



Child Safety and Wellbeing Policy

Approved by School Council:

June 2024

Review:

Annually



Help for non-English speakers

If you need help to understand this policy, please contact 9338 6083

Name

Child Safety and Wellbeing Policy

This policy is called the Child Safety and Wellbeing Policy to align with the title referenced in the Child Safe Standards and [Ministerial Order 1359](#) (PDF, 363KB). If your school already has a separate policy focusing on the safety and wellbeing of students (such as a Student Wellbeing and Engagement Policy) you may wish to change the name of this policy to 'Child Safety Policy' to avoid confusion.

This template has been developed for Victorian government schools. Non-government schools should contextualise this template to reflect their individual governance and operational arrangements.

Government and non-government schools that also operate school boarding premises will need to include additional information in this template to reflect the school boarding premises environment. These schools may add a statement to indicate that all references to 'the school', include the school boarding premises.

Purpose

The Gladstone Views Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

Scope

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

Definitions

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student
- volunteer.

Statement of commitment to child safety

Gladstone Views Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

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

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer, questioning and asexual (LGBTIQA+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Roles and responsibilities

School leadership team

Our school leadership team (comprising the principal, assistant principal and wellbeing teacher and learning specialist) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our [Child Safety Code of Conduct Policy](#)
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures, including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety, NOTE: school councils can use the Child Safe Standards School Council Training slide presentation available on [PROTECT](#).
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe (Note: many school councils formally delegate employment powers and duties to the principal. If that is the case in your school you can add the words: "At our school, school council employment duties are delegated to the principal who is bound by this policy").

Specific staff child safety responsibilities

Gladstone Views Primary School has nominated a child safety champion our Wellbeing Lead Teachers to support the principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#). In addition to these roles, our child safety champion is also responsible for:

Wellbeing Lead Teacher – Child Safety Champion Role

Gladstone Views Primary School

The **Wellbeing Lead Teacher** serves as the school's **Child Safety Champion**, playing a key leadership role in promoting a strong culture of child safety and wellbeing across the school community.

Overview

This role requires:

- A strong understanding of child safety obligations and wellbeing practices.
- Sound professional judgement to guide decisions and responses.
- Ongoing support through training and mentoring.
- A commitment to continuous development, making it an ideal pathway for aspiring school leaders.

Key Responsibilities

1. Promote a Culture of Child Safety

- Advocate for child safety and wellbeing in staff meetings, parent communications, newsletters, and bulletins.
- Promote a school culture that values listening to students and families, and responds to their safety concerns.
- Ensure child safety policies are current, visible, accessible, and implemented by all staff and volunteers.
- Encourage a focus on the needs of vulnerable students, including those with diverse backgrounds and experiences.

2. Provide Support and Guidance

- Act as a **point of contact** for staff, students, volunteers, and families on child safety matters.
- Provide guidance on implementing the school's policies, including reporting obligations and child-focused complaint processes.
- Support staff with inclusive practices that ensure cultural safety, particularly for Aboriginal and Torres Strait Islander students.
- Work with leadership to respond effectively to safety incidents and make appropriate referrals to external agencies.

3. Train and Educate

- Deliver induction and ongoing training on child safety for all new and existing staff, volunteers, and school council members.
- Ensure all mandatory reporters complete annual child safety training.
- Provide regular updates and build capacity in staff around child safety procedures and obligations.

4. Monitor, Review and Report

- Record, monitor, and analyse child safety complaints and incidents to identify trends or emerging concerns.
 - Maintain the school's child safety risk register in collaboration with the leadership team.
 - Lead reviews of child safety practices following incidents and coordinate policy updates in consultation with the school community.
 - Maintain accurate and confidential records of concerns, referrals, and actions taken.
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Capability and Support

The Child Safety Champion is supported with:

- Access to professional learning and current guidance on best practices in child safety.
- Regular updates on legal and regulatory requirements, including the **Four Critical Actions**, information sharing, and risk management.
- Opportunities for collaboration with wellbeing and leadership teams to embed child safety into whole-school planning.

Our Risk Management Committee monitors the Child Safety Risk Register.

Child Safety Code of Conduct

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The [Child Safety Code of Conduct Policy](#) also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Gladstone Views Primary School – Promoting Child Safety and Managing Risk in Physical and Online Environments

At **Gladstone Views Primary School (GVPS)**, the safety and wellbeing of our students is at the core of everything we do. In line with **Child Safe Standard 9** and the **PROTECT guidance**, we have established robust policies, procedures, and practices to identify and reduce risks of harm to children in both physical and online environments.

