

Child Safety and Wellbeing Policy

1 Purpose

This policy outlines how the Berry Street School prioritises the safety and wellbeing of children and young people and how we keep children and young people safe from harm, including child abuse and neglect. This policy aligns to, and demonstrates how the School addresses, the Victorian Child Safe Standards (the standards), the National Principles for Child Safe Organisations and the Ministerial Order – Implementing the Child Safe Standards – 1359.

This policy embeds child safety and wellbeing at the heart of our school culture, people and practices.

2 Scope

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to Berry Street Board members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided for a student’s use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes (refer to Sections *18 Related Berry Street Documents* and *19 Other Relevant Documents*).

2.1 Review Cycle

The policy will be reviewed after any significant child safety incident or every two years in line with the Ministerial Order No.1359 and the minimum standards.

3 Definitions

The following terms in this policy have specific definitions as stipulated by the Ministerial Order 1359:

Term	Definition
Child	Child means a child or young person who is under the age of 18 years.
Child abuse	a) any act committed against a child involving: a sexual offence, grooming offences under section 49M(1) of the Crimes Act 1958 b) the infliction on a child of: physical violence, serious emotional or psychological harm. c) the serious neglect of a child.
Child-connected work	work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child-related work	work which usually involves (or is likely to involve) direct contact with a child, irrespective of whether that contact is supervised or not, and in any of the child-related occupational fields listed in the Worker Screening Act 2020. The definition of direct contact includes oral, written or electronic communication as well as face-to-face and physical contact. 'Child-related work' may be either paid or unpaid (voluntary).
Child safety	includes matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures or allegations of child abuse.
Family	In the context of this policy the term 'family' is used to describe any of the wide variety of home arrangements that people establish to care for and rear children. This may include close, extended family of a student and/or other caring, responsible adults in the young person's community.
School environment	means any of the following physical, online or virtual places, used during or outside school hours: <ul style="list-style-type: none"> a) A campus of the school; b) Online or virtual school environments made available or an authorised by the school governing authority for use by a child or student (including email, intranet systems, software applications, collaboration tools, and online services); and c) Other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for: (i) camps; (ii) approved homestay accommodation; (iii) delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers or another school; or (iv) sporting events, excursions, competitions or other events.
School staff	an individual working in a school environment who is: <ul style="list-style-type: none"> a) directly engaged or employed by a school governing authority; b) a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school governing authority to perform child-related work; or c) a minister of religion, a religious leader or an employee or officer of a religious body associated with the school.
Student	means a person who is enrolled at or attends the school or a student at the school boarding premises.
Volunteer	means a person who performs work without remuneration or reward for the school or school boarding premises in the school environment or school boarding premises environment.

4 Roles and Responsibilities

The Berry Street School is responsible for ensuring all staff are aware of their legal obligations including:

- the school owes all students a duty of care to take reasonable measures to protect them from reasonably foreseeable risks of injury

- the school owes a duty of care to take reasonable care that any student (or other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises
- the school 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
- different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge this duty of care.

4.1 Berry Street Board

The Berry Street Board is the school governing authority which shares or assigns responsibility for discharging the requirements imposed by the Ministerial Order 1359, in accordance with the school's internal governance arrangements.

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, Board members:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at School Committee meetings
- undertake annual training on child safety
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to Board members
- when new Board members join, ensure that selection and management practices are child safe.

To ensure our Board is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the Board is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- child safety and wellbeing policies, procedures, codes and practices

4.2 CEO and Executive Leadership Team

The CEO and Executive Leadership Team are responsible for leading the development and implementation of a child safe and child friendly culture across the organisation (including the School) and the identification, implementation and monitoring of detailed strategies and initiatives to bring that about.

