



CERES PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

Rationale

Ceres Primary School will embed a culture composing of positive, shared and clearly stated expectations and values of appropriate and accepted behaviours to ensure that the learning, safety and rights of all the school community are respected.

Our shared beliefs are intended to support, engage, and include individual students and families that come to our school from a diversity of backgrounds, communities and experiences through providing a safe environment for all. We will provide adequate supervision to students and that staff conduct themselves at all times with these legal obligations and responsibilities

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

Attendance

- Students of school age (six to fifteen years) resident in Victoria are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, have a shared enrolment with a specialist setting, have received exemption from the Regional Director (Schools) or are enrolled in correspondence education

Bullying and Harassment

- We have a **zero tolerance** approach to child abuse and bullying and make a commitment to child safety at all times when the children are present at school and/or online. Bullying (including cyber bullying) and harassment is any conduct of a verbal, written, physical or sexual nature. It can include words, statements or images. It creates an intimidating, hostile and offensive work environment. Both males and females can be victims. It is unwelcome, illegal and will not be tolerated. The school recognises that everyone has a legal right to protection from bullying (including cyber bullying) and harassment.

Child Restraint

- To ensure schools are informed about the Department's policy about student restraint including that it is only used when certain conditions are met and that appropriate standards and procedures are followed. For detailed guidance including information about legal obligations, resources for training, and fact sheets for parents refer to the *Principles for the Reduction and Elimination of Restraint and Seclusion in Victorian Government Schools* on the Department's [Restraint and Seclusion](#) webpage.

Child Safe Standards

- To support schools to create a child safe organisation and protect students from all forms of abuse.

Inclusion & Diversity

- To support commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. We strive to provide a safe, inclusive and supportive school environment for all students and members of our school community.

Aims

Attendance

- To maximise learning opportunities by ensuring absenteeism of students is kept to a minimum.
- To put into place agreed processes for managing truancy within the school.
- To promote student engagement and wellbeing for all students.





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Bullying and Harassment

- To build a positive, inclusive, safe and engaging school culture so all members feel valued and safe, and students are provided with every opportunity to meet their social, emotional and academic potential.
- To maintain and foster a school culture that embeds and reinforces positive behaviours based around the Super 7 Values and implements a staged response to inappropriate behaviour.
- To ensure all members of the school are provided meaningful opportunities to contribute and actively participate and that strong partnerships are created between all members of the school community.
- To have a process in place where all staff members, child – connected workers, volunteers and all those involved in the school community that have face-to-face time with our students have had their histories cleared in regards to child abuse and understand our strategies for prevention and inclusion of students in regards to their safety.
- To protect students from risks of injury that should reasonably have been foreseen, Principals and teachers have a special duty of care in relation to their students by taking steps that are reasonable to prevent injury.
- To implement the Commonwealth Sex Discrimination Act 1984 and the Victorian Equal Opportunity Act of 1995 and any other relevant Federal and State Legislation which refers to harassment.
- To provide an enjoyable and harmonious work environment that effectively discourages sexual harassment.
- To ensure that proper standards of conduct are maintained at all times.
- To reinforce to the school community that no form of bullying (including cyber bullying) and harassment is acceptable.
- Everyone within the school community is alerted to signs and evidence of bullying (including cyber bullying) and harassment and has a responsibility to report it to staff whether as an observer or victim.
- To ensure that reported incidents of bullying (including cyber bullying) and harassment are followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and cooperation at all times.

Child Restraint

Regulation 15 of the Education and Training Reform Regulations 2007 provides that:

- "A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour dangerous to the member of staff, the student, or any other person."

Child Safe

- The Child Safe Standards (the Standards) are compulsory minimum standards for all organisations that provide services to children including Victorian schools. The aim of the Standards is to ensure organisations are well prepared to protect children from abuse and neglect.

Inclusion & Diversity

- Definitions -Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, sexual orientation, gender identity, religion etc.
- Committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.
- Acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.
- Ensure that all students and members of our school community are treated with respect and dignity
- Ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (eg school sports, concerts) on the same basis as their peers.
- Acknowledge and respond to the diverse needs, identities and strengths of all students.
- Encourage empathy and fairness towards others.
- Challenge stereotypes that promote prejudicial and biased behaviours and practices.





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- Contribute to positive learning, engagement and wellbeing outcomes for students.
- Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.
- Will take appropriate measures, consistent with its Student Wellbeing and Engagement and Bullying policies to respond to discriminatory behaviour or harassment at our school.
- Understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. For more information about support available for students with disabilities, please refer to our school's Student Wellbeing and Engagement policy details within this document or contact the Principal on 52491382 for further information.
- Additional resources: School Policy and Advisory [Guide](#);

Commented [DW1]: Add links – School policy and advisory guide

Implementation

Attendance

- All enrolled students are expected to attend all of each school day.
- Class teachers will mark the attendance roll at 9:00am (re-check for late arrivals at 9.30am) and 2:30pm each day in COMPASS and attendance records will be imported to CASES21 at the end of each month.
- Attendance and absence records will form part of each child's half year and end of year progress reports to parents.
- Parents of absent students are required to provide COMPASS notification detailing the reason/s for absence.
- Staged Response for following up absenteeism as follows:
 - Automatic daily SMS to parent/guardians of absent students without COMPASS notification for absence by 10am with follow-up call by Student Administration Officer at 3pm if still no explanation provided.
 - If student absent 2 days in a row without explanation, classroom teacher to phone parent \ guardian at the end of the day.
 - If student absent 3 days in a row without explanation, PLT Leader to phone parent \ guardian at the end of the day.
 - Referred to the Student Wellbeing Coordinator to follow up.
- Parents are required to gain Principal approval for extended student absences such as family holidays. A pro-forma to be added to COMPASS for parents to complete and submit for approval.
- Data Wall will have an "at Risk" section for absenteeism.
- 95% Attendance recognised through a variety of ways:
 - Friday Assembly – Certificates presented when the Weekly or Termly Whole Grade 95% or higher target achieved.
 - Grade party at the end of each term for each grade that meets the 95% or higher attendance for the term.
- PLT meetings will review Attendance Date for their Unit grades.
- Late arrivals to report to the office for Parent \ Guardian to sign the register with the student receiving a "Late Pass" to hand to their classroom teacher.
- Fortnightly data published in the newsletter with written information to drive attendance.
- The only approved absences are for the following reasons: All other absences are non-approved unless given at the Principal's discretion.
 - Medical appointments (all measures must be taken to obtain appointments outside school hours where possible)
 - Illness \ hospitalisation

Kindness

Inclusion

Strength



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- Bereavement
- Quarantine

Bullying and Harassment

- The Department of Education and Training and school councils are responsible for providing a work environment free from bullying (including cyber bullying) and harassment. This responsibility will be discharged through the Principal.
- All staff have a responsibility to ensure their behaviour does not constitute or foster bullying (including cyber bullying) or harassment.
- A school wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.
- All students, staff and parents will be informed of the anti-harassment policy and practices at the commencement of their time at the school.
- All staff will complete training annually with online modules in Workplace Behaviour, Bullying, Sexual Harassment and Bullying Stoppers.
- Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness conflict resolution and problem solving through the Better Buddies program, Respectful Relationships Program, Values Education and eSmart Programs.
- Staff will discuss any student issues at the weekly Principal and Staff Briefing.
- There will be disciplinary consequences, covering a range of strategies for those in breach of the Anti-Bullying (including cyber bullying) and Anti-Harassment Policy guidelines and procedures listed in their relevant Behaviour Management Plans.
- All staff and students will adhere to the "Super 7" school understandings of "Best Effort", "Bucket Filling", "Safety", "Organisation", "Respect & Tolerance", "Resilience (Bounce Back)" and "Risk Taking".
- A summary of the policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school's induction process.
- The school Principal and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents / carers and planning interventions.
- If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that the teachers fully document their interaction with the student and to verify the actions taken.
- Student programs will be organised to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials eg: "Friendly Schools" and "No Blame Approach to Bullying" programs.
- All classes will conduct friendship circles.
- All classes will hold a weekly or fortnightly (dependent on specialist timetable) focus for Values Education \ Respectful Relationships set at the beginning of each Term. This will also happen for the first week of every term instead of doing Inquiry.
- Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.
- The school will provide specialist resources such as books, classroom displays, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.
- Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the schools Welfare & Disciplinary Policy. The Principal or their nominee will provide disciplinary consequences including suspension in accordance with DET Guidelines.



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Links

School Policy & Advisory Guide –[Duty of Care](#), [Supervision](#), [Student Collection](#), [Excursions – Staffing and Supervision](#)
<https://edugate.eduweb.vic.gov.au/sc/sites/SchoolReorganisation/minimumregistrationrequirements/Exemplar>

Bullying

What is Bullying?

"Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety-either psychologically or physically-or their property, reputation or social acceptance on more than one occasion"

Bullying is aggressive behaviour that is different to teasing and violence in three ways:

- Bullying is often a deliberate hurtful action directed towards one or more personas, by one or more persons.
- Bullying is repeated behaviour, where incidents occur more than once and are not random acts. (There are severe "one-off" cases of bullying which are not random acts and are recognised as potentially harmful)
- Bullying usually involves a person having more power or strength at the time
- Bullying is a mean action intended to be hurtful and creates feelings of inferiority in the victim and superiority in the bully/bullies.

Types of Bullying

- Direct Physical Bullying: hits, trips, pushes, pokes, damages property, physically threatens, gives intimidating looks, steals property, touching and brushing up against (sexual nature).
- Direct Verbal Bullying: calls names, insults, makes homophobic or racist remarks, verbally abuses names/family/religion/disability or other individual characteristics of "target", laughs at, puts down, threatens, sexual joking and innuendo.
- Indirect Bullying (social bullying): is harder to recognise and is often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation-lies, spreads rumours, plays nasty jokes to embarrass and humiliate, mimics, deliberately leaves "target" out of activities, and encourages others to socially exclude someone.
- Cyber bullying: involves being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies. Some of the main forms are:
 - Flaming: online fights using electronic messages with angry or vulgar messages.
 - Harassment: repeatedly sending nasty, mean and insulting messages.
 - Denigration: posting or sending gossip or rumours about a person to damage his/her reputation or friendships.
 - Outing: sharing someone's secrets or embarrassing information or images online.
 - Exclusion: Intentionally and cruelly excluding someone from an online group.
 - Cyber stalking: Repeated, intense harassment and denigration that includes threats or creates significant fear.

Appendix 1: Roles and Responsibilities for Student Wellbeing

Students	Students are expected to:
	<ul style="list-style-type: none"> • Follow the Super 7 Values which are embedded through the school. • Learn and socialise without interference or intimidation in a safe and secure environment • Be treated with respect and accepted as individuals • Be tolerant of all members within the school community and their individual needs • Student effort and achievement acknowledged • Be spoken to in a courteous manner • Have access to school facilities and equipment • Have equal access, teacher attention and time • Refuse to be involved in any type of bullying situation(s). • Avoid retaliation or 'brushing off' of any form of bullying behaviour • Students must take appropriate action by using strategies such as: using their words (asking to stop); telling



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	<p>someone who will support them (teacher/Principal);</p> <ul style="list-style-type: none"> ● To apply their best effort in all learning areas offered to seek their full potential <p>Students are responsible for:</p> <ul style="list-style-type: none"> ● Being prepared to learn for all school activities ● Exploring their full potential ● Respecting the rights of all students and members of the school community and allowing others to play happily without interference regardless of differing background, personalities and tastes ● Learning the Super 7 Values and following them to the best they can ● Demonstrating respect and tolerance when speaking and listening to others ● Maintaining personal hygiene and cleanliness ● Applying their best effort in all school activities ● Being safe in the use of equipment and facilities ● Being sensible and careful in what is brought to school ● Helping maintain a clean, healthy and attractive school
Parent	<p>Parents are expected to:</p> <ul style="list-style-type: none"> ● Be a role model in word and action ● Watch for sign of distress or anxiety in your child ● Advise your child to speak to their classroom teacher if they are experiencing problems academically, socially or physically ● Not encourage your child to retaliate to situations ● Be willing to attend interviews or meetings arranged ● Be watchful of your child exhibiting behaviours and take appropriate actions ● Have faith that their child is in a safe, supportive and positive environment, where they are treated fairly and with respect ● Expect a positive and supportive approach to their child's learning and be treated with respect and courteously by others ● Expect to be informed about their child's education and progress at regular intervals ● Have opinions and concerns fairly heard and acknowledged e.g. Teacher, Principal, School Council be made aware of your child's progress, any difficulties, weaknesses and strengths through a cooperation partnership with the staff in a timely manner <p>Parents are responsible for:</p> <ul style="list-style-type: none"> ● Building positive relationships with members of the school community and work cooperatively with staff and other parents ● Ensuring students attend school on time and have the appropriate learning tools ● Promoting respectful relationships to assist children to develop a positive self image, tolerance and understanding of others and to treat and speak fairly and courteously to others ● Being aware of and encourage children to know the Super 7 values and school expectations ● Providing the institution with information on any matters which may affect the child's performance including absences ● Following children's progress with interest and enthusiasm and arrange a convenient time, using appropriate channels to address concerns ● Allowing only reasonable personal items to be taken to school and accept children's liability for property ● Supporting the community in providing an aesthetically pleasing and stimulating school environment ● Assisting and encouraging children to maintain personal hygiene and cleanliness
Staff and Teachers	<p>Staff and Teachers are expected to:</p> <ul style="list-style-type: none"> ● Be roles models in word and action ● Be observant of signs and distress, suspected incidents of bullying or bullying behaviours ● Report suspected incidents of repeated bullying to the Principal who will follow up the issue to ensure that



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the bullying ceases

- Treat and speak to all members of the school community with respect, co-operation, fairness and dignity
- Be familiar and have an understanding of the school values and expectations
- Follow and adhere to the VIT Code of Conduct \ DET Values
- Be able to work in an atmosphere of order and cooperation
- Able to perform duties without harmful or disruptive influences
- Use discretion in the application of rules and consequences
- Be treated with respect from all members in the school community and spoken to courteously
- To have their efforts and achievements acknowledged
- Demonstrate support for all team members

Staff are responsible for:

- Building a positive relationship with students as a basis for engagement and learning, where all children experience personal success and are acceptance.
- Ensuring all students have the opportunity to learn and play happily without interference from others
- Use and manage the resources within the school to create a stimulating, safe and meaningful learning environment and assist the students with the usage of the facilities and equipment
- Embedding the agreed school rules and values with consistency when dealing with students
- Encouraging positive use of free time to benefit student learning
- Reporting any welfare issues or concerns in accordance to the Mandatory reporting guidelines

Appendix 2 School Values - The Super 7

Bucket Filling

- Being kind to others
- Being a good friend
- Staying positive inside the classroom and out in the yard

Respect & Tolerance

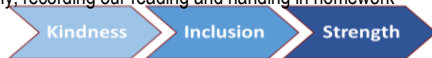
- Being honest
- Using manners when speaking to teachers and peers
- Showing respect to our school grounds and equipment
- Putting your hand up in class
- Respecting our furniture and technology
- Being patient and showing tolerance to others. By doing this we become role models
- No blurting
- Giving 5 in the classroom (legs crossed, eyes on the speaker, listening ears on, hands in laps and no blurting)

Safety

- Playing safely in the playground
- Moving safely in the classroom
- Knowing what to do when we have strangers enter our school grounds
- Safe play when playing with friends
- I can tell an adult if I feel unsafe
- Knowing to stay in my own personal bubble
- Be a proactive bystander

Organisation

- Being organised with our property
- Having our desks ready for work
- Handing in our diaries daily, recording our reading and handing in homework





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Best Effort

- Always working towards our personal best
- Always have a go at being challenged and practicing

Resilience (Bounce Back)

- Keep working through hard things even when they are challenging
- When having troubles, begin to manage your emotions

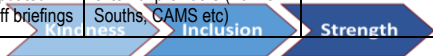
Risk Taking

- Being brave enough to try new things
- Learning from our mistakes
- Thinking harder and for longer
- Stretching our thinking
- Having a go
- Making good choices

Appendix 3

Bullying: Preventions, Interventions, Sanctions and Resolutions at Ceres Primary School

	PREVENTION	INTERVENTION	SANCTION	RESOLUTION
TEACHERS:	Consistent and explicit teaching of the Ceres Super 7 school values	Deal with bullying behaviours immediately	Issue green or yellow slip (distinguish by looking at the staged response) - paired with contact via phone or parent meeting for repeated issues	Meeting with parents, principal and classroom teachers
	Develop an understand of what bullying is and is not	Refer incidences of bullying to the principal	Referral to principal for possible suspension (Principal's discretion based on circumstance and severity)	Follow-up and constant monitoring of potential bullying through Evernote 'General', mindfulness/check-in and yard duty incident reports
	Introduction to the idea of the 'bystander' and what students should do if they witness bullying	Parents of students to be contacted either by phone and/or via a green or yellow slip in diary		Suspension and Expulsion post meeting with student, parent and principal to confirm expectations (if appropriate)
	Take clear and factual notes and record behaviours in Evernote 'General' notebook	Support provided to all students involved - one-on-one with teachers, calming activities		
	Look for patterns or behaviours that may constitute bullying behaviour	All incidences to be tracked in Evernote 'General' notebook		
	Staff are to use Chronicle on Compass to keep abreast of ongoing issues	Record personal injuries in First Aid log and Evernote 'General'.		
	At-risk student and ongoing situations to be updated during weekly staff briefings	Seek help and support from external providers (Barwon Souths, CAMS etc)		





