

## **CHILD SAFETY AND MANDATORY REPORTING POLICY**

### **Policy Statement**

Keeping children from harm requires a vigilant and informed community that is confident in making judgements and assertive in taking actions. It is essential that both teachers and Child protection workers are able to understand the role each plays in protecting students. It is because of the schools role in children's live that teachers, principals and school nurses and others have been mandated under Section 64(1C) of the Children and Young Persons Act (1989) to report cases of physical and sexual abuse. That is, if

- They form the belief on reasonable grounds that a child is in need of protection because the child has suffered, or is likely to suffer, significant harm as a result of physical injury and the child's parents have not protected, or are unlikely to protect, the child from harm of that type; or
- The child has suffered, or is likely to suffer, significant human harm as a result of sexual abuse and the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

Kurnai College is committed to child safety and providing a safe, caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching.

A clear policy on Child Safety will inform the school community that Child Safety is of paramount importance in the College and that Child Safety concerns will take priority in all school based activities.

### **Our College will:**

- Ensure that all staff are aware of their legal obligations under child safety and mandatory reporting.
- Comply with all DET regulations and laws.
- Kurnai College is committed to child safety.
- We actively work to listen to, support and respect all children, as well as our staff and our volunteers.
- We are committed to the safety, participation and empowerment of all children.
- Kurnai College has a zero tolerance for child abuse. All allegations and safety concerns will be treated very seriously and consistently in line with our child safety policies and procedures.
- Kurnai College has legal obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- We are committed to preventing child abuse and identifying risks early, and removing and reducing these risks and taking all reasonable steps to protect students from abuse.
- We are committed to listening and responding to the views and concerns of students, particularly if they are saying they or another child has been abused and/or are worried about their safety or the safety of another.
- Kurnai College is committed to regularly training and educating our staff and volunteers on child abuse risks.
- We support and respect all children as well as our staff and volunteers. We are committed to providing a safe environment for all children including (but not limited to) the needs of

Aboriginal students, students from culturally and linguistically diverse backgrounds, students with disabilities and students who are vulnerable.

- We are committed to promoting the cultural safety, participation and empowerment of all students, including those from diverse backgrounds.
- All personnel are responsible for supporting the safety and wellbeing of students and we have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

## **Implementation:**

### ***Child Safety***

- 1. A code of conduct that establishes clear expectations for appropriate behavior with students.**

### **ACCEPTABLE BEHAVIOURS**

All Kurnai College staff, volunteers and school council board members are responsible for supporting the safety of students by:

- Adhering to the Kurnai College Child Safety and Mandatory Reporting Policy and upholding the school's statement of commitment to child safety at all times
- Taking all reasonable steps to protect students from abuse.
- Treating everyone in the school community with respect.
- Listening and responding to the views and concerns of students, particularly if they are telling you that they or another student/child has been abused or that they are worried about their safety/the safety of another student.
- Promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students.
- Promoting the safety, participation and empowerment of children with a disability.
- Ensuring as far as practicable that adults are not alone with a student unless there is a clear educational purpose.
- Reporting any allegations of child abuse to the Kurnai College leadership group.
- Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958.
- Reporting any child safety concerns to the Kurnai College leadership group.
- If any allegation of child abuse is made, ensuring as quickly as possible that the child is safe.
- Reporting to Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

### **UNACCEPTABLE BEHAVIOURS**

Staff and volunteers must not:

- Ignore or disregard any suspected or disclosed child abuse.
- Develop any non-professional relationships with students.
- Exhibit behaviors with students which may be construed as unnecessarily physical.
- Put any student at risk of abuse by any kind of behavior/risk.
- Initiate unnecessary physical contact with students or do things of a personal nature that a student can reasonably do for themselves.

- Use inappropriate language in the presence of students.
- Express personal views on culture, race or sexuality in the presence of students.
- Discriminate against any student on the basis of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability.
- Have personal contact with a student or their family outside of school without the school's leadership's knowledge and/or consent or the school's governing authority's approval (unauthorized after-hours tutoring, private lessons, sports coaching etc).
- Have any online contact of a personal nature with a student or their family that is not part of a normal educational conversation that is necessary for the continued educational needs of the student.
- Photograph or video a student without consent of the parent or guardian unless it is specifically for school based publication (newsletters, foyer TVs etc).
- Work with students whilst under the influence of alcohol or illegal substances.
- Consume alcohol at school or at school events in the presence of students unless they are accompanied by parent or guardian.

