



Adopted by College Council
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CHILD SAFETY and WELLBEING POLICY

Part One

1. Rationale

All adults have a Biblical mandate to protect children. Schools are organisations established to manage the care and education of children, and as institutions they must protect children through their systems, structures, policies and practices. A Christian school is an organisation that ought to function as a pro-social collaborative community where parents and staff partner together for the care and education of the children.

2. Christian Doctrine is Intrinsic to Education and Operations of this College

The College's foundational doctrines are the Christian Bible, the Apostles Creed, and the traditions of the Christian church. The College's doctrines and Christian traditions are intrinsic to Christian education, including teaching and learning, as well as to all operations of the College. The community-based nature of the learning environment of this school mean it is an intrinsic requirement that all staff including non-teaching staff align with the foundational doctrines listed above.

3. MCC Child Safety and Wellbeing Code of Conduct

Preamble

This MCC Child Safety Code of Conduct is developed to be synchronised with, and complementary to the VIT Code of Conduct for members of the Victorian teaching profession. The VIT Code of Conduct is not subject to this MCC Child Safety Code of Conduct. This MCC Child Safety Code of Conduct will not cover every situation. It is based on Ministerial Order 1359.

All children have the right to be protected, and adults working in a school have the responsibility to do all that they can to protect children. Therefore, if a staffer violates this MCC Child Safety Code, College management will be compelled to take responsive action, or disciplinary action, including possible suspension from duties, or immediate dismissal in the case of a very serious violation.

MCC Child Safety and Wellbeing Code of Conduct

Our College sets these expectations of behaviours for all adults interacting with students within our sites or at school-related events, or in online/remote settings...

1. Always speak and act in a way to proactively protect the safety of students, including the cultural safety of Indigenous students
2. Behave appropriately towards students; physically, emotionally

3. Build a culture of belonging, and both proactively and responsively prevent bullying, teasing, disempowerment, racism towards, or humiliation of students
4. Communicate in an affirming way with students: speak constructively and listen actively, and build an environment where they do the same for each other
5. Demonstrate behaviour aligned with Jesus' teachings and demonstrate the College's Core Values: Christ-centredness, Excellence, Community, Respect, Passion for Teaching and Learning.
6. Enable inclusion and participation of disabled students, and of students from diverse language or cultural backgrounds, and actively establish culturally safe environments in which the diverse and unique identities and experiences of Indigenous students are respected and valued.
7. Hold study-discussions or assistance-discussions with more than one student at a time, and create safe transparency by using venues with clear line-of-sight, and put in place the online equivalent protections.
8. Never use physical punishment, or even inappropriate tackling or rough playing
9. Only discuss topical or unsettling matters with students in a way appropriate to their age, and only within the context of curricular teaching and learning
10. Protect students from discrimination and prejudices, including your own
11. Refrain from any form of sexual conduct with a student, including making sexually suggestive comments, or disclosing sexually suggestive material, in both online and onsite settings.
12. Refrain from either: closely befriending or favouring, or the opposite, exclusion or alienation of students
13. Refrain from inappropriate physical contact with students, and be aware of the differences (eg, a non-invasive, quick, affirming pat on a shoulder in some contexts may be acceptable, whereas a lingering touch, or stroking, or touching hair is unacceptable)
14. Refrain from personal/non-professional communications with students, and communicate electronically only through official school email or school Learning Management Systems
15. Refrain from photographing students apart from events and images that are specifically for official use in College publications or celebrations, and delete images of students from personal devices once the legitimate, work-related purpose has been fulfilled
16. Report violations of this policy; internally to management, and externally as professionally appropriate, and take immediate action according to professional practice to ensure any child's immediate safety. Reports made under the MCC Whistleblower Policy, may be treated as a report under the MCC Code of Conduct or actioned under the MCC Whistleblower Procedure
17. Supervise students in a way that takes into account their age-related vulnerabilities, including in online settings.
18. Treat all students with equivalent favour
19. Treat confidentiality with professionalism, honour students and their privacy as professionally appropriate
20. Use spaces wisely, eg. use staff toilets, and do your best to avoid using student toilets, put in place equivalent precautions when using online settings.
21. Vigilantly observe and respond to situations concerning child protection matters

4. Roles and Responsibilities

1 - Senior Leadership Team

Our senior leadership team (comprising the Principal, Heads of School and Heads of Departments) 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.

The Senior Leaders 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, 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.

2 - 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 which is within the Child Safety and Wellbeing Policy (POL15)
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures which is within the Child Safety and Wellbeing Policy (POL15) 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.

