



# Leibler Yavneh College: Child Safety Policy

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## 1. Introduction

In reading the Child Safety Policy (the policy) outlined on the following pages, all College community members, including staff, volunteers, Board members, students on placement, contractors and parents and carers, should note the following:

- The College's commitment to the principles of child safety, empowerment and inclusion are a part of our mission and values as well as our policies and procedures for all staff and students.
- The policy has been approved and endorsed by the College's governing body, the Executive, and is regularly reviewed to ensure compliance.
- The College recognises the need to reflect principles of inclusion as they refer to students with physical or learning disabilities, and accordingly has in place various learning support and integration programs.
- Our policies and procedures are designed to embed a culture of child safety in all school environments.
- The College Executive expects all within our College community to uphold the principles of inclusion through promoting equity and respecting diversity by:
  - actively anticipating children and young people's diverse circumstances and responding effectively to those with increased risk of harm;
  - informing children and young people of their rights and giving all young people access to information, support and complaints processes;
  - respecting the rights of children and young people to participate in decision-making, paying appropriate attention to the needs of the following groups:
    - Children and young people who identify as Aboriginal and/or Torres Strait Islander
    - Children and young people with a disability
    - Children and young people from culturally and linguistically diverse backgrounds
    - LGBTQI+ (lesbian, gay, bisexual, transgender, queer and intersex) children and young people
    - Children and young people who are unable to live at home
- The College practices zero tolerance to child abuse.
- Regular training sessions are provided for staff, and education is provided to students and parents in order for them to understand, identify, discuss and report child safety matters.

The College Principal (Senior Child Protection Officer) is responsible for monitoring overall school compliance with all aspects of this policy on behalf of the Executive of the College Council. In the Principal's absence, the Deputy Principal responsible for the relevant campus takes over responsibility.

## 2. Scope

The policy applies to all staff, volunteers, Board members, students on placement, contractors and parents and carers, in educational and wellbeing services at Leibler Yavneh College. It considers that the responsibility extends to all persons that have any contact with children and young people, or knowledge of abuse of children and young people. This policy should be read in conjunction with the Child Safe Reporting Procedure and Child Safe Code of Conduct.

## 3. Legislative and Policy Context

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Leibler Yavneh College aims to uphold and support the following legislative requirements, guidelines and principles in its endeavour to provide a child safe environment for all students.

### Royal Commission into Institutional Responses to Child Sexual Abuse

In 2017 the Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) tabled both general and specific recommendations for institutions that provide care and support to children.

A range of legislative changes were recommended following the conclusion of the Royal Commission. As a result, a number of states and territories have implemented or are in the early stages of implementing legislative reform to better reflect the recommendations of the Royal Commission.

### Victorian Child Safe Standards

The Victorian Child Safe Standards were introduced as the Victorian government's response to the Betrayal of Trust Enquiry to ensure child safe environments are in place for organisations that work with children and young people.

The 11 Victorian Child Safe Standards aim to promote the safety of children, prevent child abuse and ensure organisations have effective processes in place to respond to and report all allegations of abuse. They achieve this by driving changes in organisational culture, providing a minimum standard of child safety across all organisations and highlighting that all community members have a role to keep children safe from abuse. The Standards are underpinned by the understanding that all children are vulnerable and that some children are particularly vulnerable.

### National Principles for a Child Safe Organisation

Following the conclusion of the Royal Commission, the National Principles for Child Safe Organisations (National Principles) were tabled and on February 19, 2019. The Council of Australian Governments (COAG) endorsed these principles with a view for future national consistency in relation to child safety standards.

The 10 principles provide a framework for ensuring organisations can detect and respond to child safety concerns and more effectively prevent risk from occurring.

### Duty of Care

Organisations that facilitate work with children and young people have an obligation to ensure processes are in place to avoid acts or omissions that place children in circumstances that may lead to harm.

### Victorian Legislative Context

There is now comprehensive legislation in Victoria that guide how organisations must embed child safety and respond to suspected child harm and neglect. Key pieces of legislation in Victoria include:

Children, Youth & Families Act 2005

- Wrongs Amendment (Organisational Child Abuse) Act 2017 (VIC)
- Crimes Amendment (Protection of Children) Act 2014 (VIC)
- Crimes Amendment (Protection of Children) Act 2014 (VIC)
- Child Wellbeing and Safety Act 2005 (VIC)
- Children, Youth and Families Act 2005 (VIC)
- Child Wellbeing and Safety Act 2005 (VIC)
- Crimes Amendment (Grooming) Act 2014 (VIC)
- Worker Screening Act 2020 (VIC)

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- Crimes Act 1958 (VIC)

Leibler Yavneh College will:

- Ensure that all reasonable steps are taken so that students are safe from sexual abuse and that they feel safe at all times.
- Enable the College Executive members, all persons in positions of authority, care or supervision, all employees of the College and where applicable, students of 18 years or over to understand their role and responsibility in protecting the safety and wellbeing of children and young people under the age of 16 in accordance with the Crimes Act 1958 (Vic). That is, to ensure individuals associated with the College who have the power or responsibility to reduce or remove a substantial risk, take steps to reduce or remove any substantial risk that a student under 16 years of age will become the victim of sexual assault, including the recognition of 'grooming'.
- Ensure all members of the College community aged 18 and over understand their reporting obligations in accordance with the Crimes Amendment (Protection of Children) Act 2014 (Vic). That is, to ensure all members of the College community aged 18 and over (who are not Mandatory Reporters) who form a reasonable belief that a sexual offence has been committed by an adult against a child under 16, report that information to police.