1. Risk Management in Physical Environments

We take a proactive and preventative approach to managing physical safety risks within our school environment, including:

- Conducting **regular risk assessments** of classrooms, playgrounds, and all school facilities.

- Ensuring adequate **supervision of students** during school hours, excursions, camps, and extra-curricular activities.
- Maintaining **clear procedures for visitors and contractors**, including sign-in protocols, Working with Children Checks (WWCC), and staff supervision.
- Monitoring all interactions between students and adults, with **safe staff-to-student ratios** and visibility in all learning spaces.
- Implementing **positive behaviour support frameworks** that help prevent physical conflict or harm between students.

2. Online Safety and Digital Risk Management

We recognise that digital spaces present unique and evolving risks. Our strategies to keep children safe online include:

- Applying the **Department of Education's Digital Learning Policy** and our own **school-specific ICT Acceptable Use Agreements** for students and staff.
- Teaching students about **safe and respectful online behaviour** through curriculum-aligned programs such as eSmart and the eSafety Commissioner's resources.
- Monitoring student use of technology on-site with **filters and supervision**, and maintaining **secure, managed platforms** for digital learning.
- Providing **professional learning for staff** on managing online risks, including cyberbullying, inappropriate content, and privacy concerns.
- Encouraging open communication with families and carers about **digital safety practices** and emerging risks at home and school.

3. Staff Training and Responsibilities

- All staff are trained annually in **child safety standards**, including recognising and responding to risks in physical and online contexts.
- Staff understand their obligations under **PROTECT, the Child Safe Standards, and the Reportable Conduct Scheme**.
- Child Safety Officers and the Wellbeing Team regularly support staff in reviewing safe practices and identifying emerging risks.

4. Child Empowerment and Voice

- Students are encouraged to express concerns about their safety in both physical and online environments.
- Programs such as **Respectful Relationships** and **social-emotional learning** lessons equip students with strategies to identify unsafe situations and seek help.
- Feedback from students is used to improve safety practices, particularly in areas such as playground supervision and digital learning platforms.

5. Continuous Review and Improvement

- Risk management is not a one-off activity but a **regular and ongoing process**.
- Incident reports, student feedback, staff observations, and parent concerns are all used to **review and refine risk mitigation strategies**.
- The school's **Child Safety and Wellbeing Policy** is reviewed annually to ensure it reflects current risks and best practice.

Establishing a culturally safe environment

At Gladstone Views Primary School we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

Gladstone Views Primary School – Strategies and Actions to Promote Cultural Safety

In alignment with **Child Safe Standard 1** and the **PROTECT guidance**, **Gladstone Views Primary School (GVPS)** is committed to creating an inclusive and culturally safe learning environment for all students, particularly those from culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islander communities.

1. Whole-School Commitment and Inclusive Culture

- Embed a strong, public commitment to **cultural safety, equity, and inclusion** in all school policies, communications, and daily practices.
 - Promote and model the **school values** of respect, responsibility, and learning in culturally inclusive ways.
 - Visibly celebrate **cultural diversity** through art, signage, flags, and shared storytelling across the school environment.
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2. Our Aboriginal and Torres Strait Islander Education Plan

Gladstone Views Primary School has developed and implemented a dedicated **Aboriginal and Torres Strait Islander Education Plan** that aligns with our cultural safety commitments. This includes:

- **Curriculum Integration:** Embedding Aboriginal and Torres Strait Islander perspectives across all learning areas, not only during special events but as part of everyday teaching.
 - **Community Engagement:** Building respectful and sustained partnerships with local Aboriginal and Torres Strait Islander families, community organisations, and Elders.
 - **Cultural Understanding:** Providing professional development for staff on Aboriginal and Torres Strait Islander histories, cultures, and protocols.
 - **Student Support:** Creating safe spaces and targeted supports for Aboriginal and Torres Strait Islander students to express their identity and thrive academically and socially.
 - **Recognition and Celebration:** Observing significant cultural events such as **NAIDOC Week** and **National Reconciliation Week** with meaningful student-led participation and learning.
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3. Empowering Student Voice and Agency

- Provide culturally safe platforms for students to **share experiences and advocate** for their needs.
 - Facilitate **student leadership programs** that are inclusive and encourage participation from culturally diverse backgrounds.
 - Implement **restorative practices** and conflict resolution strategies that respect cultural values.
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4. Inclusive Curriculum and Culturally Responsive Teaching

- Deliver a **curriculum that reflects the cultural identities** and lived experiences of all students.