3 - College Council and Board of Directors

In performing their governance role, College Council and Board of Directors will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at College 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 governance members
- when recruiting governance members, ensure that selection, supervision, and management practices are child safe

4 - Specific staff child safety responsibilities

In order to genuinely create a culture of child safety and prioritising child safety at all levels throughout MCC, our school opts to distribute and require equal accountability of all staff. Notwithstanding that, there are specific staff with more experience than others in following through on reporting and investigating allegations or suspicions of child abuse.

Therefore, it is reasonable that the Principal, the Heads of School, the Head of Wellbeing and the Head of Operations are known throughout the school as effective 'go-to' people for all staff and volunteers if advice or support are needed in responding to suspicions or allegations of child abuse. Our Principal and Head of Wellbeing are the first point of contact for child safety concerns or queries and they liaise with the Head of Operations for coordinating responses to child safety incidents.

Also, the Principal and their office oversee the following:

- training for staff and volunteers.
- monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The office of the Principal is responsible for informing the school community about this policy, and making it publicly available
- Our wellbeing department act as the Child Safety and Wellbeing Team and a Student Reference Group on child safety. They meet formally and informally (constantly) to identify and respond to any ongoing matters related to child safety and wellbeing. The wellbeing department student meetings provide an opportunity for students to provide input into school strategies.
- Our Head of Finance and Risk, in conjunction with College Council, monitors the Child Safety Risk Register.

Notwithstanding that, it is the responsibility of those in Governance and Senior Management roles to ensure the implementation of this policy.

5. The Eleven Standards

The Victorian Government has introduced new legislation expressed as eleven standards. The standards are as follows...

- Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities of Aboriginal children and young people are respected and valued
- Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture
- Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
- Standard 4: Families and communities are informed, and involved in promoting child safety and wellbeing
- Standard 5: Equity is upheld and diverse needs respected in policy and practice
- Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
- Standard 7: Processes for complaints and concerns are child focussed
- Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
- Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
- Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved
- Standard 11: Policies and procedures document how the organisation is safe for children and young people

Part Two – The Eleven Policy Statements and Procedures

How these Procedures relate to Child Safety

Overview

These procedures cover and include all forms of child abuse , including:

- physical child abuse
- sexual child abuse
- grooming
- emotional child abuse
- family violence
- neglect

Statement 1 relates to Standard 1

1. Statement about Culturally Safe Environments for Indigenous Students

Policy Statement:

MCC will establish culturally safe environments in which the diverse and unique identities and experiences of Aboriginal children, young people and students are respected and valued.

Procedures to Support Policy:

It is the intention of MCC that all of the policies, procedures, systems and processes of the school taken together, create a culturally safe and inclusive environment and meet the needs of Aboriginal students and their families. This means that the school will ensure that:

1. a child or student's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
2. strategies are embedded within MCC which equip school staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal students. (See POL 11 Welfare and Engagement Policy for details)
3. measures are adopted by MCC to ensure racism is identified, confronted and not tolerated, and any instances of racism within the school environment are addressed with appropriate consequences. (See POL 11 Welfare and Engagement Policy for details)
4. MCC actively supports and facilitates participation and inclusion by Aboriginal students and their families.

Establishing a Culturally Safe Environment

At Melton Christian College, 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 seek 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 assemblies, events and special meetings with an Acknowledgement of Country as a standing agenda item. We commit to doing this sensitively and genuinely rather than habitually and risk losing the importance of the acknowledgement.
- We commissioned and now display indigenous artwork specifically to acknowledge the traditional users and their uses of the sites we now use for schooling.
- We fly the Aboriginal and Torres Strait Islander flags on both campuses.
- We seek to learn more about Aboriginal histories and cultures, both locally and across Australia so that we can speak with respect and confidence about Aboriginal culture, knowledge systems and people.
- We will build schoolwide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes
- We will make the voice of Indigenous students part of decision making in matters that affect them and their families.
- Where we are able to, we will celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.

Statement 2 relates to Standard 2

2. Statement about Child Safety and Wellbeing being embedded in Leadership, Governance and Culture

Policy Statement:

MCC will ensure that child safety and wellbeing is embedded in school leadership, governance and culture.

Procedures to support Policy:

To ensure this, MCC has developed and made publicly available this Child Safety and Wellbeing Policy demonstrating our commitment as a school to child safety.

