



IRANIAN CULTURAL SCHOOL

CHILD SAFETY POLICY

March 2023



Table of Contents

Introduction.....	2
Understanding the Standards	2
Policy Statement & Commitments	4
Duty of Care	4
Equity and Diversity	4
Forms of Abuse.....	5
Responsibilities	6
Code of Conduct	8
Allegations, Concerns and Complaints	9
Legislative Responsibilities.....	10
The Reportable Conduct Scheme.....	10
Fair Procedures for Personnel.....	12
Privacy	13
Record Keeping and Storage.....	13
Recruitment and Screening.....	13
Training and Support.....	14
Managing Risks to Children	14
Promoting the Participation and Empowerment of Children and Young People.....	15
Reviewing the Child Safety Policy	15
Child Safety Policy Declaration	16
Associated Policies and Procedures	16
Appendix 1: Policy Definitions.....	17
Appendix 2: Standards and Principles.....	19
Appendix 3: Relevant Legislation.....	21
Appendix 4: Indicators of Child Abuse.....	24
Appendix 5: Reporting Procedure	26
Appendix 6: Strategies to promote the participation and empowerment of children.....	28
Appendix 7: For schools that are operating in early years environments ONLY	31

Introduction

The Child Safety and Wellbeing Policy supports the Iranian Cultural School (IRCS) and school boarding premises to create and maintain a child-safe organisation where children and young people are safe and feel safe. The policy provides a framework for how schools approach child safety.

All school community members are responsible for caring for children and young people, positively promoting their well-being and protecting them from any harm or abuse.

The Child Safety and Wellbeing Policy tells our community about our strategies and arrangements to keep children safe.

School policy must be publicly available. This will help us create a shared commitment to keeping children safe. It will also support everyone in our school community to know their responsibilities.

Understanding the Standards

The 11 Child Safe Standards are listed below. IRCS must comply with the Standards and must implement all aspects of the 11 Standards.

Each of the Standards is expressed as a statement of an expected outcome that organisations must achieve. The new Standards also include minimum requirements to clarify what we need to do for our organisation.

There are 11 Child Safe Standards:

[Standard 1: Culturally safe environments](#) – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

[Standard 2: Child safety and wellbeing](#) – Ensure that child safety and well-being are embedded in school leadership, governance and culture.

[Standard 3: Child and student empowerment](#) – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

[Standard 4: Family engagement](#) – Families and communities are informed and involved in promoting child safety and well-being.

[Standard 5: Diversity and equity](#) – Equity is upheld, and diverse needs are respected in policy and practice.

[Standard 6: Suitable Staff and volunteers](#) – People working with children and young people are suitable and supported to reflect child safety and well-being values in practice.

[Standard 7: Child-focused complaints processes](#) – Ensure that processes for complaints and concerns are child-focused.

[Standard 8: Child safety knowledge, skills and awareness](#) – 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](#) – Physical and online environments promote safety and well-being while minimising the opportunity for children and young people to be harmed.

[Standard 10: Review of child safety practices](#) - Implementing the Child Safe Standards is regularly reviewed and improved.

[Standard 11: Implementation of child safety practices](#) – Policies and procedures document how schools are safe for children, young people and students.

Policy Statement & Commitments

At Iranian Cultural School (IRCS), we hold the care, safety and well-being of children and young people as the School's primary and fundamental responsibility.

Iranian Cultural School 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.

The health, welfare and safety of all children in care are paramount. Iranian Cultural School will act on behalf of children to protect their rights to safety and security following legal and regulatory requirements. In cases of suspected child abuse and other welfare concerns, staff will report to the appropriate authorities. All staff working with children take on a duty of care to ensure that all children are protected and safe from harm.

Iranian Cultural School nominates one child safety officer for each campus. The officer must be up to date with child safety requirements and able to promote and effectively communicate with a range of stakeholders.

Iranian Cultural School have specific policies, procedures and training that support our leadership team, staff and volunteers to achieve these commitments.

Duty of Care

Organisations in positions of care, supervision or authority over children have a duty of care to take reasonable steps to keep them safe from harm. Schools must ensure processes are in place to avoid acts or omissions that place children in circumstances that may lead to injury or harm.¹

Iranian Cultural School is committed to:

Taking every reasonable precaution to protect children from harm and any hazard likely to cause injury.

Acknowledging children have the right to feel safe, with care, safety and personal privacy, and the right to counselling in case of abuse or neglect.

Equity and Diversity

Iranian Cultural School recognises the diverse circumstances of children and young people and works to celebrate their strengths and individual characteristics and embrace them regardless of their abilities, gender, socio-economic status and cultural background.