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	Identify possible bullying 'hot spots' and plan to target these areas in staff briefing (if applicable)			
STUDENTS:	Develop and demonstrate a working understanding of the Ceres Super 7 school values	Make teaching staff at Ceres aware of any bullying behaviour they have experienced or witnessed	Yellow slip - 3 or more excursion, incursion or special lunch is missed	Attend and participate in meetings with parents, the principal and/or teaching staff
	Develop and demonstrate a working understanding what bullying is and what it is not	Give direct and honest accounts of what they witnessed or experienced	Possible suspension (Principal's discretion based on circumstance and severity)	Be involved in restorative practice sessions
	Develop and demonstrate a working understanding of the role of a bystander in bullying situations and how to react and respond	Be involved in restorative practice sessions		
	Avoid retaliation. Seek peer or teacher support if required			
	Refrain from all bullying behaviours			
PARENTS:	Speak about and promote the Ceres Super 7 school values at home Watch for signs of distress ie - not wanting to come to school, bed-wetting	Attend meeting with teachers if requested	Respond to teacher interventions in a timely manner ie. return yellow slip	Attend follow-up appointments to review progress and outcomes
	Be a role model - show respect and tolerance to others	Work collaboratively with staff with regard to - behaviour management and resilience building programs		
	Do not encourage retaliation			

PARENT INFORMATION:

Bullying 'No Way' - www.bullyingnoway.gov.au

Kids Help Line - 1800 55 1800 www.kidshelpline.com.au

Parent Complaints - <http://www.education.vic.gov.au/about/contact/Pages/complainschool.aspx>





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Appendix 4: Ceres Primary School Staged Response for behaviours

LEVEL 1 INCIDENT				
PEOPLE INVOLVED FOR INTERVENTION AT THIS LEVEL				
• STUDENT \ PARENT \ CLASSROOM TEACHER				
EXAMPLES OF BEHAVIOUR OF STUDENTS	PREVENTION	INTERVENTION	SANCTION	RESOLUTION
Blurting	Redirection towards visual supports (poster)	Notify parent via diary or phone	Evernote	Restorative practices
Dishonesty	Values Education lessons	3-Way interview	Yard duty log book	Demonstrating the Super 7
Avoid retaliation	Restorative practices	Blurting chart	Green slips for warning of behaviours, logged on our behaviour slip tracker	Lunchtime Club
Swearing	Demerit Points Deduct house points	Reinforce and award positive behaviours demonstrated		Values Education lessons
Going out of bounds	Yard duty teacher supervision during playtimes	ILP/behaviour management plan		Revisiting the ICT policy
Inappropriate use of ICT (downloading music, videos, games)				Super 7 Awards/wristbands
Being a bystander				Stickers
Breaking a Super 7				
Distracting				
EXAMPLES OF BEHAVIOUR OF PARENTS	PREVENTION	INTERVENTION	SANCTION	RESOLUTION
Not making appointments	Weekly newsletters	Verbally make an another time for an appointment	Documentation of meetings or notifications	Providing parents with the opportunity to voice any concerns and opinions fairly heard and acknowledged
Not following school protocols	Regular diary entries about student achievements and behaviour from the teacher	Speak to the classroom teacher about any concerns	Notify Leaders and or Principal of issues raised	Notify the teacher with information on any matters which may affect the child's performance or behaviour
Using inappropriate language	Parents writing notes into the diary to book appointments			Ensure student are at school at the appropriate time
Using Social Media in a harmful manner	Parents signing diaries each day Teacher checking the diaries each day Social media monitored and moderated when necessary Provide opportunities for parents to participate in their child's education Having relevant school protocols and procedures accessible to parents/guardians			Minimise the number of absences





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LEVEL 2

PEOPLE INVOLVED FOR INTERVENTION AT THIS LEVEL

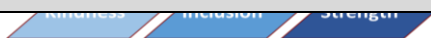
- STUDENT \ PARENT \ CLASSROOM TEACHER \ STUDENT WELLBEING CO-ORDINATOR

EXAMPLE OF BEHAVIOUR OF STUDENTS	PREVENTION	INTERVENTION	SANCTION	RESOLUTION
Consistently breaking the school rules	Values lessons	At home/school partnerships (diaries, phone calls and parent meetings)	Yellow slips sent home outlining behaviour and consequence - parents to sign and return	Restorative practice
Verbal abuse	Transition programs			At home/school partnerships (diaries, phone calls and parent meetings)
Physical violence	Behaviour Management Plans	Behaviour Management Plan/ILP - review and revise	3 or more yellow slips results in the students missing a special activity (excursion, incursion or special lunch)	Accessing external providers to further support all stakeholders
Theft	Mindfulness timetabled for class time	Seeking external resources for further support (Barwon South, CAMS etc)	Tracking incidences through the 'General' student notebook in Evernote and on the behaviour slip tracker	
Not following the ICT Policy	Integration aids	Review of classroom behaviour management practise	Staff briefing time used to track student behaviours and outline staged response protocols	
	Quiet time	Tracking student progress through behaviour sticker charts - celebrating success		
	Individual check in time and individual behaviour management strategies	Red Card and flowchart protocols		
	Use of staff briefings to flag student behaviour			
	Further communication with specialists			
	Yard Duty book			
	Positive reinforcement of Super 7 behaviours			
	Students arriving to school on time			
EXAMPLE OF BEHAVIOUR OF PARENTS	PREVENTION	INTERVENTION	SANCTION	RESOLUTION
Failure to engage/work with staff to manage behaviour	Building positive relationships with families	Seeking meeting with Principal if not satisfied with the outcome from the conversation with the teacher	Documentation made on Evernote	Meeting with principal class, teaching staff and parents to resolve issues
Making appointment and not attending (no reason given)	Reminders about staff availability in class newsletters		Notify Principal of issues	
	Use of student diary to communicate.			

LEVEL 3

PEOPLE INVOLVED FOR INTERVENTION AT THIS LEVEL

- STUDENT \ PARENT \ CLASSROOM TEACHER \ STUDENT WELLBEING CO-ORDINATOR \ PRINCIPAL





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EXAMPLES OF BEHAVIOUR OF STUDENTS	PREVENTION	INTERVENTION	SANCTION	RESOLUTION
Non-compliance to teacher directions Cyber Bullying Consistent bullying of another student Pattern of violent behaviour	Staged response protocols in place and followed by all members of staff Tracking behaviours on Evernote - building a history of consistent bullying Providing external resources for education	Red card sent to office Student to be isolated in safe, supervised area (ie classroom) all other students moved to a safe location (outside or another classroom). Logging of Edusafe for violent acts (if appropriate)	Principal to contact parents regarding suspension and Regional Office will be notified	Suspension and Expulsion post meeting with student, parent and principal to confirm expectations
EXAMPLES OF BEHAVIOUR OF PARENTS	PREVENTION	INTERVENTION	SANCTION	RESOLUTION
Verbal or physical abuse of staff Naming staff in a complaint without prior consultation Making slanderous or defamatory comments about staff in public or online Parent with restricted access entering school grounds or attempting contact with child/ren	Consistent moderation of Facebook and other social media outlets Code of Conduct available to parents More than one member of staff to be present at 'difficult' parent meetings	Code black if physical safety is threatened Red Card sent to office Debrief with principal after incident Edusafe used to log incident (if appropriate)	Legal branch contacted Police called if staff safety is jeopardised	Helpline details given if appropriate Restorative sessions held with principal class, parent and staff member

Child Safe Standards

Child Abuse and Neglect Definition: "All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting 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" – World Health Organisation (WHO, 2006, p.9)

Students

- The roles and responsibilities of the students, staff and parents are clearly stated and are communicated regularly in regards to behaviour procedures (Appendix 1)
- Our students display knowledge and understanding of the Super 7 values displayed in their behaviours and participate in regular Values lessons (Appendix 2). They also understand the types of bullying and our Stage Response to this and other inappropriate behaviours. (Appendix 3 and 4)
- The children at Ceres Primary School are encouraged to openly discuss any concerns related to child safety and are informed about child abuse, the forms it can take, preventative strategies and how to report any concerns (e.g. Bravehearts Program, Respectful Relationships Program, Cyber Safety by Senior Constable Robbie Noggler). This also relates to after recess and lunch-time check in, where students are given the opportunity to discuss any minor issues that occurred in the yard.
- The students take on leadership roles such as sports captains for each classroom
- We adopt a weekly buddy lunch whereby the students sit, talk and eat with their designated buddy.



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- Students with further or on-going concerns about a range of issues are supplied with a 'Solution Book' (based on the Catastrophe Scale and student empowered solutions) that opens up discussions with classroom teachers, parents (and The Student Wellbeing Co-ordinator and Principal if needed).
- The staff are committed to creating an environment that is child safe and is in the child's best interests. The students have the right to be treated with respect, to have a say about decisions that affect them, to be and feel safe, receive an education and to play and have fun.