- a. **Quarterly Reviews** - The governance body of MCC will ensure implementation through quarterly reviews. Over a span of one year, these reviews take the form of:
 1. a review of the policy itself (see Section 6 below for details of review of recruitment procedures)
 2. a quarterly training/refresher for all staff and governance members, in the implementation of this policy (see Section 8 (points 1-7) below for details of the areas to be covered within this training/refresher)
 3. a staff survey or face-to-face session to ensure take-up and understanding of the policy
 4. an onsite inspection of the campuses to ensure child-safety hazards are being eliminated (Inspection checklist appended below)
- b. **MCC Risk Management Strategies** - In order to focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the school environment every inspection of the school venues considers the school environment and the characteristics and needs of our students.
 1. Every meeting at all levels of the school has Child Safety as a standing agenda point.
 2. A register of risks of child abuse is maintained in the office of the Principal's Assistant. This register records any noted risks, and the responsive actions that are taken. It is important that the age and other aspects of the nature of the children are taken into account in identifying and mitigating risks of child abuse.
 3. Records of the above are retained for minimum retention periods in accordance with Public Record Office Victoria Recordkeeping Standards. (see POL03 Privacy Policy)

Retaining Records of Allegations or Incidents of Child Abuse

Retention Period

MCC will retain records of allegations or incidents of child abuse perpetually. We will do this because there are conflicting sources of information for non-government schools regarding the appropriate period of time that records should be retained. Once source lists 45 years, another lists 75 years as the required period of time. In order to protect this school, and individuals, MCC will store records documenting an incident or alleged incident of child sexual abuse as perpetual records.

Proper Storage and Management

MCC must:

- Store the records securely so as to avoid loss, damage, altering or tampering with over time.
- Store the records confidentially so that privacy is protected and only authorised people are aware of them and can access and use them for legitimate purposes.
- Retain the records for as long as they might reasonably be needed for current or possible future legal proceedings, in such a way that they can be accessed and used for authorised purposes.
- Ensure that contextual information is retained with the records, so that future users are able to understand them and that they can be used to provide good evidence.

Examples of records which could form part of the allegation and investigation record may include:

- Letters or emails making allegations or in relation to allegations (if this occurs verbally, a record should be made of this).
- Incident reports, witness statements.
- Records, including notes, of meetings or discussions about the actual or alleged incident.
- Investigation records.
- Referrals to law enforcement authorities and briefs of evidence supporting cases, including evidence gathered for cases that do not proceed.
- Reports received from medical practitioners, health professionals, psychologists, teachers, coaches, social workers, legal officers, counsellors, chaplains and case officers in relation to actual or alleged incidents.
- Records documenting support and remedial action i.e. claims, assessments, support, counselling, compensation, redress.
- Records of cases or decisions by bodies, tribunals, courts.
- Rosters, sign on sheets, personnel records of employees and volunteers, records detailing student work placements.
- Enrolment, attendance and absence records of children.
- Permission forms from parents and carers.
- Surveillance images and footage.
- Program flyers, location maps, photographs of the environment.

Statement 3 relates to Standard 3

3. Statement about Student empowerment

Policy Statement:

MCC will ensure that students are empowered about their rights, they will be given the opportunity to participate in decisions affecting them and they will be taken seriously.

Procedures to support Policy:

This means that students are informed about their rights to safety, to information and to participation. We are a school that recognises the importance of friendships, and support from peers is encouraged, because it helps students feel safe and be less isolated.

Our staff are to remain attuned to signs of harm. (See Child Safety Code of Conduct above) We will facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns. MCC has strategies in place to develop a culture that gives agency and voice to students. (See POL 11 Welfare and Engagement Policy for details)

MCC will ensure students are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

The school will develop curriculum planning documents that detail the strategies and actions MCC will take to implement student empowerment.

Statement 4 relates to Standard 4

4. Statement about Family Engagement

Policy Statement:

MCC will ensure that families and communities are informed and involved in promoting child safety and wellbeing.

Procedures to support Policy:

This will mean that families participate in decisions including policy matters related to child safety, and that MCC engages and openly communicates with families and the school community about its child safe approach. MCC will ensure that relevant information is accessible through our website. (see MCC website)

Statement 5 relates to Standard 5

5. Statement about Diversity and Equity

Policy Statement:

MCC will ensure that equity is upheld, and diverse needs are respected in policy and practice.

Procedures to support Policy:

We as a school, work to understand the diverse circumstances of students. We provide support and respond to vulnerable students.

We also pay particular attention to the needs of students with disability, students from minority cultural and linguistic backgrounds, indigenous students, students who are unable to live at home, international students, and students who are non-mainstream in relation to their gender or sexuality.

We work to ensure that students, staff, volunteers and the school community have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

Statement 6 relates to Standard 6

6. Suitable staff and volunteers

Policy Statement: MCC will ensure that people working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Procedures to Support Policy:

To fulfil the above policy statement, we will clearly state in our recruitment advertisements the job's requirements, duties, responsibilities, essential qualifications and experience regarding child safety and wellbeing. All applicants for jobs as well as volunteers will be informed about MCC's child safety practices including the code of conduct. (see Policy 21 Recruitment and Employment Policy)

When recruiting employees, MCC will sight, verify and record the person's Working with Children clearance, or any equivalent background check; and where the person will be engaged in child-related work, collect and record: (1) proof of the person's identity; (2) information about any essential or relevant professional or other qualifications; (3) the person's history of work involving children; (4) references that address the person's suitability for the job and for working with children. (see Policy 21 Recruitment and Employment Policy)

Registration with the Victorian Institute of Teaching is an equivalent background check.