4.3 School leadership team

The School Senior Leadership Team (comprising the Principal and Assistant Principals) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and Assistant Principals:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings and staff meetings
- facilitate regular professional learning for staff and volunteers to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

4.4 School staff and volunteers

All staff and volunteers:

- take seriously their duty of care to take reasonable measures to protect all students from reasonably foreseeable risks of injury
- take seriously their duty of care to take reasonable measures to ensure all students (and other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises
- take seriously their duty of care to take all 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
- understand that different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge this duty of care
- participate in child safety and wellbeing induction and training provided through the Berry Street Learning Hub and the Berry Street School Staff Handbook, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Berry Street School Child Safety Code of Conduct
- annually complete the [Protecting Children Mandatory Reporting \(non-government schools\)](#)
- identify and raise concerns about child safety issues in accordance with the Reporting Child Maltreatment Procedure including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

4.5 Specific staff child safety responsibilities

The Berry Street Board has nominated **the Principal, Assistant Principals (Heads of Campus) and Wellbeing Leaders** of each campus as the Child Safety Champions.

Our Principal and Child Safety Champions are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Assistant Principals (Heads of Campus) are responsible for monitoring the campus' compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach their Assistant Principal (Head of Campus) and/or the Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal is responsible for informing the school community about this policy and making it publicly available.
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Berry Street School Child Safety Code of Conduct, Berry Street Reporting Child Maltreatment Procedure and the Berry Street School Child Safety Risk Register.
- Child safety is a standing agenda item at the following meetings: School Senior Leadership Team Meetings, Wellbeing Leader Meetings and Campus based staff meetings. As part of these meetings the teams identify and respond to any ongoing matters related to child safety and wellbeing.

The Principal, the Head of Quality and Risk, alongside the School Senior Leadership Team, regularly review, monitor and update the Child Safety Risk Register. The Risk Register is also monitored and reviewed by the Board's School Committee.

5 Child Safe Organisational Culture

A child safe culture is championed and modelled at all levels of the organisation and school from the top down and bottom up. The Board, CEO, Executive Management Team and School Principal are responsible for creating and driving a child safe organisational culture. A positive culture of transparency and accountability is an essential feature of a child safe and child friendly organisation.

Everyone at Berry Street is expected to:

- place the best interests of children first in all that they do
- be proactive and curious about the safety and wellbeing of children
- raise issues as soon as possible where they hold concerns for children's safety and wellbeing
- contribute to improving how we care for, protect and respond to children's needs and concerns
- demonstrate Berry Street's Values of Courage, Respect, Accountability, Working Together and Integrity in making Berry Street a child safe organisation
- adhere to the Child Safe Standards and National Principles for Child Safe Organisations.

6 School Child Safety Code of Conduct and School Statement of Commitment to Child Safety

Our School Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments. We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school. The School Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

The Berry Street School is committed to providing education that is socially, emotionally, culturally and spiritually safe, as well as physically safe for all students; where there is no challenge or denial of their identity, of who they are and what they need.

Many of our students and their families have experienced difficult and challenging life situations. The Berry Street School aims to create and sustain a safe and inclusive learning community where our students have access to a high-quality education so they can thrive, achieve and belong.

As a school we are dedicated to child safety and empowerment. We recognise, respect and promote students' rights within the Berry Street school and the broader community. We acknowledge that students have a right to have their voice heard, valued and respected. We prioritise and welcome their feedback in decision making processes.

We work alongside students from all backgrounds and experiences across a range of our programs. This includes:

- Aboriginal and/or Torres Strait Islander children
- Children from culturally and/or linguistically diverse backgrounds
- Children who have a disability
- Children who are part of the LGBTQIA+ community
- Children in out-of-home care.

The Berry Street School is committed to understanding the unique experience and needs of all our students. We want students to feel welcome and to belong at our campuses.

To keep students safe, there is a zero tolerance for any form of child abuse or maltreatment within our school or associated programs within Berry Street. In addition, there is zero tolerance for not reporting suspected abuse or maltreatment internally and externally.

To prevent abuse, the Berry Street School identifies risks students may face in different settings. This includes risks in the physical environment and risk of exploitation online. Additionally, we ensure all teachers are registered with the Victorian Institute of Teaching, and all other staff hold a current Working with Children Clearance. Staff are also required to participate in ongoing education relating to child safety and wellbeing and we are committed to removing and reducing all risks to our students.

