



Child Safe Standards

Child Safe Standards Compliance Summary

The eleven Child Safe Standards and Woodline Primary's approach to each are summarised in the below table:

| No. | Standard | Woodline Primary Approach or Relevant Policies |
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| 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. | <ul style="list-style-type: none"> ● Permanent Agenda Item for Board Meetings through Principal Report ● Child Protection Policy ● Reportable Conduct Scheme Policy ● Duty of Care Policy ● Child Wellbeing Policies ● Reconciliation Action Plan ● Value of Honouring the Individual ● Cultural Training for all Team Members ● Visible Cultural Representation throughout the School ● Delivery of Aboriginal and Torres Strait Islander Histories and Culture Curriculum ● Bullying and Harassment Policy ● Inclusion Statement on relevant documentation ● Daily Acknowledgement of Country ● Harmony Day ● Sorry Day Gathering ● Reconciliation Week ● Weekly Wellbeing Team Meetings |
| 2 | Child Safety and Wellbeing is embedded in Leadership, Governance and Culture | <ul style="list-style-type: none"> ● Board to review and amend policies as required ● Permanent Agenda Item for Board Meetings ● Child Wellbeing Policies ● Child Protection Policy ● Child Welfare Policy ● Duty of Care Policy ● Leader of Wellbeing Role ● Weekly Wellbeing Team Meetings ● Termly Team Member Wellbeing Meetings ● Permanent Agenda Item on Weekly Executive Meetings |



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| | | <ul style="list-style-type: none"> ● Emotional Wellbeing is schools' philosophy centre point ● Respectful Relationships ● Low Team to Child Ratios ● Commitment to Child Safety is displayed on relevant platforms ● Code of Conduct |
| 3 | Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously. | <ul style="list-style-type: none"> ● Code of Conduct ● Duty of Care Policy ● Child Wellbeing Policies ● Child Welfare Policy ● Resilience, Rights and Respectful Relationships Program ● Restorative Practices ● Hush Education (body safety and sexuality education) ● Cybersafe Workshops ● Reggio Emilio Approach (rights of the Child) ● Connection Opportunities (Circle Time) ● Buddy Program ● Transition Program ● Community Gatherings ● Relevant Picture Story Books and Text Books ● Cultural Inclusion and Safety Training ● Daily Acknowledgement of Country ● Reconciliation Action Plan ● Induction Procedure for New Team Members and Volunteers ● Mandatory Reporting Modules ● School Values ● Seesaw ● Record Keeping on Compass ● Leader of Wellbeing ● All Gender Facilities ● Secular School ● Principal Child Catch Ups |
| 4 | Families and communities are informed and involved in promoting child safety and wellbeing. | <ul style="list-style-type: none"> ● Child Safe Standards Policy ● Behaviour Management Policy ● Complaints and Grievances Policy ● Enrolment Policy ● Enrolment Agreement ● Duty of Care Policy ● School Management System ● Seesaw |



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| | | <ul style="list-style-type: none"> ● Family Engagement Statement ● Caregivers Association ● Termly Operations Principal Report at Parent Association Meetings ● Restorative Approach ● Weekly Newsletter ● Website ● Termly Connection Conferences ● Consultation for New Strategic Plans ● Yearly Feedback Survey ● Community Gatherings |
| 5 | Equity is upheld and diverse needs respected in policy and practice. | <ul style="list-style-type: none"> ● Child Safe Standards is a permanent Agenda Item for Board Meetings ● Child Protection Policy ● Reportable Conduct Scheme Policy ● Duty of Care Policy ● Reconciliation Action Plan ● Value of Honouring the Individual ● Cultural Training for all Team Members ● Visible Cultural Representation throughout the School ● Delivery of Aboriginal and Torres Strait Islander Histories and Culture Curriculum ● Disability Training for all Team Members ● Bullying and Harassment Policy ● Inclusion Statement on relevant documentation ● Daily Acknowledgement of Country |
| 6 | People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice. | <ul style="list-style-type: none"> ● Board to review and amend strategies as required ● Mandatory Reporting Policy ● Child Safe Risk Assessment ● Child Safe Risk Assessment Matrix ● Duty of Care Policy ● Managing Child Wellbeing (Off-site Supervision of Child Policy) ● Managing Child Wellbeing (On-site Supervision of Child Policy) ● Protecting Children from Abuse (Fact Sheet for Caregivers and Guardians) |
| 7 | Processes for complaints and concerns are child-focused. | <ul style="list-style-type: none"> ● Board to review and amend strategies as required ● Bullying & Harassment Policy ● Behaviour Management Policy |



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| | | <ul style="list-style-type: none"> ● Feeling Safe - Fact Sheet for Children ● Duty of Care Policy |
| 8 | Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training. | <ul style="list-style-type: none"> ● Permanent agenda item for all Board meetings ● Mandatory Reporting for Board members and Team members ● Board and Team training in <ul style="list-style-type: none"> ○ Child Safety Policy ○ Child Wellbeing Policy ○ Code of Conduct ● Volunteer induction ● HUSH Education incursion ● Cyber safety workshops for the community |
| 9 | Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed. | <ul style="list-style-type: none"> ● Managing Children's Wellbeing Internet Use Policy ● Child Led Technology User Agreement ● Caregiver Digital Technology Consent Form ● Cyber Safety workshops for the community ● Mandatory Data Breach Procedure (contractor) ● Child internet search restrictions (contractor) ● Respectful Relationships ● Maintenance Schedule ● Mandatory Working with Children's Check (WWCC) required for all adults onsite ● All employees, volunteers and contractors are required to sign a declaration in agreeance with our Child Safe Standard Policy ● Child Feedback Survey ● Child Safe Risk Assessment ● Child Safe Risk Assessment Matrix ● Duty of Care Policy ● Managing Child Wellbeing (Off-site Supervision of Childs Policy) ● Managing Child Wellbeing (On-site Supervision of Child Policy) ● Protecting Children from Abuse (Fact Sheet for Caregivers and Guardians) |



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| 10 | Implementation of the Child Safe Standards is regularly reviewed and improved. | <ul style="list-style-type: none"> ● Annual Policy Review Schedule ● School Management System for recording incidents ● Risk Assessment Template ● Permanent agenda item for all Board meetings ● Permanent agenda item for weekly Team meetings ● Communicate with Families through weekly newsletter ● Social stories for Children ● Child safety risk register |
| 11 | Policies and procedures document how the organisation is safe for children and young people. | <ul style="list-style-type: none"> ● RAP ● Child Feedback Surveys ● Family Feedback Surveys ● Team Termly Wellbeing Check Ins ● Connection Conferences ● Risk Assessments ● Maintenance Schedule ● Annual Operations Calendar ● Recruitment Processes ● School Management System ● Child Safety Risk Register ● Woodline Standard Operating Procedures ● Weekly newsletter to Families ● Principal catch ups with Children |

Woodline Primary recognises that application of each standard must reflect three key principles:

- Promoting the cultural safety of Aboriginal children
- Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- Promoting the safety of children with a disability

Communication of the Woodline Primary Child Protection Policy Framework

The Woodline Primary Child Protection Policy Framework will be part of the induction for all Woodline Primary Team members and reflected on and refined if necessary, as part of the in-house professional development. All policies will be accessible to the Team via the School Shared Drive.

The policies will be communicated to caregivers:



- in newsletters;
- at time of enrolment via email
- at caregiver information sessions
- Woodline website

Further Details

Woodline Primary applies best practice standards in the recruitment, screening and training of its Team and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. We will ensure that Team member induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse and neglect.

All prospective Team members, caregivers and volunteers are required to undergo a National Criminal History Records check or maintain a valid Working with Children Check and sign a Child Safety Declaration.

Woodline Primary has processes for reporting a child safety concern or complaint. Woodline has clear expectations for Team members and community members in making a report about a child or young person who may be in need of protection in the Mandatory Reporting Policy.

Woodline Primary prioritises listening to children. Woodline Primary has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their caregivers. As part of the Woodline Wellbeing Program, children work with Guides to learn about their right to feel safe and what they can do and who they can talk to, if they don't feel safe. We encourage child and caregiver involvement and engagement that informs safe school operations and builds the capability of children and caregivers to understand their rights and their responsibilities.

When Woodline is gathering information in relation to a complaint about alleged misconduct with, or abuse of, a child the school will listen to the complainant's account of things and take them seriously, check understanding and keep the child (or their caregivers) informed about progress. Caregivers are provided with information about protecting children from abuse. This information can be found in relevant school documents, including Woodline's Protecting Children from Abuse (Fact Sheet for Caregivers).

Woodline Primary respects confidentiality and privacy. Woodline collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the School Privacy Policy.



Duty of Care Policy

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| Purpose: | The purpose of this policy is to explain to our school community the non-delegable duty of care obligations that all Team members at Woodline Primary owe to our children and members of the school community who visit and use the school premises |
| Scope: | Team members, children and caregivers |
| Implemented by: | Principal |
| Approved by: | WP Board |
| Reviewed: | Every two years or as regulatory changes arise or improvements are identified |
| Communicated via: | WP Website, Team Handbook, Family Handbook |

Policy

“Duty of Care” is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. As part of that duty, Guides are required to supervise children adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the Guide should reasonably have foreseen) and against which preventive measures could be taken.

The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

This will involve consideration of the following factors:

- identifying the risk of harm
- the probability that the harm would occur if precautions were not taken
- the likely seriousness of the harm
- the social utility of the activity that creates the risk of harm
- the burden of taking precautions to avoid the risk of harm

The Principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances and Guides are responsible for carrying out their assigned supervisory duties in such a way that children are, as far as can be reasonably expected, protected from injury or harm. Team members are to refer to the Managing Child Wellbeing - Onsite Supervision policy.



Woodline Primary Team Members understand that school activities involve different levels of risk and that particular care may need to be taken to support younger children or children with additional needs. Woodline Primary also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises.

All Team Members acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our children.

Woodline Primary has zero tolerance for child abuse and is committed to meeting the requirements of Ministerial Order 1359 and the Child Safe Standards. Mandatory Reporting is vital to ensuring that any instances of child abuse are reported according to the Child Safe Standards. The Victorian Government believes it is important that organisations are subject to a well-defined legal duty to prevent child abuse within organisations. A new statutory duty of care under the *Wrongs Amendment (Organisational Child Abuse) Act 2017* (see Part XIII of *Wrongs Act 1958*) has therefore been created to ensure there is a clear legal duty placed on organisations to take reasonable steps to minimise the risk of child abuse, perpetrated by organisational representatives.

Implementation

The Principal and Guides are held to a high standard of care in relation to children. The duty requires the Principal and Guides to take reasonable steps to minimise the risk of reasonably foreseeable harm, including:

- ensuring the school complies with the Child Safe Standards
- providing of suitable and safe premises
- providing of an adequate system of supervision
- undertaking risk assessments for school activities and events
- implementation of strategies to avoid injury, both physical and psychological (including injury suffered as a result of bullying)
- ensuring that medical assistance is provided to a sick or injured child
- taking other reasonable precautions to minimise the risk of child abuse by an individual associated with Woodline Primary
- managing employee recruitment, conduct and performance.

