



Culturally safe environments

Child Safe Standard 1

Schools must establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children, young people and students are respected and valued

- **Aboriginal children and young people who don't feel safe being themselves and expressing their individuality may be less willing to report abuse**
- **Providing safe environments for children has positive, lifelong impacts that cannot be underestimated, and cultural safety is a key dimension of safety for Aboriginal children**
- **By supporting Aboriginal children to feel strong in their identity schools also help them enjoy their cultural rights**
- **Schools need to address all forms of racism and consider attitudes and practices that are a barrier to providing a culturally safe environment and addressing all forms of racism**

See:

- **Child Safety and Wellbeing Policy**
- **Student Wellbeing and Engagement Policy**
- **Bullying Prevention Policy**
- **Inclusion and Diversity Policy**





Child safety and wellbeing is embedded in leadership, governance and culture

Child Safe Standard 2

Schools must ensure that child safety and wellbeing is embedded in school leadership, governance and culture

- **School leaders and governing authorities have a vital role in establishing:**
 - **a culture where child abuse and harm is not tolerated**
 - **effective systems and processes to implement child safe policies and practices and manage child abuse risks**
- **Schools must take deliberate steps to promote child safety and wellbeing and protect children by:**
 - **embedding and promoting a child safety culture at all levels**
 - **school leaders actively modelling such a culture**
 - **ensuring transparent governance arrangements**



See:

- **Child Safety and Wellbeing Policy**
- **Child Safety Code of Conduct**
- **Child Safety Risk Management**
- **Volunteers Policy**



Child and student empowerment

Child Safe Standard 3

Schools must ensure that children, young people and students are empowered about their rights, participate in decisions affecting them and are taken seriously

- **Empowering children and young people improves child safety**
- **Policies and practices that are shaped by children's and young people's views can better prevent the risk of harm**
- **Children and young people are more likely to speak up when they feel respected and confident that they will be heard**
- **Children and young people benefit from strong friendships. They often see their friends as their main source of support, information and advice, and will go to them for help**
- **Supporting students to raise concerns about the safety or wellbeing of their friends to encourage students to support their peers**



See:

- **Child Safety and Wellbeing Policy**
- **Student Wellbeing and Engagement Policy**
- **Complaints Policy**



Family engagement

Child Safe Standard 4

Schools must ensure that families and communities are informed and involved in promoting child safety and wellbeing

- **Involving families and communities in decisions relating to their children's safety and wellbeing:**
 - **recognises the important role they have in monitoring children's safety and wellbeing and helping children to disclose concerns**
 - **creates an open and transparent culture**
 - **promotes a greater understanding of child safety**
 - **encourages them to raise concerns or ideas for improvement.**
- **Providing accessible and inclusive child safe information encourages families to engage in child safety and wellbeing discussions.**



See:

- **Child Safety and Wellbeing Policy**

PROTECT

Protecting children & young people from abuse is our responsibility



Diversity and equity

Child Safe Standard 5

Schools must ensure that equity is upheld, and diverse needs respected in policy and practice

- **Schools need to create environments where all children and young people feel welcome**
- **Children and young people have unique abilities, skills and life experiences. Differences in backgrounds, personality and beliefs shape a child's experiences and needs. Their individual identity and sense of self can be fundamental to their wellbeing**
- **Children have better opportunities to fulfill their potential when diversity is valued**
- **Negative experiences like exclusion and discrimination can be harmful. They increase the risk of harm and abuse to a child and decrease the likelihood of them telling someone and receiving an effective response**



See:

- **Child Safety and Wellbeing Policy**
- **Student Wellbeing and Engagement Policy**
- **Bullying Prevention Policy**

PROTECT

Protecting children & young people
from abuse is our responsibility



Suitable staff and volunteers

Child Safe Standard 6

Schools must ensure that people working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

