



Child Safety and Wellbeing Policy

Help for non-English speakers

If you need help to understand this policy, please contact Mount Martha Primary School office 0359742800 or email mount.martha.ps@education.vic.gov.au

Purpose

The Mount Martha Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

Scope

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

Definitions

The following terms in this policy have [specific definitions](#):

child
child safety
child abuse
child-connected work
child-related work
school environment
school boarding environment
school staff
school boarding premises staff
school governing authority



school boarding premises governing authority
student
volunteer.

Statement of commitment to child safety

Mount Martha Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer, questioning and asexual (LGBTIQA+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Roles and responsibilities

School leadership team

Our school leadership team comprising the principal and assistant principal's is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed

- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct [MMPS Website Policy Page](#).
- identify and raise concerns about child safety issues in accordance with our Child Abuse (including grooming) – Identification and Response Policy and Procedures [MMPS Website Policy Page](#). including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety, NOTE: school councils can use the Child Safe Standards School Council Training slide presentation available on [PROTECT](#).
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe .At our school, school council employment duties are delegated to the principal who is bound by this policy”.



Specific staff child safety responsibilities

Mount Martha Primary School has a child safety team (social and emotional learning team, school improvement team and wellbeing team) to support the principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#). In addition to these roles, our child safety champion is also responsible for:

Our principal class team are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

The principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach [job title] if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.

The principal is responsible for informing the school community about this policy, and making it publicly available

Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Abuse (including grooming) – Identification and Response Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Social and Emotional Learning Team along with our School Improvement Team (Principal Class and learning Specialist) and our Wellbeing Team (Principal Class and SSSO key contact) who meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. These three groups will take on the responsibility of being the child safety champion team. Our Principal Class Team monitors the Child Safety Risk Register.

Child Safety Code of Conduct

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The Child Safety Code of Conduct [MMPS Website Policy Page](#), also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.



Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Establishing a culturally safe environment

At Mount Martha Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- feel comfortable being themselves
- feel comfortable expressing their culture, including their spiritual and belief systems
- are supported by carers who respect their Aboriginality and encourage their sense of self and identity.

Student empowerment

To support child safety and wellbeing at Mount Martha Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships, Protective Behaviours, our Student Engagement and Wellbeing Policy and our school values.

We inform students of their rights through, our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at on the [MMPS Website Policy Page](#) in the Child Safety Responding and Reporting Obligations Policy and Procedures or contact a member of the Principal Class Team.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

Other ways our school will empower children and students. [PROTECT Child Safe Standard 3](#) in Appendix 1



Family engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Mount Martha Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- Involving families and communities in decisions relating to their children's safety and wellbeing: [MMPS Website Policy Page](#).
- all of our child safety policies and procedures will be available for students and parents
- recognises the important role they play in monitoring children's safety and wellbeing and helping children to
- disclose concerns
- creates an open and transparent culture
- promotes a greater understanding of child safety
- encourages them to raise concerns or ideas for improvement.
- PROTECT Child Safety posters will be displayed across the school
- Newsletters and COMPASS will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- Providing accessible and inclusive child safe information encourages families to engage in child safety and wellbeing discussions.

Other ways our school will engage families and communities in its child safety approach.

[PROTECT Child Safe Standard 4](#) See Appendix1

Diversity and equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.



We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our Student Wellbeing and Engagement Policy [MMPS Website Policy Page](#), provides more information about the measures we have in place to support diversity and equity.

Other school strategies and actions for diversity and equity as per Ministerial Order 1359, Clauses 9.2 and 9.3 - [PROTECT Child Safe Standard 5](#) See Appendix 1

Suitable staff and volunteers

At Mount Martha Primary School we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

When recruiting staff, we follow the Department of Education's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management](#).

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.

Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)

- the Child Safety Code of Conduct
- the Child Abuse (including grooming) – Identification and Response Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by performance reviews, working with children checks and yearly VIT registration.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Additional information about our school's people management processes in line with Ministerial Order 1359, Clause 10. [PROTECT Child Safe Standard 6](#) See Appendix 1

Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy [MMPS Website Policy Page](#), which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations



- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

Further information about our school's training program [PROTECT Child Safe Standard 8](#) See Appendix 1

School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Mount Martha Primary School child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

Mount Martha Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found at [MMPS Website Policy Page](#).

