

Child Safety Policy

1. Statement of Context and Purpose

Ivanhoe Grammar School (the **School**) has a zero-tolerance policy for child abuse and is committed to promoting child safety, children's wellbeing and protecting children from abuse.

Ministerial Order 870 requires the School to implement child safety standards and to accommodate and take the needs of all children into account when creating a child safe environment.

This policy and procedure sets out key elements of the School's approach to child safety in accordance with Ministerial Order 870 and the Child Safe Standards set out therein. It also outlines:

- a) the overarching principles and values that guide the School in its approach to child safety;
- b) the processes and procedures for reporting and responding to allegations of child abuse; and
- c) refers to the Child Safety Code of Conduct which in turn provides the standards of expected and appropriate behaviour with children.

2. Scope

This policy applies to all employees, volunteers, contractors and other authorised personnel required to perform functions on the School's premises. This policy will refer to all employees, volunteers, contractors and other authorised personnel interchangeably as 'School Staff'.

This policy extends to any person who is engaged in child-related work that has direct and regular contact with children under the age of 18 years (whether supervised or not).

This policy is not intended to override or form part of the terms of any award or contract that applies to an employee but should be considered a reasonable direction to staff. As such all employees, volunteers, contractors and other authorised personnel are expected to abide by this policy and report any suspected or known breaches of this policy.

3. Policy

3.2 Overarching Values and Principles

The School's approach to child safety is guided by a number of overarching principles and values (which are set out within this policy).

All persons to whom this policy applies are responsible for complying with the School's child safety policies and related policies and procedures (including the Child Safety Code of Conduct, Mandatory Reporting Policy, and the Reportable Conduct Policy).

3.3 What is Child Abuse?

The definition of **Child Abuse** is as set out in the *Education Training Report Act 2006* (Vic) as meaning:

- a. any act committed against a child involving:
 - i. a sexual offence; or
 - ii. an offence under section 49B(2) of the *Crimes Act 1958*, that is, the offence of "grooming" which prohibits communicating (including electronically) by words or conduct with a child with the intention of facilitating the child's engagement or involvement in a sexual offence with you or another adult;
- b. the infliction on a child of:
 - i. physical violence; or
 - ii. serious emotional or psychological harm; and
- c. serious neglect of a child.

3.4 Physical Violence and Abuse

Physical violence occurs when a child suffers or is likely to suffer significant harm from a non-accidental injury or injuries inflicted by another person. Physical violence can be inflicted in many ways, including beating, shaking, burning or use of weapons.

Possible physical indicators:	Possible behavioural indicators:
<ul style="list-style-type: none"> unexplained bruises burns and/or fractured bones 	<ul style="list-style-type: none"> showing wariness or distrust of adults wearing long sleeved clothes on hot days (to hide bruising or other injury) fear of specific people unexplained absences academic problems

3.5 Sexual Offences and Abuse

Sexual offences occur when a person involves a child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to his/her age and development. Child sexual abuse can involve a range of sexual activity including fondling, masturbation, penetration, voyeurism and exhibitionism. It can also include exposure to or exploitation through pornography or prostitution, as well as grooming behaviour.

Possible physical indicators:	Possible behavioural indicators:
<ul style="list-style-type: none"> presence of sexually transmitted diseases pregnancy bleeding 	<ul style="list-style-type: none"> displaying sexual behaviour or knowledge that is unusual for the child's age difficulty sleeping being withdrawn complaining of headaches or stomach pains fear of specific people showing weariness or distrust of adults displaying aggressive behaviour

3.6 Serious Emotional or Psychological Abuse

Serious emotional or psychological abuse occurs when harm is inflicted on a child through repeated rejection, isolation, or by threats or violence. It can include derogatory name-calling and put downs, or persistent and deliberate coldness from a person, to the extent where the behaviour of the child is disturbed or their emotional development is at serious risk of being impaired. Serious emotional or psychological abuse could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.

Possible physical indicators:	Possible behavioural indicators:
<ul style="list-style-type: none"> delays in emotional, mental or even physical development physical signs of self-harming. 	<ul style="list-style-type: none"> exhibiting low self-esteem or anxiety displaying aggressive or demanding behaviour being withdrawn, passive and/or tearful

3.7 Serious Neglect

Serious neglect is the continued failure to provide a child with the basic necessities of life, such as food, clothing, shelter, hygiene, medical attention or adequate supervision, to the extent that the child's health, safety and/or development is, or is likely to be, jeopardized. Serious neglect can also occur if an adult fails to adequately ensure the safety of a child where the child is exposed to extremely dangerous or life-threatening situations.