**2. Screening, Supervision, Training and other human resources practices that reduce the risk of child abuse by new and existing personnel.**

- All applicants to a position within the school will be asked of knowledge relating to Child Safety.
- Induction of all new staff will be conducted at the beginning of each year. This induction will cover Child Safety and Mandatory Reporting Policy initiatives, codes of conduct and procedures when working with students and signing off on Staff Code of Conduct form.
- The school will take reasonable efforts to gather, verify and record work related information about new staff. All new staff will have work related record checks conducted through VIT, past school contact, nominated referee checks and any other relevant sources.
- All new staff will be monitored for a specified period to assess suitability for child connected work. A probation period will exist for all new staff.
- VIT and WCC are checked against the online register at the start of each year
- New staff will have a mentor to assist and monitor staff/student relationships.
- The Child Safety and Mandatory Reporting Policy will be included in the Kurnai College Staff Handbook and will be referred to in our New Staff Induction sessions.
- Child Safety Initiatives will be included in staff meeting agendas on a periodical basis by responsible staff member.
- All contractors will undertake induction sessions by the Facilities Coordinator in July every year. This induction will cover Child Safety and Code of Conduct as noted in the Contactor Occupational Health and Safety (OHS) Induction Handbook.
- The Child Safety and Mandatory Reporting Policy will be highlighted in the Staff Handbook for all new staff.

**3. Processes for responding to and reporting suspected cases of child abuse.**

- All staff will undertake Child Safety Training on a periodical basis (similar to anaphylaxis training).
- A clear and easy to follow step by step process will to show the process for notifying suspected cases of abuse.
- All staff, students and families will be made familiar with the appropriate process to report suspected child abuse.

**4. Strategies to identify and reduce or remove risks of child abuse.**

- Staff will undertake a risk assessment for all school based activities, excursions/camps etc in regards to child safety.
- Staff will assess and rate the level of child safety risk and likely consequences of the risks when planning activities.
- Have clear processes for dealing with child safety risk whilst on school based activities, excursions camps etc.
- All staff will be made aware of strategies, processes and procedures in dealing with child safety issues including Mandatory Reporting obligations.
- All staff immediately notify school leadership of any suspected issues regarding child safety risks.

**5. Strategies to promote the participation and empowerment of students.**

- At Kurnai College we are committed to making students feel safe and valued in the school community.
- At Kurnai College we will provide students with appropriate and accessible information about what child abuse is, their rights to make decisions about their body and their privacy. This will be delivered through appropriate curriculum resources which will promote the following:
  - **Standards of behaviour for students attending the school:**
    - Care and value of themselves, others, teachers and the school community.
    - Being safety conscious in relation to themselves and others.
    - Treating others with respect and good manners.
    - Keeping the guidelines of good behaviour, modelling and supporting school rules.
    - To develop a sense of accountability for their own actions.
    - Work to achieve their personal best whilst allowing others to do the same.
    - Allow for others to learn and to respect the rights of others.
  - **Healthy and Respectful relationships (including sexuality):** This will complement the Respectful relationships curriculum
  - **Child abuse awareness and prevention.**
    - Providing students with the appropriate knowledge and resources to know they have the have the right to be safe and free from abuse, including at school.
    - That schools and other child-related organisations have to follow laws to protect children in their organisations from abuse.
- Kurnai College will provide appropriate information regarding child safety through: -
  - Regular training of staff and volunteers on methods of empowering and encouraging students to recognize abuse and report it.
  - Be clear, honest and realistic about the boundaries of a discussion and what can change.
  - Give adequate time to consult and make sure the venue is appropriate.
  - Listen to what you are being told by children – they may have a very different view to you or what you expect – acknowledge, value and take seriously the views put forward by children. Ensure adults involved are skilful in facilitating the participation of children.
  - Be clear if the discussion will be confidential or if the outcomes will be made public.
  - Monitor the impact your consultation may have had on the children involved.

- Ensure you have procedures in place to provide support to any child who may be distressed as a result of their involvement or disclosure of concerns.
- All staff will receive mandatory training on how to recognize and report abuse
- All staff to be made aware that protecting children and young people is our responsibility.
- Kurnai College will raise awareness in the school community about the rights of children. Through methods such as newsletters, website, posters and audience specific fact sheets.

### **Mandatory Reporting**

A broad range of professional groups are identified in the *Children Youth and Families Act 2005* (CYFA) as mandatory reporters. Mandated staff members must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection from significant harm as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.

