Salesian College SUNBURY | Policies

CHILD SAFETY AND WELLBEING POLICY

Salesian College Sunbury is an inclusive Catholic Faith Community in the spirit of St John Bosco.

- We are a welcoming COMMUNITY that fosters an atmosphere of joy and optimism.
- We strive for engagement in LEARNING for which we are collectively responsible.
- We promote the pursuit of EXCELLENCE in all aspects of life.
- We are inspired by our FAITH to serve others and develop as resilient, thoughtful and caring citizens of the world.

Central to these values is an unequivocal commitment to fostering the dignity, self- esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

INTRODUCTION

At Salesian College Sunbury (the College), we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school (The Catholic School on the Threshold of the Third Millennium, n. 9).

PURPOSE

The purpose of this Policy is to demonstrate the strong commitment of the College to the care, safety and wellbeing of all students. It provides an outline of the policies, procedures, actions and strategies that are implemented to ensure that a child safe culture is championed and modelled at all levels of the College, to keep students safe from harm, including all forms of abuse in the College environment (including on campus, online and in other locations provided by the College).

This Policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Child Safe Standards as 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 school policies and procedures:

1. Child Safety Responding and Reporting Obligations Policy and Procedure
2. Child Safety Code of Conduct
3. Reportable Conduct Policy

GUIDING PRINCIPLES

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard, and they are safe and feel safe (CECV Commitment Statement to Child Safety).

The following principles underpin the College's commitment to child safety and wellbeing:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- The College works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and wellbeing and protection.

- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/carers.
- All adults in the College, 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.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- All members of the College community (including students and their families) are kept informed of child safety and wellbeing matters (where appropriate) and are involved in promoting child safety and wellbeing.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety and wellbeing, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally (including under legislated information sharing schemes being Child Information Sharing Scheme (CISS) or Family Violence Information Sharing Scheme (FVISS)) or pastorally.

DEFINITIONS
See Glossary of Terms for a full set of definitions

Child means a child or young person who is under the age of 18 years.

Child abuse includes:

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

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures or allegations of child abuse (Ministerial Order No. 1359).

Child neglect includes a failure to provide the child with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health and physical development of the child is significantly impaired or placed at serious risk.

Child physical abuse generally consists of any non-accidental infliction of physical violence on a child by any person.

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity. It can include a wide range of sexual activity and does not always involve physical contact or force.

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence.

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later date. It can include communication and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

Mandatory reporting: The legal requirement under the *Children, Youth and Families Act 2005* (Vic.) to protect children from harm relating to physical and sexual abuse. The Principal, registered teachers and early childhood teachers, school counsellors, religious clergy, medical practitioners and nurses at a school are mandatory reporters under this Act.

Reasonable belief – mandatory reporting: When school staff are concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as forming a reasonable belief. A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof, but is more than mere rumour or speculation. A reasonable belief is formed if a reasonable person in the same position would have formed the belief on the same.

Reasonable belief – reportable conduct scheme: When a person has a reasonable belief that a worker/volunteer has committed reportable conduct or misconduct that may involve reportable conduct. A reasonable belief is more than suspicion and there must be some objective basis for the belief. It does not necessitate proof or require certainty.
NOTE: the difference between the reasonable belief definitions under mandatory reporting and the reportable conduct scheme is the category of persons who are required to, or can, form the reasonable belief which forms the basis for a report.

Reportable conduct: Five types of reportable conduct are listed in the *Child Wellbeing and Safety Act 2005* (Vic.) (as amended by the *Children Legislation Amendment (Reportable Conduct) Act 2017*). Reportable conduct is managed in accordance with Part 5A of the Child Wellbeing and Safety Act 2005 (Vic.) and overseen by the Victorian Social Services Regulator (VSSR). These include:

1. sexual offences (against, with or in the presence of a child)
2. sexual misconduct (against, with or in the presence of a child)
3. physical violence (against, with or in the presence of a child)
4. behaviour that is likely to cause significant emotional or psychological harm
5. significant neglect.