Possible physical indicators:	Possible behavioural indicators:
<ul style="list-style-type: none"> frequent hunger malnutrition poor hygiene inappropriate clothing 	<ul style="list-style-type: none"> stealing food staying at school outside of school hours aggressive behaviour using alcohol or drugs academic issues

3.8 Zero Tolerance for Child Abuse

The School has zero tolerance for child abuse and will not tolerate any form of child abuse, including by anyone who is working within the school environment or in child-connected work.

The School has legal and moral obligations to contact authorities when child safety concerns are raised and will comply with these obligations.

All instances of suspected child abuse, allegations of child abuse or child safety concerns must be reported to the Child Safety Officer, will be treated very seriously and consistently according to the School's reporting procedures (including as set out in this policy, the Mandatory Reporting Policy, and the Reportable Conduct Policy).

If school staff believe a child is at immediate risk of abuse phone 000.



3.9 Child Safety Actions taken by the School

The School has taken, and/or proposes to take, the actions set out below in order to:

- (a) demonstrate its commitment to child safety and monitor the School's adherence to its child safety policy;
- (b) support, encourage and enable school staff, parents, and children to understand, identify, discuss and report child safety matters; and
- (c) support or assist children who disclose child abuse or are otherwise linked to suspected child abuse.

3.10 Redress for individuals who have experienced child sexual abuse

It is important the School acknowledges that, in the past, some students experienced sexual abuse perpetrated by individuals who are no longer at the School. The School condemns such abuse and is ashamed by the way these individuals who perpetrated the abuse betrayed the trust placed in them, and the School, by those students and their parents.

This section of the Child Safety Policy aims to set out the School's intention to acknowledge survivors of abuse and identify the process that we will honour. The policy does not limit a survivor's right to seek independent legal advice and we encourage them to do so.

This Child Safety Policy, and the student wellbeing framework it establishes, reflects the School's commitment to preventing students in its care being abused again. The School is also committed to providing redress for any current and former students who have experienced child sexual abuse for which the School is responsible.

The Reporting concerns about student wellbeing – School community section of this document sets out how individuals can raise concerns about student wellbeing, including a concern that a student has experienced sexual abuse. The Student Wellbeing – Concerns Management Procedure also sets out how such concerns will be dealt with. The School is committed to such concerns being acknowledged, treated seriously, and responded to with empathy in accordance with that framework.

Where a current or former student has experienced child sexual abuse for which the School is responsible, the School is committed to providing that individual with appropriate redress.

While the appropriate redress will be dictated by the particular circumstances, it will ordinarily include one or more of the following:

- (d) A direct personal response to the student who experienced the abuse. This may take the form of an apology or statement of regret, and may include an acknowledgement of the impact of the abuse. It will include an assurance as to the steps the School has taken, or will take, to prevent abuse occurring again. It will also include an opportunity for the student, and a support person, to meet with the Principal or another senior representative of the School to discuss their experiences and the School's commitment to student wellbeing.
- (e) Access to professional counselling and psychological care.
- (f) Financial compensation. Any payment of compensation will take into account the type of abuse that occurred, the circumstances in which it occurred, the impact the abuse has had on the student or former student, and any compensation the student or former student has previously received from the School or other sources.



Consistent with the National Redress Scheme for people who have experienced institutional sexual abuse, offers of redress will usually be made on a 'without prejudice' basis.

3.11 Development, maintenance, implementation and publication of child safety policies, procedures and codes of conduct

This policy (along with the associated and procedures and Child Safety Code of Conduct, Mandatory Reporting Procedure, the Reportable Conduct Policy and other School policies and procedures) guides school staff in how to behave with children at the School.

All school staff must abide by the School's Child Safety Code of Conduct which specifies the standards of conduct required when working with children. The School welcomes input from employees and authorised personnel, as well as children and their families, regarding the development and content of the Child Safety Code of Conduct.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place. The School:

- (a) takes all allegations seriously and has a procedure in place to enable allegations to be investigated thoroughly and quickly.
- (b) trains staff and volunteers to deal appropriately with allegations of child abuse.

3.12 Recruitment and Selection

The School takes all reasonable steps to employ skilled people to work with children and develops selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities.

