

St Mary's College for the deaf (St Mary's College) is a college which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by MACS Specialist Schools Ltd (MACSS).

Introduction

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

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school ([The Catholic School on the Threshold of the Third Millennium](#), n. 9).

At St Mary's College, our aim is to foster compassionate, empowered, effective communicators nurtured through the spirit of our community and the values of the Dominican pillars. We hold the care, safety and wellbeing of the young people who are entrusted to our care as a sacred duty. As a Catholic Specialist School, St Mary's College recognises and values the worth of each student, developing an understanding of the Catholic faith which fosters faith development and Christian values in each student.

Purpose

The purpose of this Policy is to demonstrate the strong commitment of St Mary's College to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures, actions and strategies that will be implemented to ensure that a child safe culture is championed and modelled at all levels of the school, to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This Policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Child Safe Standards as set out in [Ministerial Order No. 1359](#).

This Policy applies to school staff, including school employees, volunteers, contractors and clergy. It should be read in conjunction with the following related school policies and procedures:

1. MACSS Child Safety Framework
2. PROTECT: Identifying and Responding to Abuse – Reporting obligations
3. Child Safety Code of Conduct
4. Reportable Conduct Policy.

Principles

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

The following principles underpin our commitment to child safety at St Mary's College:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/carers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing, to identify and mitigate risks related to child safety and wellbeing in the school environment and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- The diversity of all students will be taken into account, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable.
- Staff, including the staff of our partner schools, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally (including under legislated information sharing schemes being Child Information Sharing Scheme (CISS) or Family Violence Information Sharing Scheme (FVISS)) or pastorally.

St Mary's College has strategies in place, consistent with partner schools, that demonstrate these principles, including:

- value and empower students to participate in decisions which affect their safety
- respect cultural diversity with sensitive handling of child safety matters
- ensuring that students know who they can speak with, or seek help from, if concerned about their safety or wellbeing, or of others
- share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk
- empowering children who are deaf or hard of hearing by building their self-esteem and confidence

Definitions

Child means a child enrolled as a student at the school.

Child abuse includes:

- (a) any act committed against a child involving:
 - (i) a sexual offence
 - (ii) an offence under section 49B(2) of the *Crimes Act 1958* (grooming)
- (b) the infliction, on a child, of:
 - (i) physical violence

- (ii) serious emotional or psychological harm
- (c) serious neglect of a child.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures or allegations of child abuse (Ministerial Order No. 1359).

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

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

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

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

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

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

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

Reasonable belief – reportable conduct scheme: When a person has a reasonable belief that a worker/volunteer has committed reportable conduct or misconduct that may involve reportable conduct. A reasonable belief is more than suspicion and there must be some objective basis for the belief. It does not necessitate proof or require certainty.

NOTE: the difference between the reasonable belief definitions under mandatory reporting and the reportable conduct scheme is the category of persons who are required to, or can, form the reasonable belief which forms the basis for a report.

Reportable conduct: Five types of reportable conduct are listed in the *Child Wellbeing and Safety Act 2005* (Vic.) (as amended by the *Children Legislation Amendment (Reportable Conduct) Act 2017*). These include:

1. sexual offences (against, with or in the presence of a child)
2. sexual misconduct (against, with or in the presence of a child)

3. physical violence (against, with or in the presence of a child)
4. behaviour that is likely to cause significant emotional or psychological harm
5. significant neglect.

School environment means any of the following physical, online or virtual places used during or outside school hours:

- a campus of the school
- online or virtual school environments made available or authorized by St Mary's College for use by a child or student (including email, intranet systems, software, applications, collaboration tools and online services)
- other locations provided by the school or through a third-part provider for a child or student to use including, but not limited to, locations used for school camps, approved homestay accommodation, delivery of education and training, sporting events, excursions, competitions and other events) (Ministerial Order No. 1359).

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

- directly engaged or employed by a school governing authority
- a contracted service provider engaged by MACS/MACSS (whether or not a body corporate or any other person is an intermediary) engaged to perform child-related work for St Mary's College
- a minister of religion, a religious leader or an employee or officer of a religious body associated with MACS (Ministerial Order No. 1359).