Staff and volunteers are trained to recognise and respond effectively to children and young people with diverse needs, with a particular focus on vulnerable groups, including Aboriginal and

¹ Commission for Children and Young People, [A guide for Creating Child Safe Organisations](#), 2018

Torres Strait Islander children, children with a disability, and children from culturally and linguistically diverse backgrounds and LGBTIQ+.

Forms of Abuse

Volunteers and employees must understand how child abuse can occur to create a child-safe environment. For the Child Safe Standards, Abuse constitutes any act committed against a child involving:

- physical violence
- sexual offences, including sexual abuse, grooming and sexual exploitation
- serious emotional or psychological abuse
- serious neglect
- exposure to family violence

This list is not exhaustive but may include:

Cumulative harm – Cumulative harm refers to the effects of multiple adverse or harmful circumstances and events in a child's life. Cumulative harm may be caused by an accumulation of a recurring negative circumstance (such as unrelenting low-level care) or even; or by multiple occasions or events (such as persistent verbal abuse and denigration, inconsistent or harsh disciplines or exposure to family violence).

Emotional abuse – occurs when harm is inflicted on a child through repeated rejection, isolation, 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 child's behaviour 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.

Exposure to Family Violence – Family violence is behaviour by a person towards a family member that is:

- Physically or sexually abusive;
- Emotionally (psychologically) abusive;
- Coercive or any way controls or dominates the family member and causes that family member to fear for their safety or well-being or that of another family member; and
- Behaviour by a person causes a child to hear, witness, or otherwise be exposed to the effects of conduct referred to above.

Exposure to family violence includes children seeing, hearing or experiencing the violence in several ways.

Grooming – Many perpetrators of sexual offences against children purposely create relationships with children and young people, their families and carers to create a situation where abuse could occur. Grooming concerns predatory conduct undertaken to prepare a child for sexual activity. For example:

- Spending special time with a child, e.g. in private settings, away from the organisation, online;
- Isolating the children or young people from family and peers;

- Giving gifts to a child;
- Showing favouritism;
- Allowing the child to step out of boundaries or rules;
- Touching the child; and
- Testing and breaking professional boundaries

Multidimensional harm – occurs when more than one abuse type is experienced at the same time, e.g. sexual abuse also involves physical Abuse and Emotional Abuse at the same time.

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

Physical violence – 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 imposed in many ways, including hitting, beating, shaking, burning, or using weapons (such as belts and paddles).

Sexual offences occur when a person involves the child in sexual activity or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to their age and development. Child sexual abuse can involve a range of sexual activities, including fondling, masturbation, penetration, voyeurism and exhibitionism. It can also include exposure to or exploitation through pornography or prostitution and grooming².

It is important to note that sexual abuse includes both contact and non-contact behaviours.

Sexually harmful behaviour in children – refers to harmful behaviour perpetrated by a child (17 years of age or younger) to another child. Harmful behaviours in children often indicate that they have experienced abuse or neglect. Where sexually harmful behaviour occurs, organisations have a duty of care to both children. In children under ten years of age, such behaviour is usually referred to as *sexually problematic behaviour*.

Responsibilities

KEY ROLE	KEY RESPONSIBILITIES
All Employees, Students, Volunteers and Contractors	<ul style="list-style-type: none"> • To be aware of, understand and apply the requirements of this policy in all areas of work. • Support [insert school] and CLV to embed and uphold the Child Safe Policy. • Attend Child Safe training.

² A new grooming offence commenced in Victoria on 9 April 2014. Further information is available on the [Department of Justice website](#)

	<ul style="list-style-type: none"> • Report any abuse/neglect concerns, allegations or disclosures to your child safe officer/principal and relevant authorities. • Understand the legislation and legal obligations to report. • Obtain and maintain a valid Working with Children Check as required for their role. • Where a child is in immediate danger, call 000. • Respond appropriately to a child who makes or is affected by an allegation of child abuse.
Child Safety Officer	<ul style="list-style-type: none"> • Act as the first point of contact for child safety concerns or allegations of abuse within the school. • Consult and liaise with the principal and CLV on the implementation of the Child Safe Standards. • Provide support to the child, the parents/caregivers, the person who reports and the accused person. • Initiate internal processes to ensure the safety of the child(ren). • Decide, considering legal requirements and duty of care, whether the matter will be reported to the Police or Child Protection and lodge a report as soon as possible (if required). • Confirm relevant authorities have been notified i.e. Department of Health and Human Services (DHHS) Child Protection, Police, DET, CCYP. • Monitor compliance with the child safe policy and reporting procedure and respond appropriately where non-compliance is identified. • Create, develop and support a culture of child safety within [insert school]. • Ensure all employees, students, volunteers and contractors are aware of how to respond appropriately to a child who makes or is affected by an allegation of child abuse. • Review and update the Child Safety Policy annually. • Inform the children and young people about this policy and make it publicly available. • Oversee the implementation of the Child Safe Policy and Reporting Procedure. • Store the Incident Reporting Form for reporting purposes according to [Insert School] privacy policy and procedures.
Principal and other Leaders	<ul style="list-style-type: none"> • Demonstrate leadership in child safe practices. • Monitor compliance with the child safe policy and reporting procedure and respond appropriately where non-compliance is identified. • Ensure organisational systems and processes are in place relating to recruitment, training, appraisals and ongoing

