



# CHILD SAFETY AND WELLBEING POLICY

## 1.0 INTRODUCTION

At St Laurence O'Toole Primary School we hold the care, safety and wellbeing of children as a central and fundamental responsibility of our school. Our commitment is drawn from, and inherent to, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

### **The school vision:**

St Laurence O'Toole primary school follows Jesus' call to 'love in action' providing a holistic and contemporary education

*We are active, resilient learners*

*We are responsible, respectful and caring*

*We are part of a safe community*

### **St Laurence O'Toole strategic intent is to provide;**

*Expert teaching practices achieve accelerated growth in a safe and inclusive, enriched recontextualised community.*

## 2.0 PURPOSE

The St Laurence O'Toole 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 are safe.

This Policy provides an overview of our school's approach to implementing *Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises (Ministerial Order No. 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.

## 3.0 SCOPE

This Policy:

- applies to all school staff (including teachers, non-teachers, casual employees and pre-service teachers), volunteers and contractors whether or not they work in direct contact with students. It also applies to School Advisory Committee members where indicated;
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided 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 policies section below.

## 4.0 DEFINITIONS

The following terms in this Policy have [specific definitions](#) used in relation to the Victorian Child Safe Standards and Ministerial Order No. 1359:

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

## 5.0 STATEMENT OF COMMITMENT TO CHILD SAFETY

St Laurence O'Toole Primary School is a child safe organisation which welcomes all children and their families.

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

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. This includes school staff, contractors, volunteers, parents, guardians and carers 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 and Torres Strait Islander 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, transgender, intersex, queer/questioning and/or asexual (LGBTIQ+) 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, school staff, and volunteers to inform our ongoing strategies.

## 6.0 ROLES AND RESPONSIBILITIES

### School Leadership Team

Our school leadership team is composed of the Principal, Deputy Principal, Wellbeing and Learning Adjustment Leader, Religious Education Leader and Level Leaders. These leaders are 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 No. 1359.

The Leadership Team will:

- ensure that 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 school 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 Advisory Committee meetings.
- ensure risk management strategies are documented and in place that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the school.
- facilitate and maintain records of regular professional learning for school staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and the 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, Contractors, and Volunteers

All school staff, contractors and volunteers will:

- participate in child safety and wellbeing induction provided by the school or the Diocese of Sale Catholic Education Limited (**DOSCEL**), and always follow the school and DOSCEL'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 the [Four Critical Actions for Schools](#) and the following [DOSCEL policies](#) and procedures:
  - Protection of Children – Reporting Obligations Procedure
  - Protection of Children – Anti-Grooming Policy
  - Protection of Children – Failure to Disclose Policy
  - Protection of Children – Failure to Protect Policy
  - Mandatory Reporting Policy
  - Guide to Reporting Conduct under the Reportable Conduct Scheme
  - Child and Family Violence Information Sharing Schemes Policy and Procedure
- 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 Advisory Committee**

In performing the roles and responsibilities in accordance with the DOSCEL School Advisory Committee Charter, School Advisory Committee 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 Advisory Committee meetings.
- undertake annual training on child safety provided by the school.
- provide feedback in relation to, and act in accordance with, the school Child Safety Code of Conduct to the extent that it applies to School Advisory Committee members.
- when participating in the selection process of the school principal, ensure that selection, supervision, and management practices are child safe.

## **Specific School Staff Child Safety Responsibilities**

St Laurence O'Toole Primary School has nominated a Child Safety Champion to support the principal to implement our child safety policies and practices, including school staff and volunteer training.

The responsibilities of the Child Safety Champion are outlined in the DOSCEL guidance for Child Safety Champions. In addition to these roles, the school Child Safety Champion is also responsible for:

- Weekly meetings with staff to focus on child safe and wellbeing.
- Monitoring behaviour reports on SIMON
- Liaising with level leaders to discuss behaviour reports and issues of concern.

The Principal and Child Safety Champion are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Principal and Child Safe Champion are responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Child Safe Champion if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal and Child Safe Champion are 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 but not limited to the Child Safety Code of Conduct, Protection of Children – Reporting Obligations Procedure, Mandatory Reporting Policy, and Child Safety Risk Register.

Our school has also established a Child Safety and Wellbeing Team (leadership and level leaders) and a Student Reference Group (Grade 6 students) on child safety. The whole staff meets weekly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Reference Group provides an opportunity for students to provide input into school child safety strategies.

