



Yarram Primary School

Child Safety Induction Pack

Purpose

Thank you for your interest in working/volunteering at our school. The purpose of this induction pack is to ensure Yarram Primary School employees, contractors and volunteers are familiar with our policies and procedures relating to child safety and understand the important role they play in maintaining and promoting the safety of our students.

Employees, contractors and volunteers must read the suite of policies and procedures in the links below before commencing any work where children are likely to be present.

Key messages

- Yarram Primary School is committed to the safety and wellbeing of all children. We want children attending our school to be safe, happy and respected.
- We are committed to creating an inclusive environment where diversity is supported and students feel safe to bring their whole selves to school.
- Allegations and concerns relating to the safety and wellbeing of our school community will be treated very seriously and consistently with our policies and procedures.
- We are committed to preventing child abuse, identifying risks early and removing and reducing these risks.
- Everyone has a role to ensure children are safe – if something doesn't feel right, speak up. If you have any concerns about any inappropriate behaviours in the school community you should speak to the Principal or Assistant Principal. If this would not be appropriate in the circumstances, you can contact the Sale Regional Office of the Department of Education and Training on 1300 338 691.

Induction materials – must read

This induction pack contains the following documents that all new employees, contractors and volunteers must read and familiarise themselves with. Please click on the hyperlinks to access each document. If you would prefer a hard copy of this pack, please contact the team in the office who will happily provide you with one.

- [Yarram Primary School Volunteers Policy](#)
- [Yarram Primary School Child Safety Policy](#)
- [Yarram Primary School Child Safety Responding and Reporting Obligations Policy and Procedures](#)
- [Yarram Primary School Child Safety Code of Conduct](#)
- [PROTECT: Four Critical Actions for Schools – Responding to incidents, disclosures and suspicions of child abuse](#)
- [PROTECT: Identify child abuse](#)

Contact

We value your feedback on ways we can continue to improve and strengthen our child safety approach and encourage you to contact the principal or assistant principal with any comments or questions.

PROTECT

Victoria's new Child Safe Standards



Child Safe Standards aim to: **Child Safe Standards work by:**

- promote the safety of children
- prevent child abuse
- ensure effective processes are in place to respond to and report all allegations of child abuse

- driving changes in culture – embedding child safety in everyday thinking and practice
- providing a minimum standard of child safety
- highlighting we all have a role in keeping children safe from abuse



The Child Safe Standards include new requirements to keep students safe covering:

- the involvement of families and students in child safety efforts
- schools' focus on safety for Aboriginal students
- better management of the risk of child abuse in online environments
- governance, systems and processes to keep students safe



Child Safe Standard 1: Culturally safe environments

Schools must establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children, young people and students are respected and valued

- Aboriginal children and young people who don't feel safe being themselves and expressing their individuality may be less willing to report abuse
- Providing safe environments for children has positive, lifelong impacts that cannot be underestimated, and cultural safety is a key dimension of safety for Aboriginal children
- By supporting Aboriginal children to feel strong in their identity schools also help them enjoy their cultural rights
- Schools need to address all forms of racism and consider attitudes and practices that are a barrier to providing a culturally safe environment and addressing all forms of racism

PROTECT
Protecting children & young people
from abuse is our responsibility



Child Safe Standard 2: Child safety and wellbeing is embedded in leadership, governance and culture

Schools must ensure that child safety and wellbeing is embedded in school leadership, governance and culture

- School leaders and governing authorities have a vital role in establishing:
 - a culture where child abuse and harm is not tolerated
 - effective systems and processes to implement child safe policies and practices and manage child abuse risks
- Schools must take deliberate steps to promote child safety and wellbeing and protect children by:
 - embedding and promoting a child safety culture at all levels
 - school leaders actively modelling such a culture
 - ensuring transparent governance arrangements



Child Safe Standard 3: Child and student empowerment

Schools must ensure that children, young people and students are empowered about their rights, participate in decisions affecting them and are taken seriously

- Empowering children and young people improves child safety
- Policies and practices that are shaped by children's and young people's views can better prevent the risk of harm
- Children and young people are more likely to speak up when they feel respected and confident that they will be heard
- Children and young people benefit from strong friendships. They often see their friends as their main source of support, information and advice, and will go to them for help
- Supporting students to raise concerns about the safety or wellbeing of their friends to encourage students to support their peers



Child Safe Standard 4: Family engagement

Schools must ensure that families and communities are informed and involved in promoting child safety and wellbeing

- Involving families and communities in decisions relating to their children's safety and wellbeing:
 - recognises the important role they play in monitoring children's safety and wellbeing and helping children to disclose concerns
 - creates an open and transparent culture
 - promotes a greater understanding of child safety
 - encourages them to raise concerns or ideas for improvement.
- Providing accessible and inclusive child safe information encourages families to engage in child safety and wellbeing discussions.