- **Selecting suitable people to work with children is vital to protecting children**
- **Good recruitment practices:**
 - **create a safer workplace**
 - **reduce the opportunity for harm to occur**
 - **prevent, screen out or deter people who are unsuitable to work or volunteer with children**
 - **recruit staff who uphold the school values**
- **Rigorous selection processes and appropriate induction, training and supervision helps keep staff and students safe**



See:

- **Child Safety and Wellbeing Policy**
- **Recruitment in Schools Policy (DET)**
- **Visitors Policy**
- **Volunteers Policy**



Complaints Processes

Child Safe Standard 7

Schools must ensure that processes for complaints and concerns are child focused

- **Making a complaint can be challenging**
- **Complaints are more likely to be raised when there are clear, well-communicated policies and procedures for concerns or allegations**
- **Complaints handling processes need to focus on students and their safety needs. The process should be able to handle all kinds of complaints and concerns. A complaint might reveal a bigger issue or prevent a situation from escalating**
- **Empowering students to raise low-level concerns improves the likelihood they will feel comfortable making a disclosure or reporting abuse**
- **Reporting concerns is easier if the school has procedures that are child-friendly and accessible to students and the school community**
- **Schools must also have clear procedures in place for responding to complaints or concerns relating to child abuse**



See:

- **Child Safety and Wellbeing Policy**
- **Child Safety Responding and Reporting Obligations Policy**
- **Complaints Policy**

PROTECT

Protecting children & young people from abuse is our responsibility



Child safety knowledge, skills and awareness

Child Safe Standard 8

Schools must ensure that staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

- **By delivering tailored training to all staff and volunteers, everyone will share an understanding of:**
 - **what child safety means**
 - **the importance of child safety**
 - **what to look for and what to do**
- **This provides staff and volunteers with the knowledge and skills they need to create a schoolwide culture of child safety**
- **Appropriate training and supervision helps keep staff and students safe and helps schools meet their child safety and occupational health and safety legal requirements**



See:

- **Child Safety and Wellbeing Policy**
- **Visitors Policy**
- **Volunteers Policy**

PROTECT

Protecting children & young people from abuse is our responsibility



Child safety in Physical and online environments

Child Safe Standard 9

Schools must ensure that physical and online environments promote safety and wellbeing while minimising the opportunity for children, young people and students to be harmed

- **A thorough risk analysis is the first thing schools should do to promote child safety**
- **Effective risk analysis will consider all of the Child Safe Standards and risks in physical and online environments and procurement**
- **Online technologies are constantly changing which presents significant challenges for schools, parents and carers**
- **Arrangements with external agencies also create child safety risks. They create opportunities for unknown people to have contact with students**

See:

- **Child Safety and Wellbeing Policy**
- **Child Safety Code of Conduct**
- **Child Safety Risk Register**
- **Camps and Excursions Policy**
- **Digital Learning Policy**
- **Yard Duty and Supervision Policy**





Review of child safety practices

Child Safe Standard 10

Schools must ensure that implementation of the Child Safe Standards is regularly reviewed and improved

- **Being a child-safe organisation requires ongoing effort**
- **Child safe organisations have an open and transparent culture, learn from their mistakes, and put the interests of children first. Taking time to review policies, procedures and practices put child safety and wellbeing at the centre of the school's activities**
- **Regular reviews of policies, procedures and practices:**
 - **makes sure they are adequate, up-to-date and effective, fully implemented and followed by everyone**
 - **helps schools maintain the best approach to child safety and wellbeing and minimise the risk of harm.**



See:

- **Child Safety and Wellbeing Policy**
- **Child Safety Code of Conduct**
- **Child Safety Risk Register**
- **Complaints Policy**



Implementation of child safety Practices

Child Safe Standard 11

Schools must have policies and procedures that document how schools are safe for children, young people and students

- **Being a child-safe organisation requires ongoing effort**
- **Schools are safer for children and students when child safety policies and procedures are championed by leaders and understood by all members of the school community.**



PROTECT

Protecting children & young people from abuse is our responsibility