Staff

- The Principal and Student Wellbeing Co-ordinator will lead the management of the Child Safe Standards at Ceres Primary School. The school community is informed about the strategies and allocated roles and responsibilities in relation to child abuse. (Appendix 5)
- Clear expectations are adhered to by all staff for appropriate behaviour and they have an understanding of inappropriate behaviour/Code of Conduct and to the VIT Code of Ethics (Appendix 6)
- All prospective staff, child-connected workers and parent volunteers are screened for a valid Working with Children Check and National Criminal History Records check and are made aware of the school's expectations regarding child safety. Staff are trained to identify, assess and minimise risks of child abuse and to detect potential signs of child abuse.
- Staff adhere to Mandatory Reporting guidelines from the Department for child abuse. This also includes other services including the Police, Child - First and the Department of Human Services (Appendix 7)
- Risk management strategies are in place to identify, assess and take steps to minimise child abuse risks, which include risks posed by physical and online environments (for example, no staff or volunteer is to have to contact with a child in organisations on social media)
- The Student Wellbeing Co-ordinator along with Principal and staff members will seek external resources and training to raise staff capacity in seeking additional prevention through referrals to the Barwon South Network, PSD applications and other services.
- The Principal is responsible for ensuring that there is an adequate system of supervision in place during school hours, before and after school, and on school excursions and camps. Teachers and other school staff are responsible for following reasonable and lawful instructions from the Principal, including instructions to provide supervision to students at specific dates, times and places.
- At Ceres Primary School, supervision is provided at the following times:

Time	Supervision
08.30am – 08.45am	Yard duty supervision prior to school commencing
10.45am – 11.15am	Yard duty supervision during recess
1.15pm – 2.00pm	Yard duty supervision during lunch time
3.00 – 3.15pm	Gate supervision at the bus shelter

- The classroom teacher has the ultimate responsibility for the supervision of all students in their care. This duty cannot be delegated to external education providers, parents or trainee teachers.
- The Principal will ensure that the school has a procedure in place for the safe collection and drop off of students at school during school hours (eg. late arrival or an early departure). This will include a record of the date and time, the reason for the late arrival or early departure, and the person who has authorised the late arrival or early departure. This procedure also applies to all visitors in the school. As a minimum, this procedure must require all visitors arriving and departing the school premises during school hours to use a visitors' book to record their name, their signature, the date and time, and the purpose of the visit. In addition, no student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal from the classroom is only to occur in accordance with the school's Staged Response for Behaviours document
- If a teacher needs to leave the classroom unattended at any time during a lesson, he or she should contact their PLT (Professional Learning Team) member for assistance. The teacher should then wait until alternate supervision is being provided prior to leaving the classroom.

All staff are to:





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- Teachers who rostered for duty are to wear the Yard Duty Vest and Lanyard and are responsible for remaining in the designated area until the end of the break period, or until replaced by a relieving teacher, whichever is applicable.
- During yard duty, supervising teachers should be guided by the following:
 - If the designated area is large in size, teachers are expected to methodically move around the area rather than remain static in the one position. This increases the ability to appropriately monitor student activity.
 - Be alert and vigilant
 - Intervene if potentially dangerous behaviour is observed in the yard
 - Enforce behaviour standards and implement logical consequences for breaches of safety rules
 - Ensure that students who require first aid assistance receive it as soon as practicable
 - Stay near "at risk" students who have been identified via current communications (Eg: Weekly Briefings, PLT & PLC meetings)
- If the supervising teacher is unable to conduct yard duty at the designated time, he or she should arrange a swap with a colleague and write it on the staffroom whiteboard to ensure that alternative arrangements have been made.
- If the supervising teacher needs to leave yard duty during the allocated time, he or she should contact the Principal, but should not leave the designated area until the relieving teacher has arrived in the designated area
- If a relieving teacher does not arrive for yard duty, the teacher currently on duty should send a message to the office, but not leave the designated area until a relieving teacher has arrived in the designated area.
- Provide an adequate system of supervision
- Take reasonable steps to prevent injury which is known or foreseeable
- Take reasonable steps depending on the individual circumstances of the case and consideration of the following factors:
 - The probability that the harm would occur if care were not taken
 - The likely seriousness of the harm
 - The burden of taking precautions to avoid the risk of harm
 - The social utility of the activity that creates the risk of harm
- Some duty may occur outside of school hours and outside the school premises. This will depend on whether the relationship between staff and student extends to the individual circumstances, whether the risk was known or foreseeable, and whether there were any reasonable steps that could be taken to prevent injury from occurring. The duty is nondelegable, meaning that it cannot be assigned to another party.

The Principal and relevant coordinator will:

- Regularly communicate the duty of care and supervision obligations and responsibilities to all staff and these arrangements to parents.
- Determine the level of student supervision to be provided to students in all of the circumstances
- Allocate specific responsibilities to staff members to provide the supervision that is required
- Communicate the specific supervision responsibilities allocated to staff members
- Regularly review the level of student supervision provided to students and make adjustments as and when deemed appropriate

The Principal will communicate this policy to all staff using the following mechanisms:

- A copy of this policy will be provided to each member of staff in the Staff Handbook at the first staff meeting at the commencement of the school year.
- School staff will be directed to familiarise themselves with all relevant sections of the *Schools Policy and Advisory Guide*
- Teachers and other staff of Ceres Primary School also have a responsibility to reasonably supervise the use of information and communication technologies, and the use of online learning environments at school.
 - Comply with the lawful and reasonable directions of the Principal
 - Comply with all Department and school policies
 - Perform supervisory duties as required
 - Any person who supervises students on an excursion or camp must have a Working with Children Check, be inducted for Child Safe Standards and adhere to the Code of Conduct
 - Prior to the commencement of the excursion or camp, the Camp Coordinator must ensure that the specific roles and responsibilities of each supervisor are clarified and understood by all supervisors and students.



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- The supervision of students on a camp or excursion will include the following:
 - Retaining copies of all confidential medical forms and permissions slips for each student who is participating in the excursion or camp.
 - Regularly marking the attendance of students – this may include at the beginning of the excursion, on the transport, and at each location and activity.
 - Ensure that the venue, transport and activities conducted adhere to DET guidelines.
 - Monitoring student behaviour, enforcing behaviour standards, and implementing logical consequences for a failure to comply with the behaviour and safety standards
 - Ensure that students who require first aid assistance receive it as soon as practicable
 - Ensure that risk management plans and emergency management plans are implemented as necessary

Teachers and other staff of Ceres Primary School also have a responsibility to reasonably supervise the use of information and communication technologies, and the use of online learning environments at school.

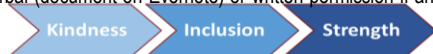
- In doing so, teachers and other staff should be guided by the following: Relevant Departmental policies (eg. Student Engagement Guidance, Bully Stoppers) and relevant Ceres Primary School policies (eg. Acceptable Use Agreements)

It is important to note that:

- It is not reasonable or practicable for a teacher or Principal to inspect every website nor supervise an online learning environment 24 hours a day that will be accessed by a student. The nature of the Internet means that there can be no guarantee against inappropriate content or changing circumstances in website content.
- The Principal and teachers are expected to respond to an online incident that impacts on students at the school as soon as they have knowledge of its occurrence as per Staged Response and flow chart set out in the Acceptable Use Agreement Policy which is renewed annually.
- Visitors, speakers and instructors will not be responsible for supervising students on the school premises, however, they will be inducted in relation to the Student Wellbeing and Engagement and Child Safety Code of Conduct Policy and act in an appropriate manner in relation to same.
- Supervision can be provided by teachers, education support officers, trainee teachers, volunteer parents and carers, campsite staff and specialist instructors.
- The *Schools Policy and Advisory Guide* provide minimum requirements for staff-student ratios. However, Principals should determine the appropriate and effective level of supervision for each individual excursion or camp, taking into account the following:
 - The experience, qualifications and skills of staff
 - The age, maturity, physical characteristics and gender of the students
 - The size of the group
 - The nature and location of the excursion / camp
 - The activities to be undertaken to be undertaken to be under the direct control of a teacher with at least one other excursion staff member present.
- The Principal ensures there are enough teachers to maintain appropriate control of the excursion and each activity and have teachers comprising at least half of the excursion staff.

Parents, Guardians and Carers:

- Are encouraged to respond to teachers in relation to the Stage response for Behaviours by embedding a culture whereby they feel safe and have the know-how to report any inappropriate behaviours regarding child abuse
- Will make appropriate arrangements for the transport, care and supervise students travelling to and from school
- Make appropriate arrangements for the care and supervision of students outside the times of supervision before and after school and comply with late arrival and early departure procedures. (All parents are to sign in \ out their children at the office. The Student Administration Officer will then collect or take the student to \ from the relevant classroom area.)
- A parent or another person authorised by parents to collect the student will collect student from the office on early departure and provide verbal (document on Evernote) or written permission if another adult unknown to the school is collecting their children.