	<p>management of staff and the implementation of the Child Safe Standards.</p> <ul style="list-style-type: none"> • Undertake or nominate an appropriate delegate where the Child Safety Officer is unavailable. Where this occurs, it must be widely publicised to the school community. • Develop a culture of child safety within the school. • Confirm the nature of the complaint and commence disciplinary processes if needed. • Ensure child safe principles are included in risk assessments. • Conduct appropriate child safe recruitment practices and screening processes. • Ensure processes are in place to facilitate the appropriate response to a child who makes or is affected by an allegation of child abuse.
CLV Victoria	<ul style="list-style-type: none"> • Continuously develop a culture of child safety within CLV. • Provide information relating to Child Safety via training to new and existing staff and volunteers. • Make child safety resources/templates available to child safe officers and principals. • Provide support and assistance to child safe officers and principals. • Inform Child Safety Officers of any changes to legislation • Research and share information and updates regarding Child Safe Standards and legislative changes to all employees, volunteers, and contractors. • Develop and distribute child safe materials such as posters and leaflets. • Work with schools to determine if an allegation is a Reportable Conduct offence and oversee any investigations into suspected staff and volunteer misconduct and provide advice in relation to disciplinary procedures as they apply to the Child Safe Standards and Child Safe Policy.

Code of Conduct

Iranian Cultural School recognises a Code of Conduct as an essential strategy to help keep children safe from harm. A Code of Conduct lists acceptable behaviours and those that are unacceptable. It identifies professional boundaries, ethical behaviour and how to avoid or better manage difficult situations.

The Child Safety Code of Conduct is one of the requirements of the Child Safe Standards. ***It applies to all school employees, contractors, volunteers and other members of the school community involved in child-related work with students.*** This Child Safety Code of Conduct identifies inappropriate behaviour with children in a school environment. The objective is to guide

school staff in identifying and regulating their behaviour and the behaviour of other school staff and to protect children from abuse in the school environment.

Iranian Cultural School develops the Code of Conduct to provide all staff, volunteers and committee members with clear principles about how they should behave with children. During the development and review process, Iranian Cultural School endeavours to include staff, volunteers, committee members, families, and children.

CLV has a template Code of Conduct that our School has adapted. The template can be found here: <http://www.communitylanguages.org.au/Child-Safe.php>

Allegations, Concerns and Complaints

Our School is committed to ensuring concerns, allegations and disclosures are reported through appropriate channels, including the Department of Health and Human Services (DHHS) and Victoria Police. We prioritise the safety and well-being of children above all else and recognise we all have a responsibility to keep children safe. Iranian Cultural School considers all staff, volunteers and committee members to be obliged to report at all times, i.e. any child safety concerns must be declared along internal and external reporting lines.

Call the police on 000 if you are concerned about a child's safety.

Iranian Cultural School takes all allegations and concerns seriously and has practices to investigate thoroughly and quickly. We ensure all children, families, staff, and volunteers know what to do and who to tell if they are concerned about a ' 'child's safety or well-being or if they observe inappropriate behaviour.

Child safety concerns may arise in a range of ways, including:

- Disclosure: a child states they or someone they know has been abused (noting that sometimes the child may be referring to themselves)
- Observation: a child's behaviour or development leads a person to form a belief that the child has been abused
- Information received from others: Someone else has raised a suspicion of abuse or revealed that a child is being abused

Employees and volunteers must remain open and aware of the various ways concerns may arise. Child abuse may occur in the context of Iranian Cultural School activity or outside Iranian Cultural School, e.g. at home or in another organisation. Iranian Cultural School expects staff and volunteers to be alert to abuse in all contexts and report concerns following this policy.

All staff, volunteers and committee members must be aware of the *Failure to Disclose Offence* which creates an obligation for all adults to report a reasonable belief that a child has been sexually abused to the police. More information on reporting legislation can be found in Appendix 3.

Internal and external reporting processes must always be adhered to. Iranian Cultural School recognises that internal processes must never interfere with external obligations and will support staff and volunteers in fulfilling those obligations.

