



Strathcona  
GIRLS GRAMMAR

# Child Safety and Wellbeing Policy

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*If you are a non-English speaker who needs help to understand this Policy, please contact the Administration Office on 03 8779 7500.*

## Introduction

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 is Strathcona's governing body and has approved the Child Safety and Wellbeing Policy on **18<sup>th</sup> November 2025**. It will be reviewed on **18<sup>th</sup> November 2027**.

## Purpose

Strathcona's [Child Safety and Wellbeing Policy](#) demonstrate the School's strong commitment to child safety and wellbeing. It outlines the School's approach to creating and maintaining a child-safe and child-friendly environment and explains how the School complies with the Victorian Child Safe Standards and the child safety requirements set out by the Victorian Registration and Qualifications Authority (VRQA) for non-government school registration.

The Policy outlines the key elements of the School's approach to:

- Implementing Ministerial Order 1359 (MO 1359), which sets out how the Child Safe Standards apply in school environments.
- Developing and implementing policies, procedures and practices that promote child safety and wellbeing, 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).
- Creating a safe, supportive and child-friendly school environment.
- Promoting the open discussion of child safety and wellbeing issues within the School.
- Complying with all laws, regulations and standards relevant to child safety and wellbeing, including child protection, in Victoria.

It informs the School community about everyone's obligation to act safely and appropriately towards students and it guides the School's policies, processes and practices to support the safety and wellbeing of students across all areas of its operations.

## Scope

This Policy applies to all adults in the School community, including:

- All employed Staff and Direct Contact Contractors, including External Education Providers (because they are "School Staff" as defined in MO 1359).
- Other types of Contractors.
- Volunteers.
- Visitors.

It does not matter whether their work involves direct contact with students.

This Policy applies in all physical, virtual and online school environments that are 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, at sporting events, camps or excursions, approved homestay accommodation 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

[Child Safe Standard 2: Child safety and wellbeing is embedded in leadership, governance and culture.](#)

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 and Principles

[Child Safe Standard 2: Child safety and wellbeing is embedded in leadership, governance and culture.](#)

The School's commitment to child safety is based on the Victorian Child Safe Standards, National Principles for Child Safe Organisations (National Principles) and MO 1359.

Strathcona has also developed child safe principles and values tailored to its specific context. These principles guide the School's 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.

## Ministerial Order 1359

Ministerial Order No. 1359, issued under the *Education and Training Reform Act 2006*, sets out the minimum requirements for Victorian schools and school boarding premises to comply with the 11 Child Safe Standards. It came into effect on **1 July 2022**, replacing Ministerial Order No. 870.

This Order requires schools to take deliberate actions to:

- Embed a culture of zero tolerance for child abuse.
- Ensure child safety and wellbeing are central to leadership, governance, and culture.
- Develop and implement policies, procedures, and practices that reflect the Child Safe Standards.
- Promote inclusive, culturally safe environments, particularly for Aboriginal and Torres Strait Islander children and young people.
- Empower children and students to understand their rights and participate in decisions affecting them.
- Engage families and communities in child safety efforts.
- Ensure staff and volunteers are suitable, trained, and supported.
- Maintain child-focused complaints processes.
- Create safe physical and online environments.
- Regularly review and improve child safety practices.
- Document how the organisation is safe for children and young people.

The school governing authority is responsible for ensuring that all requirements of MO 1359 are met, including:

- Publishing a Child Safety and Wellbeing Policy and Child Safety Code of Conduct.
- Implementing risk management strategies to identify and mitigate risks of child abuse.
- Ensuring recordkeeping aligns with Public Record Office Victoria standards.
- Providing age-appropriate sexual abuse prevention education.
- Ensuring inclusive practices that respect the diverse needs of all children and students.

## 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*.

Endorsed by all Commonwealth, state and territory governments in 2019, these principles provide a **nationally consistent framework** for creating child safe cultures across all sectors that engage with children and young people.

The National Principles are underpinned by a **child rights approach**, aligned with the **United Nations Convention on the Rights of the Child**, and aim to ensure that children and young people are safe, respected, and empowered in all organisational settings.

The National Principles are comprised of 10 Principles. 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 the School's 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 the School's 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 the 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

### Embedding a Culture of Child Safety

*Child Safe Standard 2: Child safety and wellbeing is embedded in leadership, governance and culture.*

The full collection of the School's child safety and wellbeing policies and procedures is referred to as the **Child Safety and Wellbeing Program**. This Program is one of the key strategies employed by Strathcona to embed a culture of child safety and wellbeing at the School.

The Child Safety and Wellbeing Program relates to all aspects of child safety, wellbeing, and protecting children, young people and students aged 18 or over from abuse and other harm. It 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 abuse and other harm and associated key indicators of abuse and other harm.
- Clear procedures for responding to and reporting child safety incidents or concerns internally, and for responding to incidents or allegations of abuse or other harm, that are consistent with PROTECT Four Critical Actions and Four Critical Actions: Student Sexual Offending.
- 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 Senior Leadership Team, Staff, Volunteers and Contractors.
- Procedures for reporting to external agencies (including Mandatory Reporting to DFFH Child Protection, reporting Reportable Conduct to the CCYP and reporting sexual offences against children to the Police), that are consistent with PROTECT Four Critical Actions and Four Critical Actions: Student Sexual Offending.
- 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, students with disability and other vulnerable students.
- 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, information sharing and confidentiality.
- A system for continuous review and improvement.