The duty is *non-delegable*, meaning that it cannot be assigned to another party. However, this does not mean that only one person holds a duty of care to a particular child at any one time. Multiple Team Members may have a duty of care to the same child, with differing responsibilities and roles to play in relation to Woodline Primary's discharging its overall duty of care. The precise scope of each Team Member's duty of care may be different. For example, the Principal is not required to personally supervise every child at lunchtime to



discharge their duty but instead is responsible for establishing and monitoring the system for supervision that is shared amongst Team Members. Other Team Members may be responsible for preparing the supervision roster and each team member rostered on supervision will have a duty of care to take reasonable steps in relation to any foreseeable risks to children arising at lunchtime which may include:

- monitoring specific children where there are known risks
- generally monitoring all children and intervening where there is inappropriate behaviour
- responding to accidents and taking appropriate measures to follow up any incidents that have occurred, which may involve ensuring that the incident is reported to another Team Member with responsibility for further action:
 - Minor Injury: Compass Chronical entry
 - Serious Injury: Compass Chronical entry, Incident Report, Report to Business Operations Manager
 - OH&S Concerns: Report to Business Operations Manager

A Team Member's duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a child is acting on a Team Member's instructions. The duty also applies to situations both before and after school where a Guide can be deemed to have 'assumed' the Guide/child relationship.

The Team Member's duty of care is greater than that of the ordinary citizen in that a Team Member is obliged to protect a child from reasonably foreseeable harm or to assist an injured child, while the ordinary citizen does not have a legal obligation to respond.

Woodline Primary Team Members are required to ensure that we meet the requirements of Ministerial Order 1359 and the Child Safe Standards which applies to all Team Members, contractors, volunteers and any other member of the Woodline Primary community involved in child-related work with children at Woodline Primary. A breach in duty of care will be established if a Team Member or the Principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.

Informing Team Members of the Legislative Liability of Duty of Care

All Team Members will be informed of their legal requirement via:

- New Team Members will be informed of their Duty of Care as part of Woodline Primary's Induction Program
- Child Safety will be a regular agenda item at Team meetings
- Team Members will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions
- Team Members will be directed to the Child Wellbeing Policy annually

Reportable Conduct Scheme



A Victorian reportable conduct scheme commenced operation on 1 July 2017, and it is administered by the Commission for Children and Young People.

The scheme requires organisations that have a high level of responsibility for children to report allegations of child abuse and child related misconduct to the Commission for Children and Young People. Central oversight of how organisations respond to allegations of reportable conduct helps embed a child-safe culture across all organisations.

Table of Amendments

| Version number | Date | Short description of amendment |
|-----------------------|----------------|--|
| 1.0 | November 2020 | Draft of the new policy |
| 2.0 | September 2022 | To comply with new child safe standards |
| 3.0 | September 2024 | Updated language Included further details |
| Scheduled review date | | September 2026 |



Child Welfare Policy

| | |
|-------------------|--|
| Purpose: | To state Woodline Primary's commitment to providing a safe and supportive environment for all children in-line with Child Safe Standards |
| Scope: | Woodline Primary Community |
| Implemented by: | Principal |
| Approved by: | Woodline Board – Policy Sub-Committee |
| Reviewed: | Every two years or as legislative changes or improvements are identified |
| Communicated via: | Woodline Primary Website, Team and Volunteer Induction, Family Handbook |

1. Policy Statement

To ensure that Woodline Primary provides a safe, secure, supportive and stimulating environment that is responsive to the social, emotional, and learning needs of all members of the school community. To encourage cooperation, respect and consideration for and between all members of the school community.

Corporal punishment is not permitted under any circumstances at Woodline Primary.

2. Aim

The social, emotional and physical wellbeing of the children at Woodline Primary is held in the highest regard and its implementation is pivotal to their success at school and for their future lives. We commit time and effort to promoting positive relationships and effective ways of dealing with conflict and emotional dysregulation. We are committed to working with caregivers to reinforce safety concepts and strategies at home.

The National Safe Schools Framework

At Woodline Primary we:

- affirm the right of all school community members to feel safe at school. We promote care, respect, connection and cooperation and value diversity
- implement policies, programs and processes to nurture a safe and supportive school environment



- recognise that leadership from the Principal and Executive Team, filtering to the Guides and then the children is an essential element that underpins the creation of a safe and supportive school environment
- develop and implement policies and programs through processes that engage the whole school community
- ensure that roles and responsibilities of all members of Woodline Primary community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
- recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
- have a responsibility to provide opportunities for children to learn through the formal curriculum, the knowledge, skills and dispositions needed for positive relationships
- focus on policies that are proactive and oriented towards prevention and intervention
- regularly monitor and evaluate policies and programmes so that evidence-based practice supports decisions and improvements
- take action to protect children from all forms of abuse and neglect

Guidelines

Guidelines that support the above aim includes, but is not limited to, the following:

- All children are acknowledged and valued as individuals regardless of gender, language, sexual orientation, culture, ethnicity, religion, health, disability, neurodiversity or socioeconomic background
- Team Members and children have a right to work, interact and play in an atmosphere conducive and supportive to learning and emotional health
- Children have a right to be educated in a positive, safe, encouraging environment with expectations of care, courtesy and respect for all
- Children have the right to be treated equally in an environment that values and encourages tolerance, inclusion, integrity and diligence
- Children have a right to work and play free from intimidation
- Woodline Primary has a responsibility to identify children at risk both socially and academically and to devise approaches which support them
- Woodline Primary has a responsibility to ensure that internal processes address children with specific learning needs
- Woodline Primary aims to develop children who are resilient, confident and independent within their community and relationships

3. Implementation

The following practices and procedures will be followed:

- The philosophy of Woodline Primary is reflected in the whole school approach to children's wellbeing



- The values expressed in our philosophy and guiding principles will underpin our relationships and engagement of all stakeholders and our teaching and learning
- Team Members will participate in ongoing Professional Development and training regarding wellbeing practice and the application of the school's philosophy and values
- A culture of positive reinforcement and encouragement will permeate all facets of our school
- Woodline Primary will value and encourage individuality, difference and diversity
- Wellbeing Guide and Deputy Principal will meet with Team Members regularly to monitor the needs of individual child and develop support plans as required
- Team Members will engage with regular check-ins with caregivers as to the emotional wellbeing of their child
- Caregiver education and information will be a focus of Woodline Primary's approach to wellbeing
- Caregivers are recognised as the first educators of their child and are seen as partners within the school's approach to the children's wellbeing
- Community partnerships and links will be sought to enhance the programs and complement the procedures of the school's practice in relation to a whole school approach to children's wellbeing
- Specific community services will be shared to provide support for children and Team Members, as required
- Punitive discipline will not be permitted under any circumstance at Woodline Primary

Evaluation

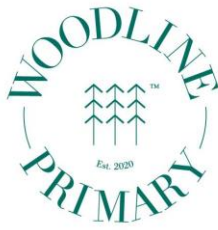
The Child Welfare Policy will be reviewed and modified on an ongoing basis. Feedback from Team Members, children and caregivers will be used to assess the effectiveness of the policy's implementation and to modify the process to ensure the best possible outcomes in supporting our child welfare.

Mandatory Reporting of Child Abuse

Woodline Primary is committed to supporting the wellbeing of its children and protecting them from child abuse. All members of the school community share a responsibility to ensure the welfare of all children. See Mandatory Reporting Policy and Procedures and the Child Protection Policy for further information about our approach to protecting children from abuse.

Table of Amendments

| Version number | Date | Short description of amendment |
|----------------|-----------|--------------------------------|
| 1.0 | June 2020 | New policy |



| | | |
|-----|----------------|---|
| 2.0 | September 2022 | To comply with new child safe standards |
| 3.0 | September 2024 | Updated language |

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|-----------------------|----------------|
| Scheduled Review Date | September 2026 |
|-----------------------|----------------|



Child Protection Policy

| | |
|-------------------|--|
| Purpose: | To set out the policies included within the School's Child Safety Framework which comply with Child Safe Standards in Ministerial Order 1359 |
| Scope: | All persons within the Woodline Primary community |
| Implemented by: | Principal |
| Approved by: | WP Board |
| Reviewed: | Yearly or as regulatory changes arise or improvements are identified |
| Communicated via: | WP Website, Team Handbook, Family Handbook |

1. Purpose

This Policy defines the framework of policies, processes and supporting documentation which support Woodline Primary's duty of care to take reasonable precautions to prevent the abuse of a child by an individual associated with the school while the child is under the care, supervision or authority of the school. The Principal holds final responsibility for ensuring these policies are implemented including the strategies to mitigate risk as listed in this policy.

Background

Ministerial Order No.1359 outline the requirements for the minimum standards for maintaining 'child-safe environments' for all organisations with direct and regular contact with children be standardised in all registered Victorian schools.

Woodline Primary's Child Protection Policy Framework is designed to provide clear processes for preventing, identifying, reporting and managing risks to child safety.

2. Framework

The following policies form the Woodline Primary Child Protection Policy Framework:

- Child Welfare Policy
- Bullying & Harassment Policy
- On-Site Supervision Policies
- Off-Site Supervision Policies
- First-Aid Policy
- Accidents & Incidents Register & Policy
- Distribution of Medicines Policy



- Internet Use Policy
- Child Protection Policy
- Mandatory Reporting Policy
- Anaphylaxis Management Policy
- Behaviour Management Policy
- Child Safety Code of Conduct
- Gender Identity and Discrimination Policy

3. Implementation

All Woodline Primary Team members will be trained on each of the above policies as part of their induction and each Team member will be asked to sign a Statutory Declaration that they have received the appropriate training prior to commencement at Woodline Primary.

All Team members will undertake refresher training on the Woodline Primary Child Protection Policy Framework each year they are employed at the school.

4. Review

The Board will review the Woodline Primary Child Protection Policy Framework once each year to determine whether any new policies, or amendment of existing policies, should be added/made to the policy framework, both in light of changing legislation and regulations, and any events or occurrences at Woodline Primary during the previous 12 month period.

Table of Amendments

| Version Number | Date | Short description of amendment |
|-----------------------|----------------|---|
| 1.0 | June 2020 | New policy |
| 2.0 | June 2021 | No updates required |
| 3.0 | September 2022 | To comply with new child safe standards |
| 4.0 | September 2023 | No updates required |
| 5.0 | September 2024 | Updates to language |
| Scheduled Review Date | | September 2025 |



Reportable Conduct Scheme Policy

| | |
|-------------------|--|
| Purpose: | To ensure that Woodline Primary complies with its obligations under the Reportable Conduct Scheme. |
| Scope: | All persons within the Woodline Primary community |
| Implemented by: | Principal |
| Approved by: | WP Board |
| Reviewed: | Yearly or as regulatory changes arise or improvements are identified |
| Communicated via: | WP Website |

Introduction

The protection of children and young persons is the responsibility of everyone who works at Woodline Primary including Team, contractors, caregivers and volunteers. We all share responsibility for promoting the wellbeing and safety of children.

The Reportable Conduct Scheme is administered by the Commission for Children and Young People (Commission). The Scheme provides for the reporting to the Commission of allegations of reportable conduct or misconduct that may involve reportable conduct, committed by employees (including volunteers, contractors and officeholders) within or connected to Woodline Primary.

1. Purpose

The purpose of this policy is to ensure that Woodline Primary complies with its obligations under the Reportable Conduct Scheme.