The Iranian Cultural School Reporting Procedure can be found in Appendix 5.

Legislative Responsibilities

Our organisation takes our legal responsibilities seriously, including:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. **All** adults in Victoria who reasonably believe that an adult has committed a sexual offence against a child under 16 must report that information to the police.
- **Failure to protect:** People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk but negligently fail to do so.
- **Grooming:** Grooming for sexual conduct with a child under the age of 16 years: the Offence of grooming occurs when a person over 18 years of age communicates, by words or behaviour, online or face-to-face, with a child under the age of 16 years or with a person who has care, supervision or authority for a child, to facilitate the 'child's engagement in or involvement in a sexual offence with that person or another person over the age of 18.
- Any personnel who are **mandatory reporters** must comply with their duties.

The Reportable Conduct Scheme

The Victorian Reportable Conduct Scheme seeks to improve organisations' response to their worker's and volunteers' allegations of child abuse and child-related misconduct. The scheme is established by the *Child Wellbeing and Safety Act 2005* (the Act).

The Commission for Children and Young People is responsible for administering the scheme.

The Reportable Conduct Scheme has been designed to ensure that the Commission can oversee and monitor the handling of allegations of child abuse and share information with relevant bodies (e.g. Working with Children Check Unit, relevant regulators and Victoria Police) to better prevent and protect children from misuse.

Reportable conduct includes allegations against an employee, volunteer, contractor, work experience or work placement student. It does not include claims made within a family context or those external to our schools.

There are five types of Reportable Conduct:

- **sexual offences** committed against, with or in the presence of a child
- **sexual misconduct** committed against, with or in the fact of a child
- **physical violence** against, with or in the presence of a child
- any behaviour that causes **significant emotional or psychological harm** to a child
- **significant neglect** of a child.³

Reportable Conduct includes allegations against an employee, volunteer, contractor, work experience or work placement student in the context of your School and their personal life.

³ The Commission for Children and Young People, [CCYP | About the Reportable Conduct Scheme](#)

- More detailed information can be found at [CCYP | Resources and support for the Reportable Conduct Scheme](#)
- Any disclosure made regarding alleged Reportable Conduct must be brought to the immediate attention of the Child Safe officer and the Principal.

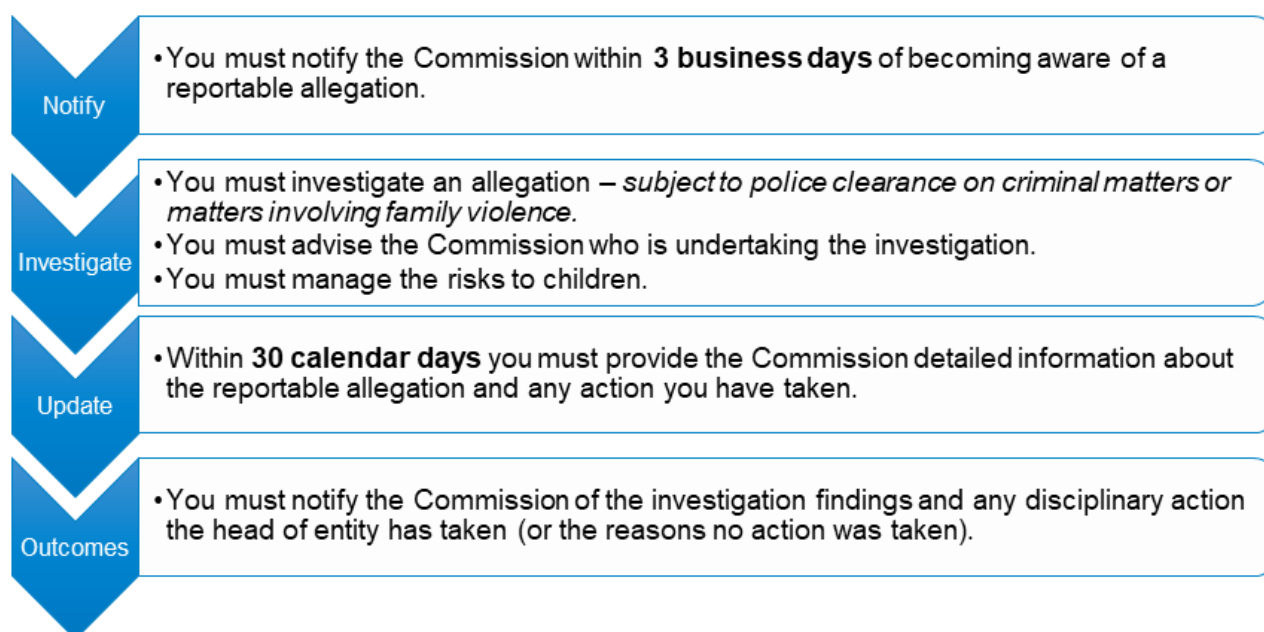
Requirements of heads of organisations

The Reportable Conduct Scheme imposes new obligations on heads of organisations (Executive Directors and principals) within the scheme. This includes requirements to:

- have in place systems to prevent child abuse and, if child abuse is alleged, to ensure allegations can be brought to the attention of appropriate persons for investigation and response
- ensure that the Commission is notified and given updates on the organisation's response to an allegation
- report allegations that may involve criminal conduct to the police.

