

ST. CECILIA'S



Catholic Primary School

Living and Learning in Faith

Child Safety Policy

July 24, 2019

St. Cecilia's Primary School
4 Van Ness Avenue, Glen Iris

St. Cecilia's Child Safe Policy

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Introduction

St Cecilia's school was begun in 1932 by the Josephite Sisters.

“ Josephite spirituality can be seen as an energy that seeks right relationships with God, others, self and the earth.”

At **St Cecilia's school** we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n. 9).

St Cecilia's is a Catholic Primary School built on the Gospel values and we believe that every person is created in the image and likeness of God. We are a welcoming and inclusive community, living and learning in faith. Our quality curriculum nurtures the spiritual, intellectual, physical, social, emotional and creative development of all.

Delivered in parallel to our Religious Education curriculum is our highly innovative Wellbeing Program which centres on the application and appreciation of our Catholic values through our daily lived experience. Our multi-faceted approach is founded on a commitment to the development of the whole child within a safe, positive and nurturing community. Our staff work to develop strong self-worth in our students and to create effective interpersonal relationships between themselves and their students which ensures that students are confident to seek assistance from staff in matters of safety. A comprehensive range of initiatives and programs are implemented across all levels of our school, both within the curriculum and through co-curricular activities. These include the Respectful Relationships and Bounce Back resilience program, annual Bully Busters sessions and Cyber Safety awareness program.

Our broad range of learning experiences prepares children for our changing world and fosters skills, values and attitudes needed in the active pursuit of a sustainable global future.

We aim to work in partnership with school, home and parish, which strengthens relationships and promotes active community involvement. We embrace and celebrate the potential of each child to be life-long learners and aim to equip them with optimism and resilience, which will assist them in making a worthwhile contribution to society as a responsible global citizen.

Purpose of this Policy

The Victorian government has introduced minimum Child Safe Standards into law to ensure organisations providing services for children create child safe environments. This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

The purpose of this policy is to demonstrate the strong commitment of St. Cecilia's to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

Principles

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and where they are safe and feel safe. [CECV Commitment Statement to Child Safety](#)

St. Cecilia's primary school is committed to child safety. As Catholic educators, we acknowledge that the care, safety and wellbeing of children is our central and fundamental responsibility. We want children to be safe, happy and empowered.

The following principles underpin our commitment to child safety at St. Cecilia's:

- * All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- * Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- * All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- * All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- * The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- * Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- * All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- * Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- * Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Children and young people learn best when their wellbeing is optimised through the provision of a safe and effective learning environment that fosters their individual learning potential in partnership with the wider school community. ([CEM, Wellbeing Strategy 2011-2015](#))

1. Definitions used in this Policy

Child: A child or a young person enrolled as a student at the school.

Child abuse includes:

- (a) any act committed against a child involving:
 - (i) a sexual offence
 - (ii) an offence under section 49B(2) of the **Crimes Act 1958** (grooming)
- (b) the infliction, on a child, of:
 - (i) physical violence
 - (ii) serious emotional or psychological harm
- (c) serious neglect of a child. [Ministerial Order No. 870](#)

Child safety encompasses 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 incidents or allegations of child abuse. [Ministerial Order No. 870](#)

Child neglect includes a failure to provide the child with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health and physical development of the child is significantly impaired or placed at serious risk. ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#))

Child physical abuse: Generally, consists of any non-accidental infliction of physical violence on a child by any person. ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#))

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity. It can include a wide range of sexual activity and does not always involve physical contact or force. ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#))

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence. ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#))

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later date. It can include communication and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer. ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#))

Mandatory Reporting: The legal requirement under the *Children, Youth and Families Act 2005 (Vic.)* to protect children from harm relating to physical and sexual abuse. The principal, teachers, medical practitioners and nurses at a school are mandatory reporters under this Act. ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#))

Reasonable Belief: When school staff are concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as forming a 'reasonable belief'. A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof but is more than mere rumour or speculation. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#))

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school
- (b) online school environments (including email and intranet systems)
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events). [Ministerial Order No. 870](#)

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act

School staff means an individual working in a school environment who is:

- (a) directly engaged or employed by a school governing authority
- (b) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)
- (c) a minister of religion. [Ministerial Order No. 870](#)

2. Policy Commitments

All students enrolled at **St Cecilia's school** have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

Our commitment to our students

- (a) We commit to the safety and wellbeing of all children and young people enrolled in our school.
- (b) We commit to providing children and young people with positive and nurturing experiences.
- (c) We commit to listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
- (d) We commit to taking action to ensure that children and young people are protected from abuse or harm.
- (e) We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- (f) We commit to seeking input and feedback from students regarding the creation of a safe school environment.