- Use **multicultural texts, resources, and role models** in teaching and learning activities.
 - Foster a classroom culture that **values different ways of knowing, being, and learning**, with Aboriginal and Torres Strait Islander perspectives respectfully embedded.
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5. Community Engagement and Partnership

- Create culturally respectful and welcoming spaces for families from all backgrounds.
 - Translate key materials and provide interpreters where necessary to remove barriers to engagement.
 - Invite community members to **co-design programs, contribute to events**, and share cultural knowledge with staff and students.
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6. Staff Professional Learning and Reflection

- Provide ongoing training in **cultural safety, unconscious bias, and anti-racism**.
 - Encourage staff to reflect on their own cultural assumptions and practices.
 - Support wellbeing and leadership staff to be champions for **culturally responsive practice** across the school.
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7. Safe Environments and Clear Reporting

- Ensure all students know how to **report unsafe behaviour or discrimination**, and feel supported to do so.
 - Respond to concerns with **trauma-informed and culturally sensitive approaches**.
 - Maintain clear documentation and review procedures to **monitor cultural safety**.
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8. Monitoring and Continuous Improvement

- Regularly review the effectiveness of cultural safety measures through **feedback from students, families, and staff**.
- Use data to inform planning, particularly in relation to wellbeing and academic engagement for Aboriginal and Torres Strait Islander students.
- Align cultural safety strategies with the broader **School Strategic Plan and Annual Implementation Plan**.

Student empowerment

To support child safety and wellbeing at Gladstone Views Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through;

- **Implementing our whole-school approach to Respectful Relationships**, which supports students to develop positive, safe, and respectful behaviours.
- Upholding our **Student Code of Conduct** to guide expectations around behaviour, relationships, and responsibility.
- Embedding our **school values—Respect, Safety, Kindness, and Continual Learning—** into all aspects of school life.

- Delivering **dedicated social and emotional learning** through a specialist teacher who runs regular classes and targeted focus groups to build emotional literacy, resilience, and peer connection.
- Promoting student voice and empowerment through classroom discussions, leadership opportunities, and ongoing feedback channels.

These strategies work together to create a strong, consistent culture of safety and wellbeing that supports all students to thrive academically, socially, and emotionally.

We inform students of their rights through our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at gladstone.views.ps@education.vic.gov.au

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

Empowering Students at Gladstone Views Primary School

At Gladstone Views Primary School, we actively empower students by fostering a culture where their voices are heard, respected, and acted upon. We:

- Hold regular **cohort meetings** where students can raise concerns, share ideas, and contribute to school improvement.
- Offer a range of **leadership opportunities**, including student representatives, school captains, and peer support roles, to encourage responsibility and active participation in school life.
- Deliver our **Upstander Program**, which teaches students how to speak up safely, support peers, and challenge unsafe or disrespectful behaviour.
- Include student voice in curriculum planning, wellbeing initiatives, and policy development.
- Provide **social and emotional learning** programs that help students understand their rights, express themselves, and seek help when needed.

Through these strategies, we support students to feel confident, capable, and connected—ensuring they play an active role in their own safety and wellbeing.

Family engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Gladstone Views Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

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

We do this by:

- COMPASS parent portal, school website, newsletters, Class Dojo communications, school council, subcommittees of school council, student, staff, and parent meetings
- all of our child safety policies and procedures will be available for students and parents at <https://www.gvps.vic.edu.au/page/133/Policies> and school reception by request
- Newsletters and COMPASS parent portal will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school

Diversity and equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our [Student Wellbeing and Engagement Policy](#) provides more information about the measures we have in place to support diversity and equity.

Suitable staff and volunteers

At Gladstone Views Primary School we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

When recruiting staff, we follow the Department of Education's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management](#).

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.
 - references that address suitability for the job and working with children.

Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by regular performance reviews.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Suitability of volunteers

All volunteers are required to comply with our [Volunteers Policy](#), which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

Gladstone Views Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found at [Complaints Policy](#)

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees and homestay providers) must follow our [Child Safety Responding and Reporting Obligations Policy and Procedures Policy](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our [Student Wellbeing and Engagement Policy](#) and [Bullying Prevention Policy](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

Gladstone Views Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT around the school
- updates in our school newsletter and COMPASS parent portal
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

Gladstone Views Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education's policy: [Records Management – School Records](#)

Review of child safety practices

At Gladstone Views Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

Related policies and procedures

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

Policy status and review

Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the community.

Approval

Created date	2 nd June 2025
Consultation	Leadership team and School Council
Endorsed by	Principal and School Council June 2025
Endorsed on	June 2025
Next review date	Annually

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