### Child Safety and Wellbeing Codes of Conduct

*Child Safe Standard 2: Child safety and wellbeing is embedded in leadership, governance and culture.*

The *Adult Child Safety and Wellbeing Code of Conduct* and the *Staff and Student Professional Boundaries Policy* set boundaries and expectations for appropriate behaviours between adults associated with the School and students, including in physical, online and virtual environments.

The School also has a *Student Child Safety and Wellbeing Code of Conduct*, which includes standards of behaviour for students relevant to child safety and wellbeing.

Together, these are referred to as the *Child Safety and Wellbeing Codes of Conduct*.

The *Child Safety and Wellbeing Codes of Conduct* include clear processes to report inappropriate behaviour. These Codes of Conduct are published on the School's public website so that everyone can easily find out what behaviours are acceptable and unacceptable at the School and how to report inappropriate behaviour.

The School also provides additional information to students and their 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

[Child Safe Standard 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.](#)

At Strathcona, the School is committed to establishing an inclusive and culturally safe environment where the strengths of Aboriginal and Torres Strait Islander culture, values and practices are respected. The School actively identifies and confronts racism, does not tolerate discriminatory behaviour, and addresses any instances of racism within the school environment through appropriate and proportionate consequences.

The School is committed to ensuring that every student has a positive experience in a safe environment. For Aboriginal and Torres Strait Islander students, the School recognises the link between culture, identity and safety and actively create opportunities for these students, their families and their communities (including local Aboriginal communities relevant to the School) to have a voice and presence in the School's planning, policies, and activities.

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

## Student Empowerment and Participation

[Child Safe Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.](#)

Strathcona is a child safe and child-centred organisation. The School is committed to creating an inclusive and supportive environment that encourages students and their families to actively contribute to its approach to child safety and wellbeing.

The School ensures that its physical, virtual and online environments are friendly and welcoming to all children and young people. Students are actively included in decisions that affect them, including those related to organisational planning, service delivery, facility management, and the design of learning and assessment environments.

Students are informed of their rights to safety, access to information and participation. The School regularly engages with students to understand what makes them feel safe and communicates to them the actions they can take if they feel unsafe. The importance of friendships is recognised and the School promotes respectful relationships, strong peer connections and a culture of mutual support.

The specific strategies adopted to promote the participation of and empowerment of students, and to implement these commitments, are set out in the [Participation and Empowerment of Students Policy](#).

## Parent/Carer, Family and Community Engagement at the School

[Child Safe Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing.](#)

Strathcona recognises that parents and carers have the primary responsibility for the upbringing and development of their children. The School ensures that parents and carers are actively involved in decisions that affect their children.

In addition, the School:

- Ensures that families and relevant communities know about the School's operations and policies, including the [Child Safety and Wellbeing Policy](#) and the [Child Safety and Wellbeing Codes of Conduct](#), record keeping practices, risk management, and complaints and investigation processes. Relevant communities mean the variety of communities that are relevant to the School, such as Aboriginal and Torres Strait Islander communities, culturally and linguistically diverse communities, and other communities that make up the Staff and student cohorts.



- Actively seeks to include families and relevant communities in decisions about organisational planning, delivery of services, management of facilities, and learning and assessment environments.
- Builds cultural safety at the School through partnerships with relevant communities.

The specific strategies adopted by Strathcona 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 commitments, are set out in the [Child Safety and Wellbeing Family and Community Involvement Policy](#).

## Diversity and Equity

[Child Safe Standard 5: Equity is upheld and diverse needs respected in policy and practice.](#)

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

- Supports the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students and their families.
- Supports the cultural safety, participation and empowerment of students from culturally and linguistically diverse backgrounds and their families.
- Supports students with disability and their families and act to promote their participation.
- Supports other vulnerable students and their families (such as students who are unable to live at home or students and family members who identify as lesbian, gay, bisexual, transgender or intersex) and act to promote their participation.
- Seeks to recruit a workforce that reflects a diversity of cultures, abilities and identities.
- Ensures that all Staff, Direct Contact Volunteers and Direct Contact Contractors have training about Aboriginal and Torres Strait Islander cultures, disability, culturally and linguistically diverse backgrounds, and communities with particular experiences or needs.
- Has a physical environment that actively celebrates diverse cultures and recognises cultural difference.
- Commits to ensuring that the School facilities promote the inclusion of students of differing abilities.

The School also recognise that some children and young people face additional vulnerabilities to abuse and other harm, as well as additional barriers to disclosing child safety incidents or concerns. To address this, the School:

- Provides guidance to Staff, and relevant Volunteers and Contractors, on identifying additional vulnerabilities and barriers to disclosure.
- Implements strategies to support students facing these challenges, enabling their meaningful participation in the School community and facilitating safe and accessible pathways for disclosure.

The specific strategies adopted by Strathcona to promote equity and respect for diversity at the School, and to address additional vulnerabilities and barriers, are set out in the following policies:

- [Aboriginal and Torres Strait Islander Students \(Child Safety and Wellbeing\) Policy](#)
- [Culturally and Linguistically Diverse Students \(Child Safety and Wellbeing\) Policy](#)
- [Students with Disability \(Child Safety and Wellbeing\) Policy](#)
- [LGBTQIA+ Inclusion Policy](#).