The following professionals are prescribed as mandatory reporters under section 182 of the CYFA:

- primary and secondary school teachers and principals (including students in training to become teachers)
- registered medical practitioners (including psychiatrists)
- nurses (including school nurses)
- police.

There may be times when two or more mandated staff members, for example a teacher and a principal, have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to make a report. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

### **Non-mandated staff members**

Section 183 of the CYFA states that **any person**, who believes on reasonable grounds that a child is in need of protection, may report their concerns to Child Protection. This means that any person, including non-mandated school staff, is able to make a report to Child Protection when they believe that a child or young person is at risk of harm and in need of protection, and the child's parents are unable or unwilling to protect the child.

### **Forming a belief on reasonable grounds**

A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person's health, safety or wellbeing is at risk and the child's parents are unwilling or unable to protect the child.

### **There may be reasonable grounds for forming such a belief if:**

- A child or young person states that they have been physically or sexually abused
- A child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- Someone who knows the child or young person states that the child or young person has been physically or sexually abused
- A child shows signs of being physically or sexually abused.
- The staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development

- The staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- A child's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child.

\*Refer to Staff Registers Policy for staff currently trained.

### **Failure to report**

A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and a court imposing a fine under the CYFA.

### ***Child Protection Reporting***

Any person may make a report to DHHS or Victoria Police if they believe on reasonable grounds that a child is in need of protection for any of the following reasons:

- The child has been abandoned and there is no other suitable person who is willing and able to care for the child.
- The child's parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child.
- The child has suffered or is likely to suffer significant harm as a result of physical injury and the parents are unable or unwilling to protect the child.
- The child has suffered or is likely to suffer significant harm as a result of sexual abuse and their parents are unable or unwilling to protect the child.
- The child has suffered or is likely to suffer emotional or psychological harm and the parents are unable or unwilling to protect the child.
- The child's physical development or health has been, or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care.

### **Appendices:**

Appendix A – Reporting a belief

Appendix B – Making a report

Appendix C – Child Safe Standards and Workplace learning – Information for Employers

## Evaluation

This policy will be reviewed as part of the College's four year review cycle.

|                                                |                                                                                               |
|------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Date Implemented</b>                        | Week 3 – Term 2 – 2014-V1                                                                     |
| <b>Approval Authority (Signature and date)</b> | <br>14/2/17 |
| <b>Dates Reviewed</b>                          | Week 7 – Term 4 – 2014 - V2<br>Week 3 – Term 3 – 2016 –V3<br>Week 3 – Term 1 – 2017 –V4       |
| <b>Responsible for Review</b>                  | College Principal                                                                             |
| <b>Next Review Date</b>                        | Week 3 – Term 1 - 2020                                                                        |

## **APPENDIX A - REPORTING A BELIEF**

### **Reporting a belief**

Staff members, whether or not mandated, need to report their belief when the belief is formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief.

If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.

### **Protecting the identity of the reporter**

Confidentiality is provided for reporters under the CYFA. The CYFA prevents disclosure of the name or any information likely to lead to the identification of a person who has made a report in accordance with legislation, except in specific circumstances.

The identity of a reporter must remain confidential unless:

- the reporter chooses to inform the child, young person or family of the report
- the reporter consents in writing to their identity being disclosed
- a court or tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child
- a court or tribunal decides that, in the interests of justice, the reporter is required to attend court to provide evidence.

Information provided during a protective investigation may be used in a court report if the risks to the child or young person require the case to proceed to court. In these circumstances, the source of the information may be required to provide evidence to the court.

If Child Protection decides that the report is about a significant concern for the wellbeing of a child, they may refer the report to a community-based child and family service and disclose the identity of the reporter to that service. However, the CYFA provides that neither Child Protection nor the community-based child and family service may disclose the reporter's identity to any other person without the reporter's consent.

### **Professional protection for reporters**

If a report is made in good faith:

- it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter
- the reporter cannot be held legally liable in respect of the report.

This means that a person who makes a report in accordance with the legislation will not be held liable for the eventual outcome of any investigation of the report.

### **Failure to report**

A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and a court imposing a fine under the CYFA.

## APPENDIX B - MAKING A REPORT

### Making a report to Child Protection

The CYFA allows for two types of reports to be made in relation to significant concerns for the safety or wellbeing of a child – a report to Child Protection or a referral to Child FIRST.

