeping children and young people safe from harm.
- We commit to providing opportunities for college employees, volunteers, contractors and clergy to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

CHILD SAFE PRINCIPLES

The College's commitment to child safety is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to protect children from abuse.

1. All children have the right to be safe.
2. The welfare and best interests of the child are paramount.
3. Support from peers helps children and students feel safe and less isolated
4. The views of the child and a child's privacy must be respected.
5. Clear expectations for appropriate behaviour with children are established in our Child Safety Code of Conduct.
6. The safety of children is dependent upon the existence of a child safe culture.
7. All members of the college community (including students and families) are kept informed of child safety and wellbeing matters (where appropropriate) and child safety awareness is promoted and openly discussed within our College community, ensuring a partnership approach to child safety.
8. Procedures are in place to screen all staff, volunteers, third party contractors and external education providers who have direct contact with children.
9. Child safety and protection is everyone's responsibility.
10. All adults in our college community, including teaching and non-teaching staff, clergy, volunteers and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing, to identify and mitigate risks related to child safety and wellbeing in the college environment and to protect them from any kind of harm or abuse.
11. Child protection training is mandatory for all Board members, staff and volunteers.
12. Procedures for making a complaint and responding to child safety concerns or alleged or suspected incidents of child abuse are simple and accessible for all members of the College community.
13. Children from culturally or linguistically diverse backgrounds have the right to special care and support, ensuring the provision and promotion of an inclusive and culturally safe environment, with particular attention to the needs of Aboriginal or Torres Strait Islander students.
14. Children who are vulnerable, including those that have a disability, have the right to special care and support.

CHILD SAFETY PROGRAM

The College is committed to the effective implementation of our Child Safety Program and ensuring that it is appropriately reviewed and updated. We adopt a risk management approach by identifying key risk indicators and assessing child safety risks based on a range of factors including the nature of our College's activities, physical and online environments and the characteristics of the student body.

Our Child Safety Program relates to all aspects of protecting children and establishes work systems, practices, policies and procedures to protect children from abuse. It includes:

- clear information as to what constitutes child abuse and associated key risk indicators;
- clear procedures for responding to and reporting allegations of child abuse;
- strategies to support, encourage and enable staff, volunteers, third party contractors, external education providers, parents and students to understand, identify, discuss and report child protection matters;
- procedures for recruiting and screening Board Directors, staff, contractors and volunteers;
- pastoral care strategies designed to empower students and keep them safe;
- policy content with respect to cultural diversity and students with disabilities;
- a child safety and protection training program;
- information regarding the steps to take after a disclosure of abuse to protect, support and assist children;
- policy and guidelines with respect to record keeping and confidentiality;
- policies to ensure compliance with all relevant laws, regulations and standards (including the Victorian Child Safe Standards); and
- a system for continuous improvement and review.

Directors, staff, volunteers, contractors and external education providers are supported to ensure that they are compliant with the College's approach to child protection and safety.

The components of the College's Child Safety Program are outlined below.

Expectation of our school staff and volunteers – Child Safety Code of Conduct

At the college, we expect school employees, volunteers, contractors and clergy to proactively ensure the safety and wellbeing of students at all times, to identify concerns about child safety and wellbeing and to take appropriate action if there are concerns about the safety and wellbeing of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection, and comply with all requirements. We have developed a Child Safety Code of Conduct which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers, contractors and clergy for appropriate behaviour with children in order to safeguard them against abuse and/or neglect.

Our Code also protects school staff and volunteers through clarification of acceptable and unacceptable behaviour.

Pastoral Care, student safety and participation

At the college, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report their concerns. We listen to and act on any concerns students, or their parents or carers, raise with us.

The student led Child Safety Committee meets every term to assist the College in fulfilling its child safety responsibilities and ensuring that the student voice is at the forefront in matters related to Child Safety and wellbeing. The committee supports the college to meet the requirements of the 11 Child Safe Standards, in particular Child Safe Standard 3 – Students are empowered about their rights, participate in decisions affecting them and are taken seriously.

