



Strathcona
GIRLS GRAMMAR

Child Safety and Wellbeing Policy

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Background

Established in 1924, Strathcona Baptist Girls Grammar School ("Strathcona") is a girls-only Christian School in the Baptist tradition. The School is committed to developing intellectually curious, optimistic, life-ready young women. The School has a reputation for providing a quality education within a caring and supportive environment. Each student is valued as an individual. The School's motto is Fortiter, Fideliter, Feliciter ('Bravely, Faithfully, Happily'). The core values of Strathcona are respect, integrity, compassion, courage and empowerment.

The School Board has approved this Child Safety and Wellbeing Policy on **21st February 2023**. It will be reviewed on **23rd February 2025**.

Purpose

Our Child Safety and Wellbeing Policy demonstrates the School's strong commitment to child safety and wellbeing and to creating and maintaining a child safe and child-friendly environment. It provides an overview of the policies and practices that we have developed to keep our students safe, including from abuse or other harm.

Our Child Safety and Wellbeing Policy outlines the key elements of our approach to implementing Ministerial Order 1359 (which sets out how the Victorian Child Safe Standards apply in school environments) and to making the School a child safe organisation. It informs the School community about everyone's obligations to act safely and appropriately towards students and guides the policies, processes and practices for the safety and wellbeing of students across all areas of our work, which are set out in the School's Child Safety and Wellbeing Program.

Strathcona's Child Safety and Wellbeing Policy is to be read and understood in conjunction with, the [Victorian Child Safe Standards](#), [Ministerial Order 1359](#) and the [National Principles for Child Safe Organisations](#) (National Principles).

The Child Safety and Wellbeing Policy provides the framework for:

- the implementation of the Victorian Child Safe Standards, Ministerial Order 1359 and the National Principles
- the development of work systems, practices, policies and procedures, consistent with [PROTECT Four Critical Actions for Schools: Responding to Incidents, Disclosure and Suspicions of Child Abuse](#) (PROTECT Four Critical Actions) and [PROTECT Four Critical Actions for Schools: Responding to Student Sexual Offending](#) (Four Critical Actions: Student Sexual Offending), that promote child protection, safety and wellbeing within the School
- the creation of a safe and supportive School environment and a positive and robust child safe culture
- the promotion and open discussion of child safety issues within the School
- compliance with all laws, regulations and standards relevant to child safety and wellbeing, including child protection, in Victoria.

Scope

The School's Child Safety and Wellbeing Policy applies to all adults in the School community, whether or not their work involves direct contact with students, including:

- Staff and Direct Contact Contractors (including External Education Providers) who are "school staff" within the meaning of Ministerial Order 1359
- other types of Contractors
- Volunteers
- Visitors.

This Policy applies in all physical, virtual and online School environments used by students during or outside of school hours, including all locations provided for a student's use, (for example on-site and off-site School grounds, sporting events, camps and excursions and environments provided by External Education Providers and other Contractors).

Definitions

Refer to [Appendix 1](#) for key terms used in this policy.

Statement of Commitment to Child Safety and Wellbeing

All children and young people who come to Strathcona Baptist Girls Grammar School have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people. We are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives.

We have a zero tolerance for child abuse and other harm (including discrimination and racism) and are committed to acting in students' best interests and keeping them safe from harm.

The School regards its child safety and wellbeing responsibilities with the utmost importance and is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintaining a child safe culture.

Each member of the School community has a responsibility to understand the important and specific role that they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision that they make.

Child Safety and Wellbeing Standards

In addition to implementing the Victorian Child Safe Standards, the School's commitment to child safety is based on the National Principles.

Requiring compliance with these additional Standards is one of the strategies employed by the School Board to embed a culture of child safety at the School.

Strathcona Baptist Girls Grammar School has also developed specific child safe principles and values relevant to its own specific circumstances that guide our work systems, practices, policies and procedures to protect students from abuse and harm.

The Victorian Child Safe Standards

The Victorian Child Safe Standards were originally developed in response to the Victorian Parliament's Inquiry into the Handling of Child Abuse by Religious and Other Organisations. They were replaced by a set of new Standards in 2022, to reflect the National Principles and to support greater national consistency. There are 11 Victorian Child Safe Standards. They are:

1. Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
2. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
3. Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
4. Families and communities are informed, and involved in promoting child safety and wellbeing.
5. Equity is upheld and diverse needs respected in policy and practice.
6. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
7. Processes for complaints and concerns are child focused.
8. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
9. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
10. Implementation of the Child Safe Standards is regularly reviewed and improved.
11. Policies and procedures document how the organisation is safe for children and young people.

The National Principles for Child Safe Organisations

The National Principles were developed by the Australian Human Rights Commission in response to recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. The National Principles are comprised of 10 Principles that were informed by, but go further than, the 10 Child Safe Standards recommended by the Royal Commission. They are:

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

Strathcona's Child Safety and Wellbeing Principles and Values

The School's commitment to child safety and wellbeing is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to protect children from abuse.

1. All students have the right to be safe.
2. The welfare and best interests of the student are paramount.
3. The views of the student and a student's privacy must be respected.
4. Clear expectations for appropriate behaviour with and around students are established in our codes of conduct, policies and procedures.
5. The safety of students are dependent upon the existence of a child safe environment and culture.
6. Child safety and wellbeing is promoted and openly discussed within our School community.
7. Procedures are in place to screen, supervise and support all people (staff, volunteers and contractors) engaged by the School to work with and around students.
8. Child safety and wellbeing is everyone's responsibility.
9. Staff and volunteers are equipped with the knowledge, skills and awareness to keep students safe through ongoing education and training.
10. Procedures for responding to alleged or suspected incidents of child abuse are simple and accessible for all members of the School community.
11. Students from culturally or linguistically diverse backgrounds, Aboriginal or Torres Strait Islander students and other students who are vulnerable (such as students in out-of-home care or students of diverse sexuality) have the right to special care and support.
12. Students who have any kind of disability have the right to special care and support.

Strathcona's Policy

Child Safety and Wellbeing Codes of Conduct

Our Child Safety and Wellbeing Codes of Conduct include an [Adult Child Safety and Wellbeing Code of Conduct](#) and a [Staff and Student Professional Boundaries Policy](#). Together, these Codes of Conduct set boundaries and expectations for appropriate behaviours between adults in our School community and students, including in physical, online and virtual environments.