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our Child Abuse (including grooming) – Identification and Response Policy and Procedures [MMPS Website Policy Page](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending



Our Student Wellbeing and Engagement Policy [MMPS Website Policy Page](#).and Bullying Prevention Policy [MMPS Website Policy Page](#).cover complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

Mount Martha Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Abuse (including grooming) – Identification and Response Policy and Procedure
- displaying PROTECT around the school
- updates in our school newsletter and COMPASS
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

Mount Martha Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education's policy: [Records Management – School Records](#)

Review of child safety practices

At Mount Martha Primary School we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

review and improve our policy every 2 years or after any significant child safety incident
analyse any complaints, concerns, and safety incidents to improve policy and practice
act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

School processes for review and improvement in line with Ministerial 1358, Clause 13.
[PROTECT Child Safe Standard 10](#) See Appendix1



Related policies and procedures

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Abuse (including grooming) – Identification and Response Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Child Abuse \(including grooming\) – Identification and Response](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

Policy status and review

The Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the school council.



Approval

Created date	August 2026
Consultation	[Consultation on this policy is mandatory. Please insert date/s and who you consulted with e.g., student representative groups, parent groups, school council]
Endorsed by	[Name, position] For government schools this will be the principal. For non-government schools this will be the governing authority.
Endorsed on	
Next review date	

Appendix One

PROTECT Child Safe Standard 3 – Mount Martha Primary School Student Empowerment

- Provide age appropriate and accessible information to students such as information about:
 - the school's Child Safety and Wellbeing Policy and Code of Conduct.
 - the Charter of Commitment under the [UN Convention on the Rights of the Child](#)
 - how the adults in the school should behave.
- Inform students of their [rights and special protections](#) including the right to:
 - live and grow up healthy
 - have a say about decisions affecting them
 - get information that is important to them
 - be safe and not harmed by anyone.
- When sharing information under the [information sharing schemes](#):
 - work to build trust by being open and transparent about information sharing and keep the child and family informed each time their information is shared if it is appropriate, safe and reasonable to do so
 - seek and consider the views of the child (or the relevant family members) about sharing their confidential information if it is appropriate, safe and reasonable to do so
- Provide information through the curriculum via relevant subject areas to promote:
 - [Resilience, Rights and Respectful Relationships](#)
 - [School-wide Positive Behaviour Support Framework](#)
 - [Bully Stoppers](#)
 - [eSmart](#).
- Conduct year-level meetings and form groups to discuss students' rights and safety issues.
- Invite students to provide feedback on school-wide decisions and take their views into account in school decision-making.

- Document student participation in activities that contribute to the life of the school.
- Involve students in consultation processes and inform them of their impact on decision-making.
- Student Representative Council
- Community Engagement Team with 60 students from Year One to Year Six
- Demonstrate that the school takes students seriously by acting on their concerns. Note that what might seem unimportant to an adult may be important to a young person.
- Provide students who find it harder to speak up or be heard with multiple avenues for communicating. This can include writing, drawing, or physical forms of communication.
- Provide students with information about complaints processes.
- Give students a variety of ways to raise concerns. For example:
 - provide an anonymous, year-level student suggestion box
 - distribute surveys
 - Ensure students are aware of adults who students can talk to if they have a concern.
- Create opportunities for all student voices by being aware of discriminatory barriers and any overreliance on the input of student leaders.
- Carry out regular whole school [wellbeing assessment surveys](#).
- Use the [Bully Stoppers survey tool](#) to assess bullying in your school.
- Discuss healthy boundaries for friendships. Point out that the risk of harm can occur in child-to-child interactions, as well as adult-to-child interactions. Though Social and Emotional specialist lessons
- Use school transition programs, like [Transition: A Positive Start to School \(DOCX, 4.3MB\)](#) to provide support for students entering the school.
- Informal buddying or mentoring programs for new students transitioning to the school mid-year or outside of the regular transition timeline.
- Teach students practical protective strategies, including:
 - what to do when they feel unsafe
 - phrases they can use to raise an objection
 - pathways for raising safety concerns, and
 - online safety behaviours.