MCC will also ensure that school staff, members of the governing body, and volunteers engaged in child-connected work, receive an induction regarding child safety and wellbeing that is appropriate to the nature of the role, and which includes: (1) - information on the child safety code of conduct; and (2) - where relevant to the role, the child safety and wellbeing policy and the procedures for managing complaints and concerns related to child abuse; (3) their responsibilities to students, information sharing and reporting obligations, and record keeping obligations. (see Policy 21 Recruitment and Employment Policy)

MCC will also ensure that ongoing supervision and people management of staff and volunteers focuses on child safety and wellbeing.

Governance Audit of these Procedures

As part of the cyclical review by the governing bodies (Board of Directors and College Council), these CSS recruitment protocols will be audited. The suggested inclusions in this audit are:

- Advertising: checking that recruitment adverts include worded reference to the fact that applicants are expected to be compliant with the Child Safety Standards.
- Interviews: checking with interviewers, and (successfully appointed) interviewees to confirm that there was discussion during the interview about the need for a culture embedding the CSS and the implementation of MCC Child Safety and Wellbeing Policy.
- Referees: checking that referees are contacted, and that the questions to referees include questioning to see if the referee has any reason to be concerned about CSS in relation to the applicant.

Statement 7 relates to Standard 7

7. Statement about Processes for Complaints and Concerns being Child Focussed

Policy Statement:

MCC will ensure that processes for complaints and concerns are child focused.

Procedures to Support Policy:

In order to support this policy statement, MCC has a publicly available complaint-handling policy that is accessible, child-focused, culturally safe and easily understood by the school community. (see POL08 Complaints and Grievances Policy) POL08 outlines the process for making a complaint about MCC or the behaviour of any person within MCC (for example staff, volunteers, contractors, families, children or students). POL08 clarifies the roles and responsibilities of leadership, school staff, and volunteers in relation to handling complaints; and the process for dealing with different types of complaints, breaches of relevant policies or the code of conduct and obligations to act and report.

Statement 8 relates to Standard 8

8. Statement about Child Safety Knowledge, Skills and Awareness

Policy Statement: MCC will ensure that staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Procedures to support Policy:

School Staff - To fulfil the above policy statement, MCC will ensure that, at least annually, school staff receive training and information on child safety that includes:

1. the Child Safety and Wellbeing Policy of the school;
2. the Child Safety Code of Conduct of the school;
3. guidance on recognising indicators of child harm including harm caused by other students;
4. guidance on responding effectively to issues of child safety and wellbeing, and supporting colleagues who disclose harm;
5. guidance on how to build culturally safe environments for students;
6. guidance on their information sharing and record keeping obligations; and
7. guidance on how to identify and mitigate child safety and wellbeing risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.

Volunteers - MCC will also ensure that volunteers engaged in child-connected work receive training and information that will equip them with the knowledge, skills and awareness required to keep students safe and that is appropriate to the nature and responsibilities of their role, including what type of training and information is appropriate to their role. And ensure that school staff and volunteers are supported to implement the child safety and wellbeing policy of the school to the extent that it is applicable to their role and responsibilities.

Governing Bodies - ensure that, at least annually, appropriate training and guidance is provided to the members of the governing bodies about 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 the school environment; and the child safety policies, procedures and practices of the school.

Statement 9 relates to Standard 9

9. Statement about Child Safety in physical and online environments

Policy Statement: MCC will ensure that physical and online environments promote safety and wellbeing while minimising the opportunity for children, young people and students to be harmed.

Procedures to support Policy: To fulfil the above policy statement, MCC will...

1. ensure that the child safety and wellbeing policies, and the procedures and practices of the school enable school staff and volunteers to identify and mitigate risks in school environments without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.
2. develop and endorse a statement regarding online conduct and online safety that is consistent with this child safety and wellbeing policy and practices, and child safety code of conduct of the school. (see POL02 Communications Policy)
3. ensure the procurement policies of the school for facilities and services from third parties ensure the safety of students. This is because MCC procure a wide range of goods and

services, some of which may be obtained at no cost. Child safe procurement policies apply regardless of the value of the product or service.