The Principal will:

- Ensure that all staff members, volunteers, students aged 18 and over, College Executive members and the College parent community are aware of the Crimes Act 1958 (Vic) Policy and have access to a copy of this policy.
- Ensure that all adults within the College community are aware of their obligation to report suspected sexual abuse of a child under 16 years to the police.
- Provide support for staff in undertaking their responsibility in this area.

All staff members will:

- Be aware of and sign that they have read the Child Safe Code of Conduct, Child Safety Reporting Procedure and Child Safety Policy
- Report any reasonable belief of child sexual abuse to the police or fulfil their obligation as Mandatory Reporters.
- Provide an educational environment that is supportive of all children's emotional and physical safety.

## Failure to Protect

An offence applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit an offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

## Failure to Disclose

The failure to disclose offence applies to adults that have information that leads them to form a 'reasonable belief' that another adult has sexually offended against a child under 16 in Victoria. Such adults must report the information to Police as soon as possible, unless they have a 'reasonable excuse' for not reporting the information or are exempt from the offence. If they fail to report the information, they may be charged with a criminal offence. The maximum penalty is three years imprisonment.

The failure to disclose offence helps to ensure that protecting children from sexual abuse is the

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responsibility of the whole community.

## Reportable Conduct Scheme

The Reportable Conduct Scheme requires the Principal to report to the Commission for Children and Young People (CCYP) if they become aware of an allegation of child abuse, child harm, risk of harm, serious neglect, or child related misconduct being made against an employee, contractor, or volunteer.

While the principal is legally responsible to report to the external authority, there is also an expectation that any person within an organisation can notify the CCYP of a reportable allegation.

Reportable conduct cases will then be investigated by Leibler Yavneh College, with oversight from the external authority including the Police and DFFH Child Protection. Leibler Yavneh College will also seek advice from the Police, CCYP and DFFH Child Protection regarding appointing an external investigator. Reportable Conduct Schemes and their prescribed processes do not replace the need to report concerns, allegations, and disclosures to the Police when there are indicators that a crime may have been committed, and/or to child protection authorities where there are protective concerns for children and young people.

## 4. Child Safe Values and Principles

Leibler Yavneh College is committed to the safety and wellbeing of children and to being a child safe organisation with zero tolerance to child abuse. Its commitment is based on the following overarching principles, the Victorian Institute of Teaching's Code of Conduct and the 11 Victorian Child Safe Standards. These principles guide the conduct of staff and volunteers at Leibler Yavneh College:

1. All children regardless of ethnicity, gender, sexual orientation, culture, socio-economic status, disability or other status have the right to feel safe.
2. The welfare and best interests of the child are paramount.
3. The views of the child must be respected.
4. Child safety awareness is promoted and openly discussed within our College community.
5. Child safety and protection is everyone's responsibility.
6. Staff and volunteers have an obligation to ensure a 'duty of care' that protects students from harm. This includes avoiding acts or omissions that place children in circumstances that may lead to harm.
7. Staff and volunteers will empower students in areas that affect their safety and rights.
8. Children and young people from culturally or linguistically diverse backgrounds, those with a disability, Aboriginal and Torres Strait Islander children and young people, LGBTIQ+ children and young people and those who cannot live at home have the right to special care and support. They will be supported to access the College's programs in a safe and nurturing manner.
9. Staff and volunteers take a zero-tolerance approach to child abuse, child harm and neglect and will report any alleged breaches of the Code and allegations of child abuse via the College's internal and external reporting procedures.

## Cultural Safety

Leibler Yavneh College will create a culturally safe environment for all peoples including Australia's First Nation's peoples.

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Cultural safety is defined as “an environment that is safe for people: where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening.”<sup>1</sup>

Leibler Yavneh College is a Modern Orthodox Jewish School, the College will:

- consult with local Aboriginal people and organisations to become culturally safe;
- identify the local Aboriginal groups in our area;
- recognise the impact of past Government policies and practices on Aboriginal peoples. as part of this, the College will:
  - acknowledge the Aboriginal people are First Peoples who have an ongoing connection to this country beyond 40,000 years;
  - observe and support key events such as national sorry day and naidoc week
- respect and embrace Aboriginal culture within our College. Examples of this may include:
  - displaying appropriate Aboriginal symbols, images and objects in consultation with local Aboriginal groups;
  - create a plaque or poster that acknowledges the Traditional Owners of the land that we stand on; and
  - begin significant meetings and ceremonies with a Welcome to / Acknowledge of Country.

## 5. Definitions of Child Abuse and Family Violence in Victoria

### Child Abuse

Child abuse is defined in section 3 of the Child Wellbeing and Safety Act 2005 (VIC) as including:

- any act committed against a child involving a sexual offence or a grooming offence under section 49M(1) of the Crimes Act 1958 (VIC);
- the infliction of physical violence or serious emotional or psychological harm; and
- the serious neglect of a child.