The curriculum design integrates appropriate knowledge and skills to enhance students' understanding of being safe, as well as their understanding of their rights to safety, information and participation. Teaching and learning strategies that acknowledge and support student agency and voice are implemented. We ensure that students are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

We have developed appropriate education about:

- standards of behaviour for students attending our school
- healthy and respectful relationships (including sexuality)
- resilience
- child abuse awareness and prevention.

We have also developed curriculum planning documents that detail the strategies and actions the school takes to implement its obligations to ensure that:

- children and students are informed about all of their rights, including to safety, information and participation
- the importance of friendship is recognised and support from peers is encouraged, to help children and students feel safe and be less isolated
- staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns
- we have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and students
- we provide opportunities for children and students to participate and is responsive to their contributions to strengthen confidence and engagement
- students are offered access to sexual abuse prevention programs and to relevant information in an age-appropriate way.

Screening and recruitment of college staff

The college will apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. Our commitment to child safety and wellbeing and our screening requirements are included in all advertisements for such employee, contractor and volunteer positions, and all applicants are provided with copies of the school's Child Safety Code of Conduct and the Child Safety and Wellbeing Policy.

Each role description for staff involved in child-connected work has a clear statement that sets out the requirements, duties and responsibilities regarding child safety and wellbeing for those in that role and the occupant's essential qualifications, experience and attributes in relation to child safety and wellbeing.

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we ensure that we gather, verify and record the following information about any person we propose to engage:

- confirm the applicant's Working with Children Check and National Police Check status and/or professional registration (as relevant)
- obtain proof of personal identity and any essential or relevant professional or other qualifications
- verify the applicant's history of work involving children
- obtain references that address the applicant's suitability for the job and working with children.

We will also ensure that appropriate supervision or support arrangements are in place in relation to the induction of new school staff into the school's policies, codes, practices and procedures governing child safety and wellbeing and child-connected work.

We have procedures and processes for monitoring and assessing the continuing suitability of school staff and volunteers to work with children, including regular reviews of the status of Working

with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

Child safety and wellbeing – education and training for college staff

As a part of Salesian College's induction process, all Directors, staff and volunteers are required to engage in training regarding our Child Safety Program.

The college provides employees, volunteers and clergy with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety and wellbeing matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

At least annually, our professional learning and training addresses:

- staff's individual and collective obligations and responsibilities for managing the risk of child abuse
- preventing, identifying and mitigating child abuse risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities
- the reportable conduct scheme
- the college's current child safety standards (including this Policy, the Child Safety Code of Conduct and any other policies and procedures relating to child safety and wellbeing, including in relation to managing complaints and concerns related to child abuse)
- guidance on recognizing indicators of child harm including harm caused by other children and students
- guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- guidance on how to build culturally safe environments for children and students
- guidance on their information sharing and recordkeeping obligations, including under the Public Record Office Victoria Recordkeeping Standards.

Diversity and equity – strategies and actions

At Salesian College, we are committed to ensuring that equity is upheld, and that diverse needs are respected in policy and practice. We aim to ensure that:

- all school staff and volunteers understand the diverse circumstances of children and students
- our school provides support and responds to vulnerable children and students
- children, students, staff, volunteers and the school community have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand
- the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home and LGBTIQ+ students
- the school pays particular attention to the needs of Aboriginal students and provides and promotes a culturally safe environment for them.

The college is guided by MACS resources https://www.cecv.catholic.edu.au/ to ensure it effectively implements these diversity and equity obligations.

Family engagement – strategies and actions

The college ensures that families, carers and other members of the school community are informed about relevant child safety and wellbeing matters and are involved in the promotion of child safety and wellbeing at the school. We aim to ensure that:

- families participate in decisions relating to child safety and wellbeing which affect their child
- we engage and openly communicate with families, carers and other members of the school community about our child safe approach
- all members of the school community have access to information relating to child safety and wellbeing
- families, carers and other members of the school community have the opportunity to provide input into the development and review of the school's child safety and wellbeing policies and practices
- families, carers and other members of the school community are informed about the operations and governance of the school in relation to child safety and wellbeing.