- Provide a range of age-appropriate picture books, fiction and non-fiction that include:
 - children's rights and empowerment themes
 - cultural and linguistic diversity
 - neurodiverse characters and people with disability
 - diversity in sexual orientation and gender.
- Support all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community.
- Deliver age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention. Schools can use the Resilience Rights and Respectful Relationships teaching and learning materials as part of implementing the whole school approach to Respectful Relationships.
- Use the [School's Mental Health Menu](#) to support students in your school.
- Empower students with the knowledge that adults are accountable and that students have a right to safety.
- Educate staff to uphold Aboriginal cultural safety and be respectful of identity and culture.
- Train staff and volunteers to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.
- Provide training to staff and volunteers to be attuned to [signs of harm](#) and risk factors in students.
- Remind staff and volunteers to recognise that students might communicate in different ways. This includes through verbal and non-verbal cues, play, body language, facial expressions, drawings or behaviours.
- Follow through on your commitments – show students that the leadership team and staff are trustworthy and take their worries or concerns seriously.

PROTECT Child Safe Standard 4 -Mount Martha Primary School

Family Engagement

- A nominate a contact person for new enrolments. Provide their details in induction materials or school transition packs.
- Provide new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns.
- Welcome families and the broader community through welcome to school BBQ, Mothers and Father's Day Breakfast, parent events Trivia, golf day, mother day lunch, footy day, book week parade and assemblies.
- Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds
- Ask parents and carers about their children. This can be in formal settings like parent/teacher interviews, or during chance meetings at pick-up and drop-off, teacher in yard before and after school, meet the teacher afternoon.
- Provide parents and carers with information about children's rights via newsletters, Compass or parent information sessions.
- Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews.
- Discuss how your school approaches child safety topics at parents, carers and school council, weekly coffee and chat sessions. Seek community views where appropriate to do so. Make sure you have processes in place to manage disclosures if they arise.
- Provide frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school.
- Survey families and carers about their preferred methods of communication, including email, social media, meetings and workshops and use their responses to inform your communications approach.
- Communicate with and appropriately involve families at all stages of the process if a concern is raised or complaint is made.
- Select meeting venues that are physically accessible, welcoming and culturally safe.
- Encourage volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal people, and those from culturally and linguistically diverse backgrounds.

- Display the PROTECT poster in shared areas that are accessible to parents and the community.
- Make sure child safety information is easy to read – consider font size, font style, colours used, formatting and visual presentation.
- Provide links to the school's child safety policies in the newsletters and staff emails and Compass and invite the school community to provide feedback on those policies.
- Check that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. Keep this information up to date and accessible and review it regularly.
- Make child safety a standing item at school council meetings.
- Report on the outcomes of relevant reviews to staff and volunteers, community and families and students to show transparency and accountability.
- Encourage families and carers to advocate for their children and champion their safety while at school and in other environments, including extra-curricular activities such as sports, tutoring, music and language classes.
- Promote the whole school approach to Respectful Relationships and Resilience Rights and Respectful Relationships education to families.
- Acknowledge the important role that families and communities play in monitoring children's safety and wellbeing and helping children to disclose concerns.
- Communicate with and appropriately involve families at all stages of the process if a concern or complaint is raised.

PROTECT Child Safe Standard 5 -Mount Martha Primary School

Diversity and Equity

- Notice the different needs in your school community, including:
 - Aboriginal and Torres Strait Islander students
 - students with disability
 - students from different religious and cultural communities
 - very young children
 - students who have experienced trauma

- gender-diverse or LGBTIQA+ students
 - students in foster or out-of-home care
 - international students
 - students facing poverty, homelessness or isolation.
-
- Notice students who may be at higher risk of harm.
 - Ask for and use students correct names and pronouns.
 - Use examples that respect all cultures when talking about families, relationships or work.
 - Make it clear that discrimination and bullying are not tolerated.
 - Respond to incidents using school policy.
 - Tell students they can raise concerns or report incidents at school and elsewhere.
 - Check in with vulnerable students and families.
 - Ask students what they need to feel safe and listen to their feelings.
 - Offer buddy or mentoring programs for students who may feel alone.
 - Respect students' wishes about keeping information private.
 - Share information when required - such as, if a student is at serious risk.
 - Take a holistic approach when responding to family violence.
 - Respond to family violence in ways that are safe, inclusive, and respectful.
 - Make your school a welcoming and inclusive place:
-
- display cultural flags
 - provide materials in different languages
 - decorate the school with student artwork.
-
- Provide child safety information in language and formats that are suitable for children.
 - Plan for students who may not feel confident asking for what they need.
 - Train staff and volunteers to notice and respond to racism, bullying and discrimination.
 - Remind staff and volunteers about diversity, and the importance of supporting students' needs.

- Ask experts for help if needed, like therapists or specialist services.
- Recognise dates that connect with your school community, for example:
 - Cultural Diversity Week (March)
 - National Reconciliation Week (May/ June)
 - World Mental Health Day (October)
- Use classroom resources and activities that show diverse perspectives.