The Principal is responsible for ensuring compliance by Woodline Primary with its obligations under the Reportable Conduct Scheme. In particular, the Principal will ensure that Woodline Primary has in place:

- a system for preventing the commission of reportable conduct by an employee of Woodline Primary within the course of their employment;
- a system for enabling any person, including employees of Woodline Primary, to notify the Principal of a reportable allegation of which the person becomes aware, or to notify the Chair of the Board of an allegation involving the Principal;
- a system for investigating and responding to a reportable allegation against an employee of Woodline Primary



Everyone involved in Woodline Primary has a role to play and may disclose an allegation of reportable conduct involving an employee to the Commission or to the Principal.

2. Reportable Allegation

Any person who has any information that leads them to form a reasonable belief that an employee of Woodline Primary has committed:

(a) reportable conduct; or

(b) misconduct that may involve reportable conduct is encouraged to report such information to the Principal:

- in writing addressed to the Principal in a sealed envelope marked 'Private and confidential' and delivered to Woodline Primary Reception
- in writing sent by post in an envelope marked Private and confidential and addressed to:
The Principal
Woodline Primary
405 Barrabool Rd
Ceres Vic 3221
- by email marked – Reportable Conduct – sent to – principal@woodlineprimary.com.au
- by telephone advising that the person wishes to report an allegation of reportable conduct to the
Principal
Telephone: 0409 654 282

If the person has information about a reportable allegation involving the Principal of Woodline Primary, the person may directly notify the Chair of the Board:

- in writing addressed to the Chair of the Board in a sealed envelope marked Private and confidential and delivered to Woodline Primary Reception
- in writing sent by post in an envelope marked 'Private and confidential and addressed to:
The Chair of the Board
c/- Woodline Primary
405 Barrabool Rd
Ceres Vic 3221
- A report may also be made directly to the Commission for Children and Young People at:



Commission for Children and Young People,
Level 18 570 Bourke Street Melbourne Victoria 3000
Telephone: (03) 8601 5281
email: childsafestandards@ccyp.vic.gov.au

A report may be made whether or not the conduct or misconduct is alleged to have occurred within the course of the employee's employment with Woodline Primary.

3. Preventing Reportable Conduct from Occurring

Woodline Primary has policies and practices that take a preventative approach to keeping children safe and for the early identification and response to risks of child abuse in the Woodline's physical environment. Such policies and practices include:

- Child Safe Code of Conduct
- Child Protection Commitment Statement
- Child Protection and Obligations of Reporting Policy/Procedures

4. Procedures for Responding to and Reporting Suspected Child Abuse

Woodline Primary has procedures for responding to and reporting suspected abuse of a child currently in its care. Woodline Primary also has practices and programs that support, encourage and enable the Team, caregivers and children to understand, identify, discuss and report child safety matters. Such policies and practices include:

- Child Protection and Obligations of Reporting Policy/Procedures
- Team Issue Resolution Policy and Procedure
- Complaints and Grievances Policy

5. Reportable Allegation Investigation

As soon as possible after becoming aware of a reportable allegation against an employee, the Principal will inform the Board Chair and commence an investigation, which may include appointing an independent investigator. Depending on the nature of the allegation, the Principal may follow the processes set out in the other school policies noted above. Generally, the person appointed to conduct the investigation will decide on the appropriate process for the investigation, taking into account the principles of natural justice and will advise the parties of such matters.

The investigator will, as soon as practicable:

- conduct an investigation into the allegation;
- conduct interviews of relevant persons and seek any further information they deem necessary;
- provide to the Principal a confidential report of their findings in relation to the allegation against the
- employee; and



- if requested, make recommendations about what disciplinary or other action should be taken (if any).

The Principal will consider the findings and recommendations if any and determine what further action, if any, to take in relation to the allegations. If an allegation involves a possible criminal offence, the Principal will first obtain clearance from Victoria Police before beginning an investigation.

6. Responsibilities of the Principal

The Principal is responsible for notifying the Commission of a reportable allegation in line with the Reportable Conduct Scheme and for investigating such allegations and providing the findings to the Commission. If the Principal becomes aware of a reportable allegation against an employee of Woodline Primary, they will notify the Commission in writing of the following:

Within 3 business days after becoming aware of the allegation:

- the name and date of birth (if known) of the employee involved
- whether Victoria Police has been contacted
- contact details for the School and the Principal

As soon as practicable and within 30 calendar days:

- details of the allegation
- details of Woodline Primary's response to the allegation
- reasons for whether or not any disciplinary or other action is proposed
- any written response from the employee concerning the allegation that the employee wished to have considered in determining what, if any, disciplinary or other action should be taken

Advice on investigation – as soon as practicable:

- Name of investigator

Outcomes of investigation – as soon as practicable

- a copy of the findings and reasons for the findings
- details of any disciplinary or other action that the Principal proposes to take
- Principal will take proposal to The Board for approval
- reasons for taking or not taking any disciplinary or other action



Additional documents and information

- any information or documents relating to the allegation or an investigation that the Commission may request

7. Communication

The Woodline Primary community will be informed about this policy. It will be publicly available. It will be available on the Woodline Primary's website, personnel induction programs and during recruitment and enrolment processes for Team, contractors and volunteers.

8. Definitions

Child

A child is an individual who is under the age of 18 years.

Employee

For the purpose of this policy, an employee is a person of or over the age of 18 years who is:

- (a) an employee of Woodline Primary, whether or not the person is employed in connection with any work or activities of Woodline Primary that relate to children;
- (b) engaged by Woodline Primary to provide services, including as a volunteer, contractor, office-holder or officer, whether or not the person provides services to children

Reportable Conduct

Reportable conduct means:

- (a) a sexual offence committed against, with or in the presence of, a child, whether or not a criminal proceeding in relation to the offence has been commenced or concluded;
 - (b) sexual misconduct committed against, with or in the presence of, a child;
 - (c) physical violence committed against, with or in the presence of, a child;
 - (d) any behaviour that causes significant emotional or psychological harm to a child;
- or



(e) significant neglect of a child.

Sexual Misconduct

Sexual misconduct includes behaviour, physical contact or speech or other communication of a sexual nature, inappropriate touching, grooming behaviour and voyeurism.

Table of Amendments

| Version number | Date | Short description of amendment |
|-----------------------|----------------|---|
| 1.0 | June 2020 | New policy |
| 2.0 | June 2021 | No updates required |
| 3.0 | September 2022 | To comply with new child safe standards |
| 4.0 | September 2023 | No updates required |
| 5.0 | September 2024 | Updated language |
| Scheduled review date | | September 2025 |



Mandatory Reporting Policy and Procedures

| | |
|-------------------|---|
| Purpose: | To define the roles and responsibilities of the Team in protecting the safety and wellbeing of children and young people and to enable the Team to: <ul style="list-style-type: none"> • identify the indicators of a child or young person who maybe in need of protection • make a report of a child or young person who may be in need of protection • comply with reporting obligations under child protection law and criminal law and in-line with Child Safe Standards in Ministerial Order 1359. |
| Scope: | WP Board and all Team members |
| Implemented by: | Principal |
| Approved by: | WP Board |
| Reviewed: | Yearly or as regulatory changes arise or improvements are identified |
| Communicated via: | WP Website, Team Handbook |

Aims

Woodline Primary is committed to supporting the wellbeing of children and protecting them from child abuse. All members of the school community share a responsibility to ensure the welfare of children.

Woodline Primary will act on any allegations or disclosures of child abuse made by, or in relation to a child, team, visitor, or any other person connected to the school environment in accordance with this policy to ensure that children are supported and protected.

Responding to Child Abuse Concerns

Woodline Primary Team members must take action by following the Four Critical Actions for Schools and using the Responding to Suspected Child Abuse Template.

1. Responding to an Emergency

- If a Team member believes a child to be in immediate risk of harm they should separate alleged victim from others involved, administer first aid if required, call 000 for urgent medical or police assistance. Team members should also notify the Principal who will be the contact person for future liaison with Police.



2. Child Safety

- Woodline Primary will act to reduce or remove the risk of child sexual abuse posed by an adult associated with the school. This includes employees, volunteers and caregivers who are involved in direct contact with children at the school.
 - The accused person will be asked to leave the school grounds immediately
 - Failure to do so will be reported to police and Woodline Primary will follow the Emergency Management Plan

3. Reporting to Authorities/Referring to Services

- As soon as immediate health and safety concerns are addressed, Team members must report all incidents, suspicions and disclosures of child abuse as soon as possible to the Principal and Department of Human Services (DHHS) Child Protection if the source of suspected abuse comes from within the community or family or Victoria Police if the source of suspected abuse comes from within the school
- Woodline Primary must report all allegations of Reportable Conduct to the Commission for Children and Young People on 1300 782 978
- If the Team member believes a child is not subject to abuse but still hold significant concerns for their wellbeing they should discuss their concerns with the Principal or a member of Woodline Primary's Executive Team and consider seeking advice from or making a referral to Child FIRST/The Orange Door (where the family is open to receiving support), DHHS Child Protection or Victoria Police
- The Principal is to secure and retain records of the allegation and Woodline Primary's response to it

4. Contacting Caregivers

- Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with caregivers

5. Protect any child connected to the allegation until it is resolved

- Act as a support person for the child
- Observe and monitor the child's behaviour
- Refer to and/or liaise with wellbeing professional
- Ensure the accused has no access to the child while at school

6. Provide ongoing support

- Woodline Primary will develop a child support plan based on consultations with professionals



Procedures

1. Reporting to relevant agencies

Relevant Agencies:

The relevant agencies are:

- Victorian Government Department of Health and Human Services (DHHS) Child Protection;
- Child FIRST (the Family Information Referral Support Team, which is also operated by the DHHS); and
- Victoria Police
- Victorian Registration and Qualifications Authority
- The Commission for Children and Young People

Child FIRST

Principals and Guides can share information and make a referral to Child FIRST when they have significant concern for a child's wellbeing, but do not believe that the child needs protection or is in imminent danger. Child FIRST is a registered local community service that can receive confidential referrals about a child of concern. It may be accessed for concerns of an emotional, psychological or social nature. It does not have any statutory powers to protect a child but can refer matters to family services.

Mandatory Reporting - Reporting Child Protection Concerns

Any Team member can make a report to DHHS Child Protection if they believe on reasonable grounds that a child is in need of protection, however the following Team members and other persons are mandated to make a report if they form such a belief;

- Registered Guides
- School Principals
- Registered medical practitioners, nurses, and all members of the police force

If a Woodline Primary Team member believes on reasonable grounds that a child is in need of protection, then they must make a report to DHHS Child Protection. The usual practice is that the Team member will inform the Principal, who will notify DHHS Child Protection. However, if the Principal does not share the Team member's belief or does not make a report, that Team member must make the report themselves.

A mandated reporter must make a report on each occasion that they form a belief and must make a report even if the Principal or others within the organisation do not share their belief.



Mandated reporters must ensure that a report has indeed been made in any instance that another mandated reporter has undertaken to make a report. A mandated reporter who fails to comply with these obligations may be committing a criminal offence.

Reporting Criminal Child Abuse & the Failure to Disclose Offence

Separate to the above mandatory reporting rules, any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child (or any child under 16) must disclose that information to police.