The college's Engaging Families in Child Safety Policy further outlines the approach.

Risk management

At Salesian College, we are committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment, and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and annually review our risks and risk management strategies for child safety and wellbeing, evaluate the effectiveness of the implementation of our risk controls and ensure that the strategies change as needed and as new risks arise. Our risk management framework, including our Risk Management Policy, Risk Register and Risk Profile outlines and documents how we manage risk, including that related to child safety. Child safety risks are reviewed and governed by our Child Safety, Risk and Compliance Subcommittee and our Board.

Reporting Concerns

Our college creates records relevant to any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and maintains and disposes of those records in accordance with our Child Safety and Wellbeing Record Keeping Policy. Our college complies with legal obligations that relate to managing the risk of child abuse under the Children, Youth and Families Act 2005 (Vic.), the Crimes Act 1958 (Vic.), the Child Wellbeing and Safety Act 2005 (Vic.) and the recommendations of the *Betrayal of Trust* report.

Child protection reporting obligations fall under separate pieces of legislation with differing reporting requirements.

Our school's PROTECT: Identifying and Responding to Abuse – Reporting obligations Policy sets out the actions required under the relevant legislation when there is a reasonable belief that a child at our college is in need of protection or a criminal offence has been committed, and provides guidance and procedures on how to make a report.

Our policy assists staff, volunteers and families to:

- identify the indicators of a child or young person who may be in need of protection
- understand how a reasonable belief is formed under the reportable conduct scheme as well as mandatory reporting
- make a report of a child or young person who may be in need of protection
- comply with mandatory reporting obligations under child protection law, and their legal obligations relating to child abuse and grooming under criminal law
- understand and comply with information sharing and recordkeeping obligations
- comply with reporting obligations under the reportable conduct scheme including obligations to report and investigate allegations of reportable conduct.

Our college has also established additional internal procedures and processes to help ensure that appropriate action is taken to prevent, identify and respond to concerns about the wellbeing and/or safety of a student.

Our college is a prescribed Information Sharing Entity (ISE) meaning that, where legislated requirements are met, it is able to share confidential information with other ISEs to promote child wellbeing or safety under the Child Information Sharing (CISS) and the Family Violence Information Sharing Schemes (FVISS).

At Salesian College, if any member of our school community has concerns for a child's safety that they need to discuss, they can notify the school Principal, other member of the Leadership Team or a Child Safety Officer. Alternatively, any member of the school community may report directly to the responsible authority.

The staff member, supported by the Principal, another member of the Leadership Team or Child Safety Officer will follow the step-by-step guide to making a report as outlined in the Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse.

Whenever there are concerns that a child is in immediate danger the Police should be called on 000.

Review

Salesian College is committed to the continuous improvement of our Child Safety culture. The Board's Child Safety, Risk and Compliance Sub-committee meets at least quarterly to ensure we are meeting all compliance requirements and implementing best practice.

The Child Safety Program is reviewed annually for overall effectiveness and to ensure compliance with all child protection related laws, regulations and standards.

Responsibilities

Everyone employed or volunteering at the college has a responsibility to understand the important and specific role they play individually and collectively to ensure a child safe culture in which the wellbeing and safety of all students is at the forefront of all they do and every decision they make.

Specific responsibilities include:

College Board

The Salesians of Don Bosco, consistent with their mission and values, will work with the College Board regarding child safety. The College Board will ensure that appropriate governance is exercised and resources are made available to enable the College's Safety Policy and the Child Safety Program to be effectively implemented, including effective risk management and compliance with child safety requirements and other applicable laws and regulatory requirements. The College Board is responsible for holding the Principal and Leadership Team accountable for effective implementation.

Principal

The Principal is responsible for taking all practical measures to ensure that this Child Safety and Wellbeing Policy and the College's Child Safety Program are implemented effectively and that a strong and sustainable child protection culture is maintained within the College.