Child Safe Standard 5: Diversity and equity

Schools must ensure that equity is upheld, and diverse needs respected in policy and practice

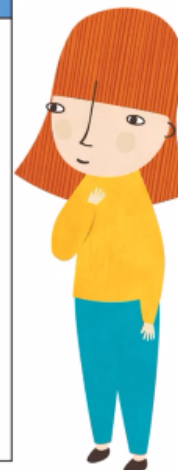
- Schools need to create environments where all children and young people feel welcome
- Children and young people have unique abilities, skills and life experiences. Differences in backgrounds, personality and beliefs shape a child's experiences and needs. Their individual identity and sense of self can be fundamental to their wellbeing
- Children have better opportunities to fulfill their potential when diversity is valued
- Negative experiences like exclusion and discrimination can be harmful. They increase the risk of harm and abuse to a child and decrease the likelihood of them telling someone and receiving an effective response



Child Safe Standard 6: Suitable staff and volunteers

Schools must ensure that people working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

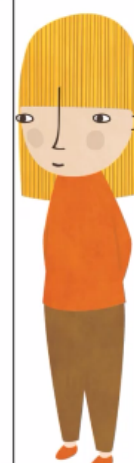
- Selecting suitable people to work with children is vital to protecting children from harm
- Good recruitment practices:
 - create a safer workplace
 - reduce the opportunity for harm to occur
 - prevent, screen out or deter people who are unsuitable to work or volunteer with children
 - recruit staff who uphold the school values
- Rigorous selection processes and appropriate training and supervision helps keep staff and students safe



Child Safe Standard 7: Complaints processes

Schools must ensure that processes for complaints and concerns are child focused

- Making a complaint can be challenging
- Complaints are more likely to be raised when there are clear, well-communicated policies and procedures for concerns or allegations
- Complaints handling processes need to focus on students and their safety needs. The process should be able to handle all kinds of complaints and concerns. A complaint might reveal a bigger issue or prevent a situation from escalating
- Empowering students to raise low-level concerns improves the likelihood they will feel comfortable making a disclosure or reporting abuse
- Reporting concerns is easier if the school has procedures that are child-friendly and accessible to students and the school community



Child Safe Standard 8: Child safety knowledge, skills and awareness

Schools must 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

- By delivering tailored training to all staff and volunteers, everyone will share an understanding of:
 - what child safety means
 - the importance of child safety
 - what to look for and what to do
- This provides staff and volunteers with the knowledge and skills they need to create a schoolwide culture of child safety
- Appropriate training and supervision helps keep staff and students safe and helps schools meet their child safety and occupational health and safety legal requirements



Child Safe Standard 9: Child safety in physical and online environments

Schools must ensure that physical and online environments promote safety and wellbeing while minimising the opportunity for children, young people and students to be harmed

- A thorough risk analysis is the first thing schools should do to promote child safety
- Effective risk analysis will consider all of the Child Safe Standards and risks in physical and online environments and procurement
- Online technologies are constantly changing which presents significant challenges for schools, parents and carers
- Arrangements with external agencies also create child safety risks. They create opportunities for unknown people to have contact with students



Child Safe Standard 10: Review of child safety practices

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Schools must ensure that implementation of the Child Safe Standards is regularly reviewed and improved

- Being a child-safe organisation requires ongoing effort
- Child safe organisations have an open and transparent culture, learn from their mistakes, and put the interests of children first. Taking time to review policies, procedures and practices put child safety and wellbeing at the centre of the school's activities
- Regular reviews of policies, procedures and practices:
 - makes sure they are adequate, up-to-date and effective, fully implemented and followed by everyone
 - helps schools maintain the best approach to child safety and wellbeing and minimise the risk of harm



Child Safe Standard 11: Implementation of child safety practices

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Schools must have policies and procedures that document how schools are safe for children, young people and students

- Being a child-safe organisation requires ongoing effort
- Schools are safer for children and students when child safety policies and procedures are championed by leaders and understood by all members of the school community