Failure to disclose the information to police is a criminal offence, except in limited circumstances including where there is a reasonable fear for their own safety or the safety of another person (such as a child or another family member) or where the person believes on reasonable grounds that the information has already been disclosed to police and they have no further information to add.

Failure to Protect Offence

All Team members should be aware that it is an offence where a person in a position of authority is aware there is a substantial risk of sexual abuse of a child of Woodline Primary by an adult associated with Woodline Primary, and that person has the power or responsibility to reduce or remove the risk, but negligently fails to do so.

Duty of Care

Team members also have a common law duty of care to protect the safety, health and wellbeing of children.

This duty includes taking reasonable precautions to prevent the abuse of a child by an individual associated with, or engaged by Woodline Primary, while the child is under the care, supervision or authority of Woodline Primary.

In the case of a child who may be in need of protection or therapeutic treatment, or where there are significant concerns about the wellbeing of a child, Team members can discharge this duty of care by taking the following actions:

- reporting their concerns to DHHS Child Protection or another appropriate agency (as identified above); and/or
- notifying the Principal of their concerns and the reasons for those concerns

The Principal and Guides are held to a high standard of care in relation to children. The duty requires the Principal and Guides to take all reasonable steps to reduce risk, including:

- provision of suitable and safe premises
- provision of an adequate system of supervision
- implementation of strategies to prevent bullying



- ensuring that medical assistance is provided to a sick or injured child
- managing employee recruitment, conduct and performance

The duty is non-delegable, meaning that it cannot be assigned to another party.

A Team member's obligation to discharge their duty of care to a child is an addition to their obligations as mandatory reporters or the obligation to report criminal child abuse.

Additional Guidance

A Team member does not have to be able to prove that the child has been abused before notifying protective services. An attempt should be made to file the report on the same day as the belief is formed. A mandated notifier is both legally and professionally protected. That means they cannot be successfully sued or subjected to any legal liability, nor can they be disciplined for unprofessional conduct by their professional body or the school.

They are able to share information, without legal or professional consequences, with family services such as Child FIRST and DHHS Child Protection to help protect vulnerable children.

The mandatory reporter's identity is usually protected by the Children, Youth and Families Act. Exceptions include when the reporter chooses to inform the child or the child's caregivers or guardians or when the court decides that it is satisfied that the interests of justice require that the evidence be given.

The Guide is not legally required to notify a protective service if they form a reasonable belief that a child is in need of protection in the Guide's private life or when they are working in a capacity that is not directly related to teaching.

If the Principal does not share the belief that a child is in need of protection and does not notify DHHS Child Protection, the Guide must still report the child abuse to the relevant agency. It is the school's policy that the Guide must inform the Principal that they have made a report.

In addition, Child FIRST and DHHS Child Protection can consult Victorian Guides and Principals when they are deciding how best to respond to a referral or a report they have received. The legislation allows the Guide to share relevant information with the DHHS about a vulnerable child without needing to be concerned about legal or professional consequences, provided the Guide does so in good faith. However, any information provided should be directly related to the Guide's concerns about the child and not based on second-hand information.



2. Forming a reasonable belief

A reasonable belief that a child is in need of protection is likely to be formed in circumstances where:

- a child discloses that they have suffered or is suffering non-accidental physical injury or sexual abuse
- a relative, friend or acquaintance states that a child has been sexually abused or non-accidentally injured
- professional observations of the child's physical condition or behaviours lead to a reasonable suspicion that the child has suffered or is suffering non-accidental physical injury or sexual abuse

The concerns and observations regarding the suspected physical injury or sexual abuse of a child must be discussed with the Principal.

Guides must make every effort to contact the Principal as soon as possible so there is no delay in contacting DHHS Child Protection.

If a Guide suspects that a child is in need of protection it is essential that they document all concerns and observations in a confidential file. This process of documentation may occur over a period of time.

Information about child abuse must remain confidential and the Guide must not discuss this information with anyone other than the Principal and DHHS Child Protection. Discussions with other members of Team are at the discretion of the Principal who may decide that other members of Team are likely to be of assistance.

Non-teaching Team members who have concerns about suspected physical or sexual abuse of a child must discuss these concerns and observations with the Principal.

3. Types of child abuse and indicators of harm

Child abuse can have a significant effect on a child's physical or emotional health, development and wellbeing. Types of child abuse include:

- physical abuse
- sexual abuse
- emotional abuse
- neglect
- medical neglect
- family violence
- grooming
- human trafficking (including forced marriage)



- sexual exploitation (including pornography and prostitution)

A mandatory report should be made to DHHS Child Protection in circumstances where, for example:

- the child is engaging in risk-taking behaviour
- genital mutilation has occurred, or there is a risk of it occurring
- there is a risk to an unborn child
- a child or young person is exhibiting sexually-abusive behaviours
- there are indications that a child is being groomed. For information see: Department of Justice and Regulation – Grooming offence

There are many indicators of child abuse and neglect. The presence of a single indicator, or even several indicators, does not prove that abuse or neglect has occurred. However, the repeated occurrence of an indicator, or the occurrence of several indicators together, should alert Guides to the possibility of child abuse and neglect.

Team members should also be aware of signs of 'grooming'. Grooming is when an adult engages in predatory conduct to prepare a child or young person for sexual activity at a later time.

Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child. Young people are often 'groomed' before they are sexually abused. Groomers may rely on mobile phones, social media and the internet to interact with children in inappropriate ways and will often ask the child to keep their relationship a secret. Offenders are deceptive and manipulative in the way they work, so it is important to draw on a range of information, such as the warning signs of sexual exploitation, if you have concerns.

4. Warning Signs of Child Abuse

The most common physical and behavioural indicators of child abuse are outlined below. This is not an exhaustive list.

Common Physical Indicators of Child Abuse

- bruises, welts, cuts/grazes or burns (especially those on back, bottom, legs, arms and inner thighs or in unusual configurations and may resemble an object)
- internal injuries and bone fractures not consistent with the explanation offered
- any injury to the genital or rectal area (e.g. bruising, bleeding, infection or anything causing pain to go to the toilet)
- wearing clothes unsuitable for weather conditions to hide injuries
- sexually transmitted diseases and/or frequent urinary tract infections



- appearing consistently dirty and unwashed and/or inappropriately dressed for weather conditions
- being constantly hungry, tired and listless
- having unattended health problems and lack of routine medical care
- internal injuries

Common Behavioural Indicators of Child Abuse

- disclosure of abuse and/or drawings or writing which depicts violence and abuse
- habitual absences from school without reasonable explanation
- significant and unexplained delays in emotional, mental or physical development
- regressive or unusual changes to behaviour (e.g. sudden decline in academic performance, nervousness, depression, withdrawal, hyperactivity, aggression, bedwetting)
- drug or alcohol misuse, suicide or self-harm, harm to others or animals
- an inconsistent or unlikely explanation for an injury, or inability to remember the cause
- reluctance to go home and/or a wariness or fear of a caregiver
- unusual fear of physical contact with adults
- persistent and age-inappropriate sexual activity (e.g. excessive masturbation or rubbing genitals against adults, promiscuity)
- poor self-care or personal hygiene
- an unusually close connection with an older person
- possessing expensive gifts or money (e.g. a new mobile phone given to them by a “friend”)
- taking on a caretaker role prematurely, trying to protect other family members

What are the signs that an adult is perpetrating abuse?

The most common indicators that an adult is abusing a child are outlined below. This is not an exhaustive list.

If you feel uncomfortable in any way about a relationship between an adult and a child (or inappropriate relationships between children such as siblings) you MUST still act by following the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse.

Common Behavioural Indicators of Adults Abusing Children

Family Members

(caregivers, siblings, extended family)

- attempts by one caregiver to alienate their child from the other caregiver
- overprotective or volatile relationships



- reluctance by the child to be alone with one or more of their family members
- a child and a sibling behaving like boyfriend and girlfriend (embarrassment if they are found alone together)

Other Adults

(eg: school Team member, volunteers, coaches)

- touching a child inappropriately
- bringing up sexual material or personal disclosures into conversations with a child
- inappropriate contact with the child (e.g. calls, emails, texts, social media)
- obvious or inappropriate preferential treatment of the child (making them feel “special”)
- giving inappropriate/expensive gifts to a child
- having inappropriate social boundaries (e.g. telling the child about their own personal problems)
- offering to drive a child to or from school
- inviting themselves over to their homes, calling them at night
- befriending the caregivers/carers of the child and making visits to their home
- undermining the child’s reputation (so that the child won’t be believed)

5. Summary of When to Report - the Four Critical Actions

The Four Critical Actions for Schools, published by the Department of Education and Training Victoria summarises the steps all Woodline Primary Team members should take when responding to incidents, disclosures and Suspicions of Child Abuse.

The Four Critical Actions for Schools document will be attached to this policy and can also be found at

https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf .



6. Potential consequences of making a report

This table describes the potential consequences of making a report.

| Potential Consequence | Description |
|-------------------------|--|
| Confidentiality | <p>The identity of a reporter must remain confidential unless:</p> <ul style="list-style-type: none"> ● the reporter chooses to inform the child, young person or caregiver of the report. ● the reporter consents in writing to their identity being disclosed ● a Court or Tribunal decides that it necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child ● a Court or Tribunal decides that, in the interests of justice, the reporter is required to provide evidence |
| Professional Protection | <p>If a report is made in good faith:</p> <ul style="list-style-type: none"> ● it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter ● the reporter cannot be held legally liable in respect of the report |
| Interviews | <p>DHHS Child Protection and/or Victoria Police may conduct interviews of children and young people at the school without the caregiver's knowledge or consent.</p> <p>Interviewing children and young people at school should only occur in exceptional circumstances and if it is in the best interests of the child to proceed in this manner.</p> <p>DHHS Child Protection and/or Victoria Police will notify the Principal or a member of the Executive Team of their intention to interview the child or young person on the school premises.</p> <p>When officers from DHHS Child Protection or Victoria Police come to the school premises, the Principal or a member of the Executive Team should request to see identification before permitting them to have access to the child or young person.</p> |



| | |
|---------------------------------------|---|
| | <p>When a child or young person is being interviewed by DHHS Child Protection and/or Victoria Police, the Executive Team must arrange to have a supportive adult present with the child or young person.</p> <p>For more information on these requests and school responsibilities, see: Police and DHHS Interviews</p> |
| Support for the child or young person | <p>The roles and responsibilities of Team members in supporting children who are involved with DHHS Child Protection may include the following:</p> <ul style="list-style-type: none"> • acting as a support person for the child or young person • attending DHHS Child Protection case planning meetings • observing and monitoring the child's behaviour • liaising with professionals. |
| Requests for Information | <p>DHHS Child Protection and/or Child FIRST and/or Victoria Police may request information about the child or family for the purpose of investigating a report and assessing the risk to the child or young person.</p> <p>In certain circumstances, DHHS Child Protection can also direct Team members and Department Team to provide information or documents about the protection or development of the child. Such directions should be in writing and only be made by authorised persons within DHHS Child Protection. For more information see: Requests for Information About Childs</p> |
| Witness Summons | <p>If DHHS Child Protection makes a Protection Application in the Children's Court of Victoria, any party to the application may issue a Witness Summons to produce documents and/or to give evidence in the proceedings, see: Subpoenas and Witness Summonses</p> |

Table of Amendments

| Version number | Date | Short description of amendment |
|----------------|---------------|--------------------------------|
| 1.0 | June 2020 | new policy |
| 2.0 | December 2021 | No updates required |



| | | |
|-----|---------------|---|
| 3.0 | December 2022 | To comply with new child safe standards |
| 4.0 | December 2023 | No updates required |
| 5.0 | December 2024 | Updated to language |

| | |
|-----------------------|---------------|
| Scheduled review date | December 2025 |
|-----------------------|---------------|

Resources

- Daniel Morcombe Child Safety Curriculum:
 - Non-government schools, see: Scootle
 - Caregivers, see: Daniel Morcombe Child Safety Curriculum Parent Guides - Queensland Department of Education, Training and Employment.
- Department of Health and Human Services:
 - Child Protection
 - Child FIRST
 - Responding to Suspected Child Abuse Template
 - Four Critical Actions for Schools Document
- Victoria Police Sexual Offences and Child Abuse Investigation Teams (SOCIT)
- Department of Justice and Regulation:
 - Failure to disclose offence
 - Failure to protect offence
 - Grooming offence



Protecting Children from Abuse (Fact Sheet For Caregivers)

Get The Facts

As adults we all play a critical role to protect children from harm.