4. promote student safety online. Our staff and the systems we use should create for students; cyber-safe opportunities to learn, play, create, entertain and be connected. We do our best to facilitate age-appropriate ways to use the internet and social media for students utilising our Health and Human Relationships curriculum. Considering age-appropriateness, we teach awareness of online resources for emotional and cyber-safe support. This means we will do our best to age-appropriately inform students about online safety risks, including:
 - cyberbullying and trolling
 - invasion of privacy or digital surveillance
 - inappropriate sharing of images
 - phishing, harvesting of personal information or data theft
 - identity theft
 - malevolent software (malware)
 - offensive images and messages
 - age-inappropriate online content
 - impersonation/catfishing
 - grooming and grooming-type behaviours

Our teachers teach and manage acceptable use of personal devices for students in accordance with our document: “ICT Protocols the MCC Way”, and our system oversees the use of student email addresses for any sign ups. All student and staff devices have filtering software, and all staff and student communications are screened for triggers that send alerts.

Our teachers advise students on what to do immediately, and how they can seek help from a trusted adult if they are exposed to inappropriate imagery or content that upsets them. Our systems and our staff monitor online activity and respond to breaches of our ICT protocols with appropriate education and consequences.

5. promote acceptable behaviour by staff and volunteers. Staff and volunteers are to adhere to MCC’s Child Safety Code of Conduct in relation to social media, email, instant messages, SMS and any other digital media. The Code of Conduct outlines acceptable use of personal devices by staff and volunteers, it gives guidelines for taking, storing and using images of children and students – including photos and video recordings. Misuse of digital devices and other unacceptable behaviour in cyber settings will be dealt with according to MCC policies. Our ICT team reviews communication protocols regularly, including new formats. Our Complaints and Grievances Policy, along with other means of home-school communication provide avenues for students, families, carers, communities and staff to report online issues or concerns. Teachers are to follow and teach the “ICT Protocols, the MCC Way” to protect student privacy by supporting students to limit the amount of information provided online. Our ICT staff and e-Learning Coordinator enables other school staff to learn and be trained to reduce the risk of online phishing or malware attacks.

Statement 10 relates to Standard 10

10. Statement about Review of Child Safety Practices

Policy Statement: MCC will ensure that the implementation of Ministerial Order 1359 is regularly reviewed and improved

Procedures to support Policy: To fulfil the above policy statement, MCC will...

1. review and evaluate the child safety and wellbeing policies, procedures and practices of the school after any significant child safety incident, or at least every two years, and improve where applicable.
2. ensure complaints, concerns and safety incidents are analysed to identify causes and systemic failures and inform continuous improvement.
3. report on the outcomes of relevant reviews to school staff, volunteers, the school community, and families and students where appropriate.

Statement 11 relates to Standard 11

11. Statement about Implementation of Child Safety Practices

Policy Statement: MCC will have policies and procedures that document how MCC is safe for children, young people and students.

Procedures to support Policy: To fulfil the above policy statement, MCC will...

1. Implement practices for a child-safe environment in accordance with Min. 1359.
2. Ensure that the policies and procedures and related statements and records:
 - a. address all Child Safe Standards
 - b. are understood such that they can be implemented by all relevant school staff, the governing body and volunteers
 - c. are championed and modelled by leaders
 - d. are documented and easy to understand
 - e. are informed by best practice models and stakeholder consultation.

Appendix One: Responding to Indications of Child Abuse

Adults of Melton Christian College share the responsibility for ensuring children are safe from harm, and that includes our responsibility to report abuse.

1. Rarely but sometimes an adult might need to report child abuse urgently/immediately without further consultation among Pastoral Care or Senior Management staff. Thus, it is sometimes appropriate to report to DHS or Police first, then in all cases of reporting, it is important that Pastoral Care and/or Senior Management staff be notified immediately afterwards. Senior Management will notify insurers as appropriate.
2. In response to less urgent scenarios of concern, adults who have concerns about children being abused should initially speak to the Head of Pastoral Care to see what actions and/or reporting may already be underway in that case, and then confirm that verbal communication with an email that includes (by CC), the Head of School and the Principal for their information.
3. Adults who suspect child abuse but who are unsure about the appropriate way to report that suspicion should contact Child FIRST (Orange Door), (part of DHS), in the Melton area; see the appendix below, or if they see the need to respond to more urgent or serious cases, they should contact Child PROTECTION (part of DHS) see the appendix below.
4. Adults who have immediate concerns about child's immediate safety may need to call Police on 000
5. In all cases where there is an allegation of child abuse the Principal is to be informed so that the Principal can fulfil their requirement to make a report to the Commission for Children and Young People when they become aware of a reportable conduct allegation involving any employees, contractors, volunteers (including parents), allied health staff and school council members.