School environment means any of the following physical, online or virtual places used during or outside school hours:

- a campus of the school
- online or virtual school environments made available or authorized by the College for use by a child or student (including email, intranet systems, software, applications, collaboration tools and online services)
- other locations provided by the school or through a third-part provider for a child or student to use including, but not limited to, locations used for school camps, approved homestay accommodation, delivery of education and training, sporting events, excursions, competitions and other events (Ministerial Order No. 1359).

School staff means an individual working in a school environment who is:

- directly engaged or employed by a school governing authority
- A volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediatory) engaged to perform child-related work for the College.
- a minister of religion, a religious leader or an employee or officer of a religious body (Ministerial Order No. 1359).

Volunteer means a person who performs work without remuneration or reward for the College in the College environment.

POLICY COMMITMENTS

The College has zero tolerance for child abuse and is committed to acting in the best interests of children at all times. All students enrolled at the College have the right to feel safe and be safe. The safety and wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We explicitly prohibit grooming behaviours and any conduct that could reasonably be interpreted as establishing an inappropriate emotional, psychological or physical relationship with a child. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. 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, international students, and LGBTQIA+ students. All concerns for a child's safety are treated seriously and acted upon immediately. Child safety is the primary consideration in all decision-making of the College.

Our commitment to our students

- We commit to the safety and wellbeing of all children and young people enrolled at our school.
- 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 school 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 school 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 school staff (school 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 procedure 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 College staff, clergy, volunteers and contractors about keeping children and young people safe from harm.
- We commit to providing opportunities for all College employees, volunteers, contractors and clergy to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

RESPONSIBILITIES AND ORGANISATIONAL ARRANGEMENTS

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 (CECV Commitment Statement to Child Safety).

The school has allocated roles and responsibilities for child safety and wellbeing as follows:

- Principal
- Assistant Principals of Savio and Bosco Campus
- Wellness Team Leader

Guide to responsibilities of College Leadership

The Principal, the school governing authority and school leaders at the College 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 procedure in relation to children and young people's protection and wellbeing
- ensuring compliance with legal obligations under the Crimes Act 1958 (Vic.), including failure to disclose and failure to protect offences
- 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 Child Protection and Child Safe Standards (PROTECT).
- 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
- reporting all allegations of reportable conduct to the Victorian Social Services Regulator
- reporting to the College Board, Victoria Police and/or the Social Services Regulator if an allegation involves the Principal
- manage reportable conduct in accordance with legislated timeframes and requirements
- 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.

Guide to responsibilities of College Staff
Responsibilities of College staff (school employees, contractors and clergy) and volunteers include:

- treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care
- following the legislative and internal College policies, procedures and processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected
- providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured
- acting immediately on any concern for a child's safety and following legislative and College reporting obligations
- undertaking regular training and education in order to understand their individual responsibilities in relation to child safety, and the wellbeing of children and young people, including ways to prevent, identify and mitigate risks relating to child safety and wellbeing
- assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse following the College's Child Safety Code of Conduct
- where risks of child abuse are identified, ensuring that action is taken to mitigate those risks, and that risks and actions are appropriately recorded.

Organisational Arrangements
The Principal has the overall leadership role in monitoring and responding to the policy, procedure and practices for child safety and wellbeing in Salesian College Sunbury in accordance with this Policy.

The College Board has established a Child Safety Committee, and the College has appointed two Child Safety and Wellbeing Leads as follows (position descriptions available in the staff handbook):

- The Child Safety and Wellbeing Leads assists the Principal.
- The Child Safety and Wellbeing Leads works in preventing, identifying and mitigating risks in child safety and wellbeing.
- The Child Safety and Wellbeing Leads also supports the Principal to monitor implementation of school policies, procedures and practices, to monitor and review the risks associated with child safety and wellbeing (including by and to identify professional learning.

The College's website and SchoolBox provide information to keep parents and carers informed of child safety and wellbeing commitments, procedures and arrangements.

Expectations of College Staff and Volunteers – Child Safety Code of Conduct
The College expects all 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.