We also have a [Student Child Safety and Wellbeing Code of Conduct](#), which includes standards of behaviour for students relevant to child safety and wellbeing.

Our Child Safety and Wellbeing Codes of Conduct include clear processes to report inappropriate behaviour. We publish our Child Safety and Wellbeing Codes of Conduct on our public website so that everyone can easily find out what behaviours are acceptable and unacceptable at our School and how to report inappropriate behaviour.

We also provide additional information to students and families about the Child Safety and Wellbeing Codes of Conduct, to ensure that they know what behaviours are acceptable and unacceptable and how to report inappropriate behaviour.

Cultural Safety

At Strathcona Baptist Girls Grammar School, we are committed to establishing an inclusive and culturally safe School where the strengths of Aboriginal and Torres Strait Islander culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal and Torres Strait Islander students, we recognise the link between culture, identity and safety and actively create opportunities for Aboriginal and Torres Strait Islander students, their families and their communities (including local Aboriginal communities relevant to the School) to have a voice and presence in our School's planning, policies, and activities.

The specific strategies that we have adopted to promote cultural safety in our School community are set out in our [Aboriginal and Torres Strait Islander Students \(Child Safety and Wellbeing\) Policy](#).

Student Empowerment and Participation

Strathcona Baptist Girls Grammar School is a child safe and child-centred organisation, and we work to create an inclusive and supportive environment that encourages students and families to contribute to our approach to child safety and wellbeing.

We ensure that our physical, virtual and online environments are friendly and welcoming to all children and young people.

We actively seek to include students in decisions that affect them. This includes decisions about organisational planning, delivery of services, management of facilities, and learning and assessment environments.

We ensure that students know about their rights to safety, information and participation. We actively seek to understand what makes students feel safe in our School and regularly communicate with students about what they can do if they feel unsafe.

We recognise the importance of friendships and encourage respectful relationships, strong friendships and support from peers.

The specific strategies that we have adopted to promote the participation of and empowerment of students, and to implement all of the above obligations, are set out in the [Participation and Empowerment of Students Policy](#).

Parent/Carer, Family and Community Engagement at the School

The School recognises that parents and carers have the primary responsibility for the upbringing and development of their children. We ensure that they participate in decisions affecting their children.

We ensure that families and relevant communities (Aboriginal and Torres Strait Islander communities, culturally and linguistically diverse communities, other communities that make up our Staff and student cohort, and the local community in which our School operates) know about the School's operations and policies, including its [Child Safety and Wellbeing Policy](#) and the Child Safety and Wellbeing Codes of Conduct, record keeping practices, risk management, and complaints and investigation processes.

We actively seek to include families and relevant communities in decisions about organisational planning, delivery of services, management of facilities, and learning and assessment environments.

We build cultural safety at the School through partnerships with relevant communities.

The specific strategies that we have adopted to promote the engagement of parents/carers, families, and relevant communities in child safety and wellbeing at the School, to make information about child safety and wellbeing available and accessible, and to implement all of the above obligations, are set out in the [Family and Community Involvement in Child Safety and Wellbeing Policy](#).

Diversity and Equity

Our School values diversity and does not tolerate any discriminatory practices. To achieve this, we:

- support the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students and their families
- support the cultural safety, participation and empowerment of students from culturally and linguistically diverse backgrounds and their families
- support students with disability and their families and act to promote their participation
- support students and families of diverse sexuality and act to promote their participation
- seek to recruit a workforce that reflects a diversity of cultures, abilities and identities
- ensure that all Staff, Direct Contact Volunteers and Direct Contact Contractors have training about Aboriginal and Torres Strait Islander cultures, disability, culturally and/or linguistically diverse backgrounds, and those with particular experiences or needs
- have a physical environment that actively celebrates diverse cultures and recognises cultural difference
- commit to promoting the inclusion of students of differing abilities.

The specific strategies that we have adopted to promote equity and respect diversity at the School are set out in the [Child Safety and Wellbeing Equity and Diversity Policy](#).

Child Safety and Wellbeing Human Resources Management

The specific human resources management strategies that we have adopted at the School to promote child safety and wellbeing are set out in the [Child Safety and Wellbeing Human Resources Management Policy](#). They include the following:

Recruitment and Screening

Strathcona Baptist Girls Grammar School applies best practice standards in the recruitment and screening of Staff, Volunteers and Contractors to engage the most suitable and appropriate people to work with our students. Our practices include:

- requiring all Staff and relevant Volunteers and Contractors to maintain a valid VIT Registration or WWC (working with children) clearance, and sighting, verifying and recording this information
- ensuring that all Staff and relevant Volunteers and Contractors undergo child safety and wellbeing induction, and ongoing education and training
- ensuring that we provide Staff, and relevant Volunteers and Contractors who engage with students, with regular supervision and performance monitoring by their Manager or a senior member of Staff
- ensuring that professional development programs for Staff include child safety and wellbeing education and training programs.

Training on and Information About Child Safety and Wellbeing

As a part of Strathcona's induction process, all Staff, as well as relevant Volunteers and Contractors, are required to complete induction training on our child safety and wellbeing policies, practices and procedures.

All Staff, as well as relevant Volunteers and Contractors also receive refresher and ongoing child safety and wellbeing training at least annually.

Our child safety and wellbeing induction and ongoing training program includes information about:

- this Child Safety and Wellbeing Policy
- the Child Safety and Wellbeing Codes of Conduct
- recognising child abuse and other harm and identifying key indicators
- our policies and procedures for responding to and reporting child safety incidents or concerns (including mandatory reporting, reporting to police and reportable conduct obligations)
- our policies and procedures for information sharing and record keeping about child safety incidents and concerns
- WWC clearances and other child safety and wellbeing human resources practices.

The School provides all Visitors to the School, including Casual Volunteers and Contractors, with information about the Child Safe Codes of Conduct and how to report child safety incidents or concerns to the School and to relevant external authorities.

Supervision and Support

The School provides Staff, Direct Contact and Regular Volunteers, and Direct Contact and Regular Contractors with support and regular supervision by their Manager, the School's Child Safety and Wellbeing Officers and/or the Executive Team to ensure that they are compliant with the School's approach to child safety and wellbeing.

