



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

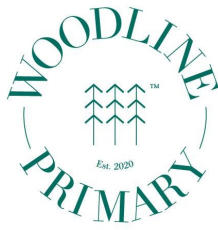
The Child Welfare Policy will be reviewed and modified on an ongoing basis. Feedback from Team Members, children and caregivers will be used to assess the effectiveness of the policy’s implementation and to modify the process to ensure the best possible outcomes in supporting our child welfare.

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

Scheduled Review Date	September 2026
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