The Reportable Conduct Scheme does not replace the need to report allegations of child abuse, including criminal conduct and family violence, to Victoria Police.

A snapshot of a head of Iranian Cultural School obligations under reportable conduct:



Where to get help

Organisations covered by the Reportable Conduct Scheme should contact the Commission for clarification and guidance and to talk through any issues of concern.

1. Telephone: 8601 5281
2. Email: childsafestandards@ccyp.vic.gov.au

Further information is also available on the Commission for Children and Young People's website at www.ccyp.vic.gov.au

[CCYP | Resources and support for the Reportable Conduct Scheme](#)

Fair Procedures for Personnel

The safety and well-being of children are our primary concerns. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and evidence-based.

We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

Suppose an allegation of abuse or a safety concern is raised. In that case, we provide updates to children and families and the employee/volunteer under investigation on progress and any actions we as an organisation take.

Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

CLV acknowledges that community language schools must exercise appropriate processes and guidelines which respect the privacy of all staff and students. CLV considers any breach of confidentiality by schools to be a serious issue that must be investigated.

Record Keeping and Storage

Iranian Cultural School will keep confidential records of any child safety concerns or complaints should they arise. Notes and observations should be clear, easy to read and accessible. Documentation should include dates, times and location, as well as details of conversations with other employees, volunteers, contractors or the child and their family/carers. Reports should be accurate and impartial.

Detailed descriptions of the incident or concern, evidence and actions taken, including incident forms, reports made to authorities and any other follow-up actions, will be completed. Following current best practice guidelines Iranian Cultural School will keep these records for up to 45 years (at minimum).

All information collected by Iranian Cultural School will be stored **under controlled conditions.**

Recruitment and Screening

We take all reasonable steps to employ safe and skilled people to work with children. We develop selection criteria and advertisements demonstrating our commitment to child safety and an awareness of our social and legislative responsibilities. Our School understands that we have ethical and legislative obligations when recruiting staff and volunteers.

We actively encourage applications from Aboriginal peoples, people from culturally and linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, must hold a Working with Children Check and provide evidence of this Check. The Check is just one part of creating and maintaining child-safe environments. Child-related work is not limited to work involving direct and unsupervised contact with children. Any contact with children, unless it is only occasional and incidental, is enough to trigger the requirement to get a Check.

We also conduct police record checks to ensure we are recruiting the right people.

If a person's records indicate a criminal history during the recruitment process, then the person will be given the opportunity to provide further information and context.

Interviewing and verbal reference checks are essential aspects of recruitment and screening. Interviews include behavioural questions focusing on child safety, and reference check templates concentrate on an applicant's appropriateness for work with children and young people.

Our School undertakes annual appraisals and exit interviews that include child safeguarding components.

Training and Support

Training and education are crucial to ensuring that all staff, volunteers and committee members in our organisation understand that child safety is everyone's responsibility. Staff, volunteers and committee members will be provided with comprehensive child safety training every two years to ensure child safety remains a high priority.

Our school culture aims for all staff, volunteers and committee members to feel confident and comfortable discussing child safety concerns. Training topics include:

- Our policies and Code of Conduct
- Definitions and examples of abuse, including child sexual abuse and grooming
- Indicators of abuse, including harm caused by other children and young people
- How to assess and minimise risks of abuse
- How to report Child Abuse
- Risks for children at various developmental ages and stages and supporting children to recognise abuse in age-appropriate ways
- Cumulative harm and multidimensional abuse
- Recognising and responding to diverse groups of children and young people, including LGBTQI+.
- Children's rights and perceptions of what makes an organisation child safe
- Current legislation and requirements

We also support our staff, volunteers and committee members through ongoing supervision to: develop their skills to protect children from abuse; monitor and review the effectiveness of safe child practices; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically or diverse backgrounds, and the safety of children with a disability.

Supervision can be formal meetings or informal catch-ups and check-ins.

New employees and volunteers, and committee members will be supervised regularly to ensure they understand our 'organisation's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (as defined in our Child Safety Code of Conduct).