Complaints Management

Strathcona Baptist Girls Grammar School fosters a culture that encourages everyone in the School community to raise concerns and complaints about child safety and wellbeing. Our processes for raising complaints and concerns, and the procedures that all Staff, Volunteers and Contractors must follow whenever they witness, suspect or receive a complaint about a child safety incident or concern involving a student, a staff member, a Volunteer, a Contractor or the School, are set out in the [Procedures](#), below.

The School will take appropriate, prompt action in response to all child safety incidents or concerns, including all complaints, allegations or disclosures of abuse or other harm, when Staff, Volunteers, Contractors, students, parents/carers or anyone else reports these to the School.

The School's response will include:

- externally reporting all matters that meet the required relevant thresholds to Child Protection (Mandatory Reports), the Police (Mandatory Reporting of Child Sexual Abuse), the CCYP (Reportable Conduct), and/or the Victorian Institute of Teaching (Teacher Misconduct), depending on the issues raised and consistent with [PROTECT Four Critical Actions](#) and [Four Critical Actions: Student Sexual Offending](#)
- fully cooperating with any resulting investigation by an external agency
- protecting any student connected to the child safety incident or concern until it is resolved and providing ongoing support to those affected
- taking particular measures in response to child safety incidents or concerns about an Aboriginal or Torres Strait Islander student, a student from a culturally and linguistically diverse background, a student with disability, and other vulnerable students (such as students who are unable to live at home or students who identify as lesbian gay, bisexual, transgender or intersex)
- sharing information with, or requesting information from, external people or agencies as permitted or required under the Child Information Sharing Scheme and/or the Family Violence Information Sharing Scheme
- securing and retaining records of the child safety incident or concern and the School's response to it
- taking broader actions to improve child safety at the School (including systemic reviews and resulting improvements).

Child Safety and Wellbeing Risk Management

Strathcona Baptist Girls Grammar School recognises the importance of a risk management approach to minimising the potential for child abuse or harm to occur and we use this information to inform our policies, procedures and activity planning.

We have implemented a comprehensive Risk Management Program to assist in the identification, assessment and management of child safety and wellbeing risks in all School environments.

We identify, assess and manage child safety and wellbeing risks in all School environments, based on a range of factors including the nature of our School's activities, its physical, virtual and online environments and the characteristics of the student body. We use this information to inform our policies, procedures and activity planning.

We record identified risks to child safety and wellbeing in our Child Safety and Wellbeing Risk Register, along with the actions in place at the School to manage these risks. The School Board, the Principal and/or the Executive Team monitor and evaluate the effectiveness of these actions at least annually.

Privacy and Information Sharing

The School collects, uses and discloses information about students and their families in accordance with Victorian privacy laws and other relevant laws, including laws that permit the School to disclose information about child safety and wellbeing to external people and agencies. For information about how the School collects, uses and discloses this information, refer to our [Privacy Policy](#).

Child Safety and Wellbeing Record Keeping

The School is committed to best practice record keeping about child safety incidents and concerns.

The School records all internal and external reports of child safety incidents and concerns, as well as any other responses by the School using [PROTECT Recording your actions: Responding to suspected child abuse - A Template for Victorian Schools](#).

When keeping records of child safety incidents or concerns, the School maintains confidentiality and privacy for students and families in accordance with federal and state privacy legislation.

Child Safety and Wellbeing Program and Practice Review

Strathcona Baptist Girls Grammar School is committed to the continuous improvement of the policies and procedures making up our entire Child Safety and Wellbeing Program and of our child safety and wellbeing practices. The Program as a whole is reviewed at least once every 2 years (or earlier if a significant child safety incident occurs at the School or legislation changes) for overall effectiveness and to ensure compliance with all child safety and wellbeing related laws, regulations and standards.

When undertaking these reviews, the School:

- actively seeks, actions, and incorporates feedback from students, families, the wider School community, Staff, Volunteers and Contractors
- analyses any complaints and child safety incidents that may have occurred
- communicates any learnings, adjustments or amendments to policy and practice widely throughout the School community.

Child Safety and Wellbeing Procedures

Reporting Child Safety Incidents or Concerns to the School

Whenever there are concerns that a child or young person is in immediate danger the Police should be called on 000.

Any person, including all Staff, Volunteers, Contractors, parents/carers and students, can at any time report concerns about the wellbeing of a child aged under 17 to Child Protection by:

- during business hours (8:45am-5:00pm, Monday to Friday), contacting the Child Protection intake service for the local government area where the child resides, listed [here](#).
- after hours, telephoning 13 12 78.

Staff

Our Child Safety and Wellbeing Program provides detailed guidance for School Board members, Staff, Volunteers and Contractors on how to identify key indicators of child abuse and other harm and how to report child safety incidents or concerns internally at the School.

These reports can be made to the Child Safety and Wellbeing Champion or the Principal.

Where the incident or concerns involves the Principal, internal reports should instead be made to the Deputy Principal.

Our Child Safety and Wellbeing Program also contains detailed guidance for Staff, Volunteers and Contractors about when and how to report child safety incidents or concerns to relevant external authorities.

We recognise that some individuals, particularly children, face additional vulnerabilities to child abuse and other harm, as well as additional barriers to disclosing child safety incidents or concerns. Our Child Safety and Wellbeing Program provides guidance on identifying additional vulnerabilities and barriers, and contains strategies for supporting these individuals to participate in the School community and enabling them to disclose child safety incidents or concerns to the School.

Students, Parents/Carers and Community Members

The School provides **students** at the School with information about and encourages them to use multiple pathways to raise child safety incidents or concerns about or at the School. We explain these in our [Child Safety and Wellbeing Complaints Management Policy](#), and they include informal and formal ways, an 'anonymous' way, and through external child advocacy or child safety organisations.

Parents/carers, family members and other community members who have child safety concerns or who suspect that a child or young person associated with the School may be subject to abuse or other harm can contact:

- the Principal
- the School's Child Safety and Wellbeing Champion, by phoning 03 8779 7548 or emailing asowden@strathcona.vic.edu.au

Any person can also contact the Deputy Principal, or the Child Safety and Wellbeing Champion if they have concerns regarding the School's leadership in relation to child safety.

Communications will be treated confidentially on a 'need to know basis'.