Indicators of child abuse and harm can be found in **Appendix 1** of this policy.

A child is defined by the Child Wellbeing and Safety Act 2005 (VIC) as a person who is under the age of 18 years.

Relevant parties must understand the definitions of child abuse and be able to act on this knowledge and report to the relevant authority where required.

Child abuse describes an act or omission which results in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power. This can be a single event or a series of traumatic events. Most instances of child abuse fall under the definition of cumulative harm (repeated acts of harm) and multidimensional harm (multiple types of child abuse). Child abuse can be perpetrated by parents, caregivers, other adults, and/or other children and young people. Where sexual abuse is perpetrated by children or young people, it is usually referred to as, ‘sexually harmful behaviour’. Child abuse, including child harm and neglect, are commonly divided into the following sub-categories:

- physical abuse;
- emotional abuse;
- neglect;

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<sup>1</sup> Williams, R. (2008), *Cultural Safety; what does It mean for our work practice?* Australian and New Zealand Journal of Public Health, 23[2]: 213-214.

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- sexual abuse;
- grooming; and
- exposure to family violence.

Policy definitions can be found at **Appendix 2**.

### Physical Abuse

Physical abuse can consist of any non-accidental infliction of physical violence on a child by any person. Examples of physical abuse may include beating, shaking, burning, assault with implements and female genital mutilation.

### Emotional Abuse

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats. It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health.

### Neglect

Neglect is the failure to provide for the child's basic needs for life to the extent that the child's health and development are, or are likely to be, placed at risk, including:

- Food
- Clothing
- Shelter
- Medical attention
- Supervision or care

The law differentiates between three different levels of neglect:

- 'Minor' neglect is low-level neglect that is trivial or temporary
- 'Significant' neglect is medium-level neglect that causes harm to a child that is more than trivial or temporary
- 'Serious' neglect involves the continued failure to provide a child with the necessities of life, such as food, clothing, shelter, hygiene, medical attention or adequate supervision, to the extent that the child's health, safety and/or development is, or is likely to be, jeopardised. Serious neglect can also occur if an adult fails to adequately ensure the safety of a child where the child is exposed to extremely dangerous or life-threatening situations.

### Sexual Abuse

Sexual abuse/harm occurs when a person uses power, force, or authority to involve a child in any form of sexual activity. Behaviour sex offenders engage in may include:

- touching or fondling children
- sending obscene or suggestive phone calls/texts to children
- exhibitionism and or voyeurism in front of children
- exposing children to pornographic images
- penetration with penis, finger or other object into the mouth, anus, or vagina.

Child sexual abuse may not always include physical sexual contact and can also include non-contact offences, for example:

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- talking to a child in a sexually explicit way
- sending sexual messages or emails to a child
- exposing a sexual body part to a child
- forcing a child to watch a sexual act (including showing pornography to a child)
- having a child pose or perform in a sexual manner (including child sexual exploitation).

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love, through a process of grooming.

**Sexually harmful behaviour** in children refers to harmful behaviour perpetrated by a child (17 years of age or younger) to another child. Harmful behaviours in children are often an indicator that they have experienced abuse or neglect. Where sexually harmful behaviour occurs, organisations have a duty of care to both children. Note that in children under 10 years of age, such behaviour is often referred to as sexually problematic behaviour.

## Grooming

Grooming is predatory behaviour designed to prepare a child for sexual abuse. Many perpetrators of sexual offences against children purposefully create relationships with children and young people, their families and carers in order to establish the conditions necessary for them to abuse the child. For example:

- giving gifts or special attention to a child or their parent or carer (this can make a child feel special or indebted to an adult)
- controlling a child through threats, manipulation, force or use of authority (this can make a child scared to report unwanted behaviour)
- making close physical contact, such as inappropriate tickling and wrestling
- openly or pretending to accidentally expose the victim to nudity, sexual material and sexual acts (this in itself is classified as child sexual abuse but can also be a precursor to physical sexual assault).

Grooming includes online grooming. It occurs when an adult uses electronic communication (including social media) in a predatory fashion to try to lower a child's inhibitions, or heighten their curiosity regarding sex, with the aim of eventually meeting them in person for the purposes of sexual activity.

It is important to note that when instances of grooming occur, other members of the child's community are also 'groomed'. This allows perpetrators to establish trust and a connection with the child via their support networks, further enhancing the conditions for other forms of child abuse to occur.

## Exposure to Family Violence

The Family Violence Protection Act 2008 (Vic) defines family violence as behaviour by a person towards a family member where the behaviour:

- is physically, sexually, emotionally, economically or psychologically abusive
- is threatening or coercive; or
- in any other way controls or dominates the family member and causes that family member to feel fear for the safety or wellbeing of that family member or another person.

A child can be a direct victim to any of these behaviours. Family violence also includes behaviour that causes a child to hear or witness, or otherwise be exposed to the effects of, any of these behaviours.

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## Key terms

**Multidimensional harm:** Multi-dimensional harm occurs when more than one harm type is experienced at the same time e.g. sexual abuse also involving physical harm and emotional harm at the same time.