As a caregiver you have the primary responsibility for protecting and caring for your own children and supporting them to build relationships that are safe and respectful.

You also play a critical role in identifying and responding to suspected abuse within the community. In fact, it may amount to a criminal offence if you fail to report suspected sexual child abuse.

Reporting Abuse

What should I do if I suspect that my child has been abused?

If you believe that your child has been abused or is at risk of being abused, contact Victoria Police immediately via the local police station or on 000 if it's an emergency.

What should I do if I suspect that another child has been abused?

If you suspect that a child has been abused or is at risk of abuse (such as physical abuse, family violence or neglect) you should report immediately to the Department of Health and Human Services (DHHS) Child Protection (see contact detail at the end of this fact sheet):

- If you suspect that a child has been sexually abused, you must also report your concerns to the Victoria Police. You may be committing a criminal offence if you fail to do so.
- You should report even if you're not sure. It is the role of authorities to investigate your concerns and determine if any further action needs to be taken.
- Caregivers are also often in a position to protect the friends of their children. This is because children are most likely to disclose their experiences of abuse to their peers, who in turn may share this with their own caregivers.
- If your child talks to you about their friend and you suspect that the child is being abused or is at risk of being abused, you should act. You may be the only adult in a position to act and your response may be critical in protecting that child's safety.

What should I do if I suspect that a child is being abused and authorities have previously investigated and dismissed my report?

If you have new grounds for believing that a child is being abused, you should make another report to DHHS Child Protection or Victoria Police. Every report is critical to protecting a child



as it builds evidence and helps authorities to gain a clearer understanding of risks to the child.

What happens to my child if someone at the school suspects that my child has been abused?

All Team members at Woodline Primary are required to report suspected child abuse to DHHS Child Protection and in some circumstances, to Victoria Police.

Woodline Primary will contact you as soon as possible, unless they have been advised not to do so by DHHS Child Protection and/or Victoria Police. Where appropriate, Woodline Primary will work with you to ensure that your child is provided with support, which may include referring them to wellbeing professionals.

When is it a criminal offence to not report suspect abuse?

Any adult may face criminal charges if they believe that another adult has committed a sexual offence against a child under 16 years of age and does not report this information to the police.

FACTS ON CHILD ABUSE

What is child abuse?

Child abuse:

- can include physical abuse, sexual abuse, grooming, emotional or physiological harm, neglect or family violence
- does not have to involve physical contact or force (eg, child sexual abuse can include talking to a child in a sexually explicit way)
- can be committed by any member of the community, including someone within a child's family or someone within the school setting

The trauma associated with child abuse can significantly impact upon the wellbeing and development of a child. This is why it is critical that we all respond immediately to any form of suspected abuse.

What are the signs that a child has been abused?

There are a range of physical and behavioural indicators of child abuse.

Most importantly you should act if you notice anything that causes you to form a reasonable belief that a child has been, or is at risk of being abused, including (but not limited to):



- a change in a child's behaviour (e.g. withdrawal, regressive behaviour, or non-age appropriate sexual behaviours)
- physical indicators of abuse (e.g. unexplained bruises, welts, signs of malnutrition)
- an inappropriate relationship between an adult and a child (e.g. inappropriate physical contact, unexplained gifts or phone/email contact).

WOODLINE PRIMARY'S ROLE

How must schools respond to suspected child abuse?

All educators in Victorian schools are obligated to respond to any incident or suspicion of child abuse as outlined below:

1. Respond to the emergency

Address any immediate health and safety needs (eg. administer first aid or contact emergency services).

2. Inform authorities

Report any reasonable belief that a child has been or is at risk of being abused to the DHHS Child Protection or Victoria Police.

3. Contact caregivers when appropriate

Contact caregivers once authorities advise that it is safe and appropriate to do so. Ideally caregivers will play a central role in providing support for their children, however schools will be instructed not to contact caregivers in circumstances where this may impede an investigation or place the child at greater risk.

4. Provide ongoing support for all children impacted by the abuse

Provide appropriate support for all children impacted by abuse. This will likely include ongoing counselling from professionals. The child's ongoing support will be documented in a Child Support Plan.

These actions are outlined in further detail in Identifying and Responding to All Forms of Abuse in Victorian Schools.

Are the Team at Woodline Primary required to report child abuse?

Yes – all Team members at Woodline Primary are required by law to report any reasonable belief that a child has been abused or is at risk of abuse.



In some circumstances, it may be a criminal offence for school team to fail to report child abuse to the authorities.

PROTECTING MY CHILD

What can I do to help educate and protect my child from abuse?

Have a chat to your child and make sure that they know that no one is allowed to threaten, hurt or touch them in a way that makes them feel uncomfortable.

Every relationship should be respectful and no one should behave in a way that makes them feel unsafe or afraid.

Woodline Primary will also be supporting your child in learning about their rights to be safe and respected.

Caregivers are encouraged to attend the school's health education information session for families.

What should I talk about when I explain safety to my child?

There are some things you can do at home to build your child's understanding of safe and respectful relationships including:

- talking openly with your child about their feelings and relationships
- being sure that they understand you will listen and act if they are concerns about how anyone is treating them
- using the correct names for body parts and having age-appropriate conversations about touching and sexual activity
- letting your child know that adults should never harm or act in a sexual way with any child

Keeping children safe outside of the home or school

You play a critical role in ensuring that your children are spending time in safe places. In Victoria, all people who are working with your children such as coaches and music teachers need to have a current Working With Children Check.

All Team members, caregivers and volunteers at Woodline Primary are to have a valid Working With Children Check.

If you think that you may need some help to keep your children safe from harm and support their healthy development, it is important you find some help. Visit the Victorian Government's Better Health Channel for information on seeking support:



<https://www.betterhealth.vic.gov.au/health/healthyliving/parenting-support-to-help-prevent-abuse>

FURTHER INFORMATION

Where can I go for more information and support?

You can contact DHHS Child Protection and Victoria Police directly to discuss any concerns you may have for the wellbeing of a child (see contact details below).

If you have any concerns about your child or another child at Woodline, talk to the Principal or another Team members about your concerns. You can also raise this matter with DHHS Child Protection and the Victoria Police.

For further information on where to go for support to keep your children safe from harm visit the Victorian Government's Better Health Channel:

<https://www.betterhealth.vic.gov.au/health/healthyliving/parenting-support-to-help-prevent-abuse>

For more information:

- Woodline's role in preventing and managing child abuse, [visit www.education.vic.gov.au/protect](http://www.education.vic.gov.au/protect)
- Indicators of abuse, [visit www.education.vic.gov.au/protect](http://www.education.vic.gov.au/protect)

If you are concerned or unsure about Woodline Primary's response and/or would like to talk to someone outside of the school, please contact:

- Independent Schools Victoria
www.is.vic.edu.au/who-we-are/contact-us/

Contact Numbers

24 Hour Services

Victoria Police

000

Department of Health and Human Services

131 278

Child Protection

Geelong Office

(03) 5225 1000



Child Safety Code of Conduct

| | |
|-------------------|---|
| Purpose: | To protect children and reduce any opportunities for child abuse or harm to occur |
| Scope: | WP Board and all Team members |
| Implemented by: | Principal |
| Approved by: | WP Board |
| Reviewed: | Every 2 years or as regulatory changes arise or improvements are identified |
| Communicated via: | Policies and Procedures Master File |

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

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

The Principal of Woodline Primary will support implementation and monitoring of the Child Safety Code of Conduct and will plan, implement and monitor arrangements to provide an inclusive, safe and orderly school. The Principal will also provide information and support to enable the Child Safety Code of Conduct to operate effectively.

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

ACCEPTABLE BEHAVIOURS

As Woodline community members involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's commitment to child safety at all times



- treating children and families in the school community with respect, both within the school environment and outside the school environment as part of normal social and community activities
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of children with a disability
- reporting any allegations of child abuse or other child safety concerns to the school Principal or if the allegation involves the Principal, then the Chair of the Board
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
- if child abuse is suspected, ensuring as quickly as possible that the child/ren are safe and protected from harm

UNACCEPTABLE BEHAVIOURS

School community members involved in child-related work must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any child that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with children which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards children when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with children, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a child through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to learning or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where children are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances



Process for raising concerns:

If a person has a concern regarding an adult behaving inappropriately:

- Inform the Principal immediately
- If the adult behaving inappropriately is the Principal, report to Chair of the Board

The Principal or Chair of the Board will determine appropriate actions.

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

Whenever there are concerns that a child is in immediate danger, the Police should be contacted on 000.

Table of Amendments

| Version number | Date | Short description of amendment |
|----------------|---------------|-------------------------------------|
| 1.0 | June 2020 | new policy |
| 2.0 | December 2022 | Improvements identified and updated |
| 3.0 | December 2023 | No updates required |

| | |
|-----------------------|---------------|
| Scheduled review date | December 2025 |
|-----------------------|---------------|



Child Safety Statutory Declaration

Woodline Primary is committed to ensuring child safety. Woodline has zero tolerance for child abuse and all allegations and concerns will be treated seriously. In line with this commitment to child safety, Woodline has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse and set up processes to properly respond to allegations of child abuse.

At the time of accepting this offer of employment, please sign and return the Child Safety Statutory Declaration as per our Child Protection Policy.

Woodline is not bound by an acceptance of this offer of employment until you provide a statutory declaration which confirms the matters listed above. Should a statutory declaration not be received, Woodline reserves the right to withdraw your offer of employment.

If you are unable to complete the statutory declaration and wish to make a disclosure regarding any of the matters listed on the form, you will be given an opportunity to provide further information and context about these matters before a decision is made regarding your employment at Woodline.



Child Safety Statutory Declaration

I, Full name of Employee

declare that:

1. I have read and understood this form, including the information provided above
2. I do not have any convictions, findings of guilt, whether with or without conviction, or any charges pending or matters still outstanding against me (excepting traffic matters) in Australia or overseas
3. I have not had any formal disciplinary action taken against me, or any finding, in relation to improper or unprofessional conduct in any previous employment
4. I have not been dismissed, retired or resigned from any previous employment or volunteer role for reasons or allegations that I was involved in conduct of a sexual nature with a child or child
5. I acknowledge that I am required to disclose all relevant information which I believe may be affected by my undertaking the position of: _____
6. Prior to beginning my employment at Woodline Primary I agree to participate in training and agree to adhere to the policies of the Child Protection Policy Framework.