Volunteer means a person who performs work without remuneration or reward for St Mary's College in the school environment.

Policy commitments

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

St Mary's College is aware that students within our community are likely to experience barriers specific to their hearing loss and language development. Many will also have challenges that might relate to cognitive ability, social-emotional development, mental health or cultural and linguistic background when reporting allegations of abuse. For example, students may experience anxiety when talking with police or government authorities or not have sufficiently developed language to communicate verbally or through an interpreter. Understanding spoken or written communication is also likely to be a barrier for some along with understanding complex or abstracts concepts. We need to be sensitive and well prepared to meet each child's needs where possible, such as ensuring personal listening devices are in use, having a familiar communicator who can break the communication into accessible chunks and vocabulary or have an interpreter (Auslan or home language) present. If an allegation of abuse involves an Aboriginal child, St Mary's College ensures a culturally appropriate response which may include engaging with Koorie Education Workers (KEWs) from Catholic Education Melbourne.

School leadership and wellbeing staff of St Mary's and our partner schools, are always prepared to support staff in ensuring appropriate responses.

Our commitment to our students

- We commit to the safety and wellbeing of all children and young people enrolled in our school.
- We commit to providing children and young people with positive and nurturing experiences.
- We commit to listening to children and young people, and empowering them by ensuring that they understand their rights (including to safety, information and participation), and by taking their views seriously and addressing any concerns that they raise with us.
- We commit to taking action to ensure that children and young people are protected from abuse or harm.
- We commit to ensuring that the needs of all children and young people enrolled in our school are met, including those who are most vulnerable.
- We commit to recognising the importance of friendships and to encouraging support from peers, to help children and students feel safe and less isolated.
- We commit to developing a culture that facilitates and provides opportunities for children and student participation, and that strengthens the confidence and engagement of children and students by being responsive to their input.
- We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.

Our commitment to parents and carers

- We commit to communicating honestly and openly with parents, guardians and carers about the wellbeing and safety of their children.
- We commit to engaging with, and listening to, the views of parents, guardians and carers about our child safety and wellbeing practice, policies and procedures.
- We commit to transparency in our decision-making with parents, guardians and carers where it will not compromise the safety of children or young people.
- We commit to open engagement and communication with parents, guardians and carers about our child safe approach and our operations and governance related to child safety and wellbeing.
- We commit to ensuring that relevant information relating to child safety and wellbeing is accessible to parents, guardians and carers.
- We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
- We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment to our school staff (school employees, allied health providers, partner school staff, volunteers, contractors and clergy)

- We commit to providing all St Mary's College staff with the necessary support to enable them to fulfil their roles, and to ensure that staff are attuned to signs of harm and are able to facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns. This will include regular and appropriate learning opportunities.
- We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety, and young people's protection and wellbeing. This will include annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.

- We commit to listening to all concerns voiced by St Mary’s College staff, allied health providers, partner school staff, clergy, volunteers and contractors about keeping children and young people safe from harm.
- We commit to providing opportunities for St Mary’s College school employees, allied health providers, partner school staff, volunteers, contractors and clergy to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.



Responsibilities and organisational arrangements

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

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

Principal: The Principal is responsible and accountable for the oversight, maintenance, review and updating of Child Safe practices and protocols.

Child Safety Committee: To assist with this responsibility, the Deputy Principals of each Campus are appointed to the Child Safety Committee along with Student Leaders Lead teacher who works closely with students in developing agency and having a voice, taking into account the diversity of all children; children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable.

The Deputy Principals also work with the Child Safety Committee of each partner school to ensure the specific needs of and potential risks to St Mary’s students are being acknowledged and responded to.