**Cumulative harm:** Cumulative harm refers to the effects of multiple adverse or harmful circumstances and events in a child's life. Cumulative harm may be caused by an accumulation of a single recurring adverse circumstance (such as unrelenting low-level care); or by multiple circumstances or events (such as persistent verbal harm and denigration, inconsistent or harsh disciplines and /or exposure to family violence).

## 6. Roles and Responsibilities

The responsibilities of each role in relation to the development and compliance of the Leibler Yavneh College Child Safety Policy is detailed below.

### College Executive

The Executive will:

- Advocate and promote children's rights, empowering and engaging students in support of this policy and its expectations.
- Promote commitment to this policy and its expectations both internally and publicly.
- Authorise this policy and review it at a minimum of every two years.
- Ensure that policies are shaped by relevant legislation, regulations and School learnings, which in turn will promote a change to the policy and all relevant policy or procedural guidelines.
- Monitor compliance with the policy via an inbuilt mechanism for ongoing monitoring and review.
- Ensure adequate resources are allocated to allow for the development, effective implementation, communication and continuous improvement of this policy.
- Support a culture of openness and continued improvement and accountability to keeping students safe from abuse, harm and neglect

### College Leadership

Leadership will:

- Advocate and promote the rights of students by empowering and engaging students in support of this policy.
- Ensure all staff, volunteers, Board members, students on placement, and contractors understand their obligations in accordance with this policy and any relevant policy and procedural documentation.
- Ensure this policy is implemented and adhered to amongst all staff, volunteers, Board members, students on placement, and contractors.
- Ensure the development and implementation of required internal policy / procedures and guidelines are in place to support safeguarding children and young people practices in accordance with the expectations of this policy.
- Ensure adequate resources are allocated to allow effective implementation of this policy.
- Ensure all staff, volunteers, Board members, students on placement, and contractors are fully supported with any decision to initiate action to protect a child from abuse and neglect.
- Ensure appropriate supports, such as counselling and formal debriefing, are provided for any all staff, volunteers, Board members, students on placement, and contractors involved in a matter relating to responding to a concern for the safety and wellbeing of a child or young person.

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- Proactively share resources and experience in the development of child safe initiatives as they are identified.
- Develop opportunities for regular discussion and review at all levels to support a culture of continuous improvement and accountability of keeping children and young people safe from abuse and neglect.
- Ensure that all staff are aware of the appropriate recruitment, screening and employment practice in relation to safeguarding children and young people.
- Review and update this policy and supporting resources in consultation with relevant stakeholders
- Evaluate and analyse complaints, concerns and safety incidents relating to this policy
- Provide training and advice in the application of this policy

## Employees / Volunteers / Contractors/ Students on placement

Employees, volunteers and contractors will:

- Advocate and promote child rights, empowering and engaging children and young people in support of this policy.
- Maintain a comprehensive understanding of the commitments and expectations of this policy, the Child Safe Code of Conduct, the Child Safe Reporting procedure and other relevant policies and procedures related to safeguarding children and young people.
- Ensure compliance with this policy, fully implementing and adhering to the commitments and expectations
- To undertake any induction and training anticipated in this policy, in relation to policy and procedures relevant to safeguarding children and young people.
- To support a culture of openness, continued improvement and accountability to children and young people by engaging in regular review and discussion of School policies and practices and providing feedback to support improvement
- To seek guidance from a supervisor or manager if there is ever any lack of understanding in relation to the commitments and expectations as set out in this policy.
- To take action to protect children and young people from all forms of abuse and neglect.
- To report any abuse committed by personnel within our School or by others.
- To assist in creating and maintaining a child safe culture and a culture of inclusion and safety.

## Our Child Safe Officers

The College's Child Safe Officers are the first point of contact for reporting child safeguarding issues within the College.

Leibler Yavneh College has appointed the College Principal, Shula Lazar, as the College's Senior Child Safe Officer. The Senior Child Safe Officer has an important role in the promotion and maintenance of our child protection culture at the College.

The Senior Child Safe Officer is identified in our publicly available Child Safety Policy as a contact for the wider community when they have child safeguarding concerns relating to the College. The Senior Child Safe Officer is contactable by phone on **03 9528 4911** or by emailing [principal@yavneh.vic.edu.au](mailto:principal@yavneh.vic.edu.au).

In the Principal's absence, the College's Deputy Principal, Rabbi Chaim Cowen, will assume the responsibility of the Senior Child Safe Officer.

Our Child Safe Officers are Charlene Orwin (ELC), Hailey Joubert (Primary), Avigail Wonder (Secondary) and David Fisher (Administration).

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## 7. Responding to Child Abuse (Including Reporting)

Mandatory reporting arises from the requirements of the Children, Youth and Families Act 2005(Vic) for the protection of children from harm due to physical injury and sexual abuse. School personnel mandated under this Act who, in the course of carrying out their duties, form a reasonable belief that a child is in need of protection from physical injury or sexual abuse, or if the child's parents or guardians have not protected or are unlikely to protect the child from harm of that type, must report that belief and the grounds for it as soon as possible.

Leibler Yavneh College expects that everyone, regardless of their legal mandate, has a moral and social responsibility to report concerns about child abuse, child harm, risk of harm and neglect and this approach is reflected in our **Child Safe Reporting Procedure**.