Please refer to the School's Recruitment and Selection Policy for further information.

3.13 Training and Education

Training and education is important to ensure that everyone at the School (including the Principal, the Board, school staff, students and parents/carers) understands that child safety is everyone's responsibility.

The School's culture aims for all school staff (in addition to parents/carers and children) to feel comfortable in discussing any allegations of child abuse or child safety concerns. Accordingly, the School trains its employees and authorised staff to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

3.14 Appointment of a Child Safety Officer

The School has appointed Child Safety Officers as a first point of contact to provide advice and support to children, parents, employees and volunteers regarding the safety and wellbeing of children at the School.

The following Child Safety Officer may be contacted to provide advice and support:

Campus	Head of Campus	Email	Telephone
Buckley House	Helen Page-Wood	Helen.Page-wood@ivanhoe.com.au	(03) 9490 3574
Plenty Campus	Renata Rowe	Renata.Rowe@ivanhoe.com.au	(03) 9490 3781
	Darren Gibson	Darren.Gibson@ivanhoe.com.au	(03) 9490 3748
Ridgeway Campus	Angela Di Ciocco	Angela.DiCiocco@ivanhoe.com.au	(03) 9490 3863
	Voula Arnas	Voula.Arnas@ivanhoe.com.au	(03) 9490 3057
University Campus	Jess Roberts	Jess.Roberts@ivanhoe.com.au	(03) 9490 3814
	Stuart Adderley	Stuart.Adderley@ivanhoe.com.au	(03) 9490 3823
Secondary Co-curricular	Chris Branigan	Chris.Branigan@ivanhoe.com.au	(03) 9490 3545
International Students	Leisl Bruhn	Leisl.Bruhn@ivanhoe.com.au	(03) 9490 3796

The Child Safety Officer will receive appropriate training and support in relation to child safety, prevention of child abuse and responding to allegations of child abuse.

The Child Safety Officers are able to act as a source of support, advice and expertise to staff on matters of child safety and liaise with the Principal and the Senior Leadership team to maintain the visibility of child safety. Staff are encouraged to speak with one of the Child Safety Officers should they hold any concerns relating to child safety.

School staff, students and parents can contact the Child Safety Officer for further information regarding child safety and for any questions or concerns or reports of suspected or alleged child abuse.

3.15 Provision of Counselling

The School has counselling services available to children who disclose child abuse or are otherwise linked to suspected child abuse.

3.16 Risk Management Strategies

The School proactively manages risks of abuse to children.

The School has developed and implemented risk management strategies regarding child safety which will identify and mitigate the risk of child abuse in school environments by taking into account:

- (a) the nature of the school environment, for example:
 - i. risks posed by physical environments such as doors that can lock; and
 - ii. risks posted by online environments, such as preventing employees or volunteers from having contact with a child on social media;



- (b) the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations); and
- (c) the characteristics and needs of all children expected to be present in that environment.

Where risks are identified of child abuse occurring in one or more school environment, the Principal and/or Board will:

- (a) make a record of those risks;
- (b) specify the actions the School takes to reduce or remove the risks (risk controls), which will take into account the nature of the risk and the diversity characteristics of the children affected by the risk.

The Principal and/or Board monitor and evaluate the effectiveness of the implementation of its risk controls.

The Principal and/or Board ensures (at least annually) that they and school staff undertake appropriate guidance and training about individual and collective obligations and responsibilities for managing the risk of child abuse; child abuse risks in the school environment; and the School's current child safety standards.

The Principal and/or the Board:

- (a) has developed strategies to deliver appropriate education about standards of behaviour for students attending the School, healthy and respectful relationships (including sexuality), resilience and child abuse awareness and prevention.
- (b) promotes child safety standards set out in Ministerial Order 870 in ways that are readily accessible, easy to understand, and user-friendly to children.

3.17 Responding to and Reporting Allegations of Suspected Child Abuse

The School takes all allegations or disclosures of suspected child abuse seriously and will respond to and report (including to authorities and the police) allegations or disclosures of child abuse in accordance with its policies and any legal obligations.

The procedure to report and respond to all allegations of suspected child abuse is outlined within the Child Safety Procedure to be read in conjunction with this Policy. All employees, volunteers, contractors and other authorised personnel are expected to take action in accordance with this policy if they have a reasonable belief that a child may be in harm or have been subjected to child abuse.