Our commitment to parents and carers

- (a) We commit to communicating honestly and openly with parents and carers about the wellbeing and safety of their children.
- (b) We commit to engaging with, and listening to, the views of parents and carers about our child-safety practice, policies and procedures.
- (c) We commit to transparency in our decision-making with parents and carers where it will not compromise the safety of children or young people.
- (d) We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
- (e) We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment to our school staff (school employees, volunteers, contractors and clergy)

- (a) We commit to providing all St. Cecilia's staff with the necessary support to enable them to fulfil their roles. This will include regular and appropriate learning opportunities.
- (b) We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and young people's protection and wellbeing. This will include annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.

- (c) We commit to listening to all concerns voiced by St. Cecilia's staff, clergy, volunteers, and contractors about keeping children and young people safe from harm.
- (d) We commit to providing opportunities for St. Cecilia's school employees, volunteers, contractors and clergy to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

3. Responsibilities and Organisational Arrangements

Everyone employed or volunteering at St. Cecilia's has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. [CECV Commitment Statement to Child Safety](#)

The school has allocated roles and responsibilities for child safety as follows:

3.1. Guide to Responsibilities of School Leadership

The principal, the school governing authority and school leaders at St. Cecilia's recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety. Responsibilities include:

- creating an environment for children and young people to be safe and to feel safe
- upholding high principles and standards for all staff, clergy, volunteers, and contractors
- promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff
- ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters
- providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to child and young people's protection and wellbeing
- ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#)
- ensuring the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the Crimes Act 1958 (Vic.) and in line with the [PROTECT: Identifying and responding to all forms of abuse in Victorian schools.](#)

3.2. Guide to Responsibilities of School Staff

Responsibilities of school staff (school employees, volunteers, contractors and clergy) include:

- treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care
- following the legislative and internal school processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected
- providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured
- undertaking regular training and education in order to understand their individual responsibilities in relation to child safety and the wellbeing of children and young people
- assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse
- following the school's Child Safety Code of Conduct.

3.3. Organisational Arrangements

At St Cecilia's school we have a Child Safety Team consisting of the Principal, Deputy Principal, the Learning Diversity/ Student Wellbeing Leader and a staff representative who is also the IEU elected rep.

They inform the Principal/ Deputy Principal of safety issues around the school. These issues might include maintenance of the school grounds and equipment, monitoring safe behaviour of students or emotional safety issues such as bullying or excluding others.

NB There are 3 playground zones which are monitored by staff members -one of which is a quiet play zone.

4. Expectation of our School Staff- Child Safety Code of Conduct

In **St Cecilia's** community, we expect school employees, volunteers, contractors and clergy to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements. We have developed a Child Safety Code of Conduct (**See our school's Child Safety Code of Conduct**), which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers, contractors and clergy for appropriate behaviour with children in order to safeguard them against abuse and or neglect.

Staff expectations in regard to safety are reviewed annually on the first Professional Development day each year with all staff, including the Leadership Team, Teachers, Learning Support Officers and admin staff. Staff also complete the Mandatory Reporting on-line module annually.

Safety is a regular inclusion in our weekly Staff Meetings and all staff discuss playground and other safety issues such as emotional safety. One Staff Meeting per term is assigned to Student Services/ Student Wellbeing and photographs of students are used to ensure that all staff meet the specific emotional and safety needs of students including those with disabilities or special needs.

Our Code of Conduct has a specific focus on safeguarding children and young people at **St Cecilia's school** against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, volunteers, contractors, clergy and board/school council members at **St Cecilia's school** are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

Acceptable and unacceptable behaviours

Our Code also protects school staff through clarification of acceptable and unacceptable behaviour.

Some simple principles should guide an adult's behaviour when undertaking child connected work such as:

- the adult/child relationship should be professional at all times
- an adult's response to a child's behaviour or circumstance should be commensurate with the child's age and vulnerability and the adult's responsibility for the care, safety and welfare of the child
- an adult should not be alone with a child unless there is line of sight to other adults
- an adult should not initiate or seek physical contact or contact with children outside school.