The School's Response to and External Reporting of Child Safety Incidents or Concerns

Our Child Safety and Wellbeing Program sets out the procedures, consistent with [PROTECT Four Critical Actions](#) and [Four Critical Actions: Student Sexual Offending](#), that the School will follow for any child safety incident or concern involving a student, School Staff, Volunteer, Contractor or Visitor, or other person connected to the School or the School environment.

It also provides guidance for all Staff, Volunteers and Contractors on their obligations to respond to and report, to relevant external authorities, child safety incidents and concerns.

These procedures and guidance are summarised in our public-facing [Procedures for Managing Child Safety Incidents or Concerns](#) and public-facing [Child Safety Reporting Obligations Policy](#).

Support for Students, Families and Staff Following Child Safety Incident or Disclosure

Child safety incidents or concerns can cause trauma and significantly impact on the mental health and wellbeing of children, as well as on their families. In addition to reporting and referral to the relevant authorities, the School plays a central role in addressing this trauma and has a duty of care to ensure that students feel safe and supported at School.

The School employs a range of measures to support students affected by a child safety incident or concern depending on the particular circumstances of the matter and of the student and their family:

- the Child Safety and Wellbeing Champion will work with the student and their family to develop a Student Support Plan
- support strategies that could be considered for students and/or their families might include offering or organising referrals to internal or external support, such as the School psychologist, bi-cultural workers and/or translators, or an external support agency and/or child advocacy organisation which specialises in supporting children and young people impacted by abuse or other harm.

The School offers former students who may disclose historical child safety incidents or concerns from their time at the School similar support.

Witnessing a child safety incident or receiving a disclosure of abuse or other harm can be a distressing experience for Staff, Volunteers and Contractors involved. The School assists impacted Staff, Volunteers and Contractors to access necessary support.

Embedding a Culture of Child Safety: Our Child Safety and Wellbeing Program

Our Child Safety and Wellbeing Program itself is one of the strategies employed by Strathcona Baptist Girls Grammar School to embed a culture of child safety at the School.

Our Child Safety and Wellbeing Program relates to all aspects of child safety and wellbeing and establishes work systems, practices, policies and procedures to create and maintain a child safe environment and culture at the School. It includes:

- the Child Safety and Wellbeing Codes of Conduct
- clear information about what is child abuse and other harm and key indicators of child abuse and other harm
- clear procedures, that are consistent with [PROTECT Four Critical Actions](#) and [Four Critical Actions: Student Sexual Offending](#), for responding to and reporting child safety incidents or concerns internally to a Child Safety and Wellbeing Officer / Child Safety and Wellbeing Champion, and for responding to incidents or allegations of child abuse or other harm
- strategies to support, encourage and enable Staff, Volunteers, Contractors, parents/carers and students to understand, identify, discuss and report child safety matters
- procedures for recruiting and screening members of the Executive Team, Staff, Volunteers and Contractors
- procedures for reporting to external agencies, that are consistent with [PROTECT Four Critical Actions](#) and [Four Critical Actions: Student Sexual Offending](#), including Mandatory Reporting to the Department of Families, Fairness and Housing (Child Protection), Reportable Conduct to the Commission for Children and Young People (CCYP) and Reporting Child Sexual Abuse to Police
- pastoral care strategies designed to empower students and keep them safe
- strategies to support and encourage the participation and inclusion of Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds and students with disability
- child safety and wellbeing training
- information regarding the steps to take after a disclosure of abuse or other harm to protect, support and assist students
- guidelines with respect to record keeping and confidentiality
- policies to ensure compliance with all relevant laws, regulations and standards (including the Victorian Child Safe Standards, Ministerial Order 1359 and the National Principles)
- a system for continuous review and improvement.

Child Safety and Wellbeing Responsibilities at the School

Child safety and wellbeing is everyone's responsibility. All adults in the School community have a shared responsibility for contributing to the safety, wellbeing and protection of students. Specific responsibilities at the School include:

The School's Child Safety and Wellbeing Officers

A number of staff members are nominated as the School's Child Safety and Wellbeing Officers. Our Child Safety and Wellbeing Officers receive additional specialised training with respect to child safety and wellbeing, including but not limited to child protection issues. They are a point of contact for raising child safety concerns within the School. They are also responsible for championing child safety and wellbeing within the School and assisting in coordinating responses to child safety incidents.

Our Child Safety and Wellbeing Officers are:

Name	Position	Email Address
Marise McConaghy	Principal	mmcconaghy@strathcona.vic.edu.au
Tracy Herft	Deputy Principal	tHerft@strathcona.vic.edu.au
Amber Sowden	Dean of Students	asowden@strathcona.vic.edu.au
Karyn Murray	Head of Tay Creggan	kmurray@strathcona.vic.edu.au
Lisa Miller	Head of Junior School	lmiller@strathcona.vic.edu.au
Kerri Rhodes	School Psychologist	krhodes@strathcona.vic.edu.au
Sharon Turner	Junior School Psychologist	sTurner@strathcona.vic.edu.au

The Child Safety and Wellbeing Champion

Strathcona Baptist Girls Grammar School has also appointed Amber Sowden as the School's Child Safety and Wellbeing Champion.

The Child Safety and Wellbeing Champion has additional child safety and wellbeing responsibilities, such as being a first point of contact for all child safety concerns or queries for the wider community and coordinating the School's response to child safety incidents in consultation with the Principal, the Executive Team and the Board.

School Board

The School Board is Strathcona's "school governing authority" for the purposes of Ministerial Order 1359.

The School Board is responsible for:

- championing and promoting a child safe culture within the School
- approving our Child Safety and Wellbeing Program, including this Child Safety and Wellbeing Policy and the Child Safety and Wellbeing Codes of Conduct
- ensuring that the School has appropriate resources to effectively implement the Victorian Child Safe Standards and Ministerial Order 1359 and our Child Safety and Wellbeing Program.

The Principal

The Principal is responsible, and will be accountable, for the operational management of the School, and the implementation of the Child Safety and Wellbeing Program. The Principal is responsible for:

- taking all practical measures to ensure that this Child Safety and Wellbeing Policy and the School's Child Safety and Wellbeing Program is implemented effectively and followed
- ensuring that a strong and sustainable child safe culture is maintained within the School, including by:
 - modelling the [Adult Child Safety and Wellbeing Adult Code of Conduct](#), and reinforcing high standards of child safe behaviours between adults and students and between students
 - facilitating the participation of students, families, Staff and other members of the School community in promoting and improving child safety and wellbeing at the School
 - promoting regular and open discussion of child safety and wellbeing issues within the School community
 - facilitating regular professional learning for Staff and relevant Volunteers and Contractors about child safety, cultural safety, student wellbeing and preventing and responding to child safety incidents and concerns
 - creating an environment where child safety incidents, concerns and complaints are readily raised with the School and where no one is discouraged from reporting child safety incidents or concerns to relevant external authorities.