3.18 Awareness of potential barriers in reporting allegations of abuse

All persons need to be aware that some people from culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse.

In implementing this policy and the minimum child safety standards in accordance with Ministerial Order 870, School staff will take into account the diversity of all children, 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. Appropriate support and assistance should be sought in these instances.

4. Related Documents

4.1 External Documents

Relevant Legislation or Authority:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- *Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015* (Vic)
- *Children, Youth and Families Act 2005* (Vic)
- *Children's Services Act 1996* (Vic)
- Children's Services Regulations 2009 (Vic)
- *Crimes Act 1958* (Vic)
- *Education and Training Reform Act 2006* (Vic)
- Education and Training Reform Regulations 2017 (Vic)
- *Fair Work Act 2009* (Cth)
- Ministerial Order 870
- *Privacy Act 1988* (Cth)

Other Documents:

- Child Safe Standards – Managing the Risk of Child Abuse in Schools, Ministerial Order No 870
- Child Safe Standards, Victorian Government (DHS) 2015
- [DHS Child Safe Standards Toolkit: Resource 2: Child Safe Policy and Statement of Commitment;](#)
- [DHS Child Safe Standards Toolkit: Resource 6: What to do when an allegation of child abuse is made;](#)
- 'Guiding Principles for a Safe and Supportive School Environment'
- Incident Report Form;
- 'National Framework for Protecting Australia's Children'
- 'Protecting the Safety and Wellbeing of Children and Young People'
- Work Experience Guidelines for Employers, Victorian Department of Education and Early Childhood Development (DEECD) 2014

4.2 Internal Documents

Policies and Procedures:

- Child Safety Code of Conduct
- Mandatory Reporting Policy and Procedure
- Recruitment and Selection Policy
- Reportable Conduct Policy and Procedure
- Respectful Workplace Behaviour Policy
- Social Media and Networking Policy

5. Consequences for Breach of this Policy

The School emphasises the need to comply with the requirements of this policy and procedure. Any school staff found to be in breach of the requirements of this policy may be subject to disciplinary action, up to and including termination of employment (or engagement, where appropriate). Breaches may also result in appropriate authorities and/or the Police being informed.

6. Definitions

Behaviour that causes significant or serious emotional or psychological harm to a child includes sexual offences, sexual misconduct, physical violence and significant neglect. However, other types of behaviours can also cause significant emotional or psychological harm including, for example, severe or sustained instances of:

- (a) verbal abuse;
- (b) coercive or manipulative behaviour;
- (c) hostility towards, or rejection of, a child;
- (d) humiliation, belittling or scapegoating.

Child means a child under the age of 18 years.

Child abuse includes –

- (a) any act committed against a child involving –
 - (i) sexual abuse;
 - (ii) a sexual offence; or
 - (iii) an offence under section 49B(2) of the **Crimes Act 1958** (Grooming); and
- (b) the infliction on a child, of –
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

Child-connected work means work authorised by the School and performed by an adult in the school environment while children are present or reasonably expected to be present.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

Child Safety Officer is nominated by the relevant Head of Campus as follows:

Campus	Head of Campus	Email	Telephone
Buckley House	Helen Page-Wood	Helen.Page-wood@ivanhoe.com.au	(03) 9490 3574
Plenty Campus	Renata Rowe	Renata.Rowe@ivanhoe.com.au	(03) 9490 3781
	Darren Gibson	Darren.Gibson@ivanhoe.com.au	(03) 9490 3748
Ridgeway Campus	Angela Di Ciocco	Angela.DiCiocco@ivanhoe.com.au	(03) 9490 3863
	Voula Arnas	Voula.Arnas@Ivanhoe.com.au	(03) 9490 3057
University Campus	Jess Roberts	Jess.Roberts@ivanhoe.com.au	(03) 9490 3814
	Stuart Adderley	Stuart.Adderley@ivanhoe.com.au	(03) 9490 3823
Secondary Co-curricular	Chris Brannigan	Chris.Brannigan@ivanhoe.com.au	(03) 9490 3545
International Students	Leisl Bruhn	Leisl.Bruhn@ivanhoe.com.au	(03) 9490 3796

Grooming is communication, including online communication, with a child under the age of 16 or their parents with the intent of committing child sexual abuse. This offence targets predatory conduct undertaken to prepare a child for sexual abuse at a later time with the groomer (aged 18 years old or over) or another adult.