Further information including the procedure and guidance for reporting a suspicion or allegation of child abuse including sexually harmful behaviours, as well as responding to disclosures, can be found in the College's **Child Safe Reporting Procedure**.

## 8. Code of Behaviour Policies

The following policies are accessible via the [LYC Parent Handbook](#) and the [Online Policies](#) section on our website

- Child Safe Code of Conduct
- Behaviour Education Policy
- Bullying Policy
- Attendance Policy
- Late Policy
- Wellbeing of LGBTI+ Students Policy
- Uniform Policy
- ELC Relationships with Children Policy
- Positive Relationships Policy
- ICT Policies

All Leibler Yavneh College including all staff, volunteers, Board members, students on placement, and contractors will need to read and sign the **Child Safe Code of Conduct** prior to commencing engagement. Such persons are also expected to read and be familiar with the **Child Safe Reporting Procedure**.

When the College is gathering information in relation to a complaint about alleged misconduct with or abuse of a child, the school will listen to the complainant's account and take them seriously, check understanding and keep the child (and/or their parents/carers, as appropriate) informed about progress.

The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, including:

- Our child safety policies and procedures will be available for the students and parents at Leibler Yavneh College to read
- PROTECT Child Safety posters are displayed across the school
- School newsletters inform students and the school community about the school's commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety.

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Conducting age-appropriate discussion of child safety with students, child safety policies and procedures are written in child-friendly language, the Four Critical Actions are actively taught to mandatory reporters and other school staff, the whole school is encouraged to contribute to risk assessment and mitigation, the Child Safe Standards are addressed and explained at year level assemblies or parent information sessions

The school uses its health and wellbeing programs to deliver appropriate education to its students about:

- standards of behaviour for students attending the school
- healthy and respectful relationships (including sexuality)
- resilience
- child abuse awareness and prevention.

## 9. Working with Children Check

The Worker Screening Act 2020 (Vic) aims to protect children from harm by ensuring that people who work with, or care for, them have their suitability to do so checked by a government body.

The Act aims to prevent those who pose a risk to children from working or volunteering with them.

The Victorian Registration Standards states that the requirements of the Act must be complied with in respect of the employment of all staff at the College. This includes:

- implementing procedures to ensure that all employees and volunteers required by the Worker Screening Act have a current WWC check
- maintaining a register of employees with a WWC check which includes each employee's:
  - name
  - card number
  - expiry date
- implementing procedures for maintaining the register of employees with a Working with Children Check.

Compulsory WWC checks are required for:

- All staff who are not VIT registered and employed full time, part time, fixed term or casual by Leibler Yavneh College
- Unpaid volunteers working in any capacity within the College or at College events
- Representatives from organisations not employed by the College
- Outside of school hours care staff employed by Leibler Yavneh College
- Contractors identified as required to obtain a WWC check are required to provide Leibler Yavneh College with a copy of their WWC check card prior to entering the premises and commencing their work. It is the contractor's responsibility to cover the cost associated in obtaining their Working with Children Check

### Exemptions

Teaching staff (including casual relief teaching staff) who are registered teachers under the Victorian Institute of Teaching (VIT) Act 2001 employed at Leibler Yavneh College are exempt from a WWC check. Teaching staff (including casual relief teaching staff employed by the College must provide a copy of their current VIT registration before commencing work).

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## Register

The College will keep a register listing the relevant details of staff (who do not have VIT registration) that have obtained a WWC check so that it will not be necessary to produce their card on every occasion

The register will be maintained and will be updated with new WWC checks on an ongoing basis. College Reception staff notifies staff whose WWC check is due for renewal in advance of their renewal date.

A check of all WWC checks is conducted each month, with a report issued to the Child Safety Office.

## Conditions

All staff, volunteers, Board members, students on placement, and contractors of Leibler Yavneh College are responsible for acquiring and maintaining current WWC checks.

In the event that an employee commences employment with the College and fails to provide proof of their Working with Children Check Card, the College reserves the right to terminate employment without notice.

In the event of the College becoming aware of an employee being charged with, convicted of or found guilty of any relevant offences since having provided their last WWCC, the College reserves the right to terminate employment without notice.

The cost of Working with Children Check Renewals is the employee's/volunteer's responsibility.

Volunteers engaging in work/activities that involve direct contact with children must have their WWCC card on their person at all times. Sufficient notice must be given for volunteers attending camps to obtain a WWC check.

## Responsibility

The College Principal ensures that this policy is adhered to and on a regular basis review its administrative compliance systems in relation to Working with Children Checks.

All line managers (including teachers engaging volunteers) are to ensure that all persons identified in this policy requiring a WWC check must do so.

It is an offence (punishable by up to two years imprisonment and/or a fine) to knowingly engage a person in child-related work without a WWC check.

## 10. Participation and Empowerment of Children

Children often do not report abuse because they:

- feel uncomfortable doing so
- do not recognise behaviours as abuse or grooming
- do not know who to raise their concerns to.

Leibler Yavneh College recognises that in order to achieve a child safe environment which meets students' intellectual, physical, social, emotional and moral needs, students need to be involved in the creation and maintenance of such an environment.

The College has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child

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and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. Our school is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of need.

Students can access information on how to report abuse with their Head of Campus/Year Level Coordinator.