The Principal is the “head” of the School for the purposes of the Reportable Conduct Scheme.

Staff

All Staff are “school staff” for the purposes of Ministerial Order 1359.

All Staff are required to comply with our Child Safety and Wellbeing Policy and Child Safety and Wellbeing Codes of Conduct, be familiar with our Child Safety and Wellbeing Program and understand their legal obligations with respect to the reporting of child abuse and other harm, and WWC Checks.

It is each individual's responsibility to be aware of key indicators of child abuse and other harm, to be observant, and to raise all child safety incidents and concerns with one of the School's Child Safety and Wellbeing Officers.

To meet these obligations, all Staff must:

- participate in child safety and wellbeing induction and ongoing training provided by the School
- always follow the School's child safety and wellbeing policies and procedures in the Child Safety and Wellbeing Program
- act in accordance with the Child Safety and Wellbeing Codes of Conduct
- identify and raise child safety incidents and concerns in accordance with our Procedures for Responding to and Reporting Child Safety Incidents or Concerns, and follow the [PROTECT Four Critical Actions](#) and [Four Critical Actions: Student Sexual Offending](#)
- ensure students views are taken seriously and their voices are heard when making decisions that affect them
- implement inclusive practices that respond to the diverse needs of students.

Volunteers

A Volunteer is a someone who performs work for the School in a School environment without remuneration or reward. Volunteers may be family members of students, or from the wider School or local community. Volunteers are not “school staff” for the purposes of Ministerial Order 1359.

All Volunteers at the School are responsible for contributing to the safety and protection of students in the School environment.

To meet these obligations:

- all Volunteers must comply with our Child Safety and Wellbeing Policy and Child Safety and Wellbeing Codes of Conduct
- Direct Contact Volunteers (and, if required by the School, other Volunteers such as Regular Volunteers who are engaged in “child-connected work”) must:
 - participate in child safety and wellbeing induction and ongoing training provided by the School
 - be aware of key indicators of child abuse and other harm
 - understand their legal obligations with respect to the reporting of child abuse and other harm
 - raise all child safety concerns with one of the School’s Child Safety and Wellbeing Officers.

Contractors

A Contractor is someone engaged by the School to perform specific tasks. Contractors are not employees of the School. However, Contractors who have direct contact with children are “school staff” for the purposes of Ministerial Order 1359.

Contractors may include maintenance and building personnel, consultants, music tutors, sports coaches, and cleaners as well as external education providers (organisations that the School has arranged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the School).

All Contractors are responsible for contributing to the safety and protection of students in the School environment.

To meet these obligations:

- all Contractors must comply with our Child Safety and Wellbeing Policy and Child Safety and Wellbeing Codes of Conduct.
- Direct Contact Contractors (and, if required by the School, other Contractors such as Regular Contractors who are engaged in “child-connected work”) must:
 - participate in child safety and wellbeing induction and ongoing training provided by the School
 - be aware of key indicators of child abuse and other harm
 - understand their legal obligations with respect to the reporting of child abuse and other harm
 - raise all child safety concerns with one of the School’s Child Safety and Wellbeing Officers.

The School may include these requirements in the written agreement between it and the Contractor.

Implementation and Communication

The Child Safety and Wellbeing Policy is published on our School's public [website](#).

It is provided to new Staff, and to Direct Contact and Regular Volunteers, and Direct Contact and Regular Contractors at their induction or prior to them commencing their work at the School.

All Visitors to the School, including Casual Volunteers and Casual Contractors, are provided with information about the Child Safety and Wellbeing Policy (including in particular the Child Safety and Wellbeing Codes of Conduct and how to report child safety incidents or concerns to the School and to relevant external authorities).

The Child Safety and Wellbeing Policy is also communicated to Staff, Volunteers, Contractors and other members of the School community through our intranet, newsfeeds via our intranet, our contractor/visitor management system and welcome packs for staff.

A child-friendly version of the Child Safety and Wellbeing Policy and our Statement of Commitment to Child Safety is provided to all students and can be found on the student page on our intranet.

Breach of the Child Safety and Wellbeing Policy

Strathcona Baptist Girls Grammar School enforces this Child Safety and Wellbeing Policy and our Child Safety and Wellbeing Codes of Conduct. In the event of any non-compliance, we will instigate a review that may result in a range of measures including (depending on the severity of the breach):

- remedial education
- counselling
- increased supervision
- the restriction of duties
- suspension
- in the case of serious breaches, termination of employment, contract or engagement.

Source of Obligation

The Child Safety and Wellbeing Policy implements, and is to be read and understood in conjunction with:

- Victorian Child Safe Standards, Standard 2
- Ministerial Order 1359, Clause 6
- the National Principles for Child Safe Organisations, Principle 1

Policy Review

A review of the Child Safety and Wellbeing Policy is conducted at least once every 2 years or earlier if required, such as if a significant child safety incident occurs at the School or due to changes in legislation.

The School Board is responsible for ensuring that this Policy is reviewed and updated as needed and for approving this Policy.