## Human Resources Management

Child Safe Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

The specific human resources management strategies adopted by 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 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 students.

In particular, the School's practices include:

- Making the School's commitment to child safety and wellbeing clear in recruitment advertising and documentation.
- Requiring all Staff and relevant Volunteers and Contractors to maintain a valid Victorian Institute of Teaching (VIT) Registration or working with children (WWC) clearance, and sighting, verifying and recording this information.
- Using additional selection, background checking and screening processes that take into account child safety and wellbeing considerations.

### Ongoing Supervision, Management 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 Senior Leadership Team to ensure that they are compliant with the School's approach to child safety and wellbeing.

The School's child safety and wellbeing supervision and support program includes:

- Probationary periods for new staff members, where these are permitted by law or under an Enterprise Agreement.
- Annual performance reviews for all staff members.
- Appointing a supervising staff member to Direct Contact Volunteers/Contractors and to those Regular Volunteers/Contractors who are engaged in "child-connected work".
- Professional development programs for Staff that include child safety and wellbeing education.

The School swiftly manages any inappropriate behaviour towards students, in accordance with its policies and legal obligations. Child safety and wellbeing is the paramount consideration when managing inappropriate behaviour.

## Child Safety and Wellbeing Training and Information

Child Safe Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

As a part of Strathcona's induction process, all Staff, as well as relevant Volunteers and Contractors, are required to complete induction training on the School's 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.

The School's 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, including harm caused by other children and young people.

- Policies and procedures for responding to and reporting child safety incidents or concerns (including mandatory reporting to DFFH Child Protection, reporting to police and reportable conduct obligations).
- How to manage complaints and concerns related to abuse and other harm.
- Responding effectively to child safety incidents and concerns, including supporting colleagues who disclose harm.
- 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.
- How to identify and mitigate child safety and wellbeing risks in the School's environments without compromising a child, young person or student's right to privacy, access to information, social connections and learning opportunities.
- [Whistleblower](#) requirements.
- How to build culturally safe environments for students.
- Responsibilities to children and young people.

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.

The School Board also receives child safety and wellbeing training at least annually, to ensure that its members are 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 the School's environment. Its training includes guidance on:

- Individual and collective obligations and responsibilities for implementing MO 1359 and the Child Safe Standards and for managing the risk of child abuse.
- Child safety and wellbeing risks in the School's environments.
- The School's child safety and wellbeing policies, procedures, codes and practices.

The specific child safety and wellbeing education, training and supervision requirements are set out in the [Child Safety and Wellbeing Training and Supervision Policy](#).

## Complaints and Reporting Processes

[Child Safe Standard 7: Processes for complaints and concerns are child-focused.](#)

Strathcona fosters a culture that encourages everyone in the School community to raise concerns and complaints about child safety and wellbeing. This includes:

- **Reporting Procedures:** Having clear and accessible pathways for anyone in the school community to raise concerns or complaints related to child safety and wellbeing to the School — *"how to report"*
- **Reporting Obligations:** Clearly identifying who is required to report a child safety and wellbeing related incident or concern and understanding when a report must be made — *"when to report"*
- **School Response Procedures:** Ensuring the School takes appropriate action once a concern or complaint is made, including assessing risk, investigating the matter, and providing support — *"what happens after a report is made"*

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 the Department of Families, Fairness and Housing (DFFH Child Protection) (Mandatory Reports), the Police (Child Sexual Offences, Student Sexual Offending and other criminal offences against students), the Commission for Children and Young People (CCYP) (Reportable Conduct), and/or the Victorian Institute of Teaching (VIT) (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, or 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).

These processes are detailed in the [Child Safety and Wellbeing Reporting and Responding Obligations Policy](#) and the [Child Safety and Wellbeing Complaints Management Policy](#).

Complaints and concerns relating to physical violence, bullying and other harmful student behaviours are covered in the [Student Behaviour Management \(Discipline\) Policy](#).

## Risk Management

[Child Safe Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.](#)

Strathcona recognises the importance of a risk management approach to child safety and wellbeing. The School is committed to minimising the risk of harm to children and young people without compromising their rights to privacy, access to information, social connections and learning opportunities. This approach informs the development of policies, procedures and activity planning.

The School's [Purchasing Goods and Services Policy](#) ensures that the safety of children, young people and students is prioritised when procuring facilities, goods and services.

To support this commitment, the School has a comprehensive **Risk Management Program** designed to identify, assess and manage child safety and wellbeing risks across all school environments. These assessments are based on a range of factors, including the nature of our School's activities, its physical, virtual and online environments and the characteristics of its student cohort.

Identified risks are documented in the Child Safety and Wellbeing Risk Register, along with the actions in place to manage them. The School Board, the Principal and/or the Senior Leadership Team monitor and evaluate the effectiveness of these actions at least annually.

The specific risk management strategies adopted by the School to promote child safety and wellbeing are set out in the [Child Safety and Wellbeing Risk Management Policy](#).

## Record Keeping, Privacy and Information Sharing

*Child Safe Standard 2: Child safety and wellbeing is embedded in leadership, governance and culture.*

The School collects, uses and discloses information about students and their families, including information in child safety and wellbeing records, 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 the [Privacy Policy](#).

