



ST. PETER'S COLLEGE CRANBOURNE
FAITH, EDUCATION & SERVICE

CHILD SAFETY & WELLBEING POLICY

1.0 INTRODUCTION

“Take courage, it is IBe not afraid“(Mt14:27)

As a Catholic Community, we aspire 4

- to lead in faith
- guide with love
- inspire through learning.

Promoting a safe and nurturing culture for our young people

At St Peter's College, Cranbourne we hold the care, safety and wellbeing of children and young people 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 promotion of the human person is the goal of the Catholic school.'

The Catholic School on the Threshold of the Third Millennium, par. 9

2.0 PURPOSE

The St Peter's College Cranbourne 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 No. 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*, 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 Peter's College Cranbourne 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 are respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

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

We promote positive relationships between students and adults, including 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 (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, school staff, and volunteers to inform our ongoing strategies.

6.0 ROLES AND RESPONSIBILITIES

School Leadership Team

Our school leadership team consisting of the Principal, Deputy Principals, Learning Systems and Data Coach and the Business Manager 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 Principal 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 and training through 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 [Child Safety Code of Conduct](#) identify and raise concerns about child safety issues in accordance with the [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 Peter's College Cranbourne has nominated two Child Safety Champions, two Pastoral Care Leaders, Student Wellbeing Advisory Committee (SWAC) and the Wellbeing Team to support the Principal to implement our child safety policies and practices, including school staff and volunteer training.

The responsibilities of the Child Safety Champions, the Pastoral Care Team and Student Wellbeing Advisory Committee (SWAC) and the Counselling Team are outlined in the DOSCEL guidance for Child Safety Champions. In addition to these roles, the school Child Safety Champions, the Pastoral Care Team and SWAC and the Counselling Team are also responsible for:

- Supporting the provision of a child-safe environment for students.
- Supporting the development of a child safe culture within the school.
- Provide ongoing professional development for all staff on child safeguarding practices, including legislative and DOSCEL orders, policies and procedures. .
- Ensure Child Safety is included in the induction program of new staff.
- Proactively monitor and support student wellbeing.
- Liaising with external agencies to support students and families as appropriate to the needs, safety and wellbeing of the child.
- Exercising pastoral care in a manner reflective of the school's values.
- Implementing strategies which promote healthy and positive learning environments for all students.

Our Principal and Child Safety Champions, Pastoral Care Team and the Counselling Team are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- Child Safety Champions, Pastoral Care Team and the Counselling Team are responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach Child Safety Champions if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- Child Safety Champions 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 SWAC and Student at Risk (StAR) teams to meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Representative Council (SRC) meets regularly to promote student voice and to raise any issues around child safety and wellbeing. The SRC is a forum for students to provide input into school child safety strategies.

Our OH&S Committee monitors the Child Safety Risk Register.

7.0 CHILD SAFETY CODE OF CONDUCT

The St Peter's College Cranbourne 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.

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 at least annually.

Examples of how St Peter's College Cranbourne manages the risks to child safety and wellbeing in our physical and online school environments include but are not limited to:

- Ensuring students are supervised in accordance with policies and procedures in all settings, including school grounds, excursions and camps with particular attention to the safety, diverse needs and vulnerabilities of students in each activity or setting.
- Providing information to students and their families about appropriate use of the school's technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming.
- Mobile phone policy is used to educate and support students to use this technology appropriately and safely.
- Ensuring the school is up to date with current online safety issues and expert information from specialist government and non-government bodies, including the Office of the e-Safety Commissioner and eSmart Schools.
- Promote activities in the school community that connect schools and communities and raise awareness to prevent bullying and violence, including the National Day Against Bullying and Violence and RUOK day campaigns.
- The Student at Risk Team meets regularly to support, monitor and identify students who are deemed at risk from either self or other.
- Purple Texta protocols are used to identify and support students deemed to be at risk for a variety of reasons including self-harm, school refusal, bullying.
- The Pastoral and Counselling Teams are trained the Protection of Children protocols including; Reporting Obligations Procedure; Anti-Grooming Policy; Failure to Disclose Policy; 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.
- Create a respectful, sensitive and safe environment for people who may be experiencing family violence through the alignment to the The Family Violence Multi-Agency Risk Assessment and Management Framework (MARAM) framework.
- Identify and document the school's child safety risks in the school's risk register or equivalent and ensure strategies are in place to manage those risks. This includes the range of school environments and offsite environments, which our students, staff and parents may use ranging from pick up and drop off to excursions, incursions, camps local, interstate, and international.
- Consider risks arising from child-to-child and adult-to-child interactions in physical and online spaces.
- Consider cultural safety ensuring the school environment is welcoming to Aboriginal and Torres Strait Islander people.
- Inform staff, contractors, volunteers and students where appropriate of identified risks and risk management strategies.