Appendix Two – Reporting to Child FIRST (Orange Door) or reporting to Child PROTECTION

1. **Child FIRST (Orange Door)** A referral to Child FIRST (Orange Door) [Child FIRST (Orange Door) Melton: 1300 138 180] should be considered if the reasons for concern have a low to moderate impact on the child. Also, if the immediate safety of the child is not compromised.
2. **Child PROTECTION or POLICE?** To report concerns that are life threatening ring Victoria Police 000. To report concerns about the immediate safety of a child within their family unit, call the Child Protection Crisis Line 13 12 78 (24 hours, 7 days)

Appendix Three – Governance Audit of Recruitment/Employment Protocols

As part of the cyclical review by the governing bodies (Board of Directors and College Council), these CSS recruitment protocols will be audited.

The suggested inclusions in this audit are:

- Advertising: checking that recruitment adverts include worded reference to the fact that applicants are expected to be compliant with the Child Safety Standards.
- Interviews: checking with interviewers, and (successfully appointed) interviewees to

confirm that there was discussion during the interview about the need for a culture embedding the CSS and the implementation of the MCC Child Safe Policy.

- Referees: checking that referees are contacted, and that the questions to referees include questioning to see if the referee has any reason to be concerned about CSS in relation to the applicant.
- Employment History: checking to see that the applicant’s employment history looks realistic and that if there are unexplained elements, time-gaps, or inconsistencies, these are cleared up before an employment position is offered to the applicant.

Appendix Four - Child Safe Standards: Governance Audit Interview

Interview Guide Questions

- To what extent do you see an organisational culture of child safety being embedded throughout the departments you work within?
- In what ways do the school’s leaders embed a culture of child safety?
- What part do you see the governing bodies (Board of Directors and College Council) playing in the effort to embed an organisational culture of child safety?
- Would you describe yourself as familiar with MCC’s child safe policy?
- Can you tell me any of the elements that the policy includes?
- Are your colleagues generally familiar with the child safe policy?
- Do you ...
 - think that the governing bodies (Board of Directors and College Council) would be familiar with the policy?
 - get a sense that the governing bodies promote the policy?
- Would you say that you are familiar with the VIT Code of Conduct, and the additional points that establish the College’s expectations for appropriate behaviour with children?
- Can you tell me any elements of these Codes of Conduct?
- Do you have the opportunity among the MCC community to promote familiarity with the VIT Code of Conduct, and the additional points that establish the College’s expectations for appropriate behaviour with children?
- Are there ways that you can take part in screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel?
- Would you know what to do to respond to and to report suspected child abuse?
- Would you say your colleagues always work to identify and reduce or remove risks of child abuse?
- Would you say that the school leaders encourage staff always to work towards appropriate participation and empowerment of children?
- Would you say that the staff here do always work towards appropriate participation and empowerment of children?

Topic	Questions in Simpler Form
	a) Are the people you work with in the habit of checking for Child Safety?

Checking for Child Safety	b) Do the Principal and Senior Leaders talk about Child Safety a lot, and check up on it a lot?
	c) Should the Board of Directors and College Council also talk about Child Safety and check up on it too?
Knowing the Policy	a) Have you read our 'Child Safety and Wellbeing policy'? How long ago?
	b) Can you tell me a couple of things from that policy that you have to do?
	c) Do the people you work with know about that policy and what it says to do?
	d) <ul style="list-style-type: none"> i. Do you see evidence that the Board of Directors and College Council are aware of this policy? (e.g. in policies, through the principal, in council statements etc.) ii. Do you think the Board of Directors and College Council encourage staff to do what that policy says to do?
Knowing the Codes of Conduct	a) Do you know there is a VIT Code of Conduct? And do you know there is an MCC Code of Conduct?
	b) Can you tell me anything that is in the VIT Code of Conduct or our MCC Code of Conduct?
	c) Have you ever talked to other staff or parents about the VIT Code of Conduct or the MCC Code of Conduct?
Noticing Indicators	a) Do you always keep an eye out for any signs that a child might be being abused, including by new or existing staff members?
	b) Throughout the school, do all staff watch out for child abuse, or risks that child abuse could happen here?
Speaking Up	a) Would you know what to do if you did suspect child abuse was happening?
	b) Do the principal and other senior leaders constantly remind everyone to encourage children to speak up?
	c) Do all staff always teach the children that they can and should speak up?

