



Child Safety and Wellbeing Policy

Aims

- A. To safeguard and promote the safety, welfare, mental health and wellbeing of children and young people.
- B. To maintain a Culture of Safety where recognising and reporting child safety concerns is facilitated.
- C. To prevent the opportunity for abuse of any kind to occur and protect students, by intervening, if we believe the welfare of a child is at risk outside the school.
- D. To provide training to staff to identify indicators of abuse and/or grooming and ensure they are adequately prepared and resourced to respond to any suspicion of abuse and/or grooming.
- E. To protect students from harm when involved in school activities.
- F. To support students in their recovery following disclosure of suicidal behaviour or NSSI.

Scope and Application

This policy is available on the school website and applies to:

- A. Employees
- B. Students
- C. Community members
- D. Visitors to the school

Definitions

- A. **Child** - A person who is under the age of 18 years. Young people aged 18 and over are considered to be adults and are not covered by this legislation. However, schools still owe a duty of care to all students at the school. In these instances, police should be informed of any assault or crime against the young person.
- B. **Teacher** - A person who is registered under the *Teacher Registration Act 2012*.
- C. **Volunteers** – An adult or organisation who/which offers services for school activities but receives no remuneration from the school for the services provided, e.g. parents/guardians and other relatives, community members, employers who accept students on work experience, student teachers.

- D. Regular volunteer** - A regular volunteer is one who attends the school or school-related activity at regular periodic intervals during a school year or one who is frequently called upon to assist in diverse capacities.
- E. Visitors** - Any visitors to the school who are not community members.
- F. External Providers** – A business/individual paid by the school to provide a venue, service and/or expertise appropriate to a particular school activity, e.g. private dance teacher, Perth Zoo, AQUA, SciTech.
- G. Allied Health Professionals** – External providers from non-school organisations who attend school to observe and with consult teachers and work with students individually, or in small groups to support the achievement of goals in students’ documented plans, e.g. Speech Pathologist, Occupational Therapist, Psychologists.
- H. Mandatory Reporter** - In Western Australia, the mandatory reporters of child sexual abuse are the following professions in both the government and non-government sectors:
1. doctors;
 2. nurses;
 3. midwives;
 4. teachers;
 5. police officers; and
 6. boarding supervisors.
- I. Non-Mandatory Reporter** - Teacher assistants, school chaplains and school psychologists are examples of people who work with children in schools that **are not** mandated reporters.
- J. Multi-Agency Protocol for Education Options for Young People Charged with Harmful Sexual Behaviours** - Developed by the Department of Education for all education sectors in Western Australia, describes the process by which information about young people charged with harmful sexual behaviours is shared and managed by governing bodies and schools in accordance with sections 28A-C of the *Children and Community Services Act 2004*.
- K. Child abuse** - Four forms of child abuse are covered by WA law and are defined by the Department of Communities:
1. **Physical abuse** occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
 2. **Sexual abuse** occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child’s age and developmental level, and includes sexual behaviour in circumstances where:
 - i the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - ii the child has less power than another person involved in the behaviour; or
 - iii there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
 3. **Emotional abuse** includes:
 - i psychological abuse; and

ii being exposed to an act of family and domestic violence.

4. **Neglect** is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Note:

Child abuse, as defined by the Department for Child Protection and Family Support, is maltreatment done by a person who has responsibility to care for a child and this document concentrates specifically on that relationship.

However, it is very important to note that the definitions of child abuse described in this policy can be used to explain some of the behaviour that can occur in schools by one child to another. While the treatment of such behaviour may be dealt with through other school policies such as *Bullying Prevention* and *Behaviour Management*, the victim of that 'bullying' may display some of the physical and behavioural indicators as those described in this document. These events will be treated seriously by the school with the aim to help both parties.

It is also important to note that the child who is 'bullying' may be doing so because they have been subjected to the same inappropriate behaviour and may require assistance through the *KSCS Child Safety and Wellbeing Policy*.