Dated _____ day of _____ 20____

Signature

Print Name

I acknowledge that this declaration is true and correct and I make it with the understanding and belief that a person who makes a false declaration is liable to the penalties of perjury.

Declared at

Dated _____ day of _____ 20____

Signature of person making this declaration

(To be signed in front of an authorised witness)

Before me:

Signature of Authorised Witness



Managing Child Wellbeing

Bullying and Harassment Policy

| | |
|-------------------|---|
| Purpose: | To provide Woodline community with definitions of bullying (including cyber-bullying) and harassment. To reinforce within the school community that no form of bullying or harassment is acceptable in-line with Child Safe Standards in Ministerial Order 1359. To outline Woodline's response if bullying or harassment occurs. |
| Scope: | All children, Team, caregivers |
| Implemented by: | All Team members |
| Approved by: | WP Board |
| Reviewed: | Every two years or as legislative changes or improvements are identified |
| Communicated via: | WP Website, Team Induction, Meetings and Handbook, Family Handbook |

Bullying or any form of harassment is unacceptable at Woodline Primary and will not be tolerated.

1. Policy Statement

At Woodline Primary, we wish to support each child's holistic growth and we are especially concerned with the ways in which respect for ourselves and others can build successful relationships. Our aim is to focus upon and celebrate our emotional wellbeing and demonstrate compassion, initiative, responsibility, thoughtfulness, empathy, success, confidence, enjoyment of learning, self-discipline and co-operation. Woodline Primary will provide a positive culture where bullying is not accepted and in so doing, all will have the right of respect from others, the right to learn or to teach and a right to feel safe and secure in their school environment.

For most problems that occur, we adopt a policy that relies not upon punishment but upon listening, looking behind the behaviour, negotiation, conflict resolution, mediation and problem solving as essential skills that our children will learn and actively practise. The protection of confidential information relating to others is a serious moral, professional, ethical and legal responsibility that our school recognises and upholds.



Rights and Expectations

Everyone has the right to feel safe and happy while at school or travelling to and from school.

Children have the right to learn in a safe, enjoyable environment, clear in the knowledge that they are not going to be ridiculed, or put down, by their fellow children, by Guides or other adults. No child should feel at risk from any kind of physical, emotional, psychological or sexual abuse.

Woodline Primary recognises that in any organisation there is the potential for harassment to occur. Any form of harassment is abhorrent and unacceptable, and Woodline Primary is committed to eliminating it. Every report of harassment will be taken seriously and will be investigated thoroughly.

2. Aims

1. To reinforce within the school community what bullying is and the fact that it is unacceptable
2. Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to team whether as observer or victim
3. To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators
4. To seek caregiver and peer-group support and cooperation at all times

Definitions of bullying, cyber-bullying and harassment

Bullying can be done in various ways including physically, verbally, socially and psychologically. It is behaviour directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Cyber-bullying consists of covert, psychological bullying, conveyed through an electronic medium such as mobile phone, blog or social media. It can be verbal or written.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Types of Bullying

Physical

- hitting, punching, pushing or any kind of sexual interference
- threatening others - to harm the person or their property
- invasion of personal space



- hiding, damaging or destroying the property of others, simply to be spiteful

Verbal

- name-calling, putting others down, paying out
- using offensive names, ridiculing someone's name
- making derogatory comments about a person's culture, background, customs, gender, sexuality or beliefs
- spreading rumours about people or their families and friends
- mocking or denigrating another person's abilities and talents

Gesture

- looks, shrugs or other gestures which are associated with previous threats

Extortion

- demanding money, possessions or other goods or services

Exclusion

- preventing someone from joining a group

Electronic

- the use of information and communication technologies such as email, (mobile) phone and text messages, instant messaging

Bullying diminishes an individual's self-confidence and self-respect. Under this circumstance individuals cannot attain their potential. Fundamentally the opposite of bullying is respect and care for others.

3. Implementation

1. Woodline's community will be aware of the school's position on bullying, through publication of this policy on the school website
2. Guides will be regularly reminded of their duty of care regarding protection of children from all forms of bullying
3. Woodline Primary will adopt a three-phase approach to bullying

A. Primary Prevention:

1. Professional development for Team relating to bullying, harassment and emotional awareness through regular listening time and Professional Development based on



Our Foundation Principles, such as understanding why behaviours happen and assisting children to work through feelings and emotions that may be affecting their behaviour

2. Community awareness relating to bullying (including cyber-bullying), its characteristics, its effects on victims and Woodline Primary's programs and response
3. To provide programs that promote resilience, emotional awareness, self-reflection, life and social skills, assertiveness, conflict resolution and problem solving
4. An annual Child Survey will be administered and acted upon annually. This will be conducted verbally and individually by a Team member with each child
5. Team to model empathy, connection and understanding to each other and children

B. Identifying/Reporting:

1. Promote children and Team reporting bullying incidents involving themselves or others
2. Guides will notify the Principal of all complaints of bullying from children or caregivers and will be kept informed of progress in dealing with these
3. Guides and Principal will remind children to report incidents of bullying to their Guides on a regular basis
4. Caregivers may contact the Principal if they become aware of a bullying problem
5. Woodline Primary understands that documentation of known or suspected bullying incidents is a critical component of an effective bullying prevention effort
6. The form of records relating to suspected or confirmed instances of bullying will be determined by the nature of the offence but may be in the form of an incident report, documented concern or complaint, behavioural management record, or individual child file

C. Intervention:

1. Once identified, all people involved will be spoken with by the Principal, and all incidents or allegations of bullying will be fully investigated and documented
2. The Principal will determine if what has occurred is bullying (including cyber-bullying), harassment or another type of behaviour. If it is not deemed as bullying, further support may be given to all children involved in alignment with our behavioural management policy
3. If the behaviour falls within the definition of bullying (or cyber-bullying) the offending child/ren will be instructed to stop the behaviour and their caregivers will be notified and restorative practices will be used where practicable via listening time and attachment play
4. The caregivers of the child/ren involved will be informed of this process and the outcomes
5. Both affected persons will be offered listening time and support



6. If child bullying persists, caregivers will be contacted again and further support offered and strategies implemented consistent with this policy and the behaviour management policy
7. The behaviour of all children involved will be monitored by all Team members
8. If the child's Individual Plan is not followed, the question of the offending child's enrolment will be referred to the Woodline Primary Board for consideration as per the Behaviour Management Policy and Enrolment Agreement

Caregiver's course of action:

1. If a child has disclosed some type of bullying or caregiver has witnessed it, we encourage the caregiver to contact the Principal immediately
2. A caregiver can alert the Principal via email, phone call or a meeting with the Principal
3. The Principal will aim to respond to contact within 24 hours
4. The Principal will speak with all children involved separately and then contact their caregivers via email, phone call or face to face meeting to discuss a course of action

Cyber Bullying

Cyber-bullying consists of covert, psychological bullying, conveyed through an electronic medium such as:

- mobile phone
- blog or social media
- verbal
- written

Woodline Primary is committed to the National Safe Schools Framework. All children should be able to learn and develop in safe, supportive and respectful environments. Woodline Primary acknowledges that it has a responsibility to provide safe online environments and teach children how to use technology in positive and productive ways.

In this regard Woodline Primary will:

1. Promote safe technology use via written information in newsletters and emails for caregivers to be informed of changing technology and safety issues.
2. Embed cyber safety as part of the learning program
3. Implement Technology User Policy to provide specific usage guidelines and consequences of breaches to ensure ICT is used responsibly and productively within the school environment. Include clear incident response flow charts to ensure all child, team and, where relevant, caregivers are aware of how to deal with a breach of



a policy or code of conduct. Keep records of e-safety incidents, resulting outcomes and follow up actions.

4. Provide caregiver information sessions facilitated by Victoria Police
5. All children to sign a Digital Technology Consent Form
6. Maintain an annual policy review cycle

Table of Amendments

| Version number | Date | Short description of amendment |
|-----------------------|---------------|-------------------------------------|
| 1.0 | June 2020 | new policy |
| 2.0 | December 2022 | Improvements identified and updated |
| 3.0 | December 2024 | No updates |
| Scheduled review date | | December 2025 |



Behaviour Management Policy

| | |
|-------------------|---|
| Purpose: | To inform Team, children and caregivers about appropriate behaviour and prohibiting corporal punishment. To outline how the school will respond to behaviours that breach these rights and responsibilities. To comply with Child Safe Standards in Ministerial Order 1359 |
| Scope: | All Team and children |
| Implemented by: | Principal |
| Approved by: | WP Board |
| Reviewed: | As regulatory changes arise, improvements are identified or every 2 years. |
| Communicated via: | WP Website, Team Handbook, Family Handbook |

1. Policy Statement

At Woodline Primary, we believe that social and emotional awareness are just as important as academic learning. We believe that developing emotional intelligence is a skill that leads to growth, resilience and leading a fulfilled life. We also believe that children are a product of their environment, and their behaviour is always expressing an unmet need or lack of information.

This understanding informs Woodline Primary's approach to behaviour management. We recognise that creating safe environments for children to be seen and gently guided to be in a state of balance is pivotal in upholding the vision and ethos of the school.

While actively supporting individuals to learn and practise effective methods of communication and behaviour we also remain conscious of protecting the safety and rights of others. The purpose of this policy is to ensure that values of mutual respect are adhered to in day-to-day practice and the procedures followed in managing behaviour. It sets out clear expectations for all children and the Team with the purpose of keeping all children safe, secure and supported and establishes a shared understanding of the procedures in instances where these values have not been adhered to.

2. Aims

We have a commitment to encouraging all children to progress at their own pace towards their own goals and to be respected as individuals in their own right. A commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and



independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.

Woodline Primary puts kindness, compassion, empathy and social relationships at the centre of its operations.

We use non-punitive practices to assist in any behavioural issues and always hold connection as the foundation to help children who are displaying off-track behaviour.

3. Implementation

Woodline Primary's underlying approach to managing child behaviour is based on the expectation of active, mutual respect for all as well as helping children with any unmet needs so they can operate from a centre of feeling connected to themselves and others.

Our children and Team are expected to demonstrate their respect for themselves and for each other. When evidence of off-track behaviour is present, we aim to use a restorative approach to help a child or children come back into balance.

If this doesn't shift certain off-track behaviours, then communication with caregivers and the support team will take place to assist the child with the issues that are present. Our goal is to always work with families to support a child with any unmet needs.