A report to Child Protection should be considered if, after taking into account all of the available information, the staff member forms a view that the child or young person is in need of protection because:

- the harm or risk of harm has a serious impact on the child's immediate safety, stability or development
- the harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child's safety, stability or development
- the child's parents cannot or will not protect the child or young person from harm.

Where during the course of carrying out their normal duties, a school staff member forms the belief on reasonable grounds that a child is in need of protection, the staff member must make a report to Child Protection regarding this belief and the reasonable grounds for it as soon as practicable.

Staff members may form a professional judgement or belief, in the course of undertaking their professional duties based on:

- warning signs or indicators of harm that have been observed or inferred from information about the child
- legal requirements, such as mandatory reporting
- knowledge of child and adolescent development
- consultation with colleagues and other professionals
- professional obligations and duty-of-care responsibilities
- established protocols
- internal policies and procedures in an individual licensed children's service or school.

Upon receipt of a report, Child Protection may seek further information, usually from professionals who may also be involved with the child or family, to determine whether further action is required.

In most circumstances, Child Protection will inform the reporter of the outcome of the report. When the report is classified by Child Protection as a Wellbeing Report, Child Protection will, in turn, make a referral to Child FIRST.

Any person who is registered as a teacher under the *Education and Training Reform Act 2006*, or any person who has been granted permission to teach under that Act, including principals, is mandated to make a report to Child Protection. In the course of undertaking their professional duties, mandated staff members are required to report their belief, when the belief is formed on reasonable grounds, that a child is in need of protection from significant harm as a result of sexual abuse or physical injury.

School policy and procedures stipulate how teaching staff fulfil their duty of care towards children and young people in their school.

Teachers are encouraged to discuss any concerns about the safety and wellbeing of students with the principal or a member of the school leadership team. If a principal or member of the leadership team does not wish to make a mandatory report, this does not discharge the teacher's obligation to

do so if they have formed a reasonable belief that abuse may have occurred. If the teacher's concerns continue, even after consultation with the principal or member of the leadership team, that teacher is still legally obliged to make a mandatory report of their concerns.

Information about the identity of a person making a report to Child Protection must be kept confidential unless the reporter consents to the disclosure of their identity. If the staff member wishes to remain anonymous, this information should be conveyed at the time that the reporter makes the mandatory report.

### **The role of school staff**

School staff have a duty of care to protect and preserve the safety, health and wellbeing of children and young people in their care and staff must always act in the best interests of those children and young people. If a staff member has any concerns regarding the health, safety or wellbeing of a child or young person it is important to take immediate action.

**Note: The role of investigating an allegation of child abuse rests solely with Child Protection and/or Victoria Police.**

The roles and responsibilities of staff in supporting children and young people who are involved with Child Protection may include acting as a support person for students, attending Child Protection case plan meetings, observing and monitoring students' behaviour, and liaising with professionals.

### **Confidentiality**

Staff must respect confidentiality when dealing with a case of suspected child abuse and neglect, and may discuss case details and the identity of the child or the young person and their family only with those involved in managing the situation.

When a child or young person has moved to another school, professional judgement should be exercised as to what information needs to be passed on. This will be guided by usual procedures for passing on information about a child's general wellbeing or special needs, and the role of the school in any ongoing care plans.

### **Interviews at Victorian schools**

Child Protection may conduct interviews of children and young people at school without parental knowledge or consent. However, a child will be interviewed at a Victorian school only in exceptional circumstances and if it is in the child's best interests to proceed in this manner. Child Protection will notify the school of any intention to interview a child or young person. This may occur regardless of whether the school is the source of the report to Child Protection.

When Child Protection practitioners arrive at the school, the principal or their nominee should ask to see their identification before allowing Child Protection to have access to the child or young person.

### **Support persons**

Children and young people should be advised of their right to have a supportive adult present during interviews. If a child is too young to understand the significance of the interview, a staff member should make arrangements for a supportive adult to attend with the child.

A staff member may be identified as a support person for the child or young person during the interview. Prior to the commencement of the interview, the Child Protection practitioner should always authorise the staff member to receive information regarding Child Protection's investigation.

This may occur verbally or in writing using the relevant Child Protection proforma.

Independent persons must refrain from providing their opinions or accounts of events during interviews. A principal or their delegate may act as an independent person when the child or young person is to be interviewed, unless they believe that doing so will create a conflict of interest

#### **Advising parents, carers or guardians**

Staff **do not require** the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so.