It is the College's policy that simple and accessible processes are in place to assist children (including those from diverse cultural backgrounds and those with a disability) to develop appropriate knowledge and skills to identify and communicate when they do not feel safe.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, the school will listen to the complainant's account and take them seriously, check their understanding and keep the child (and/or their parents/carers, as appropriate) informed about progress.

The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, including:

- All of our child safety policies and procedures will be available for the students and parents at Yavneh College to read
- PROTECT Child Safety posters are displayed across the school
- School newsletters inform students and the school community about the school's commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety
- Conducting age-appropriate discussions of child safety with students
- Providing child safety policies and procedures written in child-friendly language,
- Teaching the Four Critical Actions to mandatory reporters and other school staff, the whole school
- Explains how the Child Safe Standards are addressed at year level assemblies or parent information sessions

The College is committed to empowering students through its health and wellbeing programs. The social and emotional curriculum works to develop a safe, inclusive and supportive environment that works with children and young people to build their understanding of their rights and responsibilities. The College delivers age-appropriate education to its students about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including relationships and sexuality education);
- resilience;
- and child abuse awareness and prevention.

## 11. Informed families

Leibler Yavneh College recognises that informed families who are aware of our child safety processes and requirements are central to developing a child safe culture. We work hard to ensure families have access to our child safety materials, including this policy and Child Safe Code of Conduct, as well as providing accessible feedback and complaints avenues. Input from parents and carers, children and young people on our child safety approach is always welcome.

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## 12. Managing child safety risks

Risk management means identifying the potential for an incident, abuse, harm or accident to occur and taking steps to reduce the likelihood or severity of its occurrence. Implementing risk management processes that actively anticipate, respond to and prevent child safety risks is paramount in our practice.

Monitoring and reviewing risks regularly (including after incidents, near misses or complaints) is vital to ensuring the ongoing learning and improvement. We are committed to reviewing any systemic issues which may be contributing or hindering the organisation from being safe.

## 13. Equity and diversity

Leibler Yavneh College recognises the diverse circumstances of children and young people and their families at our College. We are committed to providing environments where students feel safe and are listened to and respected regardless of their abilities, sex, gender, sexual orientation, cultural or economic background.

Leibler Yavneh College continuously endeavours to ensure that equity and diversity, as a principle and practice, are built into all aspects of child safety, including our policies, procedures and education and training.

## 14. Continuous improvement

Leibler Yavneh is committed to continuous improvement across our operations and practice, particularly in our approach to child safety. We are aware that our child safety journey will be long-term and are open to ongoing learning and improvement.

When reviewing our approach to child safety, including key documents, we seek the input of staff, volunteers, students and their families.

Any incidents, near misses or complaints are reviewed to assess strengths and required improvements across our service.

## 15. Breaches to Leibler Yavneh's Child Safety Policy

Leibler Yavneh requires all staff, board members, volunteers, contractors and students on placement to adhere to the Child Safety Policy. Where a breach in policy is identified, Leibler Yavneh will respond without delay. Those who breach this policy will face disciplinary action, up to and including termination of engagement with Leibler Yavneh. Serious breaches of this policy and/or its related procedure will be reported to the appropriate authorities.

## 16. Reviewing Leibler Yavneh's Child Safety Policy

This policy is reviewed at minimum every two years. The review process will seek contribution and feedback from staff, volunteers, students and their families. Leibler Yavneh is committed to reviewing the Child Safety Policy following a reportable incident. Changes may also be made to the policy following key legislative change or emerging best practice standards.

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## Appendix 1: Indicators of child abuse, child harm, risk of harm and neglect

There are many indicators of child abuse, child harm, a risk of harm and neglect. The presence of a single indicator, or even several indicators, does not mean that harm or neglect has occurred. However, the occurrence of an indicator or multiple indicators should alert employees and volunteers to the possibility of child abuse, harm and neglect. Equally, abuse, harm and neglect may occur without the presence of obvious indicators, so staff and volunteers should remain open and aware and utilise their professional judgment to assess risk.

The following list includes examples of indicators and is not exhaustive.

Abuse and Harm types	Indicators
Physical	<ul style="list-style-type: none"> <li>• Disclosure of harm</li> <li>• Bruises, burns, sprains, dislocations, bites, cuts.</li> <li>• Pressure marks from fingers</li> <li>• Bite marks</li> <li>• Location and extent of injury do not fit the explanation given</li> <li>• Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally</li> <li>• Poisoning</li> <li>• Internal injuries</li> <li>• Showing wariness or distrust of adults.</li> <li>• Wearing long sleeved clothes on hot days (to hide bruising or other injury)</li> <li>• Demonstrating fear of parents and of going home; running away</li> <li>• Becoming fearful when other children cry or shout</li> <li>• Being excessively friendly to strangers</li> <li>• Being very passive and compliant</li> </ul>
Sexual Abuse and Exploitation	<ul style="list-style-type: none"> <li>• Child telling someone that sexual abuse has occurred</li> <li>• Complaining of headaches or stomach pains</li> <li>• Experiencing problems with schoolwork</li> <li>• Sexually transmitted infections</li> <li>• Genital injuries</li> <li>• Bleeding</li> <li>• Bite marks</li> <li>• Pregnancy</li> <li>• Displaying sexual behaviour or knowledge which is unusual for the child's age</li> <li>• Excessive masturbation which doesn't respond to boundaries</li> <li>• Showing behaviour such as frequent rocking, sucking and biting</li> <li>• Experiencing difficulties in sleeping</li> <li>• Persistent soiling or bed wetting</li> <li>• Having difficulties in relating to adults and peers</li> <li>• Unexplained absences, unexplained gifts or money are often signs of sexual exploitation</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>• Disclosure of harm</li> <li>• Developmental delays</li> <li>• Displaying low self esteem</li> <li>• Tending to be withdrawn, passive, tearful</li> <li>• Displaying aggressive or demanding behaviour</li> <li>• Being highly anxious</li> <li>• Showing delayed speech</li> <li>• Fear of the dark, sleep disturbances</li> <li>• Acting like a much younger child, e.g. soiling, wetting pants</li> <li>• Displaying difficulties in relating to adults and peers</li> <li>• Avoiding home</li> <li>• Running away</li> </ul>