**Appendix Five – Brookfield Campus and Toolern Vale Campus
Child Safe Standards checklist for inspection**

Campus:	Areas Inspected
Date:	Inspected by:
Additional info about inspection:	

Observations supporting CS	SuitabilityComments.....	Rating
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Cleaners cupboards access/egress			
Cleaning chemicals storage areas			
Corners of buildings			
Corridors and their usage			
Cubbies			
Cupboard access			
Doors and windows			
Emergency assembly areas			
Equipment storage areas			
External - Out of bounds areas			
External - Pathways			
External - plantations			
External - Plants, shrubs and trees			
Food storage areas			
Furniture - classroom			
Furniture - exterior			
Hidden corners external			
Hidden corners internal			
Kitchens, kitchenettes			
Lighting in corridors			
Lighting in rooms and corridors			
Lighting in storerooms			
Lighting to cupboards			
Location of doors, windows			
Lockable cupboards			
Open visibility generally			
Outdoor - boundaries and fences			
Outdoor - Car-park areas			
Outdoor - Driveways			
Outdoor - playground equipment			
Outdoor - Retaining walls			
Outdoor – steps and slopes			

Play areas visibility			
Shedding, containers, etc			
Stairs/stairwells and access			
Storage areas access/egress			
Storage rooms			
Visibility around exit doors			
Visitor access			
Void areas			
Walkways			
Walls			
Waste processing areas			
Water storage tanks areas			

Risk rating – Very High, High, Medium, Low
(VH, H, & M, are to be responded to with immediate interim safety measures)

Additional information or observations ...

**Appendix Six – Child Safety Code of Conduct – Child Friendly Version
Redrafted to be Understandable by Children**

1. God tells Adults to Care for Children

In the Bible, God shows us that adults have to protect children. All adults in all schools must care for children. That means in our school, all adults must care for every one of our children.

2. Our school is a Christian school, so we should do what God tells us to do

At our school we do what Jesus taught us to do. He taught that adults must care for children. At our school we also copy what Jesus did. Jesus cared for children so our school must be a place where children are cared for.

3. What All Adults Must Do

The Bible tells adults to care for children. As well as that, everywhere in Australia the rules are that adults must never do bad things to children. The police have the special job of making sure that no adult harms a child.

Teachers also have a special job. They have to watch and listen to make sure that their children are safe.

All children deserve to be safe. Even though adults are stronger and know more things that children, adults are not allowed to trick children or make children feel uncomfortable and then pretend they didn't do it, or lie about it to other adults. Adults are not allowed to make a child feel uncomfortable and tell the child to keep it a secret. Secrets like that are not allowed, the child has to tell one of their safe people.

4. The Rules for Adults

Parents, teachers, helpers, gardeners, tradies, all adults must keep these rules

1. All adults must look after children. This includes Indigenous-Aussie kids, Indian-Aussie kids, local-Aussie kids, African-Aussie kids, Asian-Aussie kids, and all the other cultures.
2. Adults must never scare kids or touch kids in creepy ways.
3. Every child is precious, so all adults have to protect kids from cruelty.
4. Adults have to speak helpfully to kids and listen carefully to kids.
5. Jesus cared about children, so our adults have to care about children too.
6. Children are all different, and they are all precious, so all children need to be safe even if they look different, sound different, move differently from other children.
7. In classrooms and other spaces adults need to make sure that children feel safe.
8. Adults must never hit children or touch children in unkind or creepy ways.
9. Adults must talk with children in ways that are not scary or creepy for the children.
10. Adults must protect all children just as much as each other whether they like them or not.
11. 11a. An adult must not have secret conversations with children about their private parts, and an adult is not allowed to touch children's private parts.
11b. An adult must never ask a child to touch them, especially their private parts.
12. Every adult must care for every child just as much as every other child; no favourites.
13. An adult can give children a pat on the head or a pat on the shoulder in a friendly way, but no creepy touching.
14. Adults must say kind things to children, no scary or creepy conversations.
15. A teacher can take a photo of school children for awards and other fun things, but no scary settings and no creepy photos allowed.
16. If an adult breaks one of these rules, the child has to tell another teacher, or their mum, or the principal, or a different adult, and they have to keep telling other adults until the problem is stopped.
17. Adults have to care for children in ways that shows younger children need more care and older children are a bit better at looking after themselves, but still need to be looked after.
18. All children are precious, every child is valuable.
19. Adults must take it seriously if a child tells them these rules have been broken by another adult.
20. Adults should only use the adult toilets and children should only go in the children's toilets.
21. Adults must watch children and listen to them to keep them safe.

Appendix 7 - Child Safety Code of Conduct

Redrafted to be Understood by Secondary Students

1. What a Policy is

A policy is a written explanation of how people are to behave and what they are to do in relation to a particular topic. Policies in schools are like rules, but they are rules that everyone including the principal and all staff must keep. Policies are like internal laws for the school.

This policy is about protecting children from abuse.

2. Why we have this Policy

The Bible teaches that adults must protect children. Schools are all about nurturing children, so it is particularly important that schools work to keep children safe from abuse.

Because we are a Christian school and Jesus taught that adults must care for children, this topic is particularly important for our school.

3. Vulnerability of Young People

Because they are young, students can be vulnerable. Adults could deceive them, lie to them, make them do things that they are not comfortable doing and that they know are not right.