Our Leadership Team monitors the Child Safety Risk Register.

## 7.0 CHILD SAFETY CODE OF CONDUCT

The St Laurence O'Toole Primary School, Leongatha 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](#) also includes processes to report inappropriate behaviour.

*Examples of how we do this include;*

- Setting up ABC's for all students across all areas in the first three weeks of the school year.
- Embedding 'Love In Action' across our school in everyday actions and behaviours and emphasising these values at the beginning of each school year.
- Tracking social behaviours on the yard by recording student incidences when they occur.
- Whole school approach to positive behaviour support is embedded across the school.
- Ipad user agreements.
- All staff teach in a 'team' setting for the safety and protection of staff / students.

## 8.0 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 activities, such as school camps and excursions, 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 annually.

Links to SchoolsTV are accessible on the schools website for parents and the school community. [SchoolsTV](#) is a new online resource designed to empower parents with credible and sound information with realistic, practical ongoing support strategies.

Our school bulletin is a constant communication to the parent and school community.

*Examples of how we do this include;*

- All procedures and risk management are followed in accordance with DOSCEL to minimise risks on camps and excursions.
- Standard compliance checks
- Safety reporting of incidents
- Parent / teacher liaising when a student becomes a school refusal

## 9.0 ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At St Laurence O’Toole Primary School, we are committed to establishing an inclusive and culturally safe school environment where the strengths of Aboriginal and Torres Strait Islander people’s histories, cultures, values and practices are respected and celebrated.

For Aboriginal and Torres Strait Islander students, we recognise that the link between the student’s culture, identity and their cultural safety are critical to ensuring that they feel comfortable being themselves and expressing their spiritual and cultural beliefs.

The school creates opportunities for Aboriginal and Torres Strait Islander students, families and local Aboriginal communities 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:

- All classes focus on our motto, ‘Love In Action’, for the first 3 weeks of each school year. This is to establish a school and class culture of respect and dignity for all. This focus is revisited at the start of each term.
- There is an ongoing emphasis on our WSAPBS and our ABC’s to reinforce acceptable behaviours and restorative practices; including inclusive educational and culturally safe practices for Aboriginal and Torres Strait Islander children and students
- Begin events, Mass and assemblies 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.
- Make Aboriginal voice part of decision making in matters that affect Aboriginal students. Be open to different ways of doing and expressing things.
- Lead on safety and inclusion for all Aboriginal students and their families. 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 school wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.

## 10.0 STUDENT VOICE AND EMPOWERMENT

To support child safety and wellbeing at St Laurence O'Toole 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.

Strategies are in place to ensure that all student voices are listened to, including students who find it harder to speak up or be heard. We support our students to feel comfortable about speaking up and recognise that students communicate in different ways, including through verbal and non-verbal cues, play, body language, facial expressions, drawings and/or behaviours.

All students at St Laurence O'Toole Primary School are empowered to express their views, contribute to school life and are encouraged to provide feedback on school wide decisions. We take into account student views when school decisions are made, including when developing and implementing policies and procedures.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging by implementing Whole School Approach to Positive Behaviour Support (**WSAPBS**) and the Student Code of Conduct.

We inform students of their rights through the reinforcement of our school ABC's and the 3 step process to resolve conflict (**WSAPBS**) 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. If needed students and families can also email the principal or relevant teaching staff.

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, guardians, and carers, as appropriate) informed of progress.

*At St Laurence O'Toole Primary School we:*

- 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
- Demonstrate that the school takes students seriously by acting on their concerns, noting 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, including writing, drawing, or physical forms of communication.

## 11.0 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 St Laurence O'Toole 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.

*At St Laurence O'Toole Primary School we:*

- Seek input from families and the community through SIMON, school website, bulletin, School Advisory Committee, Parents and Friends, and parent meetings.
- Make available all of our child safety policies and procedures for students and parents, guardians and carers on our [website](#).
- Inform 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.
- PROTECT Child Safety posters across the school.

St Laurence O'Toole Primary School:

- provides new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns.
- conducts school open days and hosts community events, such as a school fete, to welcome families and the broader community.
- creates a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds.

## 12.0 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 and Torres Strait Islander children and young people.
- Children from culturally and linguistically diverse backgrounds.
- Children and young people with a disability.
- Children unable to live at home or impacted by family violence.
- International students.
- Children and young people who identify as LGBTIQ+.