- Keep records of risk management activities, including risk assessments for school camps and excursions.
- Ensure appropriate ratio of staff to students are in place for supervision in all aspects of the school day and school activities.
- Ensure students are aware of out of bounds areas and conduct safety audits of school buildings and grounds to minimise safety risks. Student leaders have a voice in auditing these areas.

9.0 ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At St Peter's College Cranbourne, 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:

- Aboriginal and Torres Strait Islander Student Liaison Officer
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Begin events and meetings with a Welcome to Country or Acknowledgement of Country as a standing agenda item.
- A plaque is displayed at the front office of both campuses acknowledging.....
- Harmony Day celebrations feature acknowledgement of all cultures
- Recognise and act on National Aborigines and Islanders Day Observance Committee (NAIDOC)
- Recognise and act on National Sorry Day and National Reconciliation Week
- Seek feedback from Aboriginal and Torres Strait Islander students and their families about what the school does well and what can be improved.
- The pastoral program Strive & Thrive includes a unit on the cultures of Aboriginal and Torres Strait Islander people to promote understanding and respect.
- Engage with the DOSCEL Education Officer: Inclusive Education (Aboriginal and Torres Strait Islander) for advice about creating culturally inclusive learning environments.
- Use the Victorian Aboriginal Child Care Agency (VACCA) Building Respectful Partnerships guide to make a tailored learning and development plan focused on staff cultural competence learning needs.
- Embed Aboriginal and Torres Strait Islander histories and cultures when planning curriculum for students as demonstrated in the Victorian Curriculum F–10.
- Understand who the Traditional Owners are of the lands on which the school is located. Refer to the Aboriginal Cultural Heritage Register and Information System (ACHRIS) Welcome to Country and Acknowledgements Map.
- Express zero tolerance of racism in the school statement of commitment to child safety included in the school Child Safety and Wellbeing Policy and other documents.
- Address all claims of racism and discrimination against Aboriginal and Torres Strait Islander people, that may occur within the school environment.

10.0 STUDENT VOICE AND EMPOWERMENT

To support child safety and wellbeing at St Peter's College Cranbourne, 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 Peter's College Cranbourne 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 through;

- House System
- Student Representative Council (SRC)
- Leadership program including Forum Leaders, and House and College Captains leadership pathways
- Rosemary Graham & McGuigan Shield Events
- Strive & Thrive Pastoral Program and year level specific SWAC events
- ROCKS - the implementation of our School Wide Expectations
- SIS events
- Camps, Retreats, Interstate and Overseas trips
- Celebration Days including Harmony Day, St Peter's Day
- RU OK week activities
- National Day Against Violence and Bullying - promote student voice
- Child Protection Week - activities to promote student voice
- College Production
- Tournament of Minds
- Student Led Conferences

We inform students of their rights through;

- House System, including Tutor Group
- SPACE wellbeing pages - developed by and for students
- Student leadership programs and student leadership roles within the school including SRC, Forum leaders, House and College Captains.
- Strive & Thrive Pastoral Program and year level specific SWAC events
- Child safety posters are displayed throughout the school to promote student voice and agency, including Indigenous advocacy posters.
- Peer support program supports transition of Year 7 students
- Student Led Conferences held twice a year to promote student voice and agency in their learning.
- Care & Safety plan teams include the child's voice and actions are included.
- Student services section on SPACE contains
 - interactive student wellbeing page
 - wellbeing section provides information and access to services including HeadSpace;
 - e safety for students
 - student information - behaviour, democratic principles of the College
- ROCKS - the implementation of our School Wide Expectations.
- Wellbeing survey is carried out annually
- Harmony day, RUOK and National Day Against Violence and Bullying and other such events.

and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time.

Students and families can also access information on how to report concerns at [Complaints Handling Procedure](#)

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.