Mandatory Reporter means the Principal, any Deputy Principal(s), and any member of the School's academic and nursing staff.

Mandatory reporting refers to legal requirements to report alleged behaviour compromising child safety or student wellbeing, including:

- (a) in relation to child sexual abuse under the Crimes Act 1958 (Vic);
- (b) as a Mandatory Reporter under the Child Youth and Families Act 2005 (Vic);
- (c) in relation to Reportable Conduct under the Child Wellbeing and Safety Act 2005 (Vic)

Neglect refers to an individual's failure to meet their obligations and responsibilities to keep a child or young person safe and well, and can include:

- (a) supervisory neglect, which is the absence or inattention of a worker or volunteer which places the child or young person at risk of physical harm or injury, sexual abuse or allows other criminal behaviour to occur;
- (b) physical neglect, which is the failure to provide basic physical necessities for a child, such as adequate food, clothing, housing or medical attention.

Physical violence includes an act that causes physical injury or pain.

Examples of physical violence can include:

- (a) hitting, kicking and punching;
- (b) pushing, shoving, grabbing, throwing and shaking;
- (c) using an object to hit or strike;

(d) using inappropriate restraint/excessive force.

Physical Abuse consists of any non-accidental form of injury or serious physical harm inflicted on a child or young person by any person. Physical abuse does not mean reasonable discipline, though it may result from excessive or inappropriate discipline. Physical abuse can include beating, shaking, burning and assault with implements.

Reportable Conduct means:

- a) a sexual offence committed against, with, or in the presence of a child, whether or not a criminal proceeding has commenced or concluded in relation to the offence; or
- b) sexual misconduct committed against, with, or in the presence of a child; or
- c) physical violence committed against, with, or in the presence of a child; or
- d) any behaviour that causes Significant emotional or psychological harm to a child; or
- e) Significant neglect of a child.

Physical violence does not include lawful behaviour. For example:

- (a) reasonable steps taken to protect a child or young person from immediate harm, such as taking their arm to stop them from going into oncoming traffic;
- (b) medical treatment given in good faith by an appropriately qualified worker or volunteer, such as a senior first aid officer administering first aid.

Threats of physical violence that do not cause physical injury or pain may still amount to behaviour that causes serious or significant emotional or psychological harm

Reportable conduct means:

- (a) a sexual offence committed against, with or in the presence of, a child, whether or not a criminal proceeding in relation to the offence has been commenced or concluded;
- (b) sexual misconduct, committed against, with or in the presence, of a child;
- (c) physical violence committed against, with or in the presence of, a child;
- (d) any behaviour that causes significant emotional or psychological harm to a child;
- (e) significant neglect of a child.

School staff means an individual working in a School environment who is directly engaged or employed by the School and/or a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary) and/or a minister of religion.

Sexual abuse is when any person uses their authority or power over a child or young person to engage in sexual activity. Examples include sexual penetration, inappropriate touching, and exposure to sexual acts or pornographic materials.

Sexual misconduct includes behaviour, physical contact or speech or other communication of a sexual nature, inappropriate touching, grooming behaviour and voyeurism.

Sexual offence means a sexual offence referred to in the Sentencing Act 1991 (Vic), which includes but is not limited to rape, attempted rape, sexual assault, incest, grooming, and distribution and possession of child abuse material.

Significant means, in relation to emotional or psychological harm or neglect, that the harm or neglect is more than trivial or insignificant but need not be as high as serious and need not have a lasting permanent effect.



Significant means that the harm or neglect is more than trivial or insignificant. However, it need not be as high as serious and need not have a lasting permanent effect.

Conduct by School Personnel may not be reportable conduct if it relates to a person:

- (a) who has taken reasonable steps to protect a child from immediate harm;
- (b) who has responsibility for discipline, and has taken lawful and reasonable disciplinary action (such as by sending a child to sit in 'time out' for a period of time, in line with school policy);
- (c) who is an appropriately qualified worker or volunteer who has given medical treatment in good faith, such as a senior first aid officer administering first aid.

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

- a) an Ivanhoe Grammar School campus;
- b) online school environments (including email and intranet systems);
- c) other locations provided by the School for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

Last Review Date: June 2019	Approved By: Principal's Executive
Next Review Date: June 2021	Approval Date: June 2019
Policy Owner: Heads of Campus	