Acceptable behaviours

All staff, volunteers and board/school council members are responsible for supporting the safety of children by:

- adhering to the school's child safe policy and upholding the school's statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- 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 (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse to the school's leadership or Student Services Leader understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958*
- reporting any child safety concerns to the school's leadership or Student Services Leader
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe
- reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

Unacceptable behaviours

Staff and volunteers must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact which children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- have contact with a child or their family outside of school without the school's leadership or Student Services Leader knowledge and/or consent or the school governing authority's approval (for example, unauthorised after hours tutoring, private instrumental/other lessons or sport coaching). Accidental contact, such as seeing people in the street, is appropriate.
- have any online contact with a child (including by social media, email, instant messaging etc) or their family (unless necessary eg by providing families with e-newsletters or assisting students with their school work)
- use any personal communication channels/device such as a personal email account
- exchange personal contact details such as phone number, social networking sites or email addresses
- photograph or video a child without the consent of the parent or guardians
- work with children whilst under the influence of alcohol or illegal drugs

5. Student Safety and Participation

Our society is both blessed and challenged by a growing diversity of cultures and faiths. As a vibrant Catholic learning community we will develop engaged, purposeful learners who will shape the world for the common good. At St. Cecilia's we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

All students complete a yearly safety plan of the school where they mark safe and unsafe places. These are examined by the leadership team and the information is collated to establish patterns of behaviour and areas of the playground where closer staff supervision or behavioural change of students is required. Safety issues are raised during each weekly whole school assembly to ensure that safety issues are brought to the fore and a consistent message is explained to all students.

Students complete an annual survey about their physical and emotional safety. They are asked to identify unsafe behaviours that they may have experienced or witnessed and to name students involved. The Leadership Team review and collate this information and respond accordingly.

We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns students, or their parents or carers, raise with us.

6. Responding and Reporting

Our school records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and stores the records in accordance with security and privacy requirements. Our school complies with legal obligations that relate to managing the risk of child abuse under the *Children, Youth and Families Act 2005* (Vic.), the *Crimes Act 1958* (Vic.) and the recommendations of the [Betrayal of Trust](#) report.

Child protection reporting obligations fall under separate pieces of legislation with differing reporting requirements.

Please see our school's **Child Protection – Reporting Policy**, updated on **30th July ,2019** which sets out the actions required under the relevant legislation when there is a reasonable belief that a child at our school is in need of protection or a criminal offence has been committed, and provides guidance and procedures on how to make a report.

Our policy assists staff, volunteers and families to:

- identify the indicators of a child or young person who may be in need of protection
- understand how a 'reasonable belief' is formed
- make a report of a child or young person who may be in need of protection
- comply with mandatory reporting obligations under child protection law and their legal obligations relating to criminal child abuse and grooming under criminal law.

Our school has also established internal processes to ensure that appropriate action is taken to respond to concerns about the wellbeing and/or safety of a student.

At St Cecilia's school, staff, volunteers, parents or students who have a reasonable concern regarding child safety should report in the first instance to the Principal and /or Deputy Principal and Student Services Leader and a report is made to the appropriate authorities- DHHS Child Protection or Child FIRST provider. If the staff member is of the belief that Leadership will not follow through by reporting to the relevant authorities, they must report the issue themselves.

Our complaints and disclosure processes are outlined and detailed in the following policies and procedures:

- **Child Protection-Reporting Obligations Policy.**
- **Grievance and Complaints Resolution Policy**

7. Screening and Recruitment of School Staff

St Cecilia's school will apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. Our commitment to child safety and our screening requirements are included in all advertisements for such employee, contractor and volunteer positions, and all applicants are provided with copies of the school's Child Safety Code of Conduct and the Child Safety Policy.

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we make all reasonable efforts to:

- confirm the applicant's Working with Children Check and National Police Check status and/or professional registration
- obtain proof of personal identity and any professional or other qualifications
- verify the applicant's history of work involving children
- obtain references that address the applicant's suitability for the job and working with children and contact two referees

We have processes for monitoring and assessing the continuing suitability of school staff to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration. All classrooms have glass and connecting doors to ensure the safety of students.

Volunteer classroom helpers are encouraged to obtain a Working With Children check and this information will be collated in the school office. (This is not mandatory as helpers work with teachers. They are not to be left alone with students). Contractors undertaking works within the school are employed outside school hours wherever possible and

instructed to use the Staff Toilets only. On arrival they must sign in, show their Working With Children Check to the Admin staff and wear a Visitors' badge throughout their time at the school. If a contractor does not have a Working With Children Check, they will be supervised by a staff member whilst on school grounds.

8. Child Safety- Education and Training for School Staff

St Cecilia's school provides employees, volunteers and clergy with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

All staff undertake annual online Mandatory Reporting Training and First Aid training to update their skills. Safety is a regular item on our Staff Meeting and Leadership Team meeting agendas. Each year the whole staff participates in an introductory PD day during which we review expectations for teaching and non-teaching staff. At least one staff meeting per term focuses on Student Wellbeing and the first term meeting includes photographs of students with disabilities or special needs so that all staff are aware of the needs of our most vulnerable students.