Leadership Team

The Leadership Team recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety and wellbeing. Responsibilities include:

- creating an environment for children and young people to be safe and to feel safe
- upholding high principles and standards for all staff, clergy, volunteers and contractors
- promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff and volunteers
- ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to prevent, identify and address child safety and wellbeing matters
- ensuring that the school has in place appropriate risk management strategies and practices that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the school environment
- providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to children and young people's protection and wellbeing
- ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359
- ensuring the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the Crimes Act 1958 (Vic.) and in line with PROTECT: Identifying and responding to all forms of abuse in Victorian schools
- ensuring the school understands and reports all matters that may constitute reportable conduct under the Reportable Conduct Scheme and in accordance with the School's reportable conduct policy
- sharing information under legislated information sharing schemes (CISS and FVISS) in accordance with the school's prescribed role as an ISE
- ensuring that the school monitors and reviews the risks related to child safety and wellbeing, including evaluating the effectiveness of the implementation of its risk controls, on an annual basis.

College's Child Safety Officers

A number of staff members are nominated as the College's Child Safety Officers. Our Child Safety Officers receive additional specialised training with respect to child protection issues. Along with the Leadership Team, they are the first point of contact for raising child safety concerns within the College. They are also responsible for championing child safety within the College and assisting in coordinating responses to child protection incidents.

In addition, Year Level Leaders will support the child safety reporting process at the college.

Name	Position	Contact No.	Email Address
Richard Bourbon	Assistant Principal	9807 2644	rbourbon@salesian.vic.edu.au
Byron Chen	Pastoral Care Leader	9807 2644	bchen@salesian.vic.edu.au
Filia Papadimitriou	Wellbeing Team Leader	9807 2644	fpapadimitriou@salesian.vic.edu.au

Staff Members

All staff are required to be familiar with the content of our Child Safety and Wellbeing Policy and our Child Safety Program and their legal obligations with respect to the reporting of child abuse. It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the College's Child Safety Officers.

All staff must have a current and valid professional registration (VIT) or a Working with Children Check (WWWC).

Volunteers

All volunteers are required to be familiar with the content of our Child Safety and Wellbeing Policy and our Child Safety Code of Conduct and their legal obligations with respect to the reporting of child abuse.

It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the College's Child Safety Officers.

All volunteers are responsible for contributing to the safety and protection of children in the College environment. All volunteers must have a current and valid Working with Children Check (WWWC).

Contractors

All contractors (service providers) engaged by the College are responsible for contributing to the safety and protection of children in the College environment.

All contractors must have a current and valid Working with Children Check (WWWC).

All service providers engaged by the College are required by the College to be familiar with our Child Safety and Wellbeing Policy and our Child Safety Program.

The College may include this requirement in the written agreement between it and the service provider.

RELEVANT LEGISLATION

- Children, Youth and Families Act 2005 (Vic.)
- Child Wellbeing and Safety Act 2005 (Vic.)
- Worker Screening Act 2020 (Vic.)
- Education and Training Reform Act 2006 (Vic.)
- Education and Training Reform Regulations 2017 (Vic.)
- Equal Opportunity Act 2010 (Vic.)
- Privacy Act 1988 (Cth)
- Public Records Act 1973 (Vic)
- Crimes Act 1958 (Vic.) – Three new criminal offences have been introduced under this Act:
    1. Failure to disclose offence: Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence.
    2. Failure to protect offence: This offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
    3. Grooming offence: This offence targets predatory conduct designed to facilitate later sexual activity with a child. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

RELATED POLICIES

Child Safety Code of Conduct

Student Pastoral Care and Management Policy

Protect – Identifying and Responding to Abuse – Reporting Obligations Policy

Parent Code of Conduct

Reportable Conduct Policy

Child Safety and Wellbeing Record Keeping Policy

Child Safety and Wellbeing Record Keeping Procedures

Engaging Families in Child Safety Policy

Risk Management Policy

Privacy Policy