Appendix 1: Definitions

Child and young person	A child and young person is defined in the Child Wellbeing and Safety Act 2005 (Vic) and for the purposes of our Child Safety and Wellbeing Program, as a person who is under the age of 18 years.
Child abuse and other harm	<p>"Child abuse and other harm" is not a defined term in Victorian law. However, various sources of legislation provide a definition of "child abuse" as well as other concepts and conduct which, together, provide guidance as to what is child abuse and other harm in Victoria.</p> <p>For the purposes of this Program, the phrase child abuse and other harm refers to incidents of or concerns about, including concerns about a risk of, physical, sexual, psychological and emotional harm, neglect, grooming and exposure to family violence, regardless of by whom or how this harm occurs.</p>
Child safety and wellbeing	Where the phrase "child safety and wellbeing" is used in our Child Safety and Wellbeing Program it refers to the safety and wellbeing of children and young people, which includes but goes further than the protection of them from child abuse and other harm.
Child safety and wellbeing program (the "program")	<p>The Child Safety and Wellbeing Program is the name given to the full collection of policies and procedures that assist the School to be a child safe organisation and to meet the requirements of the Victorian Child Safe Standards, Ministerial Order 1359 and the National Principles. It includes policies and procedures for:</p> <ul style="list-style-type: none"> • responding to and reporting child safety incidents and concerns • child safe human resources management (including WWC clearances) • participation and empowerment of students • informing and involving families and relevant communities in child safeguarding issues • equity and diversity • child safeguarding risk management strategies • strategies for embedding a culture of child safety at the School and • regular reviews and continuous improvement of child safety and wellbeing policies, procedures and practices.
Child safety incident or concern	<p>At Strathcona, and in our Child Safety and Wellbeing Program, a "child safety incident or concern" means an incident of or a concern about:</p> <ul style="list-style-type: none"> • "child abuse" as defined in Ministerial Order 1359 and the Child Wellbeing and Safety Act 2005 (CWS Act). These define "child abuse" as: <ul style="list-style-type: none"> • any act committed against a child involving: <ul style="list-style-type: none"> • a sexual offence against a child • the criminal offence of grooming (which includes grooming of a child or of a person with care, supervision or responsibility for the child with the intention of facilitating the child being engaged or involved in the commission of a sexual offence) • the infliction, on a child, of physical violence or "serious" emotional or psychological harm* • the "serious" neglect of a child, including exposure to family violence and its effects* • a child being "in need of protection" as defined in the Child, Youth and Families Act 2005 (Vic) (CYF Act). This includes: <ul style="list-style-type: none"> • abandonment of the child by their parents and no other suitable person can be found who is willing and able to care for the child • the child's parents are dead or incapacitated and no other suitable person can be found who is willing and able to care for the child • "significant" harm as a result of physical injury, from which the child's parents have not or are not likely to protect the child* • "significant" harm as a result of sexual abuse (including likely future sexual abuse as a result of grooming), from which the child's parents have not or are not likely to protect the child* • "significant" emotional or psychological harm, from which the child's parents have not or are not likely to protect the child* • "significant" neglect by the child's parents* • "reportable conduct" as defined in the CWS Act. Reportable conduct is conduct by an employee (whether in the course of their employment or not) involving: <ul style="list-style-type: none"> • a sexual offence committed against or in the presence of a child • sexual misconduct committed against or in the presence of a child • physical violence committed against or in the presence of a child

	<ul style="list-style-type: none"> any behaviour that causes “significant” emotional or psychological harm to a child* “significant” neglect of a child* <ul style="list-style-type: none"> a criminal offence against a child as set out in the Crimes Act 1958 (Vic). These include: <ul style="list-style-type: none"> sexual penetration or sexual assault of, or sexual activity in the presence of, a child aged under 16 or a child aged 16 or 17 under the care, supervision or authority of the offender grooming a child aged under 16 or a child aged 16 or 17 under the care, supervision or authority of the offender grooming an adult who has a child under their care, supervision or authority encouraging a child aged under 16 or a child aged 16 or 17 under the offender’s care, supervision or authority to be involved in sexual activity a practice to change or suppress a child’s sexual orientation or gender identity, which is prohibited under the Change or Suppression (Conversion) Practices Prohibition Act 2021 (Vic) a breach of our Child Safety and Wellbeing Codes of Conduct, such as: <ul style="list-style-type: none"> a teacher engaging in undisclosed private meetings with a student who is not their own child a Volunteer sports coach engaging in inappropriate online personal communications with a student a Contractor music tutor publishing online photos, movies or recordings of a student without parental/carer consent. <p>*“Serious” emotional or psychological harm and “serious” neglect involve harm that has a lasting permanent effect. “Significant” emotional or psychological harm and “significant” neglect involve harm that is more than trivial or insignificant, but need not be as high as “serious” and need not have a lasting permanent effect.</p>
Child-connected work	<p>Ministerial Order 1359 defines “child-connected work” as 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.</p> <p>Strathcona School Board authorises the Principal to work at or for the School.</p> <p>The Principal authorises all other Staff, Volunteers and Contractors to work at or for the School on behalf of School Board.</p> <p>This means that all staff members, including teaching and non-teaching Staff, are engaged in child-connected work.</p> <p>Under this definition, the following Volunteers and Contractors are also engaged in child-connected work:</p> <ul style="list-style-type: none"> all Direct Contact Volunteers/Contractors who are adults Regular Volunteers/Contractors who are adults and who work when children are present or expected to be present Casual Volunteers/Contractors who are adults and who work when children are present or expected to be present. <p>For more information, refer to the definitions of Direct Contact, Regular and Casual Volunteers, and Direct Contact, Regular and Casual Contractors, below.</p> <p>“Child-connected work” is broader than “child-related work”, defined below. “Child-connected work” does not need to involve direct contact with children, whereas “child-related work” does. For example, a consultant engaged by the School to work with the School Board and who attends the School for meetings during school hours (i.e. when children are present) is not engaged in “child-related work” but is engaged in “child-connected work”.</p>
Child-Related Work	<p>“Child-related work” is defined in the Worker Screening Act 2020 (Vic). It is work performed at or for the School by a staff member, Volunteer or Contractor that usually involves (or is likely to involve) direct contact with a child (unless the direct contact is only occasional and incidental to the work).</p> <p>Direct contact means any contact between a person and a child that involves:</p> <ul style="list-style-type: none"> physical contact face-to-face contact contact by post or other written communication contact by telephone or other oral communication; or contact by email or other electronic communication. <p>Under this definition, most Staff at the School, and all Direct Contact Volunteers and Direct Contact Contractors, are engaged in child-related work for the purposes of Ministerial Order 1359.</p>
Contractor	<p>On occasion it may be necessary for the School to engage outside, independent contractors to perform specific tasks. These Contractors are not employees of Strathcona Baptist Girls Grammar School. Contractors may include,</p>