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. Peter's College Cranbourne we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

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

We do this by

- all of our child safety policies and procedures will be available for students and parents, guardians and carers at <https://www2.stpeters.vic.edu.au/>
- Newsletters, the School's learning platform SPACE parent portal, Operoo notifications, and school website will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- School TV -this resources is available to all parents and provides information and strategies for parents dealing with health and safety trends and concerns. Available through SPACE and the school website.
- Operoo system provides uptodate and in real time information for parents, it also provides real time information from parents to the school in relation to the health and wellbeing of the child.
- House System
- School Advisory Committee
- Parents & Friends Association
- Student learning conferences
- House Welcome Evenings
- Parent information evenings
- Host parent and student evenings on child safety, wellbeing and online safety.
- Child safety policies and procedures are available for students and parents, guardians and carers at <https://www2.stpeters.vic.edu.au/our-college/policies/>
- The school's facebook page is utilised to engage and inform parents and students.
- The school registrar provides induction and transition packs for prospective parents and students.
- Pastoral Care Leaders work with our feeder schools in all transition matters for year 7 students.
- All prospective parents and students are interviewed prior to enrolment.
- All Year 7 families and new families of Years 8-12 are welcomed through an individual meeting with a member of leadership and or House Leader.
- Information evenings are held for year 5 and year 6 families.
- An orientation day program is held for year 6 students.

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 disability
- children identified with additional needs including but not limited to learning, social, emotional and physical needs.
- children unable to live at home or impacted by family violence
- international students or new arrivals through our EAL learning leader
- children and young people who identify as LGBTIQ+ including care & safety plans, and conducting risk assessments in conjunction with the family and child.
- socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation).
- Out of home care support staff member, Nadia Picinali (Cranbourne Campus) and Lana Paten (Clyde North Campus)
- Work with external agencies (DFFH, HeadSpace, Youth Justice, Orange Door etc) to support all students including vulnerable groups and individuals.
- celebration of Harmony Day, RUOK, The National Day of Action against Bullying and Violence

13.0 SUITABLE SCHOOL STAFF AND VOLUNTEERS

At St Peter's College Cranbourne, 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 Schemes 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

- All staff are allocated a learning Coach to support their practice and professional development.
- The House system provides guidance and support for learning advisors and teachers in managing the learning, behaviour and wellbeing of their students.
- Principal, Head of Campus and Compliance sessions are held fortnightly to support staff to understand their obligations and responsibilities in all aspects of child safety and Wellbeing.
- Induction of new staff includes all aspects of child safety and wellbeing.
- New staff are provided a mentor to support their integration into the school's child safety practices.
- Staff are trained in completing risk assessments which supports and monitors the development of a child safety culture.
- Staff are required to complete the Mandatory Reporting and Students with disabilities training modules. Documentation of completion is recorded and monitored.
- Learning walks are conducted to support teachers in creating safe, supportive and predictable learning environments.
- All staff are required to enter learning adjustments for students on NCCD, which is monitored by the Learning Enrichment Leaders.
- The Annual Review Meeting ensures all staff to set goals aligned with the school improvement plan which are monitored at regular intervals.

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 schools must assess the suitability of prospective volunteers 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 Peter's College Cranbourne, child safety and wellbeing policies, procedures, codes and practices.

15.0 COMPLAINTS AND REPORTING PROCESSES

St Peter's College Cranbourne, 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 [Complaint Handling Procedure](#).

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 [ANTI-BULLYING AND BULLYING PREVENTION POLICY](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

16.0 COMMUNICATIONS

St Peter's College Cranbourne, 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 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
- displaying indigenous child safety posters
- displaying child safety posters created by our students
- displaying ROCKS posters
- updates in our school Newsletter, Facebook, Operoo notifications, Principal and Head of Campus letters
- 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 Peter's College Cranbourne, 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 Peter's College Cranbourne, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will: Review of all policies by the Policy Committee

- 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.

- maintain a Child Safety Risk Register
- adhere to DOSCEL Complaint Policies
- review procedures for responding to complaints and concerns relating to child abuse
- maintain recordkeeping and information management protocols
- review policies and practices on accessibility, cultural safety, diversity and inclusion
- review recruitment policies and practices for staff, contractors and volunteers
- review Induction programs
- ensure Training for staff, contractors and volunteers
- review and maintain Communication aimed at students, their families and the community about child safety

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](#)

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.

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| Implementation Date: | September 2022 |
| Consultation: | Staff consultation 23/8/22 |
| Review Date: | August 2024 |