- L. Corporal Punishment** - Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.
- M. Degrading punishment** - Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. (From *UN Committee on the Rights of the Child*).
- N. Grooming** - The use of a variety of manipulative and controlling techniques with a vulnerable subject in order to establish trust or normalise sexually harmful behaviour with the overall aim of facilitating exploitation and/or avoiding exposure.
- O. National Child Safe Organisation Principles** - The National Principles for Child Safe Organisations incorporate the ten standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse in December 2017 but cover all forms of child abuse. They were developed by the Australian Human Rights Commission and endorsed by all members of the Council of Australian Governments (COAG) in February 2019.
- P. Protective Behaviours Curriculum** - A personal safety program designed to equip children with the knowledge and skills to act in ways that reduce the likelihood of abuse occurring and help them to report abuse and to seek help if abuse occurs.
- Q. Suicidal Behaviour** – includes suicidal ideation, suicide attempts and suicide:
1. **Suicidal ideation** – refers to an individual's thoughts about ending their life.
 2. **An attempt** – refers to an individual harming themselves with the intent to die but not resulting in death.

3. **Suicide** – is a deliberate act to end one’s life resulting in death. This is usually termed ‘death by suicide’ or ‘suicided’.
- R. **Non-Suicidal Self-Injury (NSSI)** - a deliberate act to harm oneself without the intent to die and is aimed at reducing uncomfortable or distressing emotions. The behaviour is often repetitive in nature. NSSI is often referred to as self-harm and can include cutting, scratching and/or picking skin, burning, pulling hair and hitting objects or oneself.
- S. **Nominated Staff Member** – school-based staff member/s who needs to be informed following a suicidal behaviour or NSSI disclosure.

Principles

- A. The Principal, all school employees and volunteers have a Duty of Care to our children and young people and children have the right to feel safe at school and in the wider community.
- B. The school will maintain a culture of child safety and wellbeing and will ensure that all policies, procedures, practices and strategies are underpinned by our nominated child-safe organisational framework, *National Principles for Child Safe Organisations*.
- C. The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides clear guidance to all members of the school community about what forms of behaviour management are permitted.
- D. The school will respond appropriately to complaints and allegations of grooming, child abuse and breaches of the school’s *Codes of Conduct* in the best interests of the students and in line with the school’s policies and procedures.
- E. All members of the school community are responsible for caring for the students of the school. This includes reporting any instances of suspected abuse or neglect AND taking action if they believe any current processes of the school may allow abuse or neglect to occur.
- F. The school regularly reviews policies and procedures regarding student safety and wellbeing, in consultation with students. This will include a *Student Code of Conduct* and guidelines on how to comply.
- G. A child-friendly complaints procedure will be developed and regularly reviewed in collaboration with students.
- H. The school will respond appropriately to disclosures of suicidal behaviour or NSSI to support and promote the mental health of students and young people in line with the *School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury*.

Responsibilities

A. Board

1. Regularly reviewing and updating this policy.
2. Ensuring the protective behaviours curriculum is delivered.
3. Ensuring all staff, Board members and regular volunteers receive regular grooming and mandatory reporting training.
4. Ensuring that all staff, Board members and regular volunteers maintain appropriate WWCC, Police Clearance and Fit and Proper status.

5. Ensuring that the vetting of job applicants is carried out in line with the HRM procedures by the Principal or their delegate, prior to employment commencing.
6. Ensuring that a critical incident report has been made to the Department of Education if required.
7. Protecting the identity of mandatory reporters.
8. Completing annual mandatory reporting training and regular child protection and grooming training.

