



Child Safe Standards Policy

Purpose

Coral Park Primary School is committed to providing a balanced, quality education for all students within a safe, flexible, happy and positive environment. Our goal is to foster in students a strong belief in themselves and to assist each child to develop to their maximum potential regardless of their age, culture, beliefs, socio-economic circumstances, disability, family living situation, child rearing practices or educational level. The school provides learning processes that develop the ability for students to learn cooperatively, creatively and independently. Parents are welcomed, supported and respected as partners in the education of their children.

“I feel needed: I am part of a learning family, who need each other. I feel safe here. And most of all, I feel fully myself.” (Glatthorn and Jailall, 2000, adaption)

Coral Park Primary School aims to:

- Be a learning community where explicit and direct focussed teaching of knowledge and skills relating to the intellectual, physical and emotional aspects of children’s lives occurs.
- Be a place where an enjoyment of learning as a lifelong process is nurtured.
- Provide children with a thorough grounding in the essential skills of English and Mathematics within a balanced educational program, which challenges each child to reach their maximum potential.
- Integrate and promote the school values and attitudes as a significant part of the educational program.
- Foster and respect the participation and involvement of parents in everyday school life.
- Provide dynamic educational programs that recognise and cater for individual differences and offer every child the opportunity to experience success.
- Foster the commitment of staff to actively participate in Professional Development activities, that enhance the Teaching and Learning Process and improve student outcomes.

School’s purpose:

We provide an enriched, engaging learning environment to develop strong foundations for individual students. The school community supports and encourages our culturally and linguistically diverse students to become competent, confident and valued members of a global community.

Our School Motto:

Achieving Success. Every child has the right to achieve SUCCESS, this is facilitated through the school social skills areas of;

Safety, Understanding, Connectedness, Community, Engagement, Student Pathways and Student Wellbeing. These areas provide the basis of our school wide social skills programs along with our values and are focussed on throughout the school year, regularly discussed and promoted with students and to the school community.

Values

Coral Park Primary School encourages, develops and promotes the following values:

Respect:

We show respect by speaking, listening and acting courteously. We follow the rules of our family, school and community. We show respect and manners in treating others the way we would like to be treated. We respect and value ourselves and others.

Therefore we ensure we treat others with care, dignity, understanding and consideration.

Responsibility:

We are responsible when we give our best to all that we do. We act responsibly when we learn from our mistakes and are willing to make amends. We are responsible when we have the ability to make smart choices. We show responsibility when others can trust us to do things and keep agreements. Therefore we ensure we take ownership for our learning, actions, belongings and relationships and we accept the consequences for choices we make.

Care:

We care for and about each other. We look after each other and care about our own feelings and the feelings of others. We show care towards our belongings, the belongings of others and school property. The school encourages children to care for their personal belongings. Unfortunately, damage, theft, accidents and breakage can still occur, hence children are not to bring to school, toys that are expensive, (or associated with violence, or likely to cause injury).

Cooperation/Teamwork:

We show cooperation when we work together and share the load for the good of everyone. We are cooperative when we are willing to respect others and follow rules that keep everyone safe and happy. We act cooperatively when we join with others to do things that cannot be done alone.

Therefore we ensure the whole school community works cohesively together to achieve success.

Our values are discussed as our school rules. Not following or complying with our school values results in negative consequences that follow our school wide student behaviour management processes. These processes include: warnings, name on negative board in class, time out in the classroom or during recesses, or withdrawal from the room or yard and/or suspension for higher level behaviours, e.g., fighting, refusing to follow explicit directions and inappropriate language. Positive consequences are widely used to encourage and promote the following of our values, e.g., rewards, stickers, house points, etc.

Coral Park Primary School firmly believes that it is everyone's responsibility- School Council, the Principal, staff, parents, volunteers, students, visitors and service providers to ensure children are safe.

Coral Park Primary School has created a Child Safety Standards Policy outlining how we will create and maintain a child safe school environment (this includes on school premises, camps, excursions, online and other school events) and are prepared to protect children from abuse and neglect.