In particular, Strathcona is committed to best practice record keeping about child safety incidents and concerns in accordance with Public Record Office Victoria Recordkeeping Standards (including minimum retention periods).

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](#); or
- [PROTECT Responding to Suspected Student Sexual Offending - A Template for Victorian Schools](#), (if the incident or concern involves Student Sexual Offending)

and retains and secures records of complaints and concerns in line with the [Child Safety and Wellbeing Record Keeping Policy](#).

The School may share information with, or request information from, external people or agencies as permitted or required under the Child Information Sharing Scheme and/or the Family Violence Information Sharing Scheme as documented in the School's [Child Safety and Wellbeing Information Sharing Policy](#).

## Communication

*Child Safe Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing.*

Strathcona is committed to communicating its child safety and wellbeing strategies, policies and procedures to the School community through the measures set out in the [Implementation](#) section below.

In addition, the School:

- Displays PROTECT and other relevant child safety and wellbeing posters and information around the School.
- Provides child safety and wellbeing information and updates through the school newsletter, parent information nights, newsfeeds on parent portal and publications on the School website and intranet.
- Includes child safety and wellbeing as a regular agenda item at Board and relevant subcommittee meetings, Senior Leadership Team meetings and staff meetings.

## Policy and Practice Review

*Child Safe Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved.*

Strathcona is committed to the continuous improvement of its child safety and wellbeing policies, procedures and practices. The School reviews its policies and procedures required for compliance with MO 1359 and the Child Safe Standards 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, concerns and child safety incidents that may have occurred.

- Communicates any learnings, adjustments or amendments to policy and practice widely throughout the School community.

The specific program review and continuous improvement strategies adopted by the School to promote child safety and wellbeing are set out in the [Child Safety and Wellbeing Program Review and Continuous Improvement Policy](#).

## Roles and Responsibilities

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 children, young people and students aged 18 or over from abuse and other harm. Specific responsibilities at the School include:

### The School Board

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

The School Board is responsible for:

- approving and reviewing the School's Child Safety and Wellbeing policies and procedures required for registration as a non-government school, including those required for compliance with MO 1359, with delegation to a subcommittee permitted under the School's [Policy Management Policy](#), while retaining overall accountability and oversight
- ensuring that the School has and implements processes to comply with its child safety and wellbeing legal and regulatory obligations
- ensuring that the School has appropriate resources to effectively implement the Child Safe Standards and MO 1359
- championing and promoting a child safe culture within the School.

### The Principal

The Principal is responsible, and will be accountable, for the operational management of the School. They are responsible for:

- taking all practical measures to ensure that this [Child Safety and Wellbeing Policy](#) and other policies and procedures in the School's Child Safety and Wellbeing Program are 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.

## The Senior Leadership Team

Each member of the School Senior Leadership Team is responsible for ensuring that appropriate resources are made available in their area of operations to allow the School's Child Safety and Wellbeing Program to be effectively implemented within the School, and for supporting the Principal in the practical application of the School's child safety and wellbeing strategies, policies, procedures and work systems.

## Staff

All Staff are "school staff" for the purposes of MO 1359.

They must:

- comply with the [Child Safety and Wellbeing Policy](#) and [Child Safety and Wellbeing Codes of Conduct](#) and the [Child Safety and Wellbeing Reporting and Responding Obligations Policy](#)
- be familiar with other policies and procedures in the Child Safety and Wellbeing Program
- understand their legal obligations with respect to the reporting of child abuse and other harm, and WWC Checks.

All staff must be aware of key indicators of child abuse and other harm, be observant, and report all child safety incidents and concerns internally to the School in the first instance and to the appropriate external authorities, where required to do so.

To meet these obligations, all Staff must:

- participate in child safety and wellbeing induction and ongoing training provided by the School
- follow the policies and procedures in the Child Safety and Wellbeing Program
- act in accordance with the [Child Safety and Wellbeing Codes of Conduct](#)
- identify, respond to and report child safety incidents and concerns in accordance with the [Child Safety and Wellbeing Reporting and Responding Obligations Policy](#), [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
- comply with all relevant child safety and wellbeing human resources policies and procedures.

## The School's Child Safety and Wellbeing Officers

A number of staff members are nominated as the School's Child Safety and Wellbeing Officers. They are appointed based on their roles and responsibilities within the School. Their position titles are listed below and the current staff members holding these roles are published on the School intranet and webpage.

The following position titles have been designated as Child Safety and Wellbeing Officers based on their roles and responsibilities within the School:

- Principal
- Deputy Principal – Learning and Teaching
- Dean of Students
- Head of Tay Creggan
- Head of Junior School
- School Psychologist
- Junior School Psychologist

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 responsible for:

- being a point of contact for raising child safety incidents or concerns within the School
- championing child safety and wellbeing within the School
- assisting in clarifying reporting obligations
- coordinating responses to child safety incidents.

Reporting to or consulting with a Child Safety and Wellbeing Officer does not remove or replace any legal obligation an individual may have to report child safety incidents or concerns to external authorities. Internal reporting should occur first, in accordance with the School's procedures for responding to and reporting child safety incidents or concerns.

Students are encouraged to speak up about any child safety concerns and should feel comfortable approaching a Child Safety and Wellbeing Officer. The School recognises that students may prefer to speak with different individuals depending on their circumstances. There are no restrictions on who students can talk to or how they choose to disclose concerns. Students may raise child safety incidents or concerns through any method and to any trusted adult within the School community.