B. Principal

1. Ensuring this policy is updated in line with legislative changes.
2. Acting on and following through on instances of suspected abuse or neglect.
3. Keeping comprehensive records of any suspected incidences of abuse.
4. Reporting on behalf of non-mandatory reporters.
5. Ensuring support is provided for mandatory reporters.
6. Protecting the identity of mandatory reporters.
7. Communicating with external agencies, including but not limited to CPFS and WA police.
8. Overseeing the development and implementation of individual support plans.
9. Ensuring at all times that students are supervised by adults deemed responsible and appropriate and who hold appropriate checks and clearances
10. Ensuring all volunteers, external providers and visitors are deemed appropriate to be in the school and all relevant Working With Children Checks, Police Clearances, Teachers' Registrations and Confidential Declarations have been completed prior to commencement.
11. Ensuring that any volunteer or employee that has been issued an Interim Negative Notice or Negative Notice MUST NOT engage in child-related work.
12. Ensuring that any staff or volunteers with expired or withdrawn WWCC cards do not engage in child related work or have direct contact with students.
13. Facilitating the development and implementation of the school's *Codes of Conduct*.
14. Overseeing the implementation of a protective behaviours curriculum.
15. Overseeing the development and implementation of a child-friendly complaints procedure.
16. Providing regular grooming and mandatory reporting training for all staff, Board members and regular volunteers. Ensuring new staff who have not completed mandatory reporting training will be enrolled in the first available workshop.
17. Overseeing records of training are maintained.
18. Informing the Director General of any reportable incidents (*see KSCS Critical Incident Policy*).
19. Informing the Chair of the Board of any critical incident reports made to the Department of Education or Mandatory Report made to CPFS.

20. Ensuring that all pre-employment documentation and checklists are completed.
21. Ensure adequate Gatekeeper and Youth Mental Health First Aid training for staff members and identify nominated staff members.

C. Administration staff

1. Being familiar with this policy.
2. Keeping updated and accurate records.
3. Completing annual mandatory reporting training and regular child protection and grooming training. New staff who have not completed mandatory reporting training will be enrolled in the first available workshop.
4. Maintaining records of checks and clearances.
5. Passing on all correspondence expediently to the Principal relating to Working with Children Checks and Teacher Registration.

D. Teaching Staff

1. Being familiar with this policy.
2. Complying with the practices outlined in the *KSCS Staff Conduct and Discipline Policy* and *KSCS Staff Code of Conduct*.
3. Complying with the *KSCS Duty of Care Policy* and supervision procedures.
4. Completing annual mandatory reporting training and regular child protection and grooming training. New staff who have not completed mandatory reporting training will be enrolled in the first available workshop.
5. Delivering the protective behaviours curriculum.
6. Knowing how to respond to disclosures and indicators of child abuse and what to do in both cases.
7. Observing, recording and reporting suspected abuse or neglect.
8. Keeping comprehensive records of any suspected incidents of abuse.
9. Informing the Principal, or Board Chair, if a mandatory report is made.
10. Being aware of any legal documents related to or restricting access to a student.
11. Notify nominated staff members of suicidal behaviour and NSSI disclosures.
12. Create a Risk Management Plan with parents and nominated staff members to increase safety for a student and distribute this document to all staff members.

E. Regular Volunteers

1. Being familiar with this policy.
2. Complying with the practices outlined in the *KSCS Staff Conduct and Discipline Policy* and *KSCS Staff Code of Conduct*.
3. Complying with the *KSCS Duty of Care Policy* and supervision procedures.
4. Completing annual mandatory reporting training and regular child protection and grooming training. New staff who have not completed mandatory reporting training will be enrolled in the first available workshop.

5. Knowing how to respond to disclosures and indicators of child abuse and what to do in both cases.
 6. Reporting to the Principal any concerns of suspected abuse or neglect relating to children within the school community.
 7. Report any disclosures of suicidal behaviour and NSSI to the Principal.
- F. Adult members of school community**
1. Complying with the Community Code of Conduct.
 2. Reporting to the Principal any concerns of suspected abuse or neglect relating to children within the school community.
 3. Informing the Principal and/or teacher of any legal documents related to or restricting access to their child, and promptly inform the school of any change in circumstances.
 4. Report any disclosures of suicidal behaviour and NSSI to the Principal.
- G. Students**
1. Complying with the *KSCS Student Code of Conduct*.
 2. Informing an adult of any concerns they have about themselves or any other student.