7 Managing risks to child safety and wellbeing

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for excursions, off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team monitors and evaluates the effectiveness of the actions in the Child Safety Risk Register at least annually.

8 Student's Rights, Participation and Empowerment

To support child safety and wellbeing at the Berry Street School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety and wellbeing approach and understand their rights and responsibilities.

'Belonging' is one of the three core values of the Berry Street School and we recognise the important role of friendships and peer support in developing a sense of belonging for students. All school staff are trained in the Berry Street Education Model (BSEM) which builds relational capacities in students. All students and their families are supported to play an active role in shaping our approach to safety and wellbeing by designing their Individual Education Plans, Focus Plans and, where relevant, Cultural Support Plans.

We inform students of their rights through our Student Wellbeing and Engagement Policy, our Student and Families Handbook, our Student Code of Conduct and our school expectations and values during enrolment meetings, Student Support Group (SSG) meetings and on an ongoing basis as part of the Health and Wellbeing Curriculum. We support students to develop the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns through the School's website, Monthly Newsletter or with the Assistant Principal (Head of Campus) or Campus Wellbeing Leader.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents/guardians/carers, as appropriate) informed about progress.

9 Family engagement

To support family engagement at the Berry Street School, we are committed to providing families and the community with accessible information about our school's child safe policies and practices and involving families in our approach to child safety and wellbeing.

We create opportunities for families to have input into the development and review of our child safe policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- holding Student Support Group meetings each term (per student) including core teachers, wellbeing and/or education support worker, leadership representative, parents/guardians/carers and other care team members if applicable
- holding family forums, including Information Evenings for families and our parent/guardian/carer opinion survey
- providing access to school leadership and other staff through a range of communication channels (including email, phone and the Engage Family Portal)
- publishing the Child Safety and Wellbeing Policy, and other related child safe policies and procedures, on our website

- publishing Monthly Newsletters which inform families and the school community about any significant updates to our child safe policies or practices, and strategies or initiatives that we are taking to ensure student safety
- PROTECT Child Safety posters are displayed across each Campus.

10 Diversity and Equity

As a child safe school, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every student has unique skills, strengths and experiences to draw on.

We pay particular attention to students in our community with additional and specific needs including:

- Aboriginal and/or Torres Strait Islander children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- children and young people who identify as LGBTQIA+.

The Berry Street School celebrates the diversity of our student population by providing a positive and respectful learning environment underpinned by a curriculum that is committed to promoting diversity and inclusion through educational opportunities. To support our students:

- who identify as LGBTQIA+, our school follows the Rainbow Tick strategies including student-led Stand Out groups and celebrating days of importance to the LGBTQIA+ community such as Wear it Purple Day
- who experience disabilities, our School educates all members in the school community about access and inclusion and ensures equitable access to programs, services and activities
- from culturally and linguistically diverse backgrounds, our School recognises and celebrates multicultural events which provides opportunities for students to learn about diverse cultures and traditions

The Berry Street School Student Wellbeing and Engagement Policy provides more information about the measures we have in place to support diversity and equity.

10.1 Establishing a culturally safe environment

At the Berry Street School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal and/or Torres Strait Islander culture, values and practices are respected. The School ensures that Aboriginal and/or Torres Strait Islander Children's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.

We think about how every student can have a positive experience in a safe environment. For Aboriginal and/or Torres Strait Islander students, we recognise the link between Aboriginal culture,

identity and safety and actively create opportunities for Aboriginal and/or Torres Strait Islander students and the Aboriginal and/or Torres Strait Islander community to have a voice and presence in our school planning, policies, and activities.

The School adopts measures to ensure racism is identified, confronted and not tolerated and ensures any instances of racism within the school environment are addressed through further education and restorative processes.