STUDENT SAFETY AND PARTICIPATION
The College actively encourages all students to openly express their views and feel comfortable about giving voice to the things that are important to them. Students are taught to understand what they can do if they feel unsafe and to understand, identify, discuss and report their concerns. Staff listen to and act on any concerns that students, or their parents or carers, raise with the College. 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
- Appropriate and safe use of online platforms
- Child abuse awareness and prevention.

The College has also developed curriculum planning documents that detail the strategies and actions the College 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 are 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.

Reporting and responding

The 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 security and privacy requirements and Public Record Office Victoria Recordkeeping Standards (including minimum retention periods). Our school 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.), the recommendations of the *Royal Commission into Institutional Responses to Child Sexual Abuse* report and the Reportable Conduct Scheme under Part 5A of the Child Wellbeing and Safety Act 2005 (Vic.) and reports relevant allegations to the Victorian Social Services Regulator (VSSR).

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

The College's Child Safety Responding and Reporting Obligations Policy and Procedure sets out the actions required under the relevant legislation when there is a reasonable belief that a child at our school is in need of protection, or a criminal offence has been committed and provides guidance and procedures on how to make a report. All staff must comply with the Department of Education Identifying and Responding to All Forms of Abuse in Victorian Schools, including the Four Critical Actions for responding to incidents, disclosures and suspicions of child abuse. These reporting obligations assist 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.

The 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.

The 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 CISS or FVISS.

If any member of the College community has concerns for a child's safety, they can notify the school Principal or the Child Safety and Wellness Leads. If the Principal or Child Safety and Wellness Leads are not available, then it should be discussed with a member of the College Executive Leadership Team (ELT). Alternatively, any member of the school community may report directly to the responsible authority.

The staff member, supported by the Principal or designated Child Safety and Wellness Leads 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.

SCREENING AND RECRUITMENT OF SCHOOL STAFF

The College applies 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 position 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, the College gathers, verifies and records 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.

The College 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.

The College has developed 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. The College implements the following CECV guidelines:

- *Guidelines on the Employment of Staff in Catholic Schools*
- *Guidelines on the Engagement of Volunteers in Catholic Schools*
- *Guidelines on the Engagement of Contractors in Catholic Schools*
- *NDIS/External Providers: Guidelines for Schools*.

Child safety and wellbeing – education and training for College Staff

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, obligations relating to failure to disclose, failure to protect and grooming offences under the Crimes Act 1958 (Vic.) and the procedure for reporting suspicion of child abuse and neglect.

At least annually, the College's 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
- our 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
- online ACF Child Safeguarding Course as well as College/VCEA mandatory reporting modules
- 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.

The College provides a child safety and wellbeing induction program to all employees and volunteers as follows:

During Onboarding
Employees sign employment contract which contains:

- Acceptance and Disclosure Statement which requires a declaration that they:
  - do/do not have relationship/s to disclose with student/s of the school, and if there is a disclosure obligation, specify name/s of students and nature of relationship/s.
  - have not been charged with nor found guilty of any offence which would be incompatible with the position
- the College Child Safety Code of Conduct
- the College Child Safety and Wellbeing Policy
- CECV Commitment Statement to Child Safety
- Teacher Position Description which includes responsibility to be familiar with and comply with the school's child-safe policy and procedure.

During Induction/Employment
Employees are assigned the ACF online Child Safeguarding Course as well as the College/VCEA mandatory reporting modules through CaTH.

Diversity and equity – strategies and actions
The College is committed to ensuring that equity is upheld, and that diverse needs are respected in policy and practice. The College does not tolerate racism. Racism towards Aboriginal and Torres Strait Islander students, their families or other members of the College community will be identified, confronted and addressed with appropriate consequences in accordance with the Student Behaviour Policy, Student Bullying and Harassment Policy and child safety procedures. Staff are expected to recognise and report incidents of racism. The College pays particular attention to the needs of Aboriginal students and promotes a culturally safe environment for them and their families.