PROTECT Child Safe Standard 6- Mount Martha Primary School

Suitability of Staff and Volunteers

- Ensure recruitment advertisements for staff in child connected work contain:
 - the job's requirements, including expected knowledge of child development appropriate to the role
 - an outline of duties and responsibilities regarding child safety and wellbeing
 - essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing.
- Screen all staff, volunteers, leaders and school council members for their suitability during recruitment.
- Think carefully about who will be on the interview panel. Ensure panel members have the right skills, experience and information to perform their role.
- Develop questions about child safety for job interviews.
- Seek referees for both staff and volunteers as appropriate, including their last employer, and overseas referees if they've worked overseas.
- Ask referees about the person's character and experience in working directly with children and young people.
- Conduct a risk assessment (refer to [Standard 9](#)) to determine what level of ongoing supervision and management is necessary. Consider the physical layout of your school, any concerns that may have been raised previously and other relevant risk factors.

- School leaders regularly walk-around classrooms and the school yard.
- Include child safety and wellbeing as a regular agenda item for staff meetings at all levels. These items could focus on elements of the school's child safety framework, such as:
 - identifying grooming and other behaviour that could cause harm to a student. Government schools can use the [staff conduct case study](#) (login required) to help staff identify potential grooming behaviours
 - understanding what types of behaviour should be reported to school leaders
 - how to respond to an incident, disclosure or suspicions of child abuse
 - identifying risks in the school's physical and online environment and who to report them to.
- Communicate regularly with staff and volunteers about the child safety and wellbeing. This includes promoting the school's Child Safety and Wellbeing Policy and Code of Conduct in newsletters, Compass and staff updates.
- Conduct formal and informal observations of staff working with children. Provide feedback to staff on how to support student's safety and wellbeing through regular check-ins or as appropriate.
- Assign a [child safety champion](#) or allocate a staff member responsibility to support the school's implementation of a particular Standard (such as [Child Safe Standard 1](#)).
- Ensure all school leaders know how to manage a staff member whose behaviour raises child safety concerns. This includes:
 - when to escalate concerns
 - what records of conversations to keep
 - how to follow up and monitor staff behaviour after immediate concerns have been addressed.
- Take early action to provide feedback to staff and correct any concerning or unsafe conduct to prevent harm before it occurs.
- Ensure systems are in place for recording information on staff conduct and any concerns raised.

- Ensure staff and volunteers who are nominated to be Child Link Users meet the [pre-requisites to be a Child Link User](#). Ensure that they are complying with the [Child Link Secretary's Guidelines](#), the [Terms of Use of Child Link](#) and any associated user practice guidance.
- Notify the Department of Education when the User should have their access investigated for a restriction.
- Nominate a child safety champion and support them to facilitate the induction and training programs for staff and volunteers.
- Provide induction that covers:
 - the Child Safety and Wellbeing Policy
 - the Child Safety Code of Conduct
 - how to contribute to identifying, removing or reducing risks
 - recordkeeping and information sharing requirements
 - school values and philosophy
 - procedures for managing complaints
 - privacy and reporting protocols.
- Train all staff and volunteers as appropriate to their roles, on topics such as:
 - child safety (including family violence)
 - mandatory reporting
 - responding to student sexual offending
 - human rights and the rights of children
 - diversity and inclusion
 - harassment and bullying
 - cultural safety
 - privacy and information sharing.
- Cover important topics in your child safety training, including:
 - risk factors and [signs of harm](#), including intentional and unintentional harm, physical or emotional harm, bullying or cyberbullying, abuse and neglect

- how to identify and respond to child safety risks, especially for vulnerable students
 - how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns
 - how to engage with families to support student's safety and wellbeing
 - how to appropriately handle or share sensitive information relating to a child's wellbeing health or safety.
- Deliver regular child safety briefings for all staff, through staff meetings, emails, PowerPoints, staff training and newsletters.
- Inform staff and volunteers, as appropriate, of their responsibilities under the [information sharing and family violence reforms](#)
- Make sure all staff, particularly those with mandatory reporting responsibilities, are aware of the up-to-date processes for making a report.
- Provide child safety champion/s with information to support their function relating to child safety, family violence and information sharing.
- A process is in place to check staff and volunteers' working with children clearance status or equivalent background check on at least an annual basis.
- Align complaints processes with best practice, including the [PROTECT Four Critical Actions](#) and Reportable Conduct requirements.
- Declare and manage any potential conflicts of interest, such as family or business relationships or close friendships.
- Provide clear avenues for staff to report concerns.
- Involve staff in after-action reviews when a child safety incident has occurred.