There is a culture of 'no tolerance' for child abuse, physical violence or unsafe feelings. Child abuse can be defined as an act by parents or caregivers which endangers a child or young person's physical or emotional health or development. Child abuse can be a single incident, but usually takes place over time. In Victoria, under the Children Youth and Families Act 2005 a child or young person is a person under eighteen years of age. Child abuse can occur in the following ways:

- **Physical abuse** occurs when a child suffers or is likely to suffer significant harm from an injury inflicted by a child's parent or caregiver. The injury may be inflicted intentionally or may be the

inadvertent consequence of physical punishment or physically aggressive treatment of a child. The injury may take the form of bruises, cuts, burns or fractures.

- **Sexual abuse** occurs when a person uses power or authority over a child to involve the child in sexual activity and the child's parent or caregiver has not protected the child. Physical force is sometimes involved. Child sexual abuse involves a wide range of sexual activity. It includes fondling of the child's genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or other object, or exposure of the child to pornography.
- **Emotional Abuse** occurs when a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put downs or continual coldness from the parent or caregiver, to the extent that it significantly damages the child's physical, social, intellectual or emotional development.
- **Neglect** is the failure to provide the child with the basic necessities of life such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed. (Source: Department of Health and Human Services)

In response to the recommendations in 'Betrayal of Trust' Report, there are new regulations surrounding child safety, which are underpinned by the Child Safe Standards.

Purpose

To ensure that Coral Park Primary School:

- Has a Child Safe Standards Policy demonstrating commitment to child safety in the seven standards.
- Are compliant with Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA) policies and procedures, the Education and Training Reform Act 2006 and Ministerial Order No. 870.
- Develops the values and principles that will guide the school in developing policies and procedures to create and maintain a child safe school environment.
- Details the actions it will take to promote child safety.
- Supports, encourages and enables School Council, the Principal, school staff, parents and children to understand, identify, discuss and report child safety matters.
- Support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse.
- Inform the school community about the Child Safe Standards.

Implementation

- The Principal has the overall responsibility of implementing this policy, but may delegate certain roles to suitably qualified staff.
- The school understands it has a shared responsibility for implementing the Child Safe Standards. Several external services providers engage with the school (e.g. Camp Australia -OHSC, Kelly Sports). The school understands that these organisations have their own regulatory body to ensure they meet the Child Safe Standards. The school will ensure that they have suitable qualifications and meet these standards.
- The Child Safe Standards and this policy will be communicated to the school community at least once a year in the following ways:
 - **School Council**- brief/review of Child Safe Standards once a year and review of the policy as per school schedule
 - **Staff**- Briefing at the start of each school year and refresher at a staff meeting mid-year. New staff will have the Child Safe Standards included as part of their induction

- **Parents-** information will be included in the newsletter at the beginning of the year and reminders throughout the year. All information regarding the Child Safe Standards will be on the school website.
- **Students-** As part of units of work through the year, staff will discuss with students issues of child safety and Prep and Junior students will complete the 'Helping Hand' activity with the classroom teacher as part of a buddy grade activity so middle and senior students are reminded whilst participating.
- The school will complete the Memorandum of Understanding for the Child Safe Standards, have this approved by School Council and submit it to the VRQA (Victorian Registration and Qualifications Authority).
- The school must implement the following minimum child safety standards as per Ministerial Order No. 870 and will do so in the following ways:

Standard 1- Strategies to embed an organisational culture of child safety, including thorough effective leadership arrangements

Coral Park Primary School will:

- Have goals/strategies in its Strategic Plan and Annual Implementation Plan (AIP) related to 'Positive Climate for Learning'.
- Create, maintain and monitor a school action plan related to student wellbeing in the school. This is devised by and regularly reviewed by the KidsMatter Team and Leadership Team.
- Assign the overall Student Wellbeing and Management role to a nominated Welfare Teacher in liaison with Principal Class Officers (PCOs).
- Ensure there is provision in the school budgets to fund child safety and student welfare.
- Assign student wellbeing and e-Smart as a core role of staff in the school. Student wellbeing and safety may form part of teacher and education support staff PDP's (Performance and Development Plan).
- Have a Student Wellbeing/KidsMatter Team that meets at least twice per term who ensure a commitment to safe online learning for students as part of practice.
- Schedule meetings with DET SSSO Staff (Social Worker, Psychologist and Speech Pathologist) at least once a term to discuss student wellbeing, safety and educational needs.
- Have provision for Student Wellbeing support sessions in the school as needed.
- Support all students' safety and wellbeing through the PSD (Program for Students with a Disability) Program.
- Assign Student Support yard duty time to teachers to monitor the welfare and safety of students with additional needs.
- Assign meeting dates in the school calendar to allow for professional development related to child safety and staff training (e.g. Mandatory Reporting Training).
- As part of the induction and mentoring of new staff share and discuss this policy.
- Provision in the curriculum that help to promote a culturally sensitive, safe and inclusive environment for children and where children can discuss child safety issues.
- Use of Sentral throughout the school to keep a record of student welfare and safety issues. Highly confidential issues will be kept in a file in a PCOs Office. Reports from SSSO professionals will be kept in a locked filing cabinet in the Assistant Principal's Office.
- Provide opportunities for parents to receive education about child wellbeing and safety issues through the newsletter, website and external providers.
- 'Welcome to Country' and 'Acknowledgement of Traditional Custodians' at nominated assemblies.
- Endeavour to make partnerships with community organisations related to child safety and student wellbeing.
- Review child safety practices each year.

- Review child safety as part of the annual report as per DET guidelines.

Standard 2- A child safe policy or statement of commitment to child safety

- Coral Park Primary School has created this Child Safe Policy which will be approved by School Council and reviewed as part of the school's three year cycle or as needed to comply with DET policy changes.
- The following school policies support the Child Safe Standards Policy:
 - Behaviour Management
 - Custody Restrictions
 - Duty of Care
 - Equal Opportunity
 - External Providers
 - International Students Program
 - Mandatory Reporting
 - Student Engagement
 - Student Support
 - Visitors
- These policies will be available on the school website to view (once reviewed).

Standard 3- A code of conduct that establishes clear expectations for appropriate behaviour with children

- Coral Park Primary School has devised a Code of Conduct for all community members (See Appendix 1).
- This is reviewed and discussed yearly.
- This will be placed in prominent places throughout the school and on the school website.

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

At Coral Park Primary School we:

- Follow recruiting processes outlined by DET which will adhere to the Child Safe Standards.
- During the application process assess the applicant's:
 - Motivation to work with children
 - Relevant and verifiable child-related work experience
 - Understanding of professional boundaries
 - Communication skills
- Staff selection panels check the following:
 - Two forms of identification e.g. driver's licence, passport etc.
 - Academic transcripts/qualifications
 - Work history and previous employment details are accurate
 - Background searches using Facebook, LinkedIn and Google
 - Gaps in the applicant's employment history and are there valid reasons for this? e.g. travel, study, family leave
- With regards to references, panels should check the following:
 - The applicant has provided the most current employer and/or manager
 - There is not a personal relationship between the applicant's supervisor or manager that may affect the objectivity of the referee
 - Has the referee directly supervised the applicant working with children?
 - Would the person employ them again?
 - Has the referee any concerns with the applicant working with children?

- Did the referee have any concerns about the applicant adhering to the organisation's Code of Conduct?
- Have the referees observed the applicant managing the behaviour of a child and what did they notice?
- That any written referee statements are authentic.
- Check that the applicant has any relevant experience working with children outside employment e.g. volunteering, tutoring or coaching?
- Ensure all teachers have a current VIT (Victorian Institute of Teaching) card. Through the VIT process teachers will undertake a police check (timing deemed by VIT).
- Keep a record of volunteers and have a copy of their Working with Children Check (WWCC).
- Sight WWCC of contractors and other visitors who enter the school.
- Have visitors sign into the school at the office.
- Ensure all new staff are aware of child safe standards and their obligations for mandatory reporting as part of the induction and mentoring process.
- Provision in the school meeting calendar for staff to update their Mandatory Reporting Training each year (DET requirement). Provisions will be made in the school calendar for any other professional development sessions that need to be undertaken in relation to child safety.
- Include child safety aspects as part of the parent information packs/sessions.

