



# FRANKSTON HIGH SCHOOL

## CHILD SAFE ENVIRONMENTS POLICY Managing the Risk of Child Abuse

Approved June 2018

### POLICIES AND PROCEDURES

#### PURPOSE

The child safe environments policy sets out the school's approach to creating a child safe organisation where children and young people are safe and feel safe; and provides the policy framework for the school's approach to the Child Safe Standards.

#### SCOPE

All staff, volunteers, contractors and whether or not they work in direct contact with children or young people. This policy will apply across a range of school forums (e.g. camps, online, host families, homestay, workplace learning environments including: work experience, structured workplace learning, school community work and School Based Apprenticeships and Traineeships) and outside of school hours.

#### STATEMENT OF COMMITMENT TO CHILD SAFETY

Frankston High School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making, with particular attention paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, including International Students and Exchange Students, as well as the safety of children with a disability.

Frankston High School has zero tolerance for child abuse.

Frankston High School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Every person involved in Frankston High School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations, Frankston High School will:

- Take a preventative, proactive and participatory approach to child safety
- Value and empower children to participate in decisions which affect their lives
- Foster a culture of openness that supports all persons to safely disclose risks of harm to children
- Respect diversity in cultures and child rearing practices while keeping child safety paramount
- Provide written guidance on appropriate conduct and behaviour towards children
- Ensure homestay families and host families are provided with a copy of Frankston High School's Child Safe Environment Policy and Code of Conduct and that families are aware of who to contact in the school if they have any concerns
- Ensure the workplace learning environments are provided with a copy of Frankston High School's Child Safe Environment Policy and Code of Conduct and that families are aware of who to contact in the school if they have any concerns
- Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development

- Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues
- Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities
- Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk
- Value the input of and communicate regularly with families and carers.

## **POLICY AND PROCEDURES**

Policies and procedures outlining Frankston High School's approach to the Child Safe Standards are outlined below. For further information, please contact the school's Principal or Assistant Principal.

### A Child-Safe Culture

Frankston High School's culture encourages staff to raise, discuss and scrutinise concerns making it more difficult for abuse to occur and remain hidden.

### Personnel Understand their Roles and Responsibilities/Code of Conduct

School leaders and managers will ensure that each person understands their role, responsibilities and behaviour expected protecting children and young people from abuse and neglect.

Staff will comply with the school's Code of Conduct. The school's Code of Conduct sets out clear awareness of the difference between appropriate and inappropriate behaviour. Refer to the Victorian Institute of Teaching, Victorian Teachers Professional Codes of Conduct and Ethics.

### Human Resources Practices and Training

The school applies best practice standards in the recruitment and screening of staff, and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with them. We will ensure that staff induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse and neglect. All teaching staff are required to have valid VIT registration. Educational Support Staff must have valid Working with Children Check. Volunteers including Host Families/Homestay Providers are required to maintain a valid Working with Children Check. All reference checks ask the referee if there are any concerns about the person working with children.

### Reporting a Child Safety Concern or Complaint

The school has clear expectations for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include reporting their concerns to the DHHS Child Protection or another appropriate agency and notifying the Principal or Assistant Principal or a member of the school student wellbeing team of their concerns and the reasons for those concerns.

### Risk Reduction and Management

The school believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

## Listening to Children

The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/care givers. We encourage child and parent/care giver involvement and engagement that informs safe school operations and builds the capability of children and parents/care givers to understand their rights and their responsibilities.

## Confidentiality and Privacy

Considerable importance is placed on safeguarding the confidentiality and privacy of information about particular children and their families. The collection, use and storage of information is included in school policies.

## Breaches

Breaches of Duty of Care and Mandatory Reporting Obligations are identified in the specific policies.

## Policy Evaluation and Review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed in the context of school self-evaluation undertaken as part of the school accountability framework.

## Definitions

A full list of definitions for Ministerial Order No. 870 is available at [www.vrqa.vic.gov.au/childsafes](http://www.vrqa.vic.gov.au/childsafes)

***Child Abuse*** includes:

Any act committed against a child involving:

- a sexual offence or
- an offence under section 49B(2) of the *Crimes Act 1958* (grooming)

The infliction, on a child, of:

- Physical violence or
- Serious emotional or psychological harm
- 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 incidents or allegations of child abuse.

***School Environment*** means:

Any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, host families/homestay families and other events)

***School Staff means:***

In a government school, an individual working in a school environment who is:

- employed under Part 2.4 of the *Education and Training Reform Act 2006 (ETR Act)* in the government teaching service or
- employed under a contract of service by the council of the school under Part 2.3 of the ETR Act or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)

Related policies and Documents

School Policy Advisory Guide – Duty of Care

School Policy Advisory Guide – Child Protection Reporting Obligations

DET Child Wellbeing and Safety Framework

FHS Mandatory Reporting Policy and Procedures

FHS Child Safe Code of Conduct