Guidelines for responding to child behaviour

Every effort will be made to:

- Listen to each child
- Seek to understand their behaviour and see behind what may be causing it
- Encourage the child to express how they are feeling
- Discuss with them the affect their behaviour has on other members of the group
- Encourage the child to take the time to reflect on their behaviour
- Help the child work out how to 'repair' by seeking a resolution
- Support the child through the process of restorative practices
- Acknowledge and put in context all aspects, emotions and behaviours of the child
- Encourage the development of self-discipline
- Establish and communicate clear boundaries for all children
- Foster respectful open, direct and honest interactions with children
- Welcome the fact that children often make mistakes
- Encourage children to accept responsibility for their behaviour through the use of natural and logical consequences
- Engage caregivers in the process of supporting children
- Never shame or yell at a child for their behaviour
- Welcome tears and expressions of frustrations

Our Team members will:

- Prioritise the emotional and physical safety of all children
- Acknowledge, embrace and apologise for our own mistakes



- Believe in shared responsibility for the wellbeing of every child and educate each other by sharing our insights and understandings of children
- Accept the individual differences of each child
- Continue to look at our own reactivity and responses to the child
- Engage in ongoing personal development around emotional wellbeing
- Accept that Woodline Primary may not suit all children at each stage of their learning and growth
- Develop a strong understanding of the school's policies and procedures for managing behaviour
- Ensure that all children are treated, and treat others, with respect
- Establish classroom expectations with children
- Communicate with caregivers around any off-track behaviour
- Develop specific care plans and learning support plans (IEPs) as appropriate
- Document child behaviour and communicate with caregivers and if needed, a Executive Team member/Wellbeing Guide

Corporal punishment is not permitted under any circumstances at Woodline Primary.

Behaviour Covered by this Policy

Inappropriate Behaviour

We recognise there are different levels of inappropriate behaviour which impact the rights of each child.

These can range from just being and annoyance to causing serious harm to people or property.

Some examples of different levels of behaviour that need to be addressed are:

Level 1 Low level name calling, minor embarrassment, disrupting class discussions, distracting others learning, putdowns, non-cooperation

Level 2 Serious name calling, major embarrassment, defiance, low-level physical contact (e.g. pushing)

Level 3 Threatening others, serious physical violence (e.g. punching, kicking, intent to injure), inappropriate physical contact, high level swearing or graffiti/vandalism, bullying



Hands-Off Play Guidelines

- No child is to touch another child in a manner judged inappropriate by Team members
- No child is to use any form of physical violence against another child, even in 'fun' or as a 'practical joke'
- No contact sports/games/activities are to be played during recess and lunch times.
- Play fighting is not acceptable behaviour in the school environment
- Self-defence is defined as the minimum required force to put oneself in a position of safety. Retaliation or revenge will not be tolerated
- Bullying (physical, emotional, mental, social) or any other kind of stand-over tactics will not be tolerated
- Team members will reinforce these guidelines during any school times/events, where the Team are deemed responsible for children

Team Responses to Inappropriate Behaviour or a Breach in the Hands-Off Play Guidelines

| | Level 1 Low level name calling, minor embarrassment, disrupting group discussions, distracting others' learning, putdowns, non-cooperation | Level 2 Derogatory name calling, major embarrassment, defiance, low-level physical contact (e.g. pushing) | Level 3 Threatening others, serious physical violence (e.g. punching, kicking, intent to injure), inappropriate physical contact, high level swearing or graffiti/vandalism, bullying |
|---------------|--|---|--|
| Step 1 | <ul style="list-style-type: none"> • A child who is observed engaging in any inappropriate behaviours towards another child will be calmly spoken with and the Team member will describe the behaviour they have witnessed and reiterate the Guidelines. The Team member will make a request describing what is needed / wanted from the child in regard to their behaviour • Group Guide to be informed • Group Guide to enter a Chronical entry for the child | <ul style="list-style-type: none"> • If the child is observed engaging in any inappropriate behaviour, Group Guide to be notified • Group Guide to speak with child and reiterate what is needed in regard to their behaviour • Group Guide to enter a Chronical entry for the child • Group Guide to inform caregivers by phone or in person | <ul style="list-style-type: none"> • Child removed from the incident • Group Guide to notify Deputy Principal • Behaviour Support Plan established by Deputy Principal, Caregivers, Group Guide and Child • Deputy Principal to enter a Chronical entry and attached the plan for all Team members to follow • Deputy Principal to refer to Principal if they believe a reset day is required |
| Step 2 | <ul style="list-style-type: none"> • If the child continues with inappropriate behaviour, Group Guide to speak with child and reiterate | <ul style="list-style-type: none"> • If the child continues with inappropriate behaviour, the child is removed from the situation and | <ul style="list-style-type: none"> • If another incident occurs, Principal is notified by Deputy Principal |



| | | | |
|---------------|--|--|---|
| | <p>what is needed in regard to their behaviour</p> <ul style="list-style-type: none"> Group Guide to enter a Chronical entry for the child | <p>supervised away from the individual or group</p> <ul style="list-style-type: none"> Group Guide determines whether a restorative conversation is required Group Guide to inform caregivers by phone or in person Group Guide to enter a Chronical entry for the child | <ul style="list-style-type: none"> Principal will determine if a reset day is required Principal to inform caregivers of the incident and outcome Principal to enter a Chronical entry for the child Behaviour Support Plan may be amended at the Principal's discretion |
| Step 3 | <ul style="list-style-type: none"> If the child continues with inappropriate behaviour, Group Guide determines whether a restorative conversation is required Group Guide to share with Wellbeing Guide the behaviours that are being observed. Wellbeing Guide to check in with child to establish if they need further wellbeing support Group Guide to inform caregivers by phone or in person Group Guide to enter a Compass Chronical entry for the child | <ul style="list-style-type: none"> Child removed from the incident Group Guide to notify Deputy Principal Behaviour Support Plan established by Deputy Principal, Caregivers, Group Guide and Child Deputy Principal to enter a Chronical entry and attached the plan for all Team members to follow | <ul style="list-style-type: none"> Principal to meet with Caregivers Principal to determine if enrolment can continue Enrolment may be cancelled - enrolment cancellation will be provided to caregivers in writing When the Principal determines that a child's enrolment will be cancelled, this will be recorded in the School Management System by the Principal Principal to inform The Board |
| Step 4 | <ul style="list-style-type: none"> If the child continues with inappropriate behaviour, Group Guide to notify Deputy Principal. Team to determine whether Behaviour Support Plan in required to establish goals with child Group Guide to enter a Chronical entry and attached the plan for all Team members to follow | <ul style="list-style-type: none"> Child removed from the incident If another incident occurs, Principal is notified by Deputy Principal Principal will determine if a reset day is required Principal to inform caregivers of the incident and outcome | |



| | | | |
|---------------|---|---|--|
| | <ul style="list-style-type: none"> • Group Guide to inform caregivers by phone or in person | <ul style="list-style-type: none"> • Principal to enter a Chronical entry for the child • Behaviour Support Plan may be amended at the Principal's discretion | |
| Step 5 | <ul style="list-style-type: none"> • Child removed from the incident • If another incident occurs, Principal is notified by Deputy Principal • Principal will determine if a reset day is required • Principal to inform caregivers of the incident and outcome • Principal to enter a Chronical entry for the child • Behaviour Support Plan may be amended at the Principal's discretion | <ul style="list-style-type: none"> • Principal to meet with Caregivers • Principal to determine if enrolment can continue • Enrolment may be cancelled - enrolment cancellation will be provided to caregivers in writing • When the Principal determines that a child's enrolment will be cancelled, this will be recorded in the School Management System by the Principal • Principal to inform The Board | |
| Step 6 | <ul style="list-style-type: none"> • Principal to meet with Caregivers • Principal to determine if enrolment can continue • Enrolment may be cancelled - enrolment cancellation will be provided to caregivers in writing • When the Principal determines that a child's enrolment will be cancelled, this will be recorded in the School Management System by the Principal • Principal to inform The Board | | |



Behaviour Support Plan

Behaviour Support Plans are a template for recording specific examples of a child's inappropriate behaviour, what behaviour is required from the child, strategies to support the child to achieve a change in behaviour, the process that will occur if the behaviour continues. A Behaviour Support Plan is developed at a meeting attended by the child and their caregivers and includes a review date.

Refer to Appendix – Behaviour Support Plan Template

4. Communication of Woodline's Approach to Behaviour Management

Woodline Primary will share the Behavioural Management Policy with the Woodline Primary community to highlight steps and strategies regarding the development and behavioural issues.

Our Code of Conduct will place significant emphasis on the development and recognition of supporting children to stay connected and assist them in processing problems so they can come back into balance and function well in the school.

Caregivers will be kept informed and actively encouraged to assist in the development of their children's emotional wellbeing with information sessions and workshops.

Children will be reminded of Woodline Primary's values and principles throughout the day as it is integrated into the curriculum.

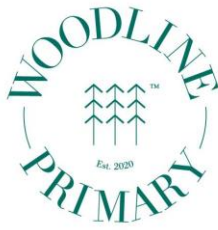
Information in school newsletters and emails around positive parenting and behaviour strategies will be shared with caregivers.

Information packs will be given to all enrolled families sharing our discipline and behaviour policies and plans.

If a caregiver does not agree with a decision made by the school or believe that the steps in this policy have not been followed, they should refer to the Complaints and Grievances Policy which can be found on the school's website.

Table of Amendments

| Version number | Date | Short description of amendment |
|----------------|-----------|--------------------------------|
| 1.0 | June 2020 | Draft of the new policy |



| | | |
|-----------------------|---------------|-------------------------------------|
| 2.0 | December 2022 | Improvements identified and updated |
| 3.0 | December 2024 | Improvements identified and updated |
| 4.0 | January 2025 | Improvements identified and updated |
| Scheduled review date | | December 2026 |



Child Safe Standards Policy and Procedures

Feeling Safe (Children)

Get the facts

This fact sheet is about making sure you know how to keep safe. It gives you the facts about what to do if someone is hurting you or your friends or making you feel unsafe.

Until Woodline Primary's children are old enough to read and understand this fact sheet themselves, this fact sheet will be communicated verbally to children by the Team at appropriate times during the school year.

What are your rights?

- Everyone has the right to feel safe and be protected
- No one is allowed to threaten you, hurt you or touch you in a way that makes you feel uncomfortable
- No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at Woodline or anywhere else in the community

How do I know if something is wrong?

- Every relationship should be respectful
- It is wrong for anyone to hurt you or make you feel unsafe, uncomfortable or afraid
- Remember a person doesn't have to physically hurt or touch you to be doing the wrong thing
- Even if you are not sure, if something doesn't feel right you should tell an adult who can help you

What should I do if I feel unsafe?

- Tell an adult – telling someone won't get you in trouble
- If you feel threatened, unsafe, or if you feel uncomfortable about how someone is touching, talking to you, or treating you, you should tell a trusted adult
- You can tell a Team member. They will be able to help you
- You can also tell your caregivers or an adult you trust
- Even if the person who is making you feel like this has asked you not to tell anyone, you should still talk to an adult. It is more important that you are safe and protected

What should I do if I am worried that someone I know is unsafe?

- Tell an adult you trust
- You can tell a Team member
- They will be able to help your friend or the person you are worried about



- You can also tell your caregivers or an adult that you trust
- Even if the person who you are worried about has asked you not to tell anyone, you should still talk to an adult. It is more important to make sure that your friend is safe and protected

What will happen if I tell an adult at the school that I feel unsafe, or that I think my friend is unsafe?

- Team members at Woodline must listen to your concerns and help
- In some cases the adult at school may need to tell another adult about your concerns so that you, or the person you know can be protected
- Team members can provide you with support and make sure that you don't have to deal with this alone

What if I don't feel like I can talk to anyone at Woodline?

