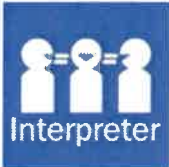




OSBORNE PRIMARY SCHOOL 2655

# Child Safety and Wellbeing Policy



## Help for non-English speakers

If you need help to understand this policy, please contact Osborne Primary School, phone: 5975 1792, email: [Osborne.ps@education.vic.gov.au](mailto:Osborne.ps@education.vic.gov.au) or come into our school office.

## PURPOSE

The Osborne Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

## 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 school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by 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 the related school policies section below

## DEFINITIONS

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student
- volunteer.

## **STATEMENT OF COMMITMENT TO CHILD SAFETY**

Osborne Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students. We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences. Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety. We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

## **ROLES AND RESPONSIBILITIES**

### **SCHOOL LEADERSHIP TEAM**

Our school leadership team (comprising the Principal, Assistant Principals and Leading Teacher and Learning Specialists) 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 will:

- 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, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of 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.

### **SCHOOL STAFF AND VOLUNTEERS**

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures, 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.

## **SCHOOL COUNCIL**

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

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council 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 school council employees and members
- At our school, school council employment duties are delegated to the principal who is bound by this policy.

## **SPECIFIC STAFF CHILD SAFETY RESPONSIBILITIES**

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

- The Principal and School Improvement Team are responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the school 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 Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

## **CHILD SAFETY CODE OF CONDUCT**

Our 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 Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

## **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 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 will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

## **ESTABLISHING A CULTURALLY SAFE ENVIRONMENT**

At Osborne Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

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

- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Display plaques and signs to Acknowledge Country and Traditional Owners
- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Put school leaders at the front of anti-racist action. Discuss racism and work to address unconscious bias and racism in the school community.
- Create a positive climate for learning and development where services demonstrate the highest levels of respect and inclusion and, as a result, Aboriginal children and learners of all ages feel strong in their identity within all services.

## **STUDENT EMPOWERMENT**

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

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through utilising evidence based wellbeing programs within the curriculum and through implementing our whole school approach to Respectful Relationships, our student Code of Conduct, and our school values.

We inform students of their rights through our school values and wellbeing programs, and give them 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 at the school office either in person or through calling 5975 1792.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will 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 and carers, as appropriate) informed about progress.

### **We empower students to contribute to school life by:**

- Displaying visually engaging and easy-to-read posters promoting student voice and agency.
- Discussing commitment to student's voice at enrolment and organise orientation activities focused on activating student's voice.
- Conducting class meetings to discuss students' rights and safety issues.
- Inviting students to provide feedback on school-wide decisions and take their views into account in school decision-making.
- Demonstrating that the school takes students seriously by acting on their concerns, noting that what might seem unimportant to an adult may be important to a young person

### **We empower students to raise their concerns by:**

- Providing students with information about complaints processes.
- Giving students a variety of ways to raise concerns. For example:
  - provide an anonymous, year-level student suggestion box
  - display information about the adults who students can talk to if they have a concern.

### **We establish protective factors by:**

- Teaching students practical protective strategies, including:
  - what to do when they feel unsafe
  - phrases they can use to raise an objection
  - pathways for raising safety concerns, and
  - online safety behaviours.
- Providing contact information for independent child and youth advocacy services or helplines.
- Providing a range of age-appropriate picture books, fiction and non-fiction that include:
  - children's rights and empowerment themes
  - cultural and linguistic diversity
  - neurodiverse characters and people with disability

- diversity in sexual orientation and gender.
- Supporting all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community.
- Delivering age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention
- Empowering students with the knowledge that adults are accountable and that students have a right to safety.