*At St Laurence O’Toole Primary School we promote and implement:*

- Celebration of differences
- Inclusive curriculum
- Family involvement
- Culturally responsive teaching
- Differentiated instruction
- Restorative justice
- Zero tolerance for discrimination
- Equal opportunities to resources
- Leadership roles for all of our grade six students.

Guided by Ministerial Order No.1359, Clauses 9.2 and 9.3 - ([Child Safe Standard 5.](#)) St Laurence O’Toole Primary school:

- pays attention to diverse student cohorts and individuals in the community, recognising that they may have higher risk of harm.
- asks for and uses people’s preferred pronouns and names.
- Use contemporary, culturally sensitive and inclusive examples when discussing families, relationships or professions and vocations.

## 13.0 SUITABLE SCHOOL STAFF AND VOLUNTEERS

At St Laurence O’Toole Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all school staff, contractors, and volunteers are suitable to work with children.

### School staff recruitment

When recruiting school staff, we follow the DOSCEL Recruitment and Engagement Policy and associated guidelines.

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

- ensure Child Safety is a key focus in the selection and employment process
- sight, verify and record the person’s Working with Children clearance (previously called a Working with Children Check or WWCC) evidence or equivalent background check such as a Victorian Institute of Teaching (**VIT**) 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 position and working with children.

### School staff induction

All newly appointed school 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 Protection of Children – Reporting Obligations Procedure
- the Protection of Children – Anti-Grooming Policy
- the Protection of Children – Failure to Disclose Policy
- the Protection of Children – Failure to Protect Policy
- the Mandatory Reporting Policy
- the Guide to Reporting Conduct under the Reportable Conduct Scheme
- the Child and Family Violence Information Sharing Schemes Policy and Procedure
- any other child safety and wellbeing information that DOSCEL and/or school leadership considers appropriate to the nature of the role.

### Ongoing supervision and management of school staff

All school staff engaged in child-connected work are supervised appropriately to ensure that their behaviour towards children is safe and appropriate. Where it is not practical or desirable for school staff such as teachers to be directly supervised in their classrooms, the school has strategies in place to provide support and supervision of these school staff.

School staff will be monitored and assessed to ensure their continued suitability for child-connected work. This will be done by annual performance reviews, observations of teachers in the workplace and their professional obligations and interactions with students and their team.

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

### Suitability of volunteers

All volunteers are required to comply with the DOSCEL [Volunteers Policy](#), which describes how the suitability of prospective volunteers is assessed and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

## 14.0 CHILD SAFETY KNOWLEDGE, SKILLS, AND AWARENESS

Ongoing training and education are essential to ensuring that school 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 school 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.

School 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 Advisory Committee training and education**

To ensure our School Advisory Committee is equipped with the knowledge required to support principals in making 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 School Advisory Committee 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.
- St Laurence O'Toole Primary School, child safety and wellbeing policies, procedures, codes, and practices.

## 15.0 COMPLAINTS AND REPORTING PROCESSES

St Laurence O’Toole Primary School fosters a culture that encourages school staff, volunteers, students, parents, guardians, carers, 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 the DOSCEL Complaints and Grievances Management Policy and the school complaint-handling process. The [DOSCEL Complaints and Grievances Management Policy](#) and the school complaint-handling process can be found at <https://www.stilleongatha.catholic.edu.au/wellbeing-positive-behaviour/child-safety>

If there is an incident, disclosure, allegation or suspicion of child abuse, all school staff and volunteers (including School Advisory Committee members) must follow DOSCEL policies to 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. DOSCEL policies to be followed by school staff are the:

- Protection of Children – Reporting Obligations Procedure
- Protection of Children – Anti-Grooming Policy
- Protection of Children – Failure to Disclose Policy
- Protection of Children – Failure to Protect Policy
- Mandatory Reporting Policy
- Guide to Reporting Conduct under the Reportable Conduct Scheme
- Child and Family Violence Information Sharing Schemes Policy and Procedure.

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.

The DOSCEL [Anti-Bullying and Prevention Policy](#) covers complaints and concerns relating to student physical violence or other harmful behaviours.