There is a clear difference of authority between staff and students in a school. Most of the time this is good because staff use their authority to create a safe environment for young people. Staff have the job of preventing bullying and harassment and other destructive behaviours, so it is proper that staff have the authority to do this.

The authority difference only goes wrong when it is abused. It is dreadful but true that there are adults who for whatever reason, may abuse children. Child abuse can include physical abuse, sexual abuse, grooming, emotional abuse, family violence, and/or neglect.

4. Telling a Different Adult

If a student is uncomfortable about how an adult is speaking or acting, they must tell a different adult. If it doesn't get stopped, they must keep telling other different adults until it does get stopped and they are made safe. A student could tell a teacher, a coordinator, the principal, or any other adult.

5. Christian Guidelines are in Everything at MCC

MCC uses the Bible to guide us as to what is right and wrong. We also rely on an ancient statement called the Apostles Creed, and also on the traditions of the Christian church. Our school says that all MCC staff have to be guided by the Bible and those other two sources.

6. MCC Child Safety and Wellbeing Code of Conduct

Because all adults in our school have a duty to protect children, we have a list of do's and don'ts for adults to follow. It is called the MCC Child Safety Code of Conduct. It is written below.

All children have the right to be protected, and all adults working in any school have the responsibility to do all that they can to protect children.

Victorian and Australian laws protect children. In fact, if an adult abuses a child, school principals and teachers have a legal duty to report it and prevent it. If they don't they themselves will be breaking a law and could go to gaol.

7. MCC Child Safety and Wellbeing Code of Conduct

Our College sets these expectations of behaviours for all adults interacting with students within our sites or at school-related events...

1. Adults must always speak and act in a way to proactively protect the safety of students, including the cultural safety of Indigenous students
2. Adults must behave appropriately towards students; physically, emotionally
3. Adults must build a culture of belonging, and both proactively and responsively prevent bullying, teasing, disempowerment, racism towards, or humiliation of students
4. Adults must communicate in an affirming way with students: speak constructively and listen actively, and build an environment where they do the same for each other
5. Adults must demonstrate behaviour aligned with Jesus' teachings and demonstrate the College's Core Values: Christ-centredness, Excellence, Community, Respect, Passion for Teaching and Learning.
6. Adults must enable inclusion and participation of disabled students, and of students from diverse language or cultural backgrounds, and actively establish culturally safe environments in which the diverse and unique identities and experiences of Indigenous students are respected and valued.
7. Adults should hold study-discussions or assistance-discussions with more than one student at a time, and create safe transparency by using venues with clear line-of-sight
8. Adults must never use physical punishment, or even inappropriate tackling or rough playing
9. Adults should only discuss topical or unsettling matters with students in a way appropriate to their age, and only within the context of curricular teaching and learning
10. Adults must protect students from discrimination and prejudices, including any they themselves may have
11. Adults must refrain from any form of sexual conduct with a student, including making sexually suggestive comments, or disclosing sexually suggestive material
12. Adults must refrain from either: closely befriending or favouring, or the opposite, exclusion or alienation of students
13. Adults must refrain from inappropriate physical contact with students, and be aware of the differences (eg, a non-invasive, quick, affirming pat on a shoulder in some contexts may be acceptable, whereas a lingering touch, or stroking, or touching hair is unacceptable)
14. Adults must refrain from personal/non-professional communications with students, and communicate electronically only through official school email or school Learning Management Systems
15. Adults must refrain from photographing students apart from events and images that are specifically for official use in College publications or celebrations, and delete images of students from personal devices once the legitimate, work-related purpose has been fulfilled
16. 16a. Everyone must report violations of this policy; internally to the principal, the head of secondary or a coordinator, and
16b. Once a child has reported the violation of this policy, then the staffer must report it externally as professionally appropriate and take immediate action according to professional practice to ensure any child's immediate safety.

17. Adults must supervise students in a way that takes into account their age-related vulnerabilities
18. Adults must treat all students with equivalent favour
19. Adults must treat confidentiality with professionalism, honour students and their privacy as professionally appropriate
20. Adults must use spaces wisely, eg. Staff should only use staff toilets, and students should only use student toilets
21. Adults must vigilantly observe and respond to situations concerning child protection matters

8. The Eleven Standards

The Victorian Government has introduced new legislation expressed as eleven standards. The standards are as follows...

- Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities of Aboriginal children and young people are respected and valued
- Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture
- Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
- Standard 4: Families and communities are informed, and involved in promoting child safety and wellbeing
- Standard 5: Equity is upheld and diverse needs respected in policy and practice
- Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
- Standard 7: Processes for complaints and concerns are child focussed
- Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
- Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
- Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved
- Standard 11: Policies and procedures document how the organisation is safe for children and young people