Deputy Principal, Student Wellbeing	Child Safety Team Lead & representing Wantirna South & Tarneit campus
Deputy Principal, Staff Development & Wellbeing	Child Safety Team representing South Morang & Sunbury campus
Deputy Principal, Curriculum	Child Safety Team representing Ringwood & Dandenong campus
Student Leadership Leader	Child Safety Team representing students

Guide to responsibilities of school leadership

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

- creating an environment for children and young people to be safe and to feel safe in all environments our students access (including St Mary’s learning spaces, partner school learning spaces, work experience placements, sports venues, VET/VCAL venues and extra-curricular and school social environments)
- upholding high principles and standards for all staff, partner school staff, allied health providers, clergy, volunteers and contractors
- promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- develop strategies that promote child empowerment
- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff
- ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters
- providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to children and young people’s protection and wellbeing
- ensuring that the school has in place appropriate risk management strategies and practices that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the school environment
- ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359
- ensuring the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the *Crimes Act 1958* (Vic.) and in line with [PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#).
- maintaining regular communication with each partner school leadership team, ensuring rigorous practice in creating and maintaining safe environments for students with a hearing loss.
- ensuring the school understands and reports all matters that may constitute reportable conduct under the Reportable Conduct Scheme and in accordance with the School’s reportable conduct policy
- sharing information under legislated information sharing schemes (CISS and FVISS) in accordance with the school’s prescribed role as an ISE
- ensuring that the school monitors and reviews the risks related to child safety and wellbeing, including evaluating the effectiveness of the implementation of its risk controls, on an annual basis.

Guide to responsibilities of school staff

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

- treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care
- following the legislative and internal school policies, procedures and processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected
- providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured
- undertaking regular training and education in order to understand their individual responsibilities in relation to child safety, and the wellbeing of children and young people, including ways to prevent, identify and mitigate risks relating to child safety and wellbeing

- being sensitive and aware of the diversity of students who, in addition to being deaf or hard of hearing, may have additional language or cultural sensitivities that add to their vulnerability
- assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse
- following the school's Child Safety Code of Conduct and that of the partner school of each campus.
- where risks of child abuse are identified, ensuring that action is taken to mitigate against those risks and that risks and actions are appropriately recorded.



Organisational arrangements

The Principal has the overall leadership role in monitoring and responding to the policy, procedures and practices for child safety and wellbeing in St Mary's College in accordance with this Policy.

We have appointed a Child Safety Lead. The role description is included as part of the statement of duties for the position of Deputy Principal Student Wellbeing which is available in the staff handbook:

- The Child Safety Team assists the Principal.
- The Child Safety Team works in identifying and mitigating risks in child safety.
- The Child Safety Team works to promote the principle of inclusiveness.
- The Child Safety Team supports the Principal to ensure strategies and responses to child safety matters are tailored and sensitive to the diversity of each student and the communication and other support that may be necessary as result of them being deaf or hard of hearing.
- The Child Safety Team also supports the Principal to monitor implementation of school policies, procedures and practices and to identify professional learning.

St Mary's College website and newsletter will provide information to keep parents and carers informed of child safety commitments, procedures and arrangements.

Expectation of our school staff and volunteers – Child Safety Code of Conduct

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

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

Campus based staff and St Mary's visitors to our partner schools are expected to agree to and comply with any Code of Conduct requirements of our partner schools designed to protect and safeguard children of both school communities.

Student safety and participation

At St Mary's College, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

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



The curriculum design integrates appropriate knowledge and skills to enhance students' understanding of being safe. Teaching and learning strategies that acknowledge and support student agency and voice are implemented. We ensure that students are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

We have developed appropriate education about:

- standards of behaviour for students attending our school
- healthy and respectful relationships (including sexuality)
- resilience
- child abuse awareness and prevention.

St Mary's College promotes the child safety standards required by Ministerial Order No. 1359 in ways that are readily accessible, easy to understand, and user-friendly to children who are deaf or hard of hearing and who may have additional disabilities that has impacted their literacy development.