Managing Risks to Children

Iranian Cultural School recognises that we have a responsibility to proactively identify and reduce or remove risks to children within our care. In addition to occupational health and safety risks, we proactively manage risks of abuse to our children.

Iranian Cultural School has risk management strategies in place to identify, assess, and take steps to minimise child safety risks, which include threats posed by physical environments (for example, any doors that can lock) and online environments (for example, social media contact).

Iranian Cultural School completes annual risk assessments for any new/changed location and program.

Iranian Cultural School is committed to reviewing any severe incidents or breaches of policy and procedure to ensure that learning can be utilised to strengthen our risk management processes across the organisation.

Promoting the Participation and Empowerment of Children and Young People

Iranian Cultural School recognises that informed and empowered children and young people aware of safe child practices are more likely to raise concerns about abuse or misconduct. While we recognise that adults are ultimately responsible for the safety and well-being of children, we believe the children and young people we work with have an invaluable contribution to our programs and activities.

Our School has a culture that supports children and young people to understand what child safety means in age-appropriate ways. Children are informed about their rights and responsibilities and feel empowered to actively participate in building an organisational culture that is safe from harm.

Iranian Cultural School wants all children and young people to feel safe and comfortable reporting concerns or allegations of abuse. Iranian Cultural School is always committed to taking the opinions and concerns of children and young people seriously.

Reviewing the Child Safety Policy

This policy will be reviewed every year and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible, we do our best to work with all stakeholders, including local Aboriginal communities, culturally and linguistically diverse communities and people with a disability.

Changes to the Child Safety Policy are made based on review findings to better protect the children and young people we engage with. Children and their families, staff, volunteers, committee members and the CLV Child Safety Officer are, where relevant, informed of review findings and any modifications made.

Child Safety Policy Declaration

I have read this Child Safety Policy and understand the fundamental principles, values and behaviours at the heart of working with community language schools. I agree to abide by the Child Safety Policy at all times.

Name: _____

Signature: _____

Role: _____

Date: _____

Associated Policies and Procedures

- **Child Safety Code of Conduct**
- **Procedures provided in Appendix 5**

Appendix 1: Policy Definitions

Aboriginal and Torres Strait Islander – A person of Aboriginal or Torres Strait descent identifies as Aboriginal or Torres Strait Islander and is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community.

Adult – a person 18 years or older and includes employees, volunteers and associates of CLV.

Child – any person under the age of 18.

Child Safe – refers to an organisational environment with an open and aware culture, understands child abuse, is supported by a well-known child safety policy, promotes the empowerment and participation of children, manages child safety risks, and expects all stakeholders to report all allegations, disclosures or concerns. **Child safety** encompasses protecting all children from child abuse and neglect, intervening early where concerns arise, preventing abuse where possible, 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 includes **cultural safety** for children.

Child Protection – refers to legislation, statutory authority responsible for child protection, and all measures taken to minimise the risk of child abuse. Child protection is a core part of the broader, overarching concept of child safety.

Code of Conduct – The policy specifies behaviours expected of all employees, volunteers and directors in the organisation.

Contractor - A person or company undertaking a contract to provide materials or labour to perform a service or a job. Examples include cleaners, photographers, tradespeople, and people contracted to provide an incursion.

Cultural safety – the positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination and more than cultural awareness and cultural sensitivity. It is an environment that is socially and emotionally safe and physically safe for children. It is about shared respect, meaning, knowledge and experience, learning, living and working together with dignity and truly listening⁴.

Culturally or linguistically diverse background (CaLD) – identification with particular cultural or linguistic affiliations under the place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of 'parents' identification on a comparable basis.

Department of Health and Human Services – the statutory authority responsible for receiving and investigating reports of child abuse.

Disability – any physical, sensory, neurological disability, acquired brain injury, intellectual disability, or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Some disabilities may be obvious, while others are hidden.

Disclosure – a child, telling someone (through words, drawings or actions) that they feel unsafe or has been harmed.

Leader (or other term used with THE ORGANISATION) – For this document, the leader will refer to any employee or volunteer whose role means they hold lead responsibility for key organisational

⁴ Revised from *An Overview of the Victorian Child Safe Standards* (November 2015) - State of Victoria, Department of Health and Human Services and *A Guide for Creating a Child Safe Organisation* (Version 2.0 December 2015)- Commission for Children and Young People

functions including recruitment, selection, supervision, program planning, risk management and program delivery.

Mandated Reporter – any adult who holds the following occupations - Registered medical practitioners, midwives and nurses, Registered teachers and principals, Police, People in religious ministries, Out of home care workers, Early childhood workers, Youth justice workers, Registered psychologists, School counsellors are mandated to report child abuse to child protection authorities or police

Principal – For this document, the Principal will refer to any employee or volunteer whose role means they are responsible for critical organisational functions, including recruitment, selection, supervision, program planning, risk management and program delivery.