Neglect	<ul style="list-style-type: none"> <li>• Disclosure of neglect</li> <li>• Frequent hunger</li> <li>• Malnutrition</li> <li>• Poor hygiene</li> <li>• Inappropriate clothing, e.g. Summer clothes in winter</li> <li>• Left unsupervised for long periods</li> <li>• Medical needs not attended to; ill more than average</li> <li>• Abandoned by parents</li> <li>• Stealing food</li> <li>• Staying at school outside school hours</li> <li>• Often being tired, falling asleep in class</li> <li>• Abusing alcohol or drugs</li> <li>• Displaying aggressive behaviour</li> <li>• Not getting on well with peers</li> </ul>
Family Violence	<ul style="list-style-type: none"> <li>• Disclosure of family violence</li> <li>• Physical injuries</li> <li>• Concentration difficulties</li> <li>• Adjustment difficulties</li> <li>• Anxious or nervous</li> <li>• Depression</li> <li>• Fear of a parent or partner of parent</li> <li>• Isolation from friends and family</li> <li>• Unusual absences</li> <li>• Fear of conflict</li> <li>• Violent outbursts</li> <li>• Aggressive language</li> <li>• Headaches, abdominal pain, stuttering.</li> </ul>

## Appendix 2: Policy definitions

Term	Definition
Adult	A person 18 years of age or older and includes those who are employees, volunteers and associates of Leibler Yavneh.
Child	Any person under the age of 18.
Child Abuse	Abuse is an act or acts which endangers a child's health, wellbeing and/or development. It can be a single event or a series of traumatic events. It includes: <ul style="list-style-type: none"> <li>• Cumulative harm</li> <li>• Emotional abuse</li> <li>• Exposure to family violence</li> <li>• Grooming</li> <li>• Multi-dimensional harm</li> <li>• Neglect</li> <li>• Physical abuse</li> <li>• Sexual abuse and sexual exploitation</li> </ul>
Child Harm	Child harm refers to physical harm or psychological harm (whether caused by an act or omission) and, includes such harm caused by sexual, physical, mental or emotional abuse or neglect. <sup>2</sup>
Child Safe	Refers to an organisational environment that has an open and aware culture, understands child harm, is supported by robust child safe policies, promotes the empowerment and participation of children, identifies and manages child safety risks, and expects all stakeholders to report any allegations, disclosures or concerns for the safety and wellbeing of children. A child safe environment ensures that children and young people are culturally safe.
Child Protection	Usually refers to a statutory authority responsible for investigating and responding to reports of child harm in the community.
Code of Conduct	A policy which specifies behaviours expected of all employees, Contractors, volunteers, Board members and students on placement in the organisation.
Contractor	A person or organisation that undertakes a contract to provide materials, tasks or labour to do a service or job.
Cultural Safety	Promotes the positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity. A culturally safe environment is socially and emotionally safe, as well as physically safe for children. It is underpinned by shared respect, shared meaning, shared knowledge and experience, and living and working together with dignity and truly listening. <sup>3</sup>
Disability	Any physical, sensory, neurological disability acquired brain injury or intellectual disability or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Some disabilities may be apparent, while others are less visible.
Disclosure	Refers to a child telling someone (through words, drawings or actions) that he or she feels unsafe or has been harmed.
Employee/Employees	Refers to any individual employed by Leibler Yavneh.

<sup>2</sup> Revised from [https://www.legislation.sa.gov.au/LZ/C/A/Children%20and%20Young%20People%20\(Safety\)%20Act%202017.aspx](https://www.legislation.sa.gov.au/LZ/C/A/Children%20and%20Young%20People%20(Safety)%20Act%202017.aspx)

<sup>3</sup> Revised from *An Overview of the Victorian Child Safe Standards* (November 2015) – State of Victoria, Department of Health and Human Services and *A Guide for Creating a Child Safe Organisation* (Version 2.0 December 2015) – Commission for Children and Young People.

