

CHILD SAFETY AND WELLBEING POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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PURPOSE

Seaholme Primary School's 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](#) 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 of conduct – refer to the related school policies section at the end of this policy.

STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES

Seaholme 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 **zero 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.

The school's approach to creating and maintaining a child safe school environment is guided by our school philosophy and values. At Seaholme Primary School our vision is '**success for all**' and the school community values diversity and demonstrates mutual respect and cooperation between all stakeholders: students, families, staff and the wider community.

At Seaholme Primary School our values guide the decisions and behaviours of all members of our school community, including in relation to child safety.

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Our values are:

Respect: Being honest and valuing ourselves, other people and property.

Responsibility: Behaving sensibly and making good choices.

Resilience: Coping and bouncing back after experiencing difficult situation.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (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.

DEFINITIONS

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

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school staff
- school governing authority
- student
- volunteer.

POLICY

Our school 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](#) - *Child Safe Standards - Managing the Risk of Child Abuse in Schools*. The Ministerial Order came into effect on 1 July 2022. The Standards apply to all organisations that provide services to children.

ROLES AND RESPONSIBILITIES

School leadership team

The principal at Seaholme Primary School 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

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- 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 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 Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
- identify and raise concerns about child safety issues in accordance with our *Child Safety Responding and Reporting Obligations Policy and Procedures* 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
- 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

Seaholme Primary School has nominated a child safety officer to support implementation of our child safety policies and practices, including staff and volunteer training. At Seaholme Primary School, the Child Safety Officer is the principal.

The responsibilities of the child safety officer are outlined at [Guidance for child safety champions](#).

Our child safety officer (principal) is the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents. The child safety officer (principal) is responsible for monitoring the school's compliance with the *Child Safety and Wellbeing Policy*. Anyone in our school community should approach the child safety officer if they have any concerns about the school's compliance with the *Child Safety and Wellbeing Policy*.

The child safety officer (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 Safety Responding and Reporting Obligations Policy and Procedures*, and the *Child Safety Risk Register*.

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Our school has also established a Child Safety and Wellbeing Team for child safety. The Child Safety and Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing.

Our child safety officer (principal) 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.

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 principal will monitor and evaluate the effectiveness of the actions in the *Child Safety Risk Register* at least annually.

Establishing a culturally safe environment

At Seaholme Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal and Torres Strait Islander 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.

Seaholme Primary School uses the [Marrung Aboriginal Education Plan 2016–2026](#) to guide the school's support for Aboriginal self-determination.

At Seaholme Primary School, we:

- equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students
- adopt measures to ensure racism is identified, confronted and not tolerated
- address any instances of racism within the school environment with appropriate consequences
- actively support participation and inclusion in the school by Aboriginal children, students and their families

Seaholme Primary School has developed the following strategies to promote cultural safety in our school community:

- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Display plaques and signs to Acknowledge Country and Traditional Owners.

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- Celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.
- Learn more about Aboriginal histories and cultures, both locally and across Australia.
- Speak with respect and confidence about Aboriginal culture, knowledge systems and people.
- Build schoolwide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.

Student empowerment

To support child safety and wellbeing at Seaholme 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 our whole school approach to developing respectful relationships, our *Student Code of Conduct* and our school values.

We inform students of their rights through our whole school approach to wellbeing through the School Wide Positive Behaviours (SWPBS) model, Respectful Relationships (RR) curriculum and our Social and Emotional Learning (SEL) programs to 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 school reception and on our school website.

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.

At Seaholme Primary School, we:

- Invite students to provide feedback on school-wide decisions and take their views into account in school decision-making.
- Display student friendly posters promoting student voice and agency.
- Demonstrate that the school takes students seriously by acting on their concerns
- Provide students with information about complaints processes.
- Give students a variety of ways to raise concerns through regular surveys
- Support all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community.
- 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.

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- Deliver age-appropriate curriculum content about safe behaviour, respectful relationships, sexuality, consent and sexual abuse prevention through the SWPBS and RR programs.
- 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, including through verbal and non-verbal cues, play, body language, facial expressions, drawings or behaviours.

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 Seaholme Primary School we are committed to providing families and our 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 through the following ways:

- Publishing relevant child safety policies and procedures on our school website, in newsletters and through the COMPASS communication portal
- providing hard copies of child safety policies and procedures parents at school reception
- school council meetings, subcommittees of school council, student, staff, and parent meetings
- Informing families and the school community through newsletters and on the school website about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school

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 and Torres Strait Islander 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* provides more information about the measures we have in place to support diversity and equity.

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Diversity and Equity

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Our *Student Wellbeing and Engagement Policy* and *Inclusion and Diversity Policy* provides more information about the measures we have in place to support diversity and equity.

Suitable staff and volunteers

At Seaholme 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 and Training'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 Safety Responding and Reporting Obligations Policy and Procedures* and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

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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 regular performance reviews.

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.

Suitability of volunteers

All visitors and volunteers are required to comply with our *Visitors and Volunteers Policies*, which describe 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.

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
- Seaholme Primary School child safety and wellbeing policies, procedures, codes and practices

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Complaints and reporting processes

Seaholme 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 Complaints Policy which is publicly available on the school website. If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees must follow our *Child Safety Responding and Reporting Obligations Policy and Procedures*. 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* and *Bullying Prevention Policy* cover complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

Seaholme 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 Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures
- displaying PROTECT and SWPBS posters around the school
- updates in our school newsletter and communication portal (COMPASS)
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

Seaholme 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 and Training's policy: [Records Management – School Records](#)

Review of child safety practices

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

We will:

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- review and improve our policy every two 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, students and our wider school community.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website and through COMPASS posts
- Included in staff induction processes and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed at annual staff briefings or meetings
- Included in staff handbook or manual
- reminders in the school newsletter
- parent and student information sessions
- Discussed at school council meetings
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

Related Policies/Documents:

- Acceptable Use Agreement
- Child Safety Code of Conduct and Statement of Commitment
- Child Safety Responding and Reporting Obligations Policy and procedures
- Duty of Care Policy
- Student Engagement and Wellbeing Policy
- Yard Duty and Supervision Policy
- CSS Risk assessment register

The Department's Policy and Advisory Library (PAL):

- [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](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [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](#)

The Department's Policy and Advisory Library (PAL):

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)

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- [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 REVIEW AND APPROVAL

This policy will be reviewed every two years, following every reportable incident and/or if DE regulations change.

Policy last reviewed	October 2025
Approved by	Principal
Consultation (Mandatory)	Staff/School Council October 2025
Next scheduled review date	October 2027