Standard 5- Processes for responding to and reporting suspected child abuse

- Coral Park Primary School has a Mandatory Reporting Policy outlining the school's response to suspected child abuse.
- All staff are trained yearly in this area.
- Staff should consult the Step by Step Guide to Making a Report to Child Protection or Child FIRST: http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Flowchart_Mandatory_Report_ing_Sep_2010.pdf to assist them with making a report.
- As per the school policy :
 - All members of the Teaching Service who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Health and Human Services (DHHS) Child Protection.
 - All other school staff who believe on reasonable grounds that a child or young person is in need of protection or therapeutic treatment or have significant concerns, are encouraged to report their concerns to DHS Child Protection, Victoria Police or Child FIRST.
 - **All adults** will be required to report to police if they know or reasonably believe that a sexual offence has been committed by an adult against a child under the age of 16. It will be a criminal offence to fail to comply with this obligation.
 - Staff are encouraged to keep their own notes and discuss this with the Principal so they can update their files.

Standard 6- Strategies to identify and reduce or remove the risk of abuse

At Coral Park Primary School we:

- Monitor sick bay attendances and student absences regularly (at least monthly). Specific incidences or trends of concern are discussed and parents contacted.
- Have a Duty of Care Policy outlining supervision requirements for students at school activities in and out of the school and online.
- Ask for parent permission to use photographs or video of students for public forums e.g. newspapers, online, newsletters
- Keep photos and videos of students on a secure network.

- Provision for 3 yard duty staff to be rostered on each recess and lunch, a first aid officer in the sick bay, a staff member on welfare, and staff in the artroom and library for inside activities.
- Ensure planned excursions and camps adhere to the Child Safe Standards.
- Keep a risk register as part of OHS requirements.
- Include Child Safe Standards in our risk registers for Camps and Excursions.
- Risks are reviewed after any incidences and adjustments made as necessary.
- Ensure provisions are made for staff training and professional development relating to child safety.
- Ensure our school grounds are safe for children. For example, all external doors and most storerooms have locks on the outside but can be opened from the inside so children cannot be trapped and all internal doors do not have locks so children can easily get out. Exit areas are kept clear and free from obstruction.

Standard 7- Strategies to promote the participation and empowerment of children

At Coral Park Primary School we:

- Display the school values- Respect, Responsibility, Care and Cooperation and Teamwork in all classrooms and weave these throughout learning in the school.
- Teach a dedicated Social Skills Program consistently throughout the school based on our school motto and values.
- Each year, prep and junior students will take part in the Helping Hand Activity with their middle and senior buddies. On each finger students write someone they can talk to if they have a problem or are upset. The thumb is the Principal. Child safety and understanding child abuse will be discussed during this session, appropriate to the year level of the child.
- Teach healthy and respectful relationships (including sexuality), resilience and child abuse awareness and prevention as part of the curriculum.
- Conduct targeted Student Wellbeing Programs such as 'KidsMatter' group sessions to help empower children in our school, especially those who are vulnerable.
- Have a feedback box in the office where students can privately write concerns that can be followed up by school staff.

Resources

The following resources can be accessed to support this policy:

www.vrqa.vic.gov.au/childsafe

www.education.vic.gov.au/protect

CORAL PARK PRIMARY SCHOOL CODE OF CONDUCT



Coral Park Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

It is the right of all members of the school community to experience a safe and supportive learning and teaching environment- whether on school premises, on camps and excursions, online or at other school events. School Council, the Principal, staff, students, parents/ carers, external provider groups and visitors have a right to be treated with respect and enjoy an environment that is safe, free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

This Code of Conduct sets out our behavioural expectations of all members in our school community, including the Principal, all school staff, parents, students, wider school community members and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school. Coral Park is, and always has been, committed to child safety and instilling feelings of safety in every student, ensuring they have the trust in staff to protect them and help them achieve their best.