Reasonable Grounds of Belief - A 'reasonable 'belief' is not the same as having proof. A 'reasonable 'belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. A 'reasonable 'belief' might be formed when:

- a child states that they have been abused
- a child says that they know someone who has been used (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been abused
- professional observations of the ' 'child's behaviour or development lead a mandated professional to form a belief that the child has been abused
- signs of abuse lead to a belief that the child has been used.

Sexual Orientation – An inherent or immutable enduring emotional, romantic or sexual attraction to other people⁵

Staff– refers to any individual employed by CLV [Insert School]

Volunteer – an unpaid CLV member [Insert School] supporting program delivery or operations.

Young Person – Any person under the age of 18.

⁵ Human Rights Campaign, www.hrc.org

Appendix 2: Standards and Principles

The Victorian Child Safe Standards



The National Principles

National Principles for Child Safe Organisations



1 Child safety and wellbeing is embedded in organisational **leadership, governance and culture.**



2 Children and young people are informed about their **rights, participate** in decisions affecting them and are taken seriously.



3 Families and communities are **informed and involved** in promoting child safety and wellbeing.



4 **Equity** is upheld and **diverse needs** respected in policy and practice.



5 People working with children and young people are suitable and **supported** to reflect child safety and wellbeing values in practice.



6 Processes to respond to **complaints and concerns** are child focused.



7 **Staff and volunteers** are equipped with the knowledge, skills and awareness to keep children and young people safe through **ongoing education and training.**



8 **Physical and online environments** promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.



9 Implementation of the national child safe principles is **regularly reviewed and improved.**



10 **Policies and procedures** document how the organisation is safe for children and young people.



Australian Government

For more information, please visit

<https://pmc.gov.au/child-safety>

<https://chilsafe.humanrights.gov.au/>

Appendix 3: Relevant Legislation

Children, Youth and Families Act (CYFA), 2005 – Governs and guides the child protection process in Victoria. Under this Act, a person can report to Child Protection Services if they have: A significant concern for a child's well-being; belief the child needs protection; or an important concern before the birth of a child about their well-being after their birth.

The Act also defines **mandatory reporting** and identifies relevant professions. Under the Act, a mandated reporter **must** make a report to the Department of Health and Human Services, Child Protection if:

- they form the belief on reasonable grounds that a child has suffered or is likely to suffer significant harm as a result of physical injury or sexual abuse; and
- the parents have not protected or are unlikely to protect the child from the damage of that type and
- the belief is formed while practising their position of employment.

In Victoria, the following professions are considered mandated reporters:

- Registered medical practitioners, midwives and nurses
- **Registered teachers and principals**
- Police
- People in religious ministries
- Out-of-home care workers
- **Early childhood workers**
- Youth justice workers
- Registered psychologists
- School counsellors

Child Well-being and Safety Act (2015) – Establishes the Victorian Children's Council and Child Safety Commissioner; establishes the principles for the well-being of children in Victoria.

Commission for Children and Young People (CYPP) – Amongst other functions, the CYPP oversees the Victorian Reportable Conduct Scheme (see below).

Children Legislation Amendment (Reportable Conduct) Act 2017 – On the 1st of July 2017, the Commission for Children and Young People (CCYP) began administering a reportable conduct scheme in Victoria. The scheme is designed to improve oversight of how organisations respond to allegations of child abuse and child-related misconduct by staff and volunteers. Under the scheme, the CCYP have the power to:

- oversee and monitor the handling of allegations of child abuse by relevant government departments, religious and non-government organisations
- undertake independent investigations
- scrutinise and audit systems and processes for handling allegations
- monitor and report on trends

- build skills and knowledge within government departments and religious and non-government organisations to ensure they can competently handle claims of suspected child abuse.⁶

There are five types of reportable conduct identified under the scheme:

- sexual offences committed against, with or in the presence of a child
- sexual misconduct committed against, with or in the presence of a child
- physical violence against, with or in the presence of a child
- any behaviour that causes significant emotional or psychological harm to a child significant neglect of a child⁷.

The scheme requires the head of an organisation to:

- Respond to a reportable allegation made against an employee or volunteer by ensuring that allegations are appropriately investigated
- Report allegations which may involve criminal conduct to the police
- Notify the Commission for Children and Young People of the allegations **within three business days** after becoming aware of the allegation
- Give the Commission for Children and Young People certain detailed information about the allegation **within 30 calendar days**
- After the investigation has concluded, give the Commission for Children and Young People certain information including a copy of the findings of the investigation

Crimes Amendment (Grooming) Act 2014 – Refers to the Offence of grooming. A grooming offence is committed if the offender communicates by work or conduct with a child under the age of 16 or their carer or supervisor and intends to commit a sexual offence involving the child.