We have developed the following strategies to promote cultural safety and cultural rights in our school community:

- The Berry Street School Reconciliation Action Plan (RAP) '[Narragunnawali](#)' is refreshed each year with specific RAP actions to be completed.
- The Aboriginal and/or Torres Strait Islander Education Support Worker is an Indigenous identified position at Shepparton Campus
- All staff complete the Aboriginal Cultural Knowledge and Understanding Training in their first 3 months of employment.

11 Complaints and reporting processes

The Berry Street School understands that feedback and complaints are an opportunity to learn and can be an opportunity to intervene to protect children and young people where they may have suffered or be at risk of abuse. These complaints must be treated seriously and responded to promptly.

The Berry Street School fosters a culture that encourages staff, volunteers, students, families and carers, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns, and responding to complaints and concerns, which are documented in the Berry Street School Feedback and Complaints Policy. Our Feedback and Complaints Policy can be found on our school website and it provides clear information, which is age appropriate, culturally safe, accessible and understandable including:

- how to provide feedback and make complaints of any nature including allegations of child abuse
- external complaints agencies and authorities that may be able to receive their complaint or assist them to make a formal complaint
- the School's process for responding to complaints which are to be registered on the central complaint and feedback system, listened to, investigated and responded to within designated timelines
- the School's process for identifying quality improvements from analysing complaints.

Our Anti-Bullying Policy and School Social Media and eSafety Policy cover complaints and concerns relating to student physical violence or other harmful behaviours.

The Berry Street School has clear policies and procedures established for responding to allegations against Berry Street people alleging misconduct, inappropriate behaviour towards children and/or abuse of children. These are outlined in the Reporting Child Maltreatment Procedure and the Responding to Reports of Child Maltreatment Procedure.

These include:

- the requirement that ALL Berry Street School persons immediately report suspected misconduct or inappropriate behaviour towards a student to their supervisor or the Principal
- the requirement that ALL Berry Street School persons immediately alert child protection authorities and/or Victoria Police where they hold a reasonable belief that a student has been abused significantly harmed or maltreated by a Berry Street person
- guidelines on how to respond to a student who voices concern about abusive behaviour towards themselves or another student
- investigatory and disciplinary processes to ensure immediate support and protection for all students involved in an allegation of abuse or other risk of harm.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a student
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

12 Suitable staff and volunteers

The Berry Street School is committed to developing, maintaining and supporting a child safe workforce with the capacity to create child friendly environments and facilitate child safe practices. We apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

12.1 Staff recruitment

When recruiting staff, we follow the recruitment practices available on Bagung Ngarrgu at:

- [Staff Recruitment Policy](#)
- [Suitability for Employment Checks](#)
- [Berry Street School Worker Screening Procedure](#)
- [Working With Children Check Policy.](#)

The Berry Street School maintains child safe workforce practices that include:

- Specified role requirements and expectations relating to child safety within all staff position descriptions

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children Clearance or equivalent background check such as a Victorian Teaching Registration
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.

12.2 Staff induction

All newly appointed staff are expected to complete the Berry Street School Learning Pathway accessed through Bagung Ngarrgu – Learning Hub. The learning pathway includes completion of the following online modules, both accessed through the Berry Street Learning Hub:

- Berry Street Child Safety and Reporting
- [Protecting Children – Mandatory Reporting and Other Legal Obligations](#)

The Berry Street School Staff Handbook includes relevant information and links to relevant policies and procedures including:

- the School Child Safety and Wellbeing Policy (this document)
- the School Child Safety Code of Conduct which clearly states expectations and establishes boundaries for acceptable and non-acceptable behaviour for staff when interacting with students.
- the Reporting Child Maltreatment Procedure and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

12.3 Ongoing supervision, training and management of staff

12.3.1 Supervision

All staff engaged in child-connected work are supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff are monitored and assessed to ensure their continuing suitability for child-connected work. This is done during regular supervision sessions. Staff follow the Berry Street Staff Supervision Policy, with an expectation of monthly supervision.