The College aims to ensure that:

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

Strategies and actions taken to implement these diversity and equity obligations include:

- *Catholic Archdiocese of Melbourne – Welcoming Each Other: Guidelines for Interfaith Education in the Schools of the Archdiocese of Melbourne*
- *Catholic Education Commission of Victoria (CECV) – Aboriginal and Torres Strait Islander Education Action Plan*
- *CECV – Aboriginal and Torres Strait Islander Perspectives*
- *CECV – Assessing and Intervening with Impact*
- *CECV – Guidelines for Supporting New Arrivals and Refugees*
- *CECV – Intervention Framework*
- *CECV – Parent Guide to Program Support Groups*
- *CECV – Personal Care Support in Schools*
- *CECV – Positive Behaviour Guidelines*
- *Catholic Education Melbourne (CEM) – Horizons of Hope – Vision, Context, Strategy, Practice*
- *CEM – Identity and Growth: A perspective for Catholic schools*
- *National Catholic Education Commission – Framework for Student Faith Formation in Catholic Schools*
- *Victorian Curriculum F–10*
- *Victorian Department of Education and Training (DET) Out-of-Home Care Education Commitment*
- *Victorian DET – Resilience, Rights and Respectful Relationships, incorporating a Catholic context*
- *Salesian College Sunbury Learning Diversity Procedure*

Family engagement – strategies and actions

The College aims to ensure 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. Some examples of strategies and actions include:

- families participate in decisions relating to child safety and wellbeing which affect their child
- open communication/engagement with families, carers and other members of the College community about our child safe approach
- providing all members of the College community with access to information relating to child safety and wellbeing
- families, carers and other members of the College community have the opportunity to provide input into the development and review of the College'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 College in relation to child safety and wellbeing.

Other strategies and actions the College implements to uphold these the family engagement obligations include:

- Creating a welcoming environment
- Providing regular opportunities to communicate
- Providing inclusive and accessible information that reflect the diversity of the community
- Engaging families and communities in building a child safe organization
- Building family and community involvement in child safety into business as usual

RISK MANAGEMENT

The College is 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. The College ensures that one-to-one interactions between staff and students are avoided where possible. Where unavoidable, they must occur in open, observable environments and be known to leadership.

The College has the following structures and processes in place to prevent, identify and manage risks relating to child safe practices and wellbeing and to review the child safety practices. These include:

- Child Safety Committee as a subcommittee on College Board
- Standing agenda item on Executive
- Standing agenda item on Wellness Team meeting
- OH & S Committee
- College Organisation Team
- Paperly and SchoolBox
- Supervise appropriately measures are put in place
- Undertaking due diligence when considering procurement and third parties

RELEVANT LEGISLATION

- Ministerial Order 1359: Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises
- 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

Catholic Education Commission of Victoria Ltd (CECV) guidelines

- CECV Guidelines on the Employment of Staff in Catholic Schools
- CECV Guidelines on the Engagement of Volunteers in Catholic Schools
- CECV Guidelines on the Engagement of Contractors in Catholic Schools
- CECV NDIS/External Providers: Guidelines for Schools
- CECV Positive Behaviour Guidelines

School policies

- Glossary of Terms
- Staff Code of Conduct
- Child Safety and Wellbeing Policy
- Child Safety and Wellbeing Recordkeeping Procedure
- Child Safety Risk Register
- Child Safety Recruitment Procedure
- Child Safety Code of Conduct
- Engaging Families in Child Safety Procedure
- Child Safety Responding and Reporting Obligations Policy and Procedure
- Reportable Conduct Policy

POLICY INFORMATION

Responsible director	AP – Savio and Bosco Campuses
Policy owner	College Board
Approving authority	College Board
Assigned board committee	Child Safety
Committee Approval Date	06/05/2026
Board Approval date	21/05/2026
Next Board Review date	21/05/2028
Publication	Schoolbox; Website

POLICY DATABASE INFORMATION	
Assigned framework	MS4-Student_Care; CA4-Student Care, Safety & Welfare
Superseded versions	2016 v1, 2017 v1.2, 2020 v1.3, 2021 v2.0, 2022 v2.1, 2026 v2.3