	<p>for example, maintenance and building personnel, consultants, tutors, sports coaches, External Education Providers and cleaners.</p> <p>Contractors who have direct contact with children (see below) are “school staff” for the purposes of Ministerial Order 1359. Many, but not all, Contractors are engaged in “child-connected work” for the purposes of Ministerial Order 1359. Contractors who are themselves children or who do not work when children or students are present or expected to be present are NOT engaged in child-connected work.</p> <p>Strathcona Baptist Girls Grammar School has identified three categories of Contractors, based on the level and frequency of their interaction with students. Contractors’ responsibilities and obligations under the Child Safety and Wellbeing Program may depend on their category. These categories are:</p> <ul style="list-style-type: none"> • Direct Contact Contractors • Regular Contractors • Casual Contractors <p>Where the term “Contractor” is used, it captures “Direct Contact Contractors”, “Regular Contractors” and “Casual Contractors”.</p>
Direct Contact Contractors	<p>Direct Contact Contractors are individuals who provide contractor services to the School where, in the normal course of providing the services, they could potentially have direct contact with students in circumstances where they:</p> <ul style="list-style-type: none"> • may be left alone, one-on-one, with a student (for example, 1:1 tutor or learning support) • a reasonable person would consider that the contact may enable the individual to form a relationship of trust with a student (for example, casual teacher, coach of a sports team, music tutor, canteen worker, regular maintenance worker) • a reasonable person would consider that the contact could create a potential risk to the safety of a student (for example, casual teacher, music tutor). <p>All Direct Contact Contractors (other than those who are themselves children) are engaged in child-connected work and child-related work within the meaning of Ministerial Order 1359.</p> <p>Examples of Direct Contact Contractors may include:</p> <ul style="list-style-type: none"> • maintenance workers who regularly work at times when students are present • tutors • specialist music or drama teachers • casual teachers • sporting team coaches • outdoor education specialists • physical education service providers. <p>This also includes music tutors and other extra-curricular tutors and instructors who are engaged by students and their families directly, rather than the School, but have an agreement with the School to use the School’s facilities.</p> <p>Due to the nature of Direct Contact Contractors’ contact with students, they will have more comprehensive child safety and wellbeing responsibilities and obligations within our Child Safety and Wellbeing Program.</p>
Regular Contractor	<p>Regular Contractors are individuals who provide contractor services to the School more than seven times in any one year and are not Direct Contact Contractors. They may have some indirect or limited contact with students when providing their services.</p> <p>Regular Contractors (other than those who are themselves children) who work in any School environment while children are present or are expected to present are engaged in “child-connected work” within the meaning of the Ministerial Order 1359. However, they are not engaged in “child-related work”.</p> <p>Examples of Regular Contractors may include:</p> <ul style="list-style-type: none"> • consultants • umpires, referees or linesmen at sporting events • maintenance workers who regularly work at times when students are expected to be present • regular caterers for Staff events. <p>Due to the regular nature of Regular Contractors’ attendance at the School or School events, even though their contact with students may be indirect or limited, they will have some child safety and wellbeing responsibilities and obligations within our Child Safety and Wellbeing Program.</p>

Casual Contractor	<p>Casual Contractors are individuals who provide contractor services to the School, seven times or less in any one year, during which they may have indirect or limited contact with students, but only in circumstances where:</p> <ul style="list-style-type: none"> • they are not left alone, one-on-one, with a student • a reasonable person would not consider that the contact may enable the individual to form a relationship or trust with a student • a reasonable person would not consider the contact to create a risk to the safety of a student. <p>Casual Contractors (other than those who are themselves children) who work in any School environment while children are present or are expected to present are engaged in “child-connected work” within the meaning of the Ministerial Order 1359. However, they are not engaged in “child-related work”.</p> <p>Examples of Casual Contractors may include individuals who, less than seven times a year:</p> <ul style="list-style-type: none"> • provide one-off emergency maintenance work • give a speech, performance or presentation at the School • provide assistance with activities at a School sports day (e.g. lifeguards). <p>Due to the limited nature of Casual Contractors’ contact with students, they do not have the same comprehensive role, responsibilities and obligations as School staff members or Direct Contact or Regular Contractors, and are instead treated as Visitors.</p>
External Education Providers	<p>An External Education Provider is any organisation that the School has arranged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the School. This may include:</p> <ul style="list-style-type: none"> • another registered school • a government school including: <ul style="list-style-type: none"> • the Open High School • Distance Education Centres • TAFE Colleges • Registered Training Organisations (RTOs) • other external providers with appropriate scope of registration, qualifications and expertise. <p>The delivery of such a course may take place on School premises or elsewhere.</p> <p>For the purposes of our Child Safety and Wellbeing Program, External Education Providers are considered Direct Contact Contractors.</p>
School Board / School governing authority	<p>The School Board is Strathcona’s “school governing authority” for the purposes of Ministerial Order 1359.</p> <p>The School Board includes all members irrespective of their level of interaction with students or School policy.</p>
School environment	<p>The “School environment” means any of the following physical, virtual or online places used during or outside school hours:</p> <ul style="list-style-type: none"> • a campus of the School • online or virtual School environments made available or authorised by the School Board (or the Principal on its behalf) for use by a child or student (including email, intranet systems, software applications, collaboration tools and online services) • other locations provided by the School or through a third-party provider for a child or student to use, including but not limited to: <ul style="list-style-type: none"> • camps • approved homestay accommodation • delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers, another school • sporting events, excursions, competitions and other events.
School Principal	<p>With the exception of where the Principal has specific roles and responsibilities and is therefore expressly identified, the Principal will be included as a staff member for the purposes of the Child Safety and Wellbeing Program.</p>
School staff	<p>“School staff” is a particular phrase used in Ministerial Order 1359. It defines “school staff” as “an individual working in a school environment who is:</p> <ul style="list-style-type: none"> • directly engaged or employed by a school governing authority; • a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school governing authority to perform child-related work; or