Crimes Amendment (Protection of Children) Act 2014, s.49c – Refers to the failure to protect children from sexual offences. The 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.

Crimes Amendment (Protection of Children) Act 2014, s.327 – Refers to the responsibility of all individuals to disclose to authorities if they reasonably believe that a child under the age of 16 has been sexually abused. Failure to do so is a criminal offence.

Working with Children Check (WWCC) Act 2005 – Outlines the purpose of the WWC and what constitutes child-related work; outlines occupations that apply and explains relevant offences and findings relevant to the WWCC. It sets out the obligations of individuals and organisations and how personal information is stored and disposed of.

Wrong's Amendment (Organisational Child Abuse) Act 2017 - A new statutory duty of care (The Wrong's Amendment (Organisational Child Abuse) Act 2017) has been created in Victoria that places a clear legal duty to take reasonable steps to minimise the risk of child abuse (sexual and physical abuse)

⁶ Commission for Children and Young People, 'About the Reportable Conduct Scheme', <https://ccyp.vic.gov.au/>

⁷ Commission for Children and Young People, 'About the Reportable Conduct Scheme', <https://ccyp.vic.gov.au/>

perpetrated by organisational representatives. The new legislation means that organisations are understood to have breached their duty of care unless an organisation can prove they took all reasonable steps to prevent the abuse.

Appendix 4: Indicators of Child Abuse

ABUSE TYPE	INDICATORS
Physical	<ul style="list-style-type: none"> • Disclosure of abuse • Bruises, burns, sprains, dislocations, bites, cuts. • Pressure marks from fingers • Bite marks • Location and extent of injury do not fit the explanation given • Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally • Poisoning • Internal injuries • Showing wariness or distrust of adults. • Wearing long sleeved clothes on hot days (to hide bruising or other injury) • Demonstrating fear of parents and of going home; running away • Becoming fearful when other children cry or shout • Being excessively friendly to strangers • Being very passive and compliant
Sexual Abuse and Exploitation	<ul style="list-style-type: none"> • Disclosure of abuse • Complaining of headaches or stomach pains • Experiencing problems with schoolwork • Sexually transmitted infections • Genital injuries • Bleeding • Bite marks • Pregnancy • Displaying sexual behaviour or knowledge which is unusual for the child's age • Excessive masturbation which doesn't respond to boundaries • Showing behaviour such as frequent rocking, sucking and biting • Experiencing difficulties in sleeping • Persistent soiling or bed wetting • Having difficulties in relating to adults and peers • Unexplained absences, unexplained gifts or money are often signs of sexual exploitation
Emotional	<ul style="list-style-type: none"> • Disclosure of abuse

	<ul style="list-style-type: none"> • Developmental delays • Displaying low self esteem • Tending to be withdrawn, passive, tearful • Displaying aggressive or demanding behaviour • Being highly anxious • Showing delayed speech • Fear of the dark, sleep disturbances • Acting like a much younger child, e.g. soiling, wetting pants • Displaying difficulties in relating to adults and peers • Avoiding home • Running away
Neglect	<ul style="list-style-type: none"> • Disclosure of neglect • Frequent hunger • Malnutrition • Poor hygiene • Inappropriate clothing, e.g. Summer clothes in winter • Left unsupervised for long periods • Medical needs not attended to; ill more than average • Abandoned by parents • Stealing food • Staying at school outside school hours • Often being tired, falling asleep in class • Abusing alcohol or drugs • Displaying aggressive behaviour • Not getting on well with peers
Family Violence	<ul style="list-style-type: none"> • Disclosure of family violence • Physical injuries • Concentration difficulties • Adjustment difficulties • Anxious or nervous • Depression • Fear of a parent or partner of parent • Isolation from friends and family • Unusual absences • Fear of conflict • Violent outbursts • Aggressive language • Headaches, abdominal pain, stuttering

Appendix 5: Reporting Procedure

CLV has adopted the following procedure from the Victorian Department of Education.

This procedure must be followed in all instances of allegations or disclosures of child abuse by or in relation to a child, school staff, volunteers, visitors or other persons while connected to a school environment.

If a child is deemed at immediate risk, the volunteer or employee should contact emergency services on '000'.

The immediate risk of harm

If a child is at immediate risk of harm, you must ensure their safety by:

- separating alleged victims and others involved where possible
- administering first aid
- **calling 000 for urgent medical and police assistance to** respond to