### **The Child Safety and Wellbeing Champion**

Strathcona has also appointed the Dean of Students as the School's Child Safety and Wellbeing Champion, recognising that this role provides day-to-day oversight of student wellbeing and engagement, and is well-positioned to promote a child-safe culture and support the implementation of the Child Safe Standards across the School.

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 Senior Leadership Team and the Board.

### **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 MO 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 the [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 MO 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 the [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

The [Child Safety and Wellbeing Policy](#) is published on the 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](#), the [Adult Child Safety and Wellbeing Code of Conduct](#) and how to report child safety incidents or concerns to the School and to relevant external authorities via the School’s visitor management system (passtab).

The [Child Safety and Wellbeing Policy](#) is also communicated to Staff, Volunteers, Contractors and other members of the School community through various sources such as the School’s intranet, newsfeeds via the School’s intranet, the contractor/visitor management system and welcome packs for Staff.

A child-friendly version of the [Child Safety and Wellbeing Policy](#) and the School’s [Statement of Commitment to Child Safety and Wellbeing](#) is available to all students via the student policy page on the School intranet.

## Breach of the Child Safety and Wellbeing Policy

Strathcona enforces this *Child Safety and Wellbeing Policy* and the *Child Safety and Wellbeing Codes of Conduct*. In the event of any non-compliance, the School 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

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

## Related Policies

The *Child Safety and Wellbeing Policy* is Strathcona's primary policy for ensuring a safe and inclusive environment for children and young people. It provides an overarching and integrated summary of the School's approach to meeting all eleven Child Safe Standards, outlining the School's commitments, guiding principles, and strategies that underpin child safety practices across the School.

This policy should be read in conjunction with the relevant supporting policies, which expand on the topic under review to provide additional detail, practical guidance, and clarity. These documents complement the main policy by addressing areas that may not be fully covered within its scope. The full suite of supporting policies is listed in the Child Safety and Wellbeing Policy Register at [Appendix 2](#).

## Policy Review

The School Board has strategically delegated aspects of its child safety and wellbeing policy review responsibilities to its Subcommittees and the School Executive Team, in accordance with the *Policy Management Policy*, to support operational efficiency in policy development, while retaining ultimate oversight and approval authority for the Child Safety and Wellbeing Program.

All policies and procedures that make up the Child Safety and Wellbeing Program will be reviewed by the relevant approval authorities (School Board, Subcommittee or Executive team) 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.