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- Parents are able to provide written permission for their child to wait in a safe area at the top of the car park or walk to the township.

If a parent, guardian or carer (or other authorised person) drops off or otherwise arranges for a student to be on the school premises before supervision commences at the beginning of the day, the principal will, as soon as practical, follow up with the parent, guardian or carer to:

- Advise of the supervision arrangements before school
- Request that the parent, guardian or carer make alternate arrangements by putting a sticker in the diary
- Advise staff not to engage with the student(s) prior to supervision commencing.

If a parent, guardian or carer (or other authorised person) has failed to collect the student after school, the next steps may include some or all of the following:

- Attempting to contact the parents, guardians or carers
- Attempting to contact the Emergency Contacts
- Placing a student in the After School Care program (if appropriate)
- Contacting Victoria Police and \ or the Department of Human Services (Child Protection) to arrange for the supervision, care and protection of the student.
- Supervision and Yard Duty

Whole - school

- All school community and visiting members understand, acknowledge and adhere to the Super 7 school core values while also promoting the cultural safety of aboriginal children, those with disabilities and those from linguistically diverse backgrounds to promote child safety. These values are embedded across all learning areas and through the vocabulary of the staff.
- The School Council will lead to successfully embed a culture of child safety and child safe strategies and show a **commitment to zero tolerance of child abuse.**
- We will also implement an organisational culture of child safety which is critical to reducing the risk of child abuse in schools. These commitments will be shared openly and transparently by all members of the staff (including school employees, contractors and volunteers), parents and families, visitors and children. They will ensure that they ensure the safety of all children at all times.
- Recruitment of staff will be conducted using best practice standards ensuring that reasonable steps are taken to engage the most suitable and appropriate people to work with children. Staff induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse and neglect. Child safety is considered in the selection and management of all staff including contractors and volunteers. (Appendix 5)
- The school will embed a culture so that all staff and volunteers (in addition to parents/carers and children) feel confident and comfortable to discuss any allegations of child abuse or child safety concerns.
- The culture is the set of values, expectations and standards that influence the behaviour of members of the organisation. This culture defines what constitutes acceptable and unacceptable behaviours by people within the organisation. All staff adhere to the culture of the school and has a clear set of values, staged response procedures that are based on prevention, intervention, sanctions and resolutions for inappropriate behaviour including suspension and expulsion (Appendix 9 and 10). Positive reinforcement of appropriate behaviours through credit points, house points, certificates at assembly and termly studentship awards.
- Roles and responsibilities of the students, staff and parents as well as expectations with respect to child safety are published and displayed in prominent locations in the school and the school newsletter.
- Allegations/disclosures are taken seriously and information in regards to alleged misconduct with, or abuse of a child the school will listen to the accounts/complaints of things and investigate thoroughly and quickly and keep the child or their parent/carer informed of the progress (where appropriate). All children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim and if they notice inappropriate behaviour/s.
- Processes are in place for students, parents and volunteers in making a report about a child or young person who may be in need of protection and all records of allegations of abuse and safety concerns are recorded and are securely stored.



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- The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures for child safety (Appendix 2)
- Students are encouraged to openly discuss any concerns related to child safety and are informed about child abuse, the forms it can take, preventative strategies and how to report any concerns through a variety of programs and through the school's Values Lessons, (e.g. Bravehearts Program, Mindfulness, Respectful Relationships Program, Cyber Safety with Senior Constable Robbie Noggler). These are some of the human resource practices that Ceres uses to reduce the risk of child abuse.
- Our School collects, uses and discloses information about particular children and their families in accordance with the Victorian Privacy Law. The principles regulating the collection, use and storage of information is included in the Department Privacy Policy.
- All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it and who will have access to it.
- Incorporate Respectful Relationships Program into Values Education classes.
- This document is to be reviewed as needed or within a 3 year period (Appendix 11).

Ministerial order 870 provides definitions including:

Child Abuse - Child abuse includes any act committed against a child involving:

- a sexual offence or
- an offence under section 49B(2) of the Crimes Act 1958 (grooming)
- the infliction on a child of:
 - physical violence or
 - serious emotional or psychological harm
- serious neglect of a child

Child - connected workers - means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety - encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse and responding to incidents to allegations of child abuse.

School environment - means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments
- other locations provided by the school for a child's use (including without limitation, locations used for school camps, sporting events, excursions, competitions and other events.)

School staff - being: an individual working in a school environment who is

- directly engaged or employed by a school governing authority
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary);
- a minister of religion





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STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

Child Restraint

When physical restraint or seclusion should not be used

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the student or any other person (see below). Rooms or areas designed specifically for the purpose of seclusion or which are used solely or primarily for the purpose of seclusion are not permitted in Victorian government schools. Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a student or to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted
- property destruction caused by the student unless that destruction is placing any person at immediate risk of harm.

Any restraint which covers the student's mouth or nose, in any way restricts breathing, takes the student to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest or joints, must not be used.

When physical restraint or seclusion may be used

School staff may only use physical restraint on a student when there is an imminent threat of physical harm or danger to the student or others; and where such action (ie to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 15. The decision about whether to use physical restraint or seclusion rests with the professional judgement of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the *Charter of Human Rights and Responsibilities Act 2006*.

Mechanical restraint

Mechanical restraints should never be used in schools to restrict a student's freedom of movement, unless the restraint is for a therapeutic purpose with written evidence of the prescription / recommendation, or if required to travel safely in a vehicle.

During Restraint

If applying physical restraint in the limited circumstances set out above, staff must:

- use the minimum force required to avoid the dangerous behaviour or risk of harm
- only restrain the student for the minimum duration required and stop restraining the student once the danger has passed.

Staff should ensure the type of restraint used is consistent with a student's individual needs and circumstances, including:

- the age/size of the student
- gender of the student
- any impairment of the student e.g. physical, intellectual, neurological, behavioural, sensory (visual or hearing), or communication
- any mental or psychological conditions of the student, including any experience of trauma
- any other medical conditions of the student
- the likely response of the student
- the environment in which the restraint is taking place.

Kindness

Inclusion

Strength



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Staff should monitor the student for any indicators or distress. Staff should talk to the student throughout the incident, making it clear to the student why the physical restraint is being applied. Staff should also calmly explain that the physical restraint will stop once it is no longer necessary to protect the student and/or others.

Actions after restraint has been used

This table explains the follow up actions that must be undertaken after a student has been physically restrained or secluded.

Action	Description
Reporting of the physical restraint/seclusion	<p>The staff member(s) involved in the incident must immediately notify the principal of the incident.</p> <p>A staff member should contact the student's parents and provide them with details of the incident as soon as possible.</p> <p>The incident may need to be reported to:</p> <ul style="list-style-type: none"> the Security Services Unit (previously known as the Emergency Management Unit), see: Reporting (emergency and incidents) Edusafe see: Report an Injury, Incident or Hazard WorkSafe, see: WorkSafe Notification.
Providing supports for those involved	<p>Following the use of restraint on a student, appropriate supports must be offered to the following people:</p> <ul style="list-style-type: none"> The student who has been restrained or secluded and their parents/guardians. This may include participation in decisions involving the student's behaviour management, Student Support Group meetings, the development of a student Behaviour Support Plan, and involvement of Student Support Services. For policy advice on the prevention of endangering behaviour and promoting positive behaviours see: Student Engagement and Inclusion Guidance Other students and staff members who were involved in or witnessed the incident. This may include a debriefing in relation to the incident, and counselling support.
Maintain records of the incident	<p>A written record of the incident and the physical restraint or seclusion used must be made by the principal as soon as practicable. This record should be added to a student's file on CASES 21 or SOCS as appropriate. The record should detail:</p> <ul style="list-style-type: none"> the name of the student/s and staff member/s involved date, time and location of the incident names of witnesses (staff and other students) what exactly happened (a brief factual account) any action taken to de-escalate the situation why physical intervention was used (if applicable) the nature of any physical intervention used how long the physical intervention lasted the student's response and the outcome of the incident any injuries or damage to property immediate post incident actions, such as first aid or contact with emergency services details of contact with the student's parent/carer details of any post-incident support provided or organised. <p>The principal should also arrange for all staff who were involved/present at the incident to prepare a statement / record of their involvement or observations of the incident.</p>
Plan for the future	<p>Post-incident, the school should consider the preventative and de-escalation strategies that might reduce the likelihood of an incident happening again. For example – reviewing and amending the student's Behaviour Support Plan, consider the training needs of staff working closely with the student/s involved in the incident.</p>





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Appendix 5: Child Safety Strategies

The child safety strategies implemented at Ceres Primary School are listed below.

School Council

- The school council communicates that it has **zero tolerance of child abuse** (in any form).
- Child safety is tabled as an item for discussion at meetings of the school council.
- Child safety strategies are developed and enhanced through ongoing review of the effectiveness of practice.
- An appropriate reporting process is in place for child abuse that includes overseeing outcomes.
- The school council oversees the implementation and improvement of child safety strategies.
- The school council communicates with the school community about the school's child safety strategies and their implementation.