## 16.0 COMMUNICATIONS

St Laurence O’Toole 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, Child Safety Code of Conduct, and the following DOSCEL policies:
  - Protection of Children – Reporting Obligations Procedure
  - Protection of Children – Anti-Grooming Policy
  - Protection of Children – Failure to Disclose Policy
  - Protection of Children – Failure to Protect Policy
  - Mandatory Reporting Policy
  - Guide to Reporting Conduct under the Reportable Conduct Scheme
  - Child and Family Violence Information Sharing Schemes Policy and Procedure.
- Displaying PROTECT posters around the school
- Updates in our school newsletter or daily messages on SIMON and PAM
- Ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and School Advisory Committee meetings.

## 17.0 PRIVACY AND INFORMATION SHARING

St Laurence O’Toole 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 the DOSCEL Privacy Policy.

## 18.0 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 DOSCEL [Records Management Policy](#) and DOSCEL Child Safe Standards – [Recordkeeping Policy](#)

## 19.0 REVIEW OF CHILD SAFETY PRACTICES

At St Laurence O’Toole 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 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 and our school community.

Reviews of child safety policies and practices may be prompted by:

- a concern expressed by a student, family member, staff member, contractor, volunteer or community member.
- a complaint or confirmed incident of child harm.
- a legislative or regulatory change.
- new issues or new activities proposed, such as new technologies or building changes.
- a discovery that staff, contractors or volunteers are not aware of child safety policies, or not implementing child safety policies or practices as intended.
- the passing of a predetermined period.

## **20.0 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:

- Child Safety Code of Conduct
- Complaint-handling process
- Child Safety Risk Register
- Anti Bullying and Prevention Policy
- Complaints and Grievances Management Policy

### **Related DOSCEL policies, procedures, and resources**

- Protection of Children – Reporting Obligations Procedure
- Protection of Children – Anti-Grooming Policy
- Protection of Children – Failure to Disclose Policy
- Protection of Children – Failure to Protect Policy
- Mandatory Reporting Policy
- Guide to Reporting Conduct under the Reportable Conduct Scheme
- Child and Family Violence Information Sharing Schemes Policy and Procedure
- Digital Learning Policy (Internet, Social Media and Digital Devices)
- Visitors Policy
- Volunteers Policy
- Complaints and Grievances Management Policy
- Anti-Bullying and Prevention Policy
- Records Management Policy
- Child Safe Standards – Recordkeeping Policy
- Off-Site Supervision of Students Policy
- On-Site Supervision of Students Policy
- Recruitment Policy
- Privacy Policy
- Whole School Approach to Positive Behaviour Support

### 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](#)
- [The Victorian Teaching Profession Code of Conduct](#)
- Ministerial Order No. 1359, Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Facilities

## 21.0 AUTHORITY, MONITORING AND REPORTING

DOSCEL, a Company incorporated under the *Corporations Act 2001* (Cth.), is the Governing Authority of primary and secondary schools in the Diocese of Sale, excluding Catholic College Sale and Lavalla Catholic College, Traralgon.

The Chief Executive Officer, DOSCEL, is responsible for the management and general administration of DOSCEL schools. Based on the principle of subsidiarity and in keeping with the DOSCEL Delegation Register for Schools, a broad range of duties, functions, powers and authority are delegated to the Principal. This includes the effective implementation of this Child Safety and Wellbeing Policy and the compliance obligations outlined in this policy.

However, the Chief Executive Officer, DOSCEL, remains responsible for monitoring the development and implementation of this policy and for providing reports as required to the Directors of the DOSCEL Board.

The Principal is responsible for:

- ensuring compliance with the obligations outlined in this policy;
- assigning authority, responsibility and accountability at appropriate levels within the school for policy implementation and compliance;
- providing delegated school staff with the direction, support and resources necessary to fulfil policy requirements;
- ensuring cyclic reviews of the policy;
- reporting and escalating concerns, issues and policy breaches to the Chief Executive Officer, DOSCEL, and working collaboratively with the Chief Executive Officer, DOSCEL, to resolve them.

Whilst the Principal will play an important role in effective implementation of this policy and compliance with the Standards, it is noted that responsibility for compliance with the Standards ultimately remains with DOSCEL.

## 22.0 POLICY STATUS AND REVIEW

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

### Approval

This Policy is endorsed by the Chief Executive Officer, DOSCEL.

<b>Implementation Date:</b>	<b>July 2024</b>
<b>Consultation:</b>	<b>Whole school staff</b>
<b>Review Date:</b>	<b>July 2026 (Note: this policy must be reviewed at least every two years)</b>