Furthermore, the following school practices and processes highlight the level of student participation and empowerment in matters related to child safety at the College:

- Student Campus Leaders that meet regularly.
- Student safety units taught through the Expanded Curriculum for deaf and hard of hearing students (Self-determination & Advocacy, Communication, Pragmatic Language, Theory of Mind and Social-emotional Learning).
- Positive Behaviours for Learning (PBL) program designed to increase students' voice and sense of agency.
- Student participation in Program Support Group Meetings.

- Partner school student wellbeing staff work with teachers of the deaf at each campus providing ongoing support to individual students with wellbeing needs in sessions that provide a safe and supported environment for students to debrief and share their feelings, whilst also developing strategies to use in their area of need. Wellbeing staff refer to outside programs and services when appropriate.



Student Empowerment

Strategies and actions for student empowerment implemented at St Mary's College include:

We have also developed curriculum planning documents that detail the strategies and actions the school takes to implement its obligations to ensure that:

- children and students are informed about all of their rights, including to safety, information and participation
- the importance of friendship is recognised and support from peers is encouraged, to help children and students feel safe and be less isolated
- staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns
- we have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and students
- we provide opportunities for children and students to participate and is responsive to their contributions to strengthen confidence and engagement
- students are offered access to sexual abuse prevention programs and to relevant information in an age-appropriate way.

Reporting and responding

Our school creates records relevant to any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and maintains and disposes of those records in accordance with security and privacy requirements and [Public Record Office Victoria Recordkeeping Standards](#) (including minimum retention periods). Our school complies with legal obligations that relate to managing the risk of child abuse under the *Children, Youth and Families Act 2005* (Vic.), the *Crimes Act 1958* (Vic.), the *Child Wellbeing and Safety Act 2005* (Vic.) and the recommendations of the [Betrayal of Trust](#) report.

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

Our school's **PROTECT: Identifying and Responding to Abuse – Reporting obligations** sets out the actions required under the relevant legislation when there is a reasonable belief that a child at our school is in need of protection or a criminal offence has been committed, and provides guidance and procedures on how to make a report.

Our policy assists staff, volunteers and families to:

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

- comply with reporting obligations under the reportable conduct scheme including obligations to report and investigate allegations of reportable conduct.

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

Our school is a prescribed Information Sharing Entity (ISE) meaning that, where legislated requirements are met, it is able to share confidential information with other ISEs to promote child wellbeing or safety under the CISS or FVISS.

At St Mary's College, if any member of our school community has concerns for a child's safety they need to discuss, they can notify the school Principal, the Head of Campus or the designated Child Safety Lead, Melissa Lucy.

If the Principal or Child Safety Lead is not available, then it should be discussed with a member of the Head of Campus or other member of the school leadership team. Contacting the Principal of the school hosting the St Mary's College campus is also appropriate, particularly if the concern involves members of facilities of that environment. Alternatively, any member of the school community may report directly to the responsible authority.

The staff member, supported by the Principal or designated Child Safety Lead will follow the step-by-step guide to making a report as outlined in the [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).

Screening and recruitment of school staff

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

Each job description for staff involved in child-connected work has a clear statement that sets out the requirements, duties and responsibilities regarding child safety for those in that role and the occupant's essential qualifications, experience and attributes in relation to child safety and wellbeing.

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we make all reasonable efforts to gather, verify and record the following information about any person we propose to engage:

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

We will also ensure that appropriate supervision or support arrangements are in place in relation to the induction of new school staff into the school's policies, codes, practices and procedures governing child safety and child-connected work.

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

St Mary's College implements the following CECV guidelines:

- *Guidelines on the Employment of Staff in Catholic Schools*
- *Guidelines on the Engagement of Volunteers in Catholic Schools*
- *Guidelines on the Engagement of Contractors in Catholic Schools*
- *NDIS/External Providers: Guidelines for Schools.*

St Mary's College has a reciprocal arrangement documented through the Campus Collaborative Agreement with each partner school where VIT registration status, WWC check and Police record checks of each school are shared in order to promote a safe combined community.