School staff (includes contractors and volunteers)

This policy guides our staff and volunteers on how to behave with children in our organisation.

All of our staff and volunteers must agree to abide by our Code of Conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the Code of Conduct.

- Ensuring awareness of the child safety strategies and the allocated roles and responsibilities.
- Criminal history checks and confirming currency of Working with Children Check/Victorian Institute of Teaching registration.
- Induction in child safety for all staff and visitors.
- Child safety is tabled as an item for discussion at staff meetings.
- Staff are trained to detect inappropriate behaviour.
- Staff are expected to report inappropriate behaviour.
- Positive behaviours are recognised and encouraged.
- Foster a culture of openness with an approachable and supportive school leadership team.

Children

This policy is intended to empower children who are vital and active participants in our organisation. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say. We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome.

In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children.
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds.
- ensure that children with a disability are safe and can participate equally.

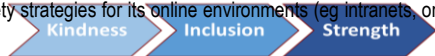
In addition-

- Children are made aware of how to detect and report inappropriate behaviour.
- Children are encouraged to report inappropriate behaviour.
- The school has nominated contact persons that children can approach in relation to child safety.
- The school has child safety reporting procedures.
- The school provides counselling and other resources to support children.

Environment

The school has child safety strategies in place for all physical school environments, that include:

- regularly reviewing the physical environment to ensure all risks are identified and managed
- assessing new or changed physical environments for child safety risks
- supervising or monitoring activities.
- The school has child safety strategies for its online environments (eg Intranets, online learning systems, social media) including:





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- clear boundaries of roles between staff and children
- proactive strategies to detect inappropriate behaviour such as online searches (Google, Facebook etc).
- Visitors are appropriately screened, supervised and made aware of the school's child safety strategies.

Appendix 6: Child Safety Code of Conduct

Ceres Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of and the responsibility for ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, code of ethics as these apply to staff and other personnel.

The principal and school leaders of Ceres Primary School will support implementation and monitoring of the Code of Conduct and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Ceres Primary School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in the child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps, in the use of digital technology and social media.

Acceptable behaviours for child safety

All staff, volunteers and board/school council members are responsible for supporting the safety of children by:

- adhering to the school's child safe policy and upholding the school's statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role)
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958*
- reporting any child safety concerns to the school's leadership (or child safety officer if the school has appointed someone to this role)
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe
- reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

Unacceptable behaviours for child safety

Staff and volunteers must not:

- ignore or disregard any suspected or disclosed child abuse





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- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact which children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- have contact with a child or their family outside of school without the school's leadership or child safety officer's (if the school has appointed someone to this role) knowledge and/or consent or the school governing authority's approval (for example, unauthorised after hours tutoring, private instrumental/other lessons or sport coaching). Accidental contact, such as seeing people in the street, is appropriate.
- have any online contact with a child (including by social media, email, instant messaging etc) or their family (unless necessary eg by providing families with e-newsletters or assisting students with their school work)
- use any personal communication channels/device such as a personal email account
- exchange personal contact details such as phone number, social networking sites or email addresses
- photograph or video a child without the consent of the parent or guardians
- work with children whilst under the influence of alcohol or illegal drugs
- consume alcohol or drugs at school or at school events in the presence of children.

Link to the Victorian Institute of Teaching - Code of Ethics

<http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>





CERES PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY
(encompassing Child Safe, Inclusion & Diversity and Attendance)

Appendix 7: Mandatory Reporting

CHILD SAFE REPORT

ALLEGATIONS OF STUDENT SEXUAL ASSAULT

MANDATORY REPORTING

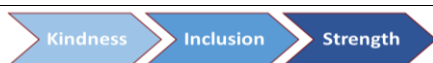
DOMESTIC VIOLENCE

Name:	
Date:	
Venue:	
Time:	

ACTIONS

- Ph 000 In the case of emergency, call for medical assistance \ police
- Ph 9589 6266 Report the Incident to the emergency and Security Management Unit (ESM)
- Phone 000 Report the incident to the Victoria Police Sexual Offences and Child Abuse (SOCA) Unit
- Phone 131 278 If appropriate, report the incident to DHS Child Protection
- Contact Parents
- Document the disclosure and ensure that staff have documented their actions

NOTES





STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

Making a Mandatory Report

Statement

- A broad range of professional groups are identified in the **Children Youth and Families Act 2005 (CYFA)** as mandatory reporters. All staff complete DEECD Mandatory Reporting On-Line PD annually.
- Mandated staff members must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection from significant harm as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.
- Primary and Secondary school teachers and Principals (including students in training to become teachers) are prescribed as mandatory reports under section 182 of the CYFA.
- There may be times when two or more mandated staff members, for example a teacher and a Principal, have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to make a report. If another staff member disagrees that that staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

Non-mandated staff members

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

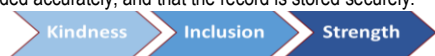
The child safe standards require schools to have processes for responding to and reporting suspected child abuse. This guideline is designed to provide guidance on what to do if a child discloses an incident of abuse, or if a parent/carer raises a concern or allegation of abuse which may have taken place in our school.

If a child discloses an incident of abuse to you

- Try and separate them from the other children discreetly and listen to them carefully.
- Let the child use their own words to explain what has occurred.
- Reassure the child that you take what they are saying seriously, and it is not their fault and that they are doing the right thing.
- Explain to them that this information may need to be shared others, such as with their parent/carer, specific people in your organisation, or the police.
- Do not make promises to the child such as promising not to tell anyone about the incident, except that you will do your best to keep them safe.
- Do not leave the child in a distressed state. If they seem at ease in your company, stay with them.
- Provide them with an incident report form to complete, or complete it together, if you think the child is able to do this.
- As soon as possible after the disclosure, record the information using the child's words and report the disclosure to your manager or your organisation's child safety officer/champion, police or child protection.
- Ensure the disclosure is recorded accurately, and that the record is stored securely.

If a parent/carer says their child has been abused in your organisation or raises a concern

- Explain that your organisation has processes to ensure all abuse allegations are taken very seriously.
- Ask about the wellbeing of the child.
- Allow the parent/carer to talk through the incident in their own words.
- Advise the parent/carer that you will take notes during the discussion to capture all details.
- Explain to them the information may need to be repeated to authorities or others, such as the organisation's management or Child Safety Officer, the police or child protection.
- Do not make promises at this early stage, except that you will do your best to keep the child safe.
- Provide them with an incident report form to complete, or complete it together.
- Ask them what action they would like to take and advise them of what the immediate next steps will be.
- Ensure the report is recorded accurately, and that the record is stored securely.





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STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

Some people from culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse. For example, people from some cultures may experience anxiety when talking with police, and communicating in English may be a barrier for some. Staff at our school will be sensitive to these issues and meet people's needs where possible, such as having an interpreter present (who could be a friend or family member).

If an allegation of abuse involves an Aboriginal child, we will ensure a culturally appropriate response. For example, engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisations to review policies and procedures.

Some children with a disability may experience barriers disclosing an incident. For example, children with hearing or cognitive impairments may need support to help them explain the incident, including through sign language interpreters. Advice on [communicating with people with a disability](http://www.dhs.vic.gov.au/for-business-and-community/community-involvement/people-with-a-disability-in-the-community/communicate-and-consult-with-people-with-a-disability/communication-with-people-with-disabilities) can be found on the Department of Health and Human Services website <www.dhs.vic.gov.au/for-business-and-community/community-involvement/people-with-a-disability-in-the-community/communicate-and-consult-with-people-with-a-disability/communication-with-people-with-disabilities>.

If you believe a child is at immediate risk of abuse phone 000.

Making a report to Child Protection

- The CYFA allows for two types of reports to be made in relation to significant concerns for the safety or wellbeing of a child – a report to Child Protection or a referral to Child First.
- A report to Child Protection should be considered if, after taking into account all of the available information, the staff member forms a view that the child or young person is in need of protection because:
 - The harm or risk of harm has a serious impact on the child's immediate safety, stability or development
 - The harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child's safety, stability or development.
 - The child's parents cannot or will not protect the child or young person from harm.

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

- Staff members may form a professional judgement or belief, in the course of undertaking their professional duties based on:
 - Warning signs or indicators of harm that have been observed or inferred from information about the child
 - Legal requirements, such as Mandatory Reporting
 - Knowledge of child and adolescent development
 - Consultation with colleagues and other professionals
 - Professional obligations and duty-of-care responsibilities
 - Established protocols
 - Internal policies and procedures in an individual licensed children's service or school.
- Upon receipt of a report, Child Protection may seek further information, usually from professionals who may also be involved with the child or family, to determine whether further action is required.
- In most circumstances, Child Protection will inform the reporter of the outcome of the report. When the report is classified by Child Protection as a Wellbeing Report, Child Protection will, in turn, make a referral to Child FIRST.
- School policy and procedures stipulate how teaching staff fulfil their duty of care towards children and young people in their school.
- Teachers are encouraged to discuss any concerns about the safety and wellbeing of students with the Principal. If a Principal does not wish to make a mandatory report, this does not discharge the teacher's obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher's concerns continue, even after consultation with the Principal, that teacher is still legally obliged to make a mandatory report of their concerns.
- School staff have a duty of care to protect and preserve the safety, health and wellbeing of children and young people in their care and staff must always act in the best interests of those children and young people. If a staff member has any concerns regarding the health, safety or wellbeing of a child or young person it is important to take immediate action.