12.3.2 Training

All school staff undertake the [Protecting Children Mandatory Reporting \(non-government schools\) training annually. Additional to this,](#) school staff receive training and information on child safety in a child safety briefing that covers the following areas:

- Our Child Safety and Wellbeing Policy
- Our Child Safety Code of Conduct
- Building culturally safe environments
- Information sharing and record keeping obligations
- The procedures for responding to complaints of concerns relating to child abuse
- Guidance on recognising indicators of child harm including harm caused by other children and students
- Guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- Guidance on how to identify and mitigate child safety and wellbeing risks in the school's environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities

12.3.3 Management of staff

Inappropriate behaviour towards children and young people is to be managed swiftly and in accordance with the Berry Street Staff Disciplinary Procedure and our legal obligations. Potential breaches by anyone are investigated and may result in restriction of duties, suspension or termination of employment or engagement or other corrective action. Child safety and wellbeing is be paramount.

Where a Berry Street person holds multiple roles, such as being a staff member and a mentor, or a staff member and carer, the Assistant Principal (Head of Campus) must follow the Employee, Carer and Volunteer Cross Over Procedure .

12.4 Suitability of volunteers

All volunteers are required to comply with the Berry Street Volunteer Policy. All managers of volunteers must follow the Berry Street Volunteer Management Manual. These documents describe how the School assesses the suitability of prospective volunteers and outlines expectations in relation to School child safety and wellbeing induction and training, and supervision and management. All volunteers are made aware of the School's Child Safety and Wellbeing Policy, the School's Child Safety Code of Conduct and the School's Statement of Commitment to Child Safety. Further to this, depending on the specific roles and responsibilities of the volunteer, tailored professional learning and training on child safety and wellbeing, and any emerging needs or issues is provided.

12.5 Suitability of contractors

The Engaging Contractor Guidelines describe the Berry Street School's approach to ensuring that all child safe standards apply in our engagement with contractors. This includes contract management, screening, induction, training, supervision and monitoring processes.

All contractors engaged in child-related and child-connected work must hold a Working with Children Clearance, and are required to familiarise themselves with:

- The Berry Street School Commitment to Child Safety
- The Berry Street School Child Safety Code of Conduct
- The Berry Street School Child Safety and Wellbeing Policy
- Training materials about their duties and responsibilities regarding child safety and related school practices.

Additional information about contractors' work history and training may be required to help ensure suitability of contractors to work with children. This is further outlined in the Engaging Contractor Guidelines.

13 Information sharing

The Berry Street School may share relevant information to ensure the safety and wellbeing of children, where it is appropriate and in their best interests. The Berry Street School keeps information about complaints confidential, except where it is necessary to share information to respond properly to a complaint or to prioritise child safety. We may also need to share information about incidents or complaints with external authorities to comply with the law or to prioritise safety.

13.1 Information Sharing Schemes

The Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Scheme (FVISS) are reforms that have been implemented by the Victorian Government to protect the safety and wellbeing of children, protect the safety of victim/survivors of family violence, and to assist to hold perpetrators to account. The Berry Street School is authorised under these Information Sharing Schemes as an Information Sharing Entity (ISE). ISEs are permitted to request, collect, use and disclose information for a family violence protection purpose or a child safety and wellbeing purpose.

Berry Street's Information Sharing Schemes Policy describes Berry Street's obligations under the CISS and FVISS and prescribes information sharing responsibilities for Berry Street employees.

14 Governance, Implementation and Review

Berry Street's Board provides oversight and regularly review the implementation and impact of the Child Safety and Wellbeing Policy as part of their governance function. Delegations of roles and responsibilities related to Child Safety and Wellbeing are clearly outlined in the Delegation Structures for School document. Child Safety is a standing agenda item at all Board School Committee Meetings where there are regular reviews of the School's Child Safe Risk Register.

The Berry Street School has established processes for the review and ongoing improvement of our child safe policies, procedures and practices.