	<ul style="list-style-type: none"> • a minister of religion, religious leader or an employee or officer or a religious body associated with the school". <p>The Principal engages or employs Staff, Volunteers and Contractors at the School (other than the Principal) on behalf of School Board.</p> <p>This means that the phrase "school staff" includes all Staff members, as well as Direct Contact Contractors and any minister of religion or employee or officer or religious body associated with the School, no matter their age or the frequency of their engagement.</p> <p>"School staff", for the purposes of Ministerial Order 1359, is therefore broader in scope than the terms "Staff" and "staff members" as set out below.</p>
Staff and Staff Members	<p>The terms "Staff" and "staff members" include all persons employed by the School whether on a permanent, temporary or casual basis. These terms include all teaching and non-teaching Staff and, unless otherwise stated, the Principal.</p> <p>All "staff members" are "school staff" for the purposes of Ministerial Order 1359.</p> <p>Where differentiation between teachers and non-teaching Staff is required, it will be expressly stated within the policy or procedure itself.</p> <p>Where the term "staff members" is extended to include other members of the School community such as Volunteers or Contractors, this will be expressly stated within the policy or procedure itself.</p>
Student	<p>A student is defined in Ministerial Order 1359 as a person who is enrolled at or attends the School.</p> <p>Similarly, where the term "student" is used in this Program, it refers to all students enrolled at or attending the School including those aged 18 and above.</p>
Visitor	<p>The term "Visitor" refers to any adult who attends a School event or in a School environment on a one-off or casual basis. Examples of Visitors include, but are not limited to:</p> <ul style="list-style-type: none"> • Casual Volunteers • Casual Contractors • parents, carers and other adult family members of students, when they are attending School events or in a School environment • people invited by the School or a staff member to attend a School event or to be in a School environment • people who attend a School environment for commercial purposes, such as for deliveries or sales purposes.
Volunteer	<p>A Volunteer is a person who performs work for the School in a School environment without remuneration or reward. Volunteers may be family members of students, or from the wider School or local community. Volunteers make a considerable contribution to the School community by giving their time and sharing their skills and expertise with others.</p> <p>Volunteers are NOT "school staff" for the purposes of Ministerial Order 1359 (even if they are engaged in "child-connected work"). However, many, but not all, Volunteers are engaged in "child-connected work" for the purposes of Ministerial Order 1359. Volunteers who are themselves children or who do not work when children or students are present or expected to be present are NOT engaged in child-connected work.</p> <p>Strathcona Baptist Girls Grammar School has identified three categories of Volunteers, based on the level and frequency of their interaction with students. Volunteers' responsibilities and obligations under the Child Safety and Wellbeing Program may depend on their category. The categories of Volunteer are:</p> <ul style="list-style-type: none"> • Direct Contact Volunteers • Regular Volunteers • Casual Volunteers <p>Where the term "Volunteer" is used, it captures "Direct Contact Volunteers", "Regular Volunteers" and "Casual Volunteers".</p>
Direct Contact Volunteer	<p>Direct Contact Volunteers are volunteers who are involved in providing support, guidance and supervision directly to students and could potentially have direct contact with students during the normal course of providing the volunteer service.</p> <p>The Worker Screening Act 2020 (Vic) defines "direct contact" in section 3 as any contact between a person and a child (aged under 18) that involves:</p> <ul style="list-style-type: none"> • physical contact

	<ul style="list-style-type: none"> • face-to-face contact • contact by post or other written communication • contact by telephone or other oral communication • contact by email or other electronic communication. <p>All Direct Contact Volunteers (other than those who are themselves children) are engaged in both child-connected work and child-related work within the meaning of Ministerial Order 1359.</p> <p>Direct Contact Volunteers may have direct contact with students in circumstances where:</p> <ul style="list-style-type: none"> • they may have limited supervision by School Staff in their role • they may be left alone, one-on-one, with a student (for example, 1:1 tutoring or learning support) • a reasonable person would consider that the contact may enable the individual to form a relationship of trust with a student (for example, coaching a sports team, helping with a drama production, or regularly working in a canteen or library) • a reasonable person would consider that the contact could create a potential risk to the safety of a student (for example, responsibility for a group of students during an excursion without a member of Staff present). <p>Examples of Direct Contact Volunteers include individuals who:</p> <ul style="list-style-type: none"> • attend a School camp or excursion • assist a student during a learning activity • assist a student to complete tests or exams (e.g. as a scribe or reader) • coach, manage, or assist with the coaching or managing, of sports at the School • assist with theatre or music productions • tutor, or assist with the tutoring of, a student in extracurricular activities such as music, choir or debating • volunteer in the School canteen or uniform shop. <p>Due to the nature of Direct Contact Volunteers' contact with students, they will have more comprehensive child safety and wellbeing responsibilities and obligations within our Child Safety and Wellbeing Program.</p>
Regular Volunteer	<p>Regular Volunteers are individuals who provide volunteer services to the School, more than seven times in any one year, but are not a Direct Contact Volunteer. They may have some indirect or incidental contact with students when providing their services.</p> <p>Regular Volunteers (other than those who are themselves children) who work in any School environment while children are present or are expected to present are engaged in "child-connected work" within the meaning of the Ministerial Order 1359. However, they are not engaged in "child-related work".</p> <p>Examples of Regular Volunteers include individuals who volunteer more than seven times per year:</p> <ul style="list-style-type: none"> • in the School administrative office (other than in a role that has direct contact with students) • on School advisory committees or advisory councils and do not have direct contact (such as by post, telephone or email) with students while doing so. <p>Due to the regular nature of Regular Volunteers' attendance at the School or School events, even though their contact with students may be indirect or limited, they will have some child safety and wellbeing responsibilities and obligations within our Child Safety and Wellbeing Program.</p>
Casual Volunteer	<p>Casual Volunteers are individuals who provide volunteer services to the School, seven times or less in any one year, but are not a Direct Contact Volunteer. They may have indirect or incidental contact with students when providing their services but only in circumstances where:</p> <ul style="list-style-type: none"> • they are providing services aimed at the general public • they are not likely to be left alone, one-on-one, with a student • a reasonable person would not consider that the contact may enable the individual to form a relationship of trust with a student • a reasonable person would not consider the contact to create a risk to the safety of a student. <p>Casual Volunteers (other than those who are themselves children) who work in any School environment while children are present or are expected to present are engaged in "child-connected work" within the meaning of the Ministerial Order 1359. However, they are not engaged in "child-related work".</p> <p>Examples of Casual Volunteers include individuals who, in the circumstance described above, volunteer seven times or less in any one year:</p> <ul style="list-style-type: none"> • at a working bee to cover books or landscape a School garden • on a stall at a School fair

	<ul style="list-style-type: none"> • on a School BBQ at a sporting event • in the School administrative office. <p>Due to the limited nature of Casual Volunteers' contact with students, they do not have the same comprehensive role, responsibilities, and obligations as School staff members or Direct Contact or Regular Volunteers, and are instead treated as Visitors.</p>
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