It is the responsibility of Child Protection to advise the parents, carers or guardians of the interview at the earliest possible opportunity. This should occur either before, or by the time the child arrives home

#### **Ensuring that a Child Protection interview takes place**

The school does not have the power to prevent parents, carers or guardians from removing their children from the school and should not attempt to prevent the parents, carers or guardians from collecting the child. If a parent/carer or guardian removes a child before a planned interview has taken place, the principal and/or their nominee should contact Child Protection or Victoria Police immediately.

#### **Staff Training**

Staff will be informed of Mandatory Reporting requirements as part of their initial induction to the school and will be provided with supporting documentation in their staff handbook.

Updates will take place annually as part of the Performance and Development/Staff meeting rotation.

#### References:

<http://www.education.vic.gov.au/school/principals/health/Pages/childprotection.aspx>

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/protecting-children-together>

<http://www.dhs.vic.gov.au/for-service-providers/children%2c-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource>

[http://www.dhs.vic.gov.au/\\_data/assets/pdf\\_file/0007/586465/information-guide-registered-teachers-principals.pdf](http://www.dhs.vic.gov.au/_data/assets/pdf_file/0007/586465/information-guide-registered-teachers-principals.pdf)

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/about-child-abuse>

## Appendix C

### Child Safe Standards and Workplace learning Information for Employers

---

As part of the Victorian Government's commitment to implementing the recommendations of the Betrayal of Trust report, which found that more must be done to prevent and respond to child abuse in our community, there is a new regulatory landscape surrounding child safety, underpinned by new Child Safe Standards.

The Child Safe Standards are compulsory minimum standards for organisations that provide services for children, including Victorian early childhood services and schools, to help ensure the safety of children. Examples of other organisations which must comply with the Child Safe Standards include hospitals, local councils, youth services, and sport or recreation services for children. For a list of in scope organisations for Child Safe Standards, see: <http://www.dhs.vic.gov.au/about-thedepartment/documents-and-resources/policies,-guidelinesand-legislation/in-scope-organisations-for-child-safestandards>

*Ministerial Order 870 – Child Safe Standards – Managing the Risk of Child Abuse in Schools* operationalises the Child Safe Standards in registered schools. Standard 6 requires the school governing authority to develop, implement, monitor and evaluate risk management strategies to ensure child safety in school environments. Ministerial Order 870 defines a child as “a child enrolled as a student at the school”. The definition of ‘school environment’ in Ministerial Order 870 extends to any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours. This includes workplace learning environments where students undertake work experience, structured workplace learning, school community work (volunteering) and School Based Apprenticeships and Traineeships (SBATs). Registered schools are therefore required to develop and implement risk management strategies prior to students undertaking workplace learning to ensure their safety will not be compromised and the school complies with the requirements of Ministerial Order 870.

#### **WHAT CAN EMPLOYERS DO TO MANAGE CHILD SAFETY RISKS IN THE WORKPLACE?**

1. Nominate a supervisor (or supervisors) who will directly supervise the student throughout their placement.
2. Ensure that the student's supervisor/s and other employees in the workplace understand acceptable and unacceptable behaviours in dealing with students.
3. Employers can access Kurnai College's Child Safe Policy online at <http://kurnaicollege.vic.edu.au/policies.html> and read our Statement of Commitment (overleaf). Similarly, if the employer is an in scope organisation for Child Safe Standards, they are encouraged to provide a copy of their child safety policy or statement of commitment to schools.
4. Explain your workplace policies regarding bullying, harassment and discrimination, and any other behavioural standards or codes of conduct that apply to any student in the workplace.
5. Explain your workplace policy for dealing with concerns or complaints about behaviour at work. Encourage the student to report any concerns directly to you and/or their supervisor, and to the school principal or another staff member at their school.
6. Ensure the student can readily contact their school if required during the placement.
7. Ensure school staff can readily contact the student to check in with how their placement is progressing.
8. Liaise immediately (or as soon as possible) with the school regarding any issues arising in the workplace.

---

Employer (Business) Name: \_\_\_\_\_

I have read and understood how our workplace can manage Child Safety Risks and have read Kurnai College's Statement of Commitment (overleaf).

Signature \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_ (please print)

# Child Safety

## Statement of Commitment

---

Kurnai College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Kurnai College has zero tolerance for child abuse.

Kurnai College 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. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Kurnai College 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 our planning, decision-making and operations, Kurnai College will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. 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;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.