These include:

- reviewing and improving our policy every 2 years, or after any significant child safety incident
- regular reviews of the School's Child Safe Risk Register with the Board's School Committee
- standing agenda items in School Senior Leadership Team meetings and Wellbeing Leaders meetings related to Child Safety
- acting with transparency and sharing pertinent learnings and reviewing outcomes with school staff and our school community.

15 Communications

The Berry Street School is committed to communicating our child safety strategies to the school community in an accessible way through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document) and the School Child Safety Code of Conduct.
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and School Committee meetings.

16 Records Management

The Berry Street School acknowledges that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Berry Street School Record Management Policy .

17 Implementing related Child Safe Policy and Procedures

The Berry Street School's Child Safe policies and procedures, and any other statements and records:

- address all Child Safe Standards
- are understood and implemented by all relevant staff, the governing body and volunteers
- are championed and modelled by leaders
- are documented and easy to understand
- are informed by best practice models and stakeholder consultation.

18 Related Berry Street Documents

- Berry Street School [Anti-Bullying Policy](#)
- Berry Street School [Child Safety Code of Conduct](#)
- Berry Street School Engaging Contractor Guideline
- Berry Street School [Feedback and Complaints Policy](#)
- Berry Street School Operational Delegations Policy
- Berry Street School Privacy Policy
- Berry Street School [Social Media and eSafety Policy](#)
- Berry Street School Staff Handbook
- Berry Street School [Record Management Policy](#)
- Berry Street School Worker Screening Procedure
- [Code of Conduct](#)
- [Diversity and Inclusion Framework](#)
- [Diversity and Inclusion Policy](#)
- [Employee, Carer and Volunteer Cross Over Procedure](#)
- [Equal Opportunity and Anti-bullying Policy](#)
- [Information Sharing Schemes Policy](#)
- [Professional Development and Training Policy](#)
- [Reporting Child Maltreatment Procedure](#)
- [Responding to Reports of Child Maltreatment Procedure](#)
- [Risk Management Policy](#)
- [Volunteer Policy](#)
- [Volunteer Management Manual](#)
- [Student Placement Policy](#)
- [Workplace Investigations Procedure](#)
- [Staff Disciplinary Procedure](#)
- [Staff Recruitment Policy](#)
- [Staff Supervision Policy](#)
- [Working With Children Clearance Policy](#)

19 Other Relevant Documentation

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)

20 Version Control

Version Number	1.2
Approved by:	Berry Street Board
Approved date:	08/03/2023
Review date:	08/03/2025
Process Owner:	Principal
Executive Responsible:	Executive Director Statewide Services
Version notes:	
Version 1.0	Document Created
Version 1.1	Additional information added on the duty of care requirements; governance, implementation and review; records management; suitability of contractors.
Version 1.2	28/02/2024 Additional information added to sections: <ul style="list-style-type: none"> ○ 10 – diversity & equity now includes additional information about the school’s strategies to support students from the LGBTQIA+ community, CALD communities, and students with a disability ○ 12 – suitable staff and volunteers now includes more detailed information about the annual training requirements and the content of the training ○ 13 – information sharing now includes information about the information sharing schemes, CISS & FVISS Included references to the School’s Student Wellbeing & Engagement Policy throughout the document in relevant sections

If you have any queries in relation to this policy, please contact the School on 03 9429 9266.

Child Safety and Wellbeing Policy

1. **We have a culture of child safety – ‘it’s everybody’s job’**



2. **We support children’s rights to be free from neglect, violence and abuse**



3. **We create child friendly environments**



4. **We value and promote diversity and equity**



5. **We help families and carers to be involved in making decisions when safe to do so**



6. **Children are supported to make a complaint**



7. **We check that potential employees are child-safe before we hire them**



8. **We train and educate our staff in how to be leaders in child-safety**



9. **We share information with other services if it will keep children safe**



10. **We look for risks, manage risks and continually work to make improvements**



11. **We act immediately to any report of abuse by making the child safe and then investigating and reporting to authorities as required**



12. **We train our staff about the law and what they must report to police or child protection**



13. **The Board oversees this policy and it will be reviewed every 2 years.**