See our Induction Policy.

9. Risk management

At **St Cecilia's school** we are committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment, and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and periodically review our risk management strategies for child safety and ensure that the strategies change as needed and as new risks arise.

We have an elected Occupational Health Safety representative and a Staff Safety Team including one teacher rep and the Principal/ Deputy Principal. All staff have a responsibility to report safety issues to one of these team members.

A maintenance book is kept in the school office for staff to record safety issues and a digital safety issues form is also available on the Staff Information web page.

This page also has a Student Behaviour Incident Record for staff to record playground incidents.

Playground injuries and First Aid issues are recorded in the First Aid book.

The Staff Safety Team examine all the aforementioned records each month and undertake monthly safety walks to ensure correct maintenance has been completed.

10. Relevant Legislation

- *Children, Youth and Families Act 2005* (Vic.)
- *Working with Children Act 2005* (Vic.)
- *Education and Training Reform Act 2006* (Vic.)
- *Equal Opportunity Act 2010* (Vic.)
- *Privacy Act 1988* (Cth)
- *Crimes Act 1958* (Vic.) – Three new criminal offences have been introduced under this Act:
 - a) **Failure to disclose offence:** Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence.
 - b) **Failure to protect offence:** The offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- i) **Grooming offence:** This offence targets predatory conduct designed to facilitate later sexual activity with a child. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

11. Related Policies

11.1. Catholic Education Melbourne Policies

- Policy 2.19: Child Protection – Reporting Obligations
- Policy 2.19a: School Guidelines –Police and DHHS Interview Protocols
- Policy 2.20: Complaints Policy
- Policy 2.26: Pastoral Care of Students in Catholic Schools
- CEM Guidelines for Behaviour Support
- CECV Whole School Approaches to Supporting Positive Behaviour

11.2. School Policies

See the following policies:

- Child Protection – Reporting Obligations
- Pastoral Care Policy
- Anti Bullying Policy
- Responsible Use of ICT and Social Media Policy
- Grievance and Complaints Resolution Procedures

- Staff Handbook

12. Breach of Policy

Where an **employee** is suspected of breaching any obligation, duty or responsibility within this Policy, St. Cecilia's may start the process under clause 13 of the *Victorian Catholic Education Multi Enterprise Agreement 2013* (VCEMEA) for managing employment concerns. This may result in disciplinary consequences.

Where the **principal** is suspected of breaching any obligation, duty or responsibility within this policy, the concerned party is advised to contact the parish priest or the employer. Relevant notification should also be made to Catholic Education Melbourne (Office of Professional Conduct, Ethics and Investigation).

Where any **other member of the school community** is suspected of breaching any obligation, duty or responsibility within this policy, the school is to take appropriate action, including in accordance with: **(the Child Protection – Reporting Obligations Policy, Grievance & Complaints Resolution Policy)** and/or contact Catholic Education Melbourne (Office of Professional Conduct, Ethics and Investigation).

Evaluation

13. Review of this Child Safety Policy

At **St Cecilia's school** we are committed to continuous improvement of our child safety systems and practices. We intend this policy to be a dynamic document that will be regularly reviewed annually to ensure it is working in practice and updated to accommodate changes in legislation or circumstance.

We will maintain a history of updates to the policy.

History of Updates to Policy

Date	Comment (e.g. major review, minor review)
14th July 2016	Introduction
21st July 2016	Formulation of Policy
26th July 2016	Staff endorsed the Code of Conduct at the Staff Meeting

26th July 2016	School Education Board (which includes the Parish Priest our employer- and Parish members) endorsed the Child Safety Policy, Child Protection- Reporting Obligations Policy and the Code of Conduct at the Education Board Meeting
July 2019	Staff endorsed update of Child Safety Policy

14. References

Catholic Education Commission of Victoria Ltd (CECV) 2016, [*Commitment Statement to Child Safety: A safe and nurturing culture for all children and young people in Catholic schools.*](#)

Catholic Education Commission of Victoria Ltd (CECV) 2013, [*Victorian Catholic Education Multi Enterprise Agreement 2013*](#), CECV.

Congregation for Catholic Education 1997, [*The Catholic School on the Threshold of the Third Millennium*](#), Vatican.

Department of Education, 2016, [*PROTECT: Identifying and responding to all forms of abuse in Victorian schools*](#)

State of Victoria 2016, [*Child Safe Standards – Managing the Risk of Child Abuse in Schools: Ministerial Order No. 870*](#), Education & Training Reform Act 2006, Victorian Government Gazette No. S2.

Parliament of Victoria, Family and Community Development Committee, 2013, [*Betrayal of Trust*](#)