**At Osborne Primary School we use sensitivity and develop trust by:**

- Providing training to staff and volunteers to be attuned to signs of harm and risk factors in students.
- Reminding staff and volunteers to recognise that students might communicate in different ways, including through verbal and non-verbal cues, play, body language, facial expressions, drawings or behaviours.
- Following through on our commitments – show students that the leadership team and staff are trustworthy and take their worries or concerns seriously

**We communicate in a respectful and age-appropriate way in order to;**

- Educating staff to uphold Aboriginal cultural safety and be respectful of identity and culture.
- Training staff and volunteers to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.
- Educating staff and volunteers about children's rights, including the 4 guiding principles in the Convention on the Rights of the Child.

## **FAMILY ENGAGEMENT**

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

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

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

**We do this through:**

- Our school website, newsletters, bulletins, level newsletters, school council, student, staff, and parent meetings etc.
- all of our child safety policies and procedures will be available for students and parents at <http://osborneps.vic.edu.au/>
- Newsletters and school bulletins will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school in visibly prominent locations.

**At Osborne primary School, we support and encourage family involvement through:**

- Nominating a contact person for new enrolments and provide their details in induction materials or school transition packs.
- Providing new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns.
- Conducting school open days to welcome families and the broader community.
- Creating a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds

**As a school we engage families and communities in building a child safe organisation by:**

- Providing parents and carers with information about children's rights via newsletters, or parent information sessions.

- Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews.
- Discussing how our school approaches child safety topics at Friends of Osborne (FOS) meetings. Making sure you have processes in place to manage disclosures if they arise.

**We provide regular opportunities to communicate by:**

- Providing frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school.
- Incorporating child safety questions in parent and carer surveys to measure awareness and confidence in the school's child safety approach and to support ongoing improvement.
- Reminding the school community about the shared roles of parents, carers and school staff in creating a positive environment for learning by promoting the Respectful Behaviours in the School Community Policy.
- Communicating with and appropriately involve families at all stages of the process if a concern is raised or complaint is made.

**At Osborne Primary School we reflect the diversity of the school community by:**

- Making newsletters and communications inclusive.
- Encouraging volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal people, and those from culturally and linguistically diverse backgrounds.

**We provide inclusive and accessible information by:**

- Displaying the PROTECT poster in shared areas that are accessible to parents and the community.
- Making sure child safety information is easy to read – consider font size, font style, colours used, formatting and visual presentation.
- Checking that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. Keep this information up to date and accessible, and review it regularly.

**At Osborne Primary School we build family and community involvement in child safety into business as usual by:**

- Making child safety a standing item at school governing authority meetings.
- Reporting on the outcomes of relevant reviews to staff and volunteers, community and families and students to show transparency and accountability.
- Encouraging families and carers to advocate for their children and champion their safety while at school and in other environments, including extra-curricular activities such as sports, tutoring, music and language classes.
- Acknowledging the important role that families and communities play in monitoring children's safety and wellbeing and helping children to disclose concerns.

## **DIVERSITY AND EQUITY**

As a child safe organisation, 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 child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal 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
- international students
- children and young people who identify as LGBTIQ+.

Our Student Wellbeing and Engagement Policy and our Inclusion and Diversity Policy provide more information about the measures we have in place to support diversity and equity.

**At Osborne Primary School we recognise the diverse backgrounds, needs and circumstances of students by:**

- Recognising the range of diverse student and family attributes. Paying attention to:
  - cultural safety for Aboriginal and Torres Strait Islander students
  - the needs of students with disability and responses to disability
  - the needs of students from diverse religious and cultural communities
  - the needs of very young students and children
  - the impact of prior trauma
  - gender differences
  - the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
  - challenges for students who are in foster care, out of home care, living away from home or international students
  - socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation).
- Paying attention to diverse student cohorts and individuals in our community, recognising that they may have higher risk of harm.
- Normalising asking for and using people's preferred pronouns and names for students.