## Appendix 1: Definitions

<b>Child and young person</b>	A child and young person is defined in the <i>Child Wellbeing and Safety Act 2005 (Vic)</i> and for the purposes of the School's Child Safety and Wellbeing Program (Program), as a person who is under the age of 18 years (unless a different legal definition applies to these terms in a particular Policy).
<b>Child abuse and other harm</b>	<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, exposure to family violence and practices to change or suppress sexual orientation or gender identity, regardless of who caused (or might cause) the harm or how it occurs.</p>
<b>Child safety and wellbeing</b>	Where the phrase "child safety and wellbeing" is used in the Program it refers to the safety and wellbeing of children, young people and students aged 18 or over, which goes further than the protection of them from child abuse and other harm.
<b>Child Safety and Wellbeing Program (the "Program")</b>	<p>The Child Safety and Wellbeing Program is the name given to the full collection of policies, procedures, practices and work systems designed to maintain a child safe environment and to embed an organisational culture of child safety within the school community.</p> <p>The Program deals specifically with creating and maintaining a child safe organisation. It covers a range of issues, including child protection. It is designed to ensure compliance with:</p> <ul style="list-style-type: none"> <li>the <a href="#">Victorian Child Safe Standards</a></li> <li><a href="#">Ministerial Order 1359</a></li> <li>Other child safe organisation and child protection laws and regulations in Victoria</li> </ul> <p>Broader child safety issues arising from common law duty of care are dealt with through the School's Student Duty of Care Program.</p>
<b>Child safety incident or concern</b>	<p>At Strathcona, and in the Program, a "child safety incident or concern" means an incident of or a concern about:</p> <ul style="list-style-type: none"> <li>"<b>child abuse</b>" 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"> <li>any act committed against a child involving: <ul style="list-style-type: none"> <li>a sexual offence against a child aged under 18</li> <li>the criminal offence of grooming (which includes grooming of a child aged under 16 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)</li> </ul> </li> <li>the infliction, on a child aged under 18, of physical violence or "serious" emotional or psychological harm*</li> <li>the "serious" neglect of a child aged under 18, including exposure to family violence and its effects*</li> </ul> </li> <li>a child aged under 17 (or aged 17 and subject to a child protection order) being "<b>in need of protection</b>" as defined in the Child, Youth and Families Act 2005 (Vic) (CYF Act). This includes: <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>"significant" harm as a result of physical injury, from which the child's parents have not or are not likely to protect the child*</li> <li>"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*</li> <li>"significant" emotional or psychological harm, from which the child's parents have not or are not likely to protect the child*</li> <li>"significant" neglect by the child's parents*</li> </ul> </li> <li>"<b>reportable conduct</b>" as defined in the CWS Act. Reportable conduct is conduct by an "employee" (which includes all Staff, Volunteers and Contractors) involving: <ul style="list-style-type: none"> <li>a sexual offence committed against or in the presence of a child aged under 18</li> <li>sexual misconduct committed against or in the presence of a child aged under 18</li> <li>physical violence committed against or in the presence of a child aged under 18</li> <li>any behaviour that causes "significant" emotional or psychological harm to a child* aged under 18</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• “significant” neglect of a child* aged under 18</li> <li>• a <b>criminal offence</b> against a child or young person, or against a student aged 18 or over, as set out in the Crimes Act 1958 (Vic). These include: <ul style="list-style-type: none"> <li>• general sexual offences and physical assaults against a person</li> <li>• specific sexual offences against children aged under 16 and against young people aged 16 or 17 who are who are under the “care, supervision or authority” of the offender</li> <li>• grooming an adult who has a child aged under 16 under their care, supervision or authority</li> <li>• encouraging a child aged under 16 or a young person aged 16 or 17 under the offender’s care, supervision or authority to be involved in sexual activity</li> <li>• offences related to child abuse material</li> <li>• recruiting a child aged under 18 to engage or be involved in other criminal activity</li> </ul> </li> <li>• a practice to change or suppress a child or young person’s, or a student aged 18 or over’s sexual orientation or gender identity, which is prohibited under the Change or Suppression (Conversion) Practices Prohibition Act 2021 (Vic)</li> <li>• a breach of the Child Safety and Wellbeing Codes of Conduct, no matter how minor the breach, such as: <ul style="list-style-type: none"> <li>• a teacher engaging in undisclosed private meetings with a student who is not their own child</li> <li>• a Volunteer sports coach engaging in inappropriate online personal communications with a student</li> <li>• a Contractor music tutor publishing online photos, movies or recordings of a student without parental/carer consent.</li> </ul> </li> </ul> <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>
<b>Child-connected work</b>	<p>MO 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>The 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"> <li>• All Direct Contact Volunteers/Contractors who are adults</li> <li>• Regular Volunteers/Contractors who are adults and who work when children are present or expected to be present</li> <li>• Casual Volunteers/Contractors who are adults and who work when children are present or expected to be present.</li> </ul> <p>For more information, refer to the definitions for <b>Direct Contact Volunteer</b>, <b>Regular Volunteer</b>, <b>Casual Volunteer</b>, <b>Direct Contact Contractor</b>, <b>Regular Contractor</b> and <b>Casual Contractor</b>, 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 <b>School</b> to work with the <b>School Board</b> and who attends the <b>School</b> for meetings during school hours (i.e. when children are present) is not engaged in “child-related work” but <b>is</b> engaged in “child-connected work”.</p>
<b>Child-Related Work</b>	<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 aged under 18 that involves:</p> <ul style="list-style-type: none"> <li>• physical contact</li> <li>• face-to-face contact</li> <li>• contact by post or other written communication</li> <li>• contact by telephone or other oral communication; or</li> <li>• contact by email or other electronic communication.</li> </ul> <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 MO 1359.</p>

<b>Contractor</b>	<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. Contractors may include, 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 MO 1359.</p> <p>Many, but not all, Contractors are engaged in “child-connected work” for the purposes of MO 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. For example, a contractor who performs maintenance on school buildings during school holidays, when no students are expected to be present, is not engaged in child-connected work.</p> <p>Strathcona has identified three categories of Contractors, based on the level and frequency of their interaction with students. Contractors’ responsibilities and obligations under the Program may depend on their category. These categories are:</p> <ul style="list-style-type: none"> <li>• Direct Contact Contractors</li> <li>• Regular Contractors</li> <li>• Casual Contractors</li> </ul> <p>Where the term “Contractor” is used, it captures “Direct Contact Contractors”, “Regular Contractors” and “Casual Contractors”.</p>
<b>Direct Contact Contractor</b>	<p>All Direct Contact Contractors (other than those who are themselves children) are engaged in both child-connected work and child-related work within the meaning of MO 1359.</p> <p>Direct Contact Contractors are individuals who provide contractor services to the School and who, in the course of providing these services have “direct contact” with students (unless the direct contact is only occasional and is incidental to their work).</p> <p>This means that Direct Contact Contractors include:</p> <ul style="list-style-type: none"> <li>• All Contractors who have physical, face-to-face, written, oral or electronic contact with students during the normal course of their service.</li> <li>• Any Contractor who may be in a position to establish a relationship of trust with a student notwithstanding that direct contact with students would be rare (for example, full-time maintenance personnel who work when students are expected to be present).</li> <li>• Any Contractor who is legally required to have a WWC Clearance.</li> </ul> <p>It does not matter how often they provide the service or whether or not a staff member is supervising, or otherwise present, when they are providing the service.</p> <p>Examples of Direct Contact Contractors may include:</p> <ul style="list-style-type: none"> <li>• Maintenance workers who regularly work at times when students are present.</li> <li>• Tutors.</li> <li>• Specialist music or drama teachers.</li> <li>• Casual teachers.</li> <li>• Sporting team coaches.</li> <li>• Outdoor education specialists.</li> <li>• Physical education service providers.</li> <li>• Regular umpires, referees or linesman at sporting events.</li> </ul> <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 the Program.</p>
<b>Regular Contractor</b>	<p>Regular Contractors (other than those who are themselves children) who work in any school environment while children are present or are expected to be present are engaged in “child-connected work” within the meaning of MO 1359. However, they are not engaged in “child-related work”.</p> <p>Regular Contractors are individuals who provide contractor services to the School <b>eight or more times in any one year</b>, but who are not Direct Contact Contractors. They may have some incidental contact with students when providing their services.</p> <p>Examples of Regular Contractors may include:</p> <ul style="list-style-type: none"> <li>• Consultants.</li> <li>• Maintenance workers who regularly work at times when students are not expected to be present.</li> </ul>