Related Legislation

- A. Children and Community Services Act 2004 (WA)
- B. Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008
- C. Criminal Code Act Compilation Act 1913 (WA)
- D. Criminal Code Amendment (Cyber Predators) Act 2006 (changes to s204B of The Criminal Code)
- E. School Education Act 1999 (WA)
- F. School Education Regulations 2000 (WA)
- G. Teacher Registration Act 2012 (WA)
- H. Working with Children (Criminal Record Checking) Act 2004 (WA)

Related Kerry Street Documentation

- A. Procedures and Forms including:
1. Prevention
 2. How do I recognise when a child is at risk of abuse?
 3. Response to disclosures of abuse and neglect
 4. Physical, emotional or psychological abuse or neglect procedure
 5. Notification procedure - child abuse and neglect (non-mandatory reporting)
 6. When does a mandatory reporter make a report?
 7. Notification procedure - child sexual abuse (mandatory reporting)
 8. Reporting of allegations of abuse perpetrated by staff

9. Sexual abuse committed by a student during supervised school activities
 10. Students in possession of sexually explicit or child exploitation material
 11. Recordkeeping
 12. Suicidal and NSSI Procedures for Staff
 13. School response to student suicidal behaviour and non-suicidal self-injury quick reference
 14. Consent for schools to exchange information with external providers
 15. Emergency and consultation contacts for schools
 16. Suicidal and NSSI Risk Management Plan template
 17. Suicidal and NSSI Risk Management Memo template
 18. Emergency and consultation contacts for parent/carer/student support
 19. Suicidal and NSSI Postvention operational checklist for immediate response
- B. Policies including:**
1. Duty of Care Policy
 2. Community Member Participation Policy
 3. Concerns and Complaints Policy
 4. Critical Incidents Policy
 5. Bullying Prevention Policy
 6. Behaviour Guidance Policy
 7. Emergency Response Procedures Policy
 8. Excursions and Camp Policy
 9. Human Resource Management Policy
 10. Privacy Policy
 11. Records Management Policy
 12. Staff Conduct and Discipline Policy.
- C. Staff, Student and Community Codes of Conduct**
- D. Student Records;** to ensure the school has knowledge of any court orders restricting access to students.

References and Resources

- A. [Australian Student Wellbeing Framework](#)
- B. [Child Safe Organisations](#) (Commissioner for Children and Young People WA)
- C. [WA Department of Communities: Child Protection and Family Support - Resources](#)
- D. [Working with Children Check Website WA](#)
- E. [School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury](#)
- F. [The UN Committee on the Rights of the Child](#)

Contact Person

Enquiries relating to this policy should be directed to the School Principal or Board Chair.

Breaches of this Policy

Any breach of this policy may result in disciplinary action up to and including termination of contract.

Authorisation and Review

- A. This policy has been read, discussed and endorsed by the staff on 17 November 2004.
- B. This policy was authorised by the Kerry Street Community School Council on 25 November 2004.
- C. Policy reviewed by meeting of staff and council on 13 January 2006.
- D. This policy was reviewed in October 2009. Mandatory Documents added to paper copy.
- E. This policy was reviewed in February 2012. Mandatory Documents added to electronic copy.
- F. Updated including Appendix material August 2012.
- G. This policy was reviewed September 2012.
- H. This policy was reviewed August 2016.
- I. Reviewed June 2018.
- J. To be reviewed S1 2021.
- K. Reviewed April 2021.
- L. To be reviewed S1 2022.

Revision History

Date	Revision	Detail
June 2018	V.2	Separation of policy and procedures. Minor formatting/editing.
April 2019	V.3	Update of training requirements. Change of policy title to <i>Child Safety and Wellbeing</i> .
September 2020	V.4	Policy edited to include 2020 Registration Standard requirements

April 2021	V.5	Policy principles and responsibilities updated. Procedures developed.
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