Child safety and wellbeing – education and training for school staff

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

At least annually, our professional learning and training addresses:

- staff's individual and collective obligations and responsibilities for managing the risk of child abuse
- child abuse risks in the school environment
- preventing, identifying and mitigating child abuse risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities
- the reportable conduct scheme
- our school's current child safety standards (including this Policy, the Child Safety Code of Conduct and any other policies and procedures relating to child safety and wellbeing, including in relation to managing complaints and concerns related to child abuse)
- guidance on recognizing indicators of child harm including harm caused by other children and students
- guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- guidance on how to build culturally safe environments for children and students
- guidance on their information sharing and recordkeeping obligations, including under the [Public Record Office Victoria Recordkeeping Standards](#).

Ongoing training and professional learning for all staff is included in the professional learning program as developed and monitored by the Deputy Principal Staff Development and Wellbeing.

Diversity and equity – strategies and actions

At St Mary's College, we are committed to ensuring that equity is upheld, and that diverse needs are respected in policy and practice. We aim to ensure that:

- all school staff and volunteers understand the diverse circumstances of children and students
- our school provides support and responds to vulnerable children and students
- children, 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

- the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and LGBTIQ+ students
- the school pays particular attention to the needs of Aboriginal students and provides and promotes a culturally safe environment for them.

St Mary's College implements the following actions and strategies as part of our diversity and obligation actions:

Building a strong school culture to support cultural inclusion

- Begin events and meetings with a Welcome to Country or an Acknowledgment of Country as a standing agenda item
- Build school-wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.
- Engage with MACS Aboriginal and Torres Strait Islander education officers for advice about creating culturally inclusive learning environments.
- Express zero tolerance for racism in your statement of commitment to child safety included in your Child Safety and Wellbeing Policy and other documents.
- Ensure leaders actively address racism in the school community and work towards the understanding of the impact of unconscious bias.
- Understand who the Traditional Owners are of the lands on which the school is located and learn about the importance of acknowledging Traditional Owners.
- Recognise key events and anniversaries

Identify and address challenges that students experience due to their diverse attributes including those with disabilities, those from diverse religious and cultural communities, those with gender differences and experience of LGBTIQ+ and those experiencing socioeconomic challenges.

- Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with the Anti-bullying Policy (including cyberbullying).
- Let students know they can safely raise concerns or report incidents that occurred at school and outside school.
- Check in with vulnerable students and their families to confirm their needs are being met. This can occur at pick-up or drop-off, at PSG meetings or through informal discussions.
- Engage genuinely with students. Find out what matters to them, what they know and don't know about safety, and what they need to be safe and feel safe all the time.
- Validate students' feelings. Students may feel that they have not been listened to or believed in the past.
- Offer buddying and mentoring for students who are at risk of social isolation.
- Respond to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory.
- Provide child safety information in accessible, child-friendly language and visual formats.
- Anticipate the needs of students from diverse backgrounds and life circumstances. Don't expect all students to be equally empowered to ask for what they need.
- Recognise dates that connect with our school community, for example:
 - World Religion Day (3rd Sunday in January)
 - Hearing Awareness Week (1–7 March)
 - National Reconciliation Week (27 May – 3 June)
 - National Week of Deaf People (20-26 September)

Relevant Resources

- Catholic Archdiocese of Melbourne – [Welcoming Each Other: Guidelines for Interfaith Education in the Schools of the Archdiocese of Melbourne](#)
- Catholic Education Commission of Victoria (CECV) – [Aboriginal and Torres Strait Islander Education Action Plan](#)
- CECV – [Aboriginal and Torres Strait Islander Perspectives](#)
- CECV – [Assessing and Intervening with Impact](#)
- CECV – [Guidelines for Supporting New Arrivals and Refugees](#)
- CECV – [Intervention Framework](#)
- CECV – [Parent Guide to Program Support Groups](#)
- CECV – [Personal Care Support in Schools](#)
- CECV – [Positive Behaviour Guidelines](#)
- Catholic Education Melbourne (CEM) – [Horizons of Hope – Vision, Context, Strategy, Practice](#)
- CEM – [Identity and Growth: A perspective for Catholic schools](#)
- Catholic Education South Australia – [Children: Close to the Mystery of God](#)
- Edmund Rice Education Australia (EREA) – [Live Life to the Full: EREA Safe & Inclusive Learning Communities Statement](#)
- MACS – [Allways: A guide to supporting all learners in all ways always](#)
- MACS – [Religious Education Curriculum](#)
- National Catholic Education Commission – [Framework for Student Faith Formation in Catholic Schools](#)
- [Victorian Curriculum F–10](#)
- Victorian Department of Education and Training (DET) [Out-of-Home Care Education Commitment](#)
- Victorian DET – [Resilience, Rights and Respectful Relationships](#), incorporating a Catholic context