	<ul style="list-style-type: none"> <li>Regular caterers for Staff events.</li> </ul> <p>Due to the regular nature of Regular Contractors' attendance at the School or school events, even though their contact with students may be incidental, they will have some child safety and wellbeing responsibilities and obligations within the Program.</p>
<b>Casual Contractor</b>	<p>Casual Contractors (other than those who are themselves children) who work in any school environment while children are present or are expected to be present are engaged in "child-connected work" within the meaning of MO 1359. However, they are not engaged in "child-related work".</p> <p>Casual Contractors are individuals who provide contractor services to the School, <b>seven times or less in any one year</b>, but who are not a Direct Contact Contractor. They may have incidental contact with students, but only in circumstances where:</p> <ul style="list-style-type: none"> <li>They are not left alone, one-on-one, with a student</li> <li>A reasonable person would not consider that the contact may enable the individual to form a relationship of trust with a student</li> <li>A reasonable person would not consider the contact to create a risk to the safety of a student.</li> </ul> <p>Examples of Casual Contractors may include individuals who, seven times or less per year:</p> <ul style="list-style-type: none"> <li>Provide one-off emergency maintenance work.</li> <li>Give a speech, performance or presentation at the School.</li> <li>Provide assistance with one-off activities at a School sports day (e.g. lifeguards at a yearly swimming carnival).</li> </ul> <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>
<b>External Education Providers</b>	<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"> <li>Another registered school.</li> <li>A government school including: <ul style="list-style-type: none"> <li>the Virtual School Victoria.</li> <li>Distance Education Centres.</li> </ul> </li> <li>TAFE Colleges.</li> <li>Registered Training Organisations (RTOs).</li> <li>other external providers with appropriate scope of registration, qualifications and expertise.</li> </ul> <p>The delivery of such a course may take place on school premises or elsewhere.</p> <p>For the purposes of the Program, External Education Providers are considered Direct Contact Contractors.</p>
<b>School Board / School governing authority</b>	<p>The School Board is Strathcona's "school governing authority" for the purposes of MO 1359.</p> <p>The School Board includes all members irrespective of their level of interaction with students or school policy.</p>
<b>School environment</b>	<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"> <li>A campus of the School.</li> <li>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).</li> <li>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"> <li>Camps.</li> <li>Approved homestay accommodation.</li> <li>Delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers, another school.</li> <li>Sporting events, excursions, competitions and other events.</li> </ul> </li> </ul>
<b>School Principal</b>	<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 Program.</p>
<b>School Staff</b>	<p>"School Staff" is a particular phrase used in MO 1359. It defines "School Staff" as an individual working in a school environment who is:</p> <ul style="list-style-type: none"> <li>Directly engaged or employed by a school governing authority.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A minister of religion, religious leader or an employee or officer or a religious body associated with the School.</li> </ul> <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, as well as Direct Contact Contractors at the School and any minister of religion or religious leader, no matter their age or the frequency of their engagement. It is therefore broader in scope than the terms “Staff” and “Staff Members” as set out below.</p>
<b>Staff and Staff Members</b>	<p>The terms “Staff” and “Staff Members” include all people employed by the School whether full-time or part-time, or on a permanent, temporary or casual basis. These terms include all teaching and non-teaching Staff and, unless otherwise stated, the Principal.</p> <p>Where differentiation between teachers and non-teaching Staff is required in a particular policy, it will be expressly stated within the policy.</p> <p>Where the terms “Staff” and “Staff members” are extended in a particular policy to include other members of the school community such as Volunteers or Contractors, this is expressly stated within the policy.</p>
<b>Student</b>	<p>A student is defined in MO 1359 as a person who is enrolled at or attends the School.</p> <p>Where the term “student” is used in this Program, it refers to any child, young person or adult (a person aged 18 or over) enrolled at the School.</p>
<b>Visitor</b>	<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"> <li>• Casual Volunteers.</li> <li>• Casual Contractors.</li> <li>• Parents, carers and other adult family members of students, when they are attending school events or in a school environment.</li> <li>• People invited by the School or a staff member to attend a school event or to be in a school environment.</li> <li>• People who attend a school environment for commercial purposes, such as for deliveries or sales purposes.</li> </ul>
<b>Volunteer</b>	<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 MO 1359.</p> <p>However, many, but not all, Volunteers are engaged in “child-connected work” for the purposes of MO 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 has identified three categories of Volunteers, based on the level and frequency of their interaction with students. Volunteers’ responsibilities and obligations under the Program may depend on their category. The categories of Volunteer are:</p> <ul style="list-style-type: none"> <li>• Direct Contact Volunteers.</li> <li>• Regular Volunteers.</li> <li>• Casual Volunteers.</li> </ul> <p>Where the term “Volunteer” is used, it captures “Direct Contact Volunteers”, “Regular Volunteers” and “Casual Volunteers”.</p>
<b>Direct Contact Volunteer</b>	<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 MO 1359.</p> <p>Direct Contact Volunteers are individuals who provide volunteer services to the School and who, in the course of providing these services, have “direct contact” with students (unless the direct contact is only occasional and is incidental to their volunteer work).</p> <p>This means that Direct Contact Volunteers include:</p> <ul style="list-style-type: none"> <li>• All Volunteers who have physical, face-to-face, written, oral or electronic contact with students during the normal course of their volunteer service.</li> <li>• Any Volunteer who is legally required to have a WWC Clearance.</li> </ul>