Our Code of Conduct acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the Principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day and inform the school of any reasons for absence.
- Take an active interest in our child's school and learning.
- Engage with the school to encourage the partnership between home and school in the education and safety of children and to achieve the best outcomes for our child/ren.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Inform the school of any medical, social/emotional, educational or family situations that may impact their child at school.
- Follow the school's complaints processes if there are complaints – never approach other students ourselves to sort issues.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Contribute positively to our educational experience and participate fully in our educational program.
- Model positive behavior to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Be responsible and report any incidences of unsafe behavior to school staff.
- Not disrupt the learning of others and make the most of our educational opportunities.
- Understand that there will be consequences for our actions – either positive or negative.



AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND TRAINING WILL:

- Provide support and advice to Principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

All people in our school community must ensure that they behave in a professional way with children whether they are in school or not.

ACCEPTABLE BEHAVIOURS: (examples of but not limited to)

- Adhering to the school's Child Safe Policy and upholding the school's statement of commitment to child safety at all times.
- Taking all reasonable steps to protect children from abuse.
- Treating everyone in the school community with respect.
- 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.
- Promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children.
- 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).
- Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities).
- Ensuring as far as reasonable and practicable that volunteers/helpers/non-staff are not alone with students.
- Reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role).
- Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958*.
- Reporting any child safety concerns to the school's leadership (or child welfare officer if the school has appointed someone to this role).
- If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe.
- Reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in

relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

UNACCEPTABLE BEHAVIOURS: (examples of but not limited to)

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Code of Conduct include when a person:

- Is rude, manipulating, physically intimidating, aggressive or harasses others.
- Sends rude, confronting or threatening letters, emails or text messages.
- Speaks in an aggressive tone, either in person or over the telephone.
- Makes sexist, racist or derogatory comments.
- Inappropriately uses social media as a forum to raise concerns/make complaints against the school.
- Ignores or disregards any suspected or disclosed child abuse.
- Develops any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children).
- Exhibits behaviours with children that may be construed as unnecessarily physical (for example inappropriate sitting on laps).
- Puts children at risk of abuse (for example, by locking doors).
- Initiates unnecessary physical contact with children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes.
- Engages in open discussions of a mature or adult nature in the presence of children (for example, personal social activities).
- Uses inappropriate language in the presence of children.
- Expresses personal views on cultures, race or sexuality in the presence of children.
- Discriminates against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability.
- Has contact with a child or their family outside of school without the school's leadership or child welfare 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.
- Has any online contact with a child (including by social media, instant messaging etc) or their family (unless specifically related to their education or attendance eg by providing families with e-newsletters, contacting parents or students related to school work or assisting students with their school work).
- Exchanges personal contact details such as phone number, social networking sites or email addresses with students.
- Works with children whilst under the influence of alcohol or illegal drugs.
- Consumes alcohol or drugs at school or at school events in the presence of children.

CONSEQUENCES: (examples of but not limited to)

Principals are responsible for determining what constitutes reasonable/acceptable and unreasonable/unacceptable behaviours.

Unreasonable behaviour and/or failure to uphold the principles of this Code of Conduct may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services.
- alternative communication strategies being applied.
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought.
- informing the police which may result in a charge of trespass or assault.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school climate that is safe and orderly, where everyone is empowered to participate and learn and above all, everyone feels safe.

Implementation

- The Principal has the overall responsibility of implementing this policy, but may delegate certain roles to suitably qualified staff.

Evaluation

This policy will be reviewed as part of the school's 3 year cycle or as needed to comply with DET policy changes.

Certification

This policy was endorsed by School Council at the meeting held August 2016.

Signed.....

Signed.....

Principal

School Council President