Family engagement – strategies and actions

St Mary’s College ensures that families, carers and other members of the school community are informed about relevant child safety and wellbeing matters and are involved in the promotion of child safety and wellbeing at the school. We aim to ensure that:

- families participate in decisions relating to child safety and wellbeing which affect their child
- we engage and openly communicate with families, carers and other members of the school community about our child safe approach
- all members of the school community have access to information relating to child safety and wellbeing
- families, carers and other members of the school community have the opportunity to provide input into the development and review of the school's child safety and wellbeing policies and practices
- families, carers and other members of the school community are informed about the operations and governance of the school in relation to child safety and wellbeing.

The Principal, the school governing authority and school leaders at St Mary’s College recognise their particular responsibilities to communicate and engage with families, carers and other members of the school community in relation to issues regarding child safety and wellbeing. School staff, volunteers, contractors and clergy at St Mary’s College also have a responsibility to support the school governing authority and school leaders in communicating and engaging with families, carers and other members of the school community regarding child safety and wellbeing. Strategies and actions in how St Mary’s College implements this is outlined in the SMC policy Engaging Families in Child Safety (link).

Risk management

At St Mary’s College, we are committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment, and reducing or eliminating (where

possible) all potential sources of harm. We document, implement, monitor and periodically review our risk management strategies for child safety, and ensure that the strategies change as needed and as new risks arise. Strategies are changed and developed with awareness of the diversity of students who, in addition to be deaf or hard of hearing, may have additional disabilities, language or cultural sensitivities that add to their vulnerability.

The Principal is the College's Child Safety Team Leader and is supported by the Head of Campus/ Deputy Principals. This group, will monitor and evaluate appropriate risk management strategies.

Relevant legislation

- *Children, Youth and Families Act 2005* (Vic.)
- *Child Wellbeing and Safety Act 2005* (Vic.)
- *Worker Screening Act 2020* (Vic.)
- *Education and Training Reform Act 2006* (Vic.)
- *Education and Training Reform Regulations 2017* (Vic.)
- *Equal Opportunity Act 2010* (Vic.)
- *Privacy Act 1988* (Cth)
- *Public Records Act 1973* (Vic)
- *Crimes Act 1958* (Vic.) – Three new criminal offences have been introduced under this Act:
 1. [Failure to disclose offence](#): Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence.
 2. [Failure to protect offence](#): This offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
 3. [Grooming offence](#): This offence targets predatory conduct designed to facilitate later sexual activity with a child. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

Related policies

Catholic Education Commission of Victoria Ltd (CECV) guidelines

- [CECV Guidelines on the Employment of Staff in Catholic Schools](#)
- [CECV Guidelines on the Engagement of Volunteers in Catholic Schools](#)
- [CECV Guidelines on the Engagement of Contractors in Catholic Schools](#)
- [CECV NDIS/External Providers: Guidelines for Schools](#)
- [CECV Positive Behaviour Guidelines](#)

School policies

- Child Safety Code of Conduct
- PROTECT: Identifying and Responding to Abuse – [Reporting obligations](#)
- Reportable Conduct Policy

POLICY DATABASE INFORMATION	
Related documents	PROTECT: Identifying and Responding to Abuse – Reporting Obligations Complaints Handling Policy Pastoral Care of Students Policy
Superseded documents	Child Safety Policy – v1.0 - 2021
New policy	