	<p>It does not matter how often they provide volunteer services or whether or not a staff member is supervising, or otherwise present, when they are providing the services.</p> <p>Examples of Direct Contact Volunteers include individuals who:</p> <ul style="list-style-type: none"> <li>• Attend a School camp or excursion.</li> <li>• Assist a student during a learning activity.</li> <li>• Assist a student to complete tests or exams (e.g. as a scribe or reader).</li> <li>• Coach, manage, or assist with the coaching or managing, of sports at the School.</li> <li>• Assist with theatre or music productions.</li> <li>• Tutor, or assist with the tutoring of, a student in extracurricular activities such as music, choir or debating.</li> <li>• Volunteer in the School canteen or uniform shop.</li> </ul> <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 the Program.</p>
<b>Regular Volunteer</b>	<p>Regular Volunteers (other than those who are themselves children) who work in any school environment while children are present or are expected to be present are engaged in "child-connected work" within the meaning of MO 1359. However, they are not engaged in "child-related work".</p> <p>Regular Volunteers are individuals who provide volunteer services to the School, <b>eight or more times in any one year</b>, but who are not a Direct Contact Volunteer. They may have some incidental contact with students when providing their services.</p> <p>Examples of Regular Volunteers include individuals who volunteer eight or more times per year:</p> <ul style="list-style-type: none"> <li>• On school advisory committees or advisory councils (provided that they do not have direct contact with students while doing so).</li> <li>• In the School's administrative office (other than in a role that has direct contact with students).</li> </ul> <p>Due to the regular nature of Regular Volunteers' attendance at the School or school events, even though their contact with students may be incidental, they will have some child safety and wellbeing responsibilities and obligations within the Program.</p>
<b>Casual Volunteer</b>	<p>Casual Volunteers (other than those who are themselves children) who work in any school environment while children are present or are expected to be present are engaged in "child-connected work" within the meaning of MO 1359. However, they are not engaged in "child-related work".</p> <p>Casual Volunteers are individuals who provide volunteer services to the School, <b>seven times or less in any one year</b>, but who are not a Direct Contact Volunteer. They may have incidental contact with students when providing their services but only in circumstances where:</p> <ul style="list-style-type: none"> <li>• They are providing services aimed at the general public.</li> <li>• They are not likely to be left alone, one-on-one, with a student.</li> <li>• A reasonable person would not consider that the contact may enable the individual to form a relationship of trust with a student.</li> <li>• A reasonable person would not consider that the contact may create a risk to the safety of a student.</li> </ul> <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"> <li>• At a working bee to cover books or landscape a school garden at times when students are not expected to be present.</li> <li>• On a stall at a School fair.</li> <li>• On a School BBQ at a sporting event.</li> <li>• In the School administrative office (other than in a role that has direct contact with students).</li> </ul> <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>



## Appendix 2: Child Safety and Wellbeing Policy Register

Primary Policy	
Standard	Policy Name
2	Child Safety and Wellbeing Policy
Related Policies	
Standard	Policy Name
1	Aboriginal and Torres Strait Islander Students (Child Safety and Wellbeing) Policy
2	Adult Child Safety and Wellbeing Code of Conduct
2	Child Safety Policy – Simplified
2	Child Safety Policy – Simplified (Translated)
2	Staff and Student Professional Boundaries Policy
2	Student Child Safety and Wellbeing Code of Conduct
2	Child Safety Code of Conduct – Simplified
2	Child Safety Code of Conduct – Simplified (Translated)
2	Child Safety and Wellbeing Record Keeping Policy
2	Child Safety and Wellbeing Information Sharing Policy
3	Participation and Empowerment of Students Policy.
4	Child Safety and Wellbeing Family and Community Involvement Policy
5	Culturally and Linguistically Diverse Students (Child Safety and Wellbeing) Policy
5	Students with Disability (Child Safety and Wellbeing) Policy
5	LGBTQIA+ Inclusion Policy
6	Child Safety and Wellbeing Human Resources Management Policy
7	Child Safety and Wellbeing Reporting and Responding Obligations Policy
7	Child Safety and Wellbeing Complaints Management Policy
7	Child Safety Complaints and Concerns Policy – Simplified
7	Child Safety Complaints and Concerns Policy – Simplified (Translated)
8	Child Safety and Wellbeing Training and Supervision Policy
9	Child Safety and Wellbeing Risk Management Policy
10	Child Safety and Wellbeing Program Review and Continuous Improvement Policy
11	<p><b>Standard 11: Policies and procedures document how the organisation is safe for children and young people.</b></p> <p>No standalone policy. This standard is addressed through the overall suite of child safety and wellbeing policies, collectively referred to as that <b>Child Safety and Wellbeing Policy Register</b>.</p>