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STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

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

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

Confidentiality

- Staff must respect confidentiality when dealing with a case of suspected child abuse and neglect, and may discuss case details and the identity of the child or the young person and their family only with those involved in managing the situation.
- When a child or young person has moved to another school, professional judgement should be exercised as to what information needs to be passed on. This will be guided by usual procedures for passing on information about a child's general well being or special needs and the role of the school in any ongoing care plans.

Interviews at Victorian schools

- Child Protection may conduct interviews of children and young people at school without parental knowledge or consent. However, if a child will be interviewed at a Victorian school only in exceptional circumstances and if it is in the child's best interest to proceed in this manner. Child Protection will notify the school of any intention to interview any child or young person. This may occur regardless of whether the school is the source of the report to Child Protection. When Child Protection practitioners arrive at the school, the Principal or their nominee should ask to see their identification before allowing Child Protection to have access to the child or young person.

Support persons

- Children and young people should be advised of their right to have a supportive adult present during interviews. If a child is too young to understand the significance of the interview, a staff member should make arrangements for a supportive adult to attend with the child.
- A staff member may be identified as a support person for the child or young person during the interview. Prior to the commencement of the interview, the Child Protection practitioner should always authorise the staff member to receive information regarding Child Protection's investigation. This may occur verbally or in writing using the relevant Child Protection proforma.
- Independent persons must refrain from providing their opinions or accounts of events during interviews. A Principal or their delegate may act as an independent person when the child or young person is to be interviewed, unless they believe doing so will create a conflict of interest.

Advising parents, carers or guardians

- Staff **do not require** the permission of parents, carers or guardians to make a report to Child Protection (it is the responsibility of Child Protection to advise the parents, carers or guardians of the interview at the earliest possible opportunity. This should occur either before or by the time the child arrives home) nor are they required to tell parents, carers or guardians that they have done so.
- The school does not have the power to prevent parents, carers or guardians from removing their children from the school and should not attempt to prevent the parents, carers or guardians from collecting the child. If a parent, carer or guardian removes a child before the planned interview has taken place, the Principal or their nominee should contact Child Protection or Victoria Police immediately.

Forming a belief on reasonable grounds

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



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STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

- A child or young person states that they have been physically or sexually abused
- A child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- Someone who knows the child or young person states that the child or young person has been physically or sexually abused
- A child shows signs of being physically or sexually abused
- The staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development
- The staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- A child's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child

Reporting a belief

- Staff members, whether or not mandated, need to report their belief when the belief is formed in the course of undertaking their professional duties.
- A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief
- **If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.**
- Confidentiality is provided for reporters under CYFA. The CYFA prevents disclosure of the name or any information likely to lead to the identification of a person who has made a report in accordance with legislation, except in specific circumstances.
- The identity of a reporter must remain confidential unless:
 - The reporter chooses to inform the child, young person or family of the report
 - The reporter consents in writing to their identity being disclosed
 - A court or tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child.
 - A court or tribunal decides that, in the interest of justice, the reporter is required to attend court to provide evidence.
 - If a report is made in good faith, it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter and the reporter cannot be held legally liable in respect of the report.
 - The person who makes a report in accordance with the legislation will not be held liable for the eventual outcome of any investigation of the report.

Kindness

Inclusion

Strength



CERES PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

Failing to report

- A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and court imposing a fine under the CYFA.
- Staff will be informed of Mandatory Reporting requirements as part of their initial induction to the school and will be required to participate in annual online training relating to child safety.

Appendix 8: School staff selection, supervision and management practices for a child safe environment

Strong human resources practices promote child safe school environments and reduce the risk of child abuse. Child Safe Standard 4 (Standard 4) requires schools to use policies and procedures for recruitment, supervision, training and managing performance that support a child safe school environment.

In preparing for Ceres Primary School will:

- Ensure that position descriptions for all new positions advertised from 1 August 2016 include the standard 'Child Safe Environments' clause as provided in the 'Recruitment in Schools' Guide.
- Identify the actions the school proposes to take, per Standard 1, to promote and embed the Child Safety Code of Conduct in accordance with Standard 3 [this is to address Requirement 1 for existing staff] and articulate the timeframe for this.
- Determine the timeframes for the school governing authority to oversee and review Standard 4 as part of the school's Action Plan [Standard 1] and School Child Safe Environments policy [Standard 2].
- Note that further advice on practices to ensure that principals are satisfied that an external applicant meets the Standards prior to the applicant's employment are forthcoming.

The Ministerial Order specifies the following requirements for schools regarding Standard 4:

1. Each job or category of jobs for school staff that involves child connected work must have a clear statement that sets out:
 - the job's requirements, duties and responsibilities regarding child safety; and
 - the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety.
2. All applicants for jobs that involve child connected work for the school must be informed about the school's child safety practices (including the Code of Conduct).
3. In accordance with any applicable legal requirement or school policy, the school must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child connected work:
 - Working with Children Check status, or similar check;
 - proof of personal identity and any professional or other qualifications;
 - the person's history of work involving children; and
 - references that address the person's suitability for the job and working with children.
4. The school need not comply with the requirements in step (3) above if it has already made reasonable efforts to gather, verify and record the information set out in steps (3)(a) to (3)(d), above about a particular individual within the previous 12 months.
5. The school must ensure that appropriate supervision or support arrangements are in place in relation to:
 - the induction of new school staff into the school's policies, codes, practices, and procedures governing child safety and child connected work; and
 - monitoring and assessing a job occupant's continuing suitability for child connected work.
6. The school must implement practices that enable the school governing authority to be satisfied that people engaged in child-connected work perform appropriately in relation to child safety.

Explanatory note: To be 'satisfied', it is not necessary that the school governing authority make each decision about the selection and supervision of school staff engaged in child-connected work. The school governing authority needs to be satisfied about the appropriateness of the school's arrangements that would regulate or guide other people who make such decisions for or on behalf of the school about child safety matters and child-connected work.



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STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

Appendix 9: Strategies to identify and reduce or remove risks of child abuse

Child Safe Standard 6 (Standard 6) requires schools to develop, implement, monitor and evaluate risk management strategies to ensure child safety in school environments.

A child safety risk management strategy is a formal and structured approach to managing risks associated with child safety.

In preparing for compliance schools are expected to:

- Assess, identify and document the school's risks in relation to child safety, and plan and document risk management strategies where necessary.
- Incorporate risk management actions and responsibilities in the Action Plan as described in Standard 1.
- Identify the actions the school proposes to take, per Standard 1, to ensure a monitoring and review process to ensure the currency of the risk management approach.

The Ministerial Order specifies the following requirements for schools regarding Standard 6:

"(1) The school governing authority must develop and implement risk management strategies regarding child safety in school environments.

(2) The school's risk management strategies regarding child safety must identify and mitigate the risk(s) of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children expected to be present in that environment.

(3) If the school governing authority identifies risks of child abuse occurring in one or more school environments the authority must make a record of those risks and specify the action(s) the school will take to reduce or remove the risks (risk controls).

Explanatory note: Different risk controls may be necessary for particular groups of children depending on the nature of the risk and the diversity characteristics of children affected by the risk.

(4) As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.

(5) At least annually, the school governing authority must ensure that appropriate guidance and training is provided to the individual members of the school governing authority and school staff about:

- a) individual and collective obligations and responsibilities for managing the risk of child abuse;*
- b) child abuse risks in the school environment; and*
- c) the school's current child safety standards.*

Appendix 10 : School staff selection, supervision and management practices for a child safe environment

Strong human resources practices promote child safe school environments and reduce the risk of child abuse. Child Safe Standard 4 (Standard 4) requires schools to use policies and procedures for recruitment, supervision, training and managing performance that support a child safe school environment.

In preparing for Ceres Primary School will:

- Ensure that position descriptions for all new positions advertised from 1 August 2016 include the standard 'Child Safe Environments' clause as provided in the 'Recruitment in Schools' Guide.
- Identify the actions the school proposes to take, per Standard 1, to promote and embed the Child Safety Code of Conduct in accordance with Standard 3 [this is to address Requirement 1 for existing staff] and articulate the timeframe for this.
- Determine the timeframes for the school governing authority to oversee and review Standard 4 as part of the school's Action Plan [Standard 1] and School Child Safe Environments policy [Standard 2].
- Note that further advice on practices to ensure that principals are satisfied that an external applicant meets the Standards prior to the applicant's employment are forthcoming.