- If you don't feel like you can talk to an adult at the school, you can talk to your caregivers
- If you don't feel like you can talk to your caregivers, you can talk to another adult within your family. This may be an aunt, uncle, a step-caregiver or a grandparent
- If you don't feel like you can talk to any of these adults, you should still try and find an adult that you can trust and that you can talk to
- You don't need to deal with things on your own

There are many people who can help you. Here are some other suggestions:

- visit eHeadspace (which provides an online and a 9am-1am telephone support service) www.eheadspace.org.au or 1800 650 850;
- call KidsHelp Line on 1800 55 1800 or visit for 24 hour support;
- call or visit your local Police Station or call 000



Managing Child Wellbeing

Onsite Supervision of Children Policy

| | |
|-------------------|---|
| Purpose: | To establish the responsibilities of team in relation to onsite child supervision. To comply with Child Safe Standards in Ministerial Order 1359 |
| Scope: | Team members |
| Implemented by: | Principal |
| Approved by: | WP Board |
| Reviewed: | Every two years or as legislative changes or improvements are identified following any incidents |
| Communicated via: | WP Website, Team Induction, Team Meetings and Handbook, Family Handbook |

1. Policy Statement

At Woodline Primary we believe that every child has the right to experience a safe and secure school environment. Adequate supervision of children in the schoolyard is a requirement of Woodline Primary's Duty of Care. Children will be supervised at all times whilst at school.

All Team members at Woodline Primary have a Duty of Care for the children attending the school to take reasonable measures to protect them from risks of injury that should have been reasonably foreseen. Woodline Primary recognises that greater measures may need to be taken for younger children and children with a disability. Team members must take care to notice, take action and/or notify the Business Operations Manager of any circumstances in relation to the state of buildings or grounds, including things done or omitted to be done to the premises, that may cause injury or harm to any child.

Woodline Primary supports a culture (values, expectations and standards) and shared commitment to zero tolerance of child abuse and arrangements that allow it to occur will not be tolerated. Woodline Primary takes into consideration the diversity of the children attending the school and their particular vulnerabilities for example (but not limited to), gender, language, sexual orientation, culture, ethnicity, religion, health, disability, neurodiversity or socioeconomic background. Woodline Primary owes a Duty of Care to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.



2. Aims

To ensure the school satisfies its Duty of Care in supervising children and family expectations that their child will be safe and adequately cared for at school

3. Implementation

Caregivers are responsible for the care and supervision of children:

- travelling to and from school
- outside the times of school supervision before and after school

The school has clearly allocated specific responsibilities via a supervision roster (or Principal direction) for Team members to undertake child supervision, as determined by the needs of the school, to protect children from reasonably foreseeable risks of injury including hazards that are known or could have been foreseen and prevented.

Team members will have current First Aid qualifications.

Safe play rules and school boundaries are established and agreed to by whole school agreements.

The Principal will:

1. ensure that, children are supervised at all times and that arrangements have been made for adequate and appropriate child supervision according to child needs
2. ensure team are aware of their responsibilities to supervise children during school times as well as before and after school
3. ensure supervision timetable is in place
4. regularly inform caregivers that supervision is available only between 8.30–8.50am before and from 3.25-3.40pm after school
5. ensure that sufficient Team members are available to supervise the departure of children at the end of the school day and that these Team members are not called away for other duties without alternate supervision being arranged
6. instruct children and caregivers to notify Team members if strangers are in the school

Team Supervision Responsibilities include:

- Encourage children to keep the playground tidy
- Apply first aid to minor injuries and call for the designated First Aid Officer for more serious injuries
- Remind children of safe play rules agreed to by whole school agreements



- Remind children of how to move in a safe manner in areas where collisions are more likely to occur
- Encourage children to be aware of the time so they know when significant parts of the day (e.g. lunch time) start and finish and to respond quickly to the singing bowl when sessions resume after morning tea and lunchtime
- Apply the Behaviour Management Policy when appropriate
- Advise the Principal of any serious first aid or behaviour management events as soon as practicable after the event
- Ensure children play in an area that is appropriate for the weather conditions
- Ensure all children wait inside the school grounds until they are picked-up at the end of the day
- If a child hasn't been collected by 3.40pm, the supervising Team member will contact the caregiver and sign the child into After School Care until a caregiver picks up the child

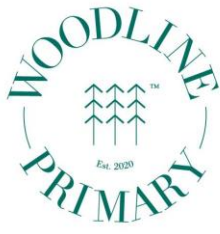
Incursions

1. The Principal is responsible for the conduct of all incursions and must ensure Team members follow all the relevant guidelines in their planning and running of incursions, including that the required Team-child ratio and Team qualifications are met
2. Incursion information will be distributed to caregivers outlining date and time of activity
3. Caregivers may be invited to assist with incursions and must have a current Working With Children Check (WWCC). Team members will notify caregivers of any costs associated with attending an incursion. Team members are in charge of incursions and caregivers are to follow Team members instructions. Guides and caregivers should be aware of their roles and responsibilities.
4. All external providers are required to have a Working with Children Check (WWCC) before working with children

Table of Amendments

| Version number | Date | Short description of amendment |
|----------------|---------------|-------------------------------------|
| 1.0 | June 2020 | new policy |
| 2.0 | December 2022 | Improvements identified and updated |
| 3.0 | December 2024 | No updates required |

| | |
|-----------------------|---------------|
| Scheduled review date | December 2026 |
|-----------------------|---------------|





Managing Child Wellbeing

Offsite Supervision of Children Policy

| | |
|-------------------|--|
| Purpose: | To establish the responsibilities of the Team in relation to offsite child supervision. To comply with Child Safe Standards in Ministerial Order 1359 |
| Scope: | Team members |
| Implemented by: | Principal |
| Approved by: | WP Board |
| Reviewed: | Every two years or as legislative changes or improvements are identified following any incidents |
| Communicated via: | WP Website, Team Induction, Team Meetings and Handbook, Family Handbook, Risk Assessment |

1. Policy Statement

Woodline Primary's camps, incursions and excursions program enables children to further develop their learning and social skills in a school or non-school setting. The program may have a cultural, environmental, creative and/or outdoor emphasis and is an important aspect of the educational program offered at Woodline Primary.

2. Aims

1. To establish the responsibilities of the Team in relation to off-site child supervision.
2. To comply with Child Safe Standards in Ministerial Order 1359

3. Implementation

Duty of Care

Excursions outside the school require careful planning to ensure the continuing welfare and safety of children and the Team concerned. While on an excursion, responsibility for the welfare and safety of the children lies with the school through the Team.



Level of Care

The level of care required from the school will vary depending on the location and program for each excursion. The higher the risk, the higher the level of care required. The level of duty of care varies according to:

- Age of the child
- Venue
- Conditions
- Ability of children

Consent

Consent should be received from a caregiver before a child is allowed to participate in an excursion.

Before caregivers can give permission, they must be made aware of all details of the excursion, including:

- An outline of the activities, particularly any hazardous activity or those requiring specialist instruction
- The itinerary and transport arrangements

Caregivers will be notified of the details of the Excursion/ Incursion, along with a Consent Form through the School Management System. A child will only be allowed to participate once a consent form is completed.

Planning

Prior planning is an important component of a successful and safe activity or excursion. Group Guides are required to conduct a risk or safety assessment, including identifying any factors which heighten the risk of danger from bushfire, for each location and the travel involved for each excursion prior to finalising the itinerary. This assessment needs to be reviewed by the Business Operations Manager and will form part of the authorisation for the excursion to proceed.

For advance notice excursions and camps a full itinerary should be prepared and authorised by the Principal. This itinerary should include the following details:

- The excursion venue and address
- Date of the excursion
- Time of departure and return to school
- Method of transport
- Guides and any caregivers/volunteers who will be in attendance



On the day of the excursion, Group Guides are responsible for ensuring:

- All consent forms have been returned to the school
- A designated First Aid Kit is taken on the excursion, including children with medical conditions individual medical bags
- Children's emergency contact details and medical management plans are taken on the excursion
- Current weather conditions have been checked and are consistent with those anticipated in the risk assessment form
- There are no weather or bushfire warnings current for the area that the excursion is visiting or passing through
- All children and Team members are wearing a hi-vis vest, appropriate clothing and footwear and in SunSmart months a wide brimmed hat

Insurance

The Business Operations Manager is responsible for ensuring the school has adequate insurance cover for the proposed excursion and/or the venue has appropriate insurance in place

Managing Behaviour

At Woodline Primary the school's community is encouraged to have an active role in the welfare of all children in its care. Before the start of an excursion, it is important that the Guide outlines to all children, assisting adults and caregivers the behaviour that is expected during the excursion emphasising the need for safety standards.

All discipline and matters of general conduct should be referred to the Guide and/or Executive Team.

Caregiver Involvement

Caregiver involvement on excursions is generally encouraged as it can greatly assist with the running of the activities. It is important that Guides make sure all caregivers participating in excursions are aware of the emergency procedures, minor first aid procedures, any medical conditions of the children in their care and that they are to refer any discipline problems to the Guide on the excursion.

Working with Children Checks are required for caregivers and volunteers assisting on an excursion or camp as specified in the Working with Children Policy. It is the Guide's responsibility to ensure all volunteers have Working with Children Checks.



Child Safety and Welfare with External Providers

Woodline Primary has a Duty of Care to look after the safety and wellbeing of children attending the school. Supervision is one of the key elements in exercising this Duty of Care and preventing injuries to children during the course of school-related activities. Team members are required to exercise their supervisory duties in such a way that children are, as far as can be reasonably expected, protected from injury and the risk of child abuse.

A key goal of Woodline Primary is to produce compassionate, effective, innovative and active citizens. Children will work in a realistic and practical sense with not-for-profit organisations and industry to bring learning to life in a real context by:

- grappling with challenges
- working in partnership with multiple agencies
- engaging in genuine projects as part of the curriculum structure, rather than as an addition

Through the curriculum, children will be connected directly with the not-for-profit and industry sector. Therefore, it is critical that the safety and wellbeing of children is protected.

Whenever Woodline Primary engages an external provider for aspects of child learning, the Principal will:

Legal and safety requirements:

- ensure the provider has relevant qualifications and experience of all Team members
- ensure the provider has professional indemnity, public liability and worker's compensation insurance policies and provides a copy of a certificate of currency for each
- ensure the Team meet their Duty of Care responsibilities by actively supervising all sessions delivered by a provider, regardless of location or venue
- ensure appropriate child protection procedures including current Working With Children Checks are addressed
- include in the excursion risk assessment identification of hot spot areas or times of day when children may be at greater risk of child abuse and document and apply strategies to minimise risk at these times and locations
- develop a risk assessment including any information from a provider to ensure that activities comply with the school, especially if children are being taken to participate in activities at another location or venue
- ensure Team members and provider Teams are familiar with protocol and reporting procedures required in case of an accident
- follow Woodline Primary policies regarding type of activity, and excursions and travel when children participate in activities at a location or venue off-site



Table of Amendments

| Version number | Date | Short description of amendment |
|-----------------------|---------------|--|
| 1.0 | June 2020 | Draft of the new policy |
| 2.0 | December 2022 | Improvements identified and updated |
| 3.0 | December 2024 | Update language and included more detail |
| Scheduled review date | | December 2026 |