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Child Safety, Knowledge, Skills and Awareness

- Nominate a child safety champion. Support them to facilitate the induction and training programs for staff and volunteers.

- Provide an induction for new staff, volunteers and new school council members on child safety that's appropriate to the person's role. Induction covers:
 - the Child Safety and Wellbeing Policy
 - the Child Safety Code of Conduct
 - the Child Safety Responding and Reporting Obligations (incl. mandatory Reporting) policy and procedures
 - [signs of harm](#) and risk factors caused by peers or adults (including grooming and family violence) and the different ways young people express concerns or disclose harm
 - building culturally safe environments
 - privacy, information sharing and recordkeeping obligations
 - how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns
- Deliver regular child safety briefings for all staff, through staff meetings, emails and online training.
- Require all staff with Mandatory Reporting obligations to refresh their [Protecting Children – Reporting and Other Legal Obligations \(Mandatory Reporting\)](#) training at least once a year.
- Inform staff and volunteers of their responsibilities under the [information sharing and family violence reforms](#). These reforms support staff to meet their child safety obligations by enabling them to:
 - Maintain records of annual child safety programs including presentation materials, agenda, minutes and list of attendees.
 - Identify staff to attend information sharing and family violence reforms training, available as online webinars or eLearning modules.
- Offer further training appropriate to staff and volunteers' level of involvement in the school community, on topics such as:
 - child safety (including family violence)
 - mandatory reporting

- responding to student sexual offending
 - human rights and the rights of children
 - diversity and inclusion
 - harassment and bullying
 - cultural safety
 - privacy and information sharing.
- Offer a range of optional and compulsory education and training activities, including:
 - Staffroom briefings and ‘toolbox talks’
 - Professional Learning Communities
 - Peer discussions, scenarios and worked examples
 - Presentations, seminars or webinars
 - E-learning modules, for example the [National Principles for Child Safe Organisations modules](#).
 - Remind staff regularly that they need to be alert for signs of harm and risk factors and aware of physical and online risks to child safety.
 - Provide staff and relevant volunteers with up-to-date contact details for local support services for students and families.
 - Consider staff needs when designing training, such as:
 - Cultural safety for the needs of staff and volunteers who are Aboriginal or Torres Strait Islander
 - Cultural sensitivity for staff and volunteers who are from culturally and linguistically diverse backgrounds
 - Inclusivity of gender diversity and sexuality
 - Accessibility for those with a disability, including individuals mobility, visual or hearing impaired
 - Develop and communicate your [Child Safe Code of Conduct](#), [Child Safety and Wellbeing Policy](#), and Child Safety Responding and Reporting Obligations Policy.
 - Include child safety improvement and training in school planning.
 - Provide meeting release for teachers, time release non-teaching and auxiliary staff to undertake child safety and related training.
 - Direct staff to PROTECT for guidance on:

- information to assist them to recognise indicators and risk factor of child harm, including harm caused by other children and young people
 - the processes to follow if a concern is raised.
- Keep a record of all staff and volunteers who complete child safety training to ensure all are appropriately trained and training is refreshed as required.

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Complaints and Reporting Processes

- Develop a register of existing child safety policies. Include approval dates and schedule a review every 2 years.
- Monitor and manage child safety risks using a child safety risk register.
- Considers risks that may have contributed to child safety incidents, complaints or concerns. Monitor for repeat issues or systemic failures.
- Use complaints and incidents as a learning opportunity to inform continuous improvement.
- Involve staff, volunteers, students, families and community members in review processes. Refer to [Child Safe Standard 4](#) for actions on how to engage families and communities.
- Keep documentation (e.g. records of meetings or decisions) to show how child safe practices were improved and implemented.
- Keep a complaints and concerns log that demonstrates how issues were addressed. Ensure the log is secure and has version control.
- Review complaints received and incidents reported for gaps, weaknesses or failures in policies.
- Make review findings and recommendations easy to access and understand.
- Inform staff of changes to child safety practices, policies or procedures following reviews.
- Communicate review outcomes to students in age-appropriate ways.
- Inform the broader school community about changes to child safety policies and practices.



- Discuss child-safe policies and procedures with students, families, staff and volunteers.