Appendix 9 and 10: The suspension process (Department)





STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

SUSPENSION WITH AN IMMEDIATE EFFECT

- In some instances, the principal may consider that due to the severity of the situation and the possibility of immediate threat to another person, they may need to implement immediate action.
- Under these circumstances, the school must provide supervision until the student can be collected or until the end of the school day.
- When a suspension with an immediate effect is implemented on school camp or excursion and the student is unable to be collected, then they will need to be supervised until the end of the activity.

NOTIFICATION

- As soon as is practical, the principal must:
 - Give verbal notification to the student and their relevant person of the intention to suspend the student, the reason/s for the suspension, the school days on which it will occur and where it will occur
 - Provide the student and their relevant person with the *Notice of Suspension* and the *Procedures for Suspension* brochure prior to the day on which the suspension occurs (or on the day a suspension is implemented, if it is a suspension with immediate effect)
 - Provide contact details for additional support services to the student and their relevant person.
- Where appropriate, or if requested, a Student Support Group or another meeting with the student and their relevant person can be convened.

DURING SUSPENSION

- Prior to the day on which the suspension occurs, or on the day a suspension is implemented with immediate effect:
 - If the student is suspended for three days or less, the school must arrange for appropriate school work to be supplied
 - If a student is being suspended for more than three days, a *Student Absence Learning Plan* and a *Return to School Plan* must be developed and provided to the student and their relevant person.

ESTABLISHING THE GROUNDS FOR SUSPENSION

- The principal must first establish whether a suspension is an available option:
 - Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
 - Does the behaviour meet one or more of the grounds for suspension?
- The principal must take into account whether a suspension is appropriate to the behaviour, the student's education needs and any other relevant circumstances.
- Before implementing a suspension, the principal must ensure that:
 - The student has had the opportunity to be heard
 - That any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding the suspension
 - Other forms of action to address the behaviour for which the student is being suspended have been considered and implemented.
- The principal must decide on the duration of the suspension bearing in mind that:
 - A student cannot be suspended for more than five consecutive school days and written approval from the Regional Director is required if the total number of days the student has been suspended in the year is more than 15 days
 - If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

Kindness

Inclusion

Strength



STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

SUPPORT AND FOLLOW-UP

- Following the suspension, it may be appropriate to convene a meeting with the student and their relevant person to discuss the behaviour that led to the suspension. A relevant person can also request a meeting at any time during the suspension process.
- For students that have been suspended for five days or where they have received three or more suspensions in a year, then it is recommended that the school convene a Student Support Group meeting with the student, their relevant person and other personnel to discuss the behaviour that led to the suspension/s and the range of strategies to address the concerns.

The expulsion process

<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/suspexp/Suspension%20and%20expulsion%20resources/Process%20Flowchart%20-%20Expulsion.pdf>

ESTABLISHING THE GROUNDS FOR EXPULSION

- The principal must consider whether expulsion is an available option:
 - Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
 - Does the behaviour meet one or more of the grounds for expulsion?
 - Is the behaviour of such magnitude that expulsion is the only available mechanism?
- When considering an expulsion for a student in out-of-home-care the principal must notify the relevant Regional Director.
- When considering an expulsion for an overseas student the principal must notify the International Education Division of the Department.

INVESTIGATION

- Before implementing an expulsion, the principal must undertake a thorough investigation to establish the relevant behaviours, who committed those behaviours, the context in which the behaviour was committed and any other relevant circumstances in relation to the behaviour.
- The principal should also consider any alternative disciplinary measures that may be appropriate to address the behaviour of the student.





STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

REGIONAL APPROVED SUPPORT PERSON

- As part of their investigation the principal must seek the support of a person on the Regional Approved List to assist with the following:
 - Considering alternative disciplinary measures
 - Considering appropriate alternative education, training or employment options that may be suitable for the student
 - Attending the Behaviour Review Conference (if appropriate).
- The Regional Approved Support Person should also ensure that all options are considered and support transition arrangements where appropriate.

BEHAVIOUR REVIEW CONFERENCE

- The principal must convene a Behaviour Review Conference:
 - To inform the student and the relevant person about the reasons expulsion is being considered and the evidence to support this
 - To provide the student and the relevant person with an opportunity to respond and be heard
 - To discuss and identify future educational, training or employment options that may be suitable for the student should the principal decide to expel the student
 - To identify a course of action in the event that a decision is made to expel the student
 - To provide the student and the relevant person with the information document *Procedures for Expulsion*.

FINAL DECISION AND IMPLEMENTATION

- After the Behaviour Review Conference, the principal must consider all of the relevant matters and make a decision about whether to expel the student.
- The student and the relevant person must be notified of their decision within 48 hours of the conclusion of the Behaviour Review Conference.
- If the principal decides to expel the student, they must:
 - Provide the student and the relevant person with the *Notice of Expulsion and Expulsion Appeal Form*
 - Prepare an *Expulsion Report*
 - Provide the Regional Director with the *Notice of Expulsion* and the *Expulsion Report* within 24 hours of the expulsion taking effect
 - Record the expulsion in CASES21.

TRANSITION AND SUPPORT

- Following the decision to expel the student, the principal, in consultation with the regional office, must implement the plan of action that was devised at the Behaviour Review Conference.
- If there is going to be a significant delay in making further education or employment arrangement for the student, the principal must develop a *Student Absence Learning Plan* and continue to provide the student with appropriate work until the transition is made.





STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

Appendix 11: Strategies to identify and reduce or remove risks of child abuse

Child Safe Standard 6 (Standard 6) requires schools to develop, implement, monitor and evaluate risk management strategies to ensure child safety in school environments.

A child safety risk management strategy is a formal and structured approach to managing risks associated with child safety.

In preparing for compliance schools are expected to:

- Assess, identify and document the school's risks in relation to child safety, and plan and document risk management strategies where necessary.
- Incorporate risk management actions and responsibilities in the Action Plan as described in Standard 1.
- Identify the actions the school proposes to take, per Standard 1, to ensure a monitoring and review process to ensure the currency of the risk management approach.

The Ministerial Order specifies the following requirements for schools regarding Standard 6:

"(1) The school governing authority must develop and implement risk management strategies regarding child safety in school environments.

(2) The school's risk management strategies regarding child safety must identify and mitigate the risk(s) of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children expected to be present in that environment.

(3) If the school governing authority identifies risks of child abuse occurring in one or more school environments the authority must make a record of those risks and specify the action(s) the school will take to reduce or remove the risks (risk controls).

Explanatory note: Different risk controls may be necessary for particular groups of children depending on the nature of the risk and the diversity characteristics of children affected by the risk.

(4) As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.

(5) At least annually, the school governing authority must ensure that appropriate guidance and training is provided to the individual members of the school governing authority and school staff about:

- a) individual and collective obligations and responsibilities for managing the risk of child abuse;*
- b) child abuse risks in the school environment; and*
- c) the school's current child safety standards."*

Process for identifying and reducing or removing risks of child abuse

While risk management assessments and strategies will vary for each school, managing risk typically involves the following steps and considerations.

1. Identify the school's child safety risks across the range of school environments (including excursions, camps, online) by following the Student Wellbeing and Engagement Policy
2. Identify any existing risk mitigation measures or internal controls.
3. Assess and rate the school's child safety risks given the existing controls in place, taking into account the likelihood of risk, and the likely consequence of the risk.
4. If the risk rating is more than the 'acceptable level', identify further risk management strategies through additional controls or other prevention, detection or mitigation strategies and then re-assess the risk.
 - The risk management process should be documented, recorded and reviewed periodically. Effective risk management strategies are dynamic and change over time as new risks arise and others may no longer be relevant.
 - Effective risk management strategies need to be transparent, well understood and diverse, to take account of the increased level of risk associated with the specific nature of some activities and the vulnerability of particular groups.

A key part of a risk management strategy is a risk assessment. Risk assessments can take many forms. An example is provided below. Risk assessment resources form part of the [School Policy & Advisory Guide: Risk Management Policy](#).





CERES PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY (encompassing Child Safe, Inclusion & Diversity and Attendance)

Appendix 12: Annual Review of responsibilities

RESPONSIBILITIES		
Job descriptions	Name of leader	Review date checked off
Leading the School's child safety culture		
Developing and enhancing the school's child safety strategies		
Proactively monitoring the effectiveness of child safety		
Co-ordinating reviews		
Communicating the school's child safety strategies to the community		
Training staff in the schools child safety strategies		
Leading or delivering programs for children about the school's child safety		
Developing policies, procedures and supporting documentation including communications and resources		
Reviewing of the Code of Conduct		

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood	Consequence	Current risk assessment	New risk management controls or internal controls	Who is responsible?	Residual risk

Last updated March 2020

- This Policy will be reviewed every 12 months

Due for review: Term 1, 2021