**As a school we identify and address challenges that students experience due to their diverse attributes through;**

- Communicating that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy.
- Letting students know they can raise concerns or report incidents that occurred at school and outside the school.
- Checking in with vulnerable students and their families to confirm their needs are being met.
- Engaging genuinely with students. Finding out what matters to them, what they know and don't know about safety, and what they need to be safe and feel safe.
- Validating students' feelings. Students may feel that they have not been listened to or believed in the past.
- Discussing how students feel about discussing their personal circumstances and respecting their wishes. **Noting that where staff or volunteers have formed a reasonable belief that sharing information is necessary to lessen or prevent a serious threat to an individual's life, health, safety or welfare, they may be required to share information despite the wishes of the student that their information remain confidential.**
- Taking a holistic approach when responding to family violence.
- Responding to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory.

**At Osborne Primary School we have put in place policies and strategies to help meet the diverse needs of students by;**

- Ensuring school environments are welcoming and inclusive.
- Anticipating the needs of students from diverse backgrounds and life circumstances.
- Providing staff and volunteers with training to identify and address racism, bullying and discrimination.
- Creating opportunities to remind staff and volunteers about student diversity and accommodating students' needs.

Our Student Wellbeing and Engagement Policy and our Inclusion and Diversity Policy provide more information about the measures we have in place to support diversity and equity.

## **SUITABLE STAFF AND VOLUNTEERS**

At Osborne Primary School, 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.

## **STAFF RECRUITMENT**

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management](#).

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.
  - references that address suitability for the job and working with children.

## **STAFF INDUCTION**

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

## **ONGOING SUPERVISION AND MANAGEMENT OF STAFF**

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

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by completing an annual performance and development review with all staff members.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

## **SUITABILITY OF VOLUNTEERS**

All volunteers are required to comply with our Volunteers Policy, which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

## **CHILD SAFETY KNOWLEDGE, SKILLS AND AWARENESS**

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.



Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

## **SCHOOL COUNCIL TRAINING AND EDUCATION**

To ensure our school council 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 council 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
- Osborne Primary School child safety and wellbeing policies, procedures, codes and practices

## **COMPLAINTS AND REPORTING PROCESSES**

Osborne Primary School fosters a culture that encourages staff, volunteers, students, parents, 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 and this is documented in our school's Complaint Policy. The Complaints Policy can be found on the school website.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures. Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

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

- the Four Critical Actions for complaints and concerns relating to adult behaviour towards a child
- the Four Critical Actions: Student Sexual Offending for complaints and concerns relating to student sexual offending

Our Student Wellbeing and Engagement Policy and Bullying Prevention Policy cover complaints and concerns relating to student physical violence or other harmful behaviours.

## **COMMUNICATIONS**

Osborne Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

## **PRIVACY AND INFORMATION SHARING**

Osborne Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: Schools' Privacy Policy.

## **RECORDS MANAGEMENT**

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: Records Management – School Records

## **REVIEW OF CHILD SAFETY PRACTICES**

At Osborne Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.
- Develop a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years.
- When required, develop a work plan and establish a working group, to review and update policies and procedures.
- Monitor and manage child safety risks using a risk register.
- Use complaints and incidents as a learning opportunity to inform continuous improvement.
- Keep records of documentation, such as minutes, outlining recommendations on how child safe practices can be improved and implemented.
- Review complaints received and incidents reported for gaps, weaknesses or failures in policies.
- Communicate review outcomes to students in age-appropriate ways.
- Inform the school community of any child safety policy changes were relevant or applicable.

## **RELATED POLICIES AND PROCEDURES**

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

## **RELATED DEPARTMENT OF EDUCATION AND TRAINING POLICIES**

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)


## **OTHER RELATED DOCUMENTS**

- [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](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

## RELATED POLICIES AND PROCEDURES

The School Improvement Team led by the School Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the- Osborne Primary School community.

## APPROVAL

<b>Created date</b>	<b>October 2022</b>
<b>Consultation</b>	20 <sup>th</sup> October 2022, school council
<b>Endorsed by</b>	Brett Miller School Principal Osborne Primary School 
<b>Endorsed on</b>	20 <sup>th</sup> October 2022
<b>Next review date</b>	October 2024