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Gender Identity	A person's concept of self as male, female, a blend of both or neither. Gender identity refers to how individuals perceive themselves and how they self-identify. Gender identity can be the same or different from the gender assigned at birth. <sup>4</sup>
Leader	For the purposes of this document, leader will refer to any employee whose role means they hold leadership responsibility for key organisational functions including recruitment, selection, supervision, program planning, risk management and program delivery.
LGBTIQ+	Lesbian, gay, bisexual, transgender, queer (or questioning), and intersex.
Mandatory Reporter	Any adult who is legally required to ensure a report has been made when a concern, allegation and /or disclosure of child harm arises. A mandatory reporter may be a person who holds a particular occupation or falls under state/territory specific legislation.
Reasonable Belief	<p>A 'reasonable belief' is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. A 'reasonable belief' might be formed when:</p> <ul style="list-style-type: none"> <li>• a child states that they have been harmed</li> <li>• a child states that they know someone who has been harmed (sometimes the child may be talking about themselves)</li> <li>• someone who knows a child states that the child has been harmed</li> <li>• professional observations of the child's behaviour or development leads a person to form a belief that the child has been harmed</li> <li>• signs of harm lead to a belief that the child has been harmed.</li> </ul>
Reportable Conduct Scheme	State authorities with statutory responsibility for overseeing investigations of reportable conduct made against people who work (paid or unpaid) in certain child-focused organisations. Reportable Conduct Schemes prescribe requirements for certain child-focused organisations to report child-related misconduct and abuse, conduct internal investigations and report on the outcome of investigations.
Risk of Harm	A child or young person is at risk of harm if they have suffered harm, or there is a likelihood they will suffer harm being of a kind against which ordinarily they should have been protected <sup>5</sup>
Volunteer	Means an unpaid member of Leibler Yavneh supporting program delivery or operations.

<sup>4</sup> Human Rights Campaign, [www.hrc.org](http://www.hrc.org).

<sup>5</sup> Revised from Safe Environments for Children and Young People, Government of SA, Department of Human Services

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## Appendix 3: Victoria's Child Safe Standards

There are eleven new Child Safe Standards:

### **Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued**

In complying with Child Safe Standard 1, an organisation must, at a minimum, ensure:

- 1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- 1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
- 1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
- 1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
- 1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

### **Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture**

In complying with Child Safe Standard 2, an organisation must, at a minimum, ensure:

- 2.1 The organisation makes a public commitment to child safety.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up.
- 2.3 Governance arrangements facilitate implementation of the child safety and wellbeing policy at all levels.
- 2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.
- 2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.
- 2.6 Staff and volunteers understand their obligations on information sharing and recordkeeping.

### **Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously**

In complying with Child Safe Standard 3, an organisation must, at a minimum, ensure:

- 3.1 Children and young people are informed about all of their rights, including to safety, information and participation.
- 3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
- 3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age appropriate way.
- 3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise

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their concerns.

3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.

3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

#### **Child Safe Standard 4 – Families and communities are informed, and involved in promoting child safety and wellbeing**

In complying with Child Safe Standard 4, an organisation must, at a minimum, ensure:

4.1 Families participate in decisions affecting their child.

4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.

4.3 Families and communities have a say in the development and review of the organisation's policies and practices.

4.4 Families, carers and the community are informed about the organisation's operations and governance.

#### **Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice**

In complying with Child Safe Standard 5, an organisation must, at a minimum, ensure:

5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.

5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.

5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

#### **Child Safe Standard 6 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice**

In complying with Child Safe Standard 6, an organisation must, at a minimum, ensure:

6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing.

6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks.

6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.

6.4 Ongoing supervision and people management is focused on child safety and wellbeing.

#### **Child Safe Standard 7 – Processes for complaints and concerns are child focused**

In complying with Child Safe Standard 7, an organisation must, at a minimum, ensure:

7.1 The organisation has an accessible, child focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.

7.2 Effective complaint handling processes are understood by children and young people,

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families, staff and volunteers, and are culturally safe.

7.3 Complaints are taken seriously, and responded to promptly and thoroughly.

7.4 The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement.

7.5 Reporting, privacy and employment law obligations are met.

### **Child Safe Standard 8 – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training**

In complying with Child Safe Standard 8, an organisation must, at a minimum, ensure:

8.1 Staff and volunteers are trained and supported to effectively implement the organisation's child safety and wellbeing policy.

8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.

8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.

8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.

### **Child Safe Standard 9 – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed**

In complying with Child Safe Standard 9, an organisation must, at a minimum, ensure:

9.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.

9.2 The online environment is used in accordance with the organisation's Code of Conduct and child safety and wellbeing policy and practices.

9.3 Risk management plans consider risks posed by organisational settings, activities, and the physical environment.

9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.

### **Child Safe Standard 10 – Implementation of the Child Safe Standards is regularly reviewed and improved**

In complying with Child Safe Standard 10, an organisation must, at a minimum, ensure:

10.1 The organisation regularly reviews, evaluates and improves child safe practices.

10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.

10.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families and children and young people.

### **Child Safe Standard 11 – Policies and procedures document how the organisation is safe for children and young people**

In complying with Child Safe Standard 11, an organisation must, at a minimum, ensure:

11.1 Policies and procedures address all Child Safe Standards.

11.2 Policies and procedures are documented and easy to understand.

11.3 Best practice models and stakeholder consultation informs the development of policies and procedures.

11.4 Leaders champion and model compliance with policies and procedures.

11.5 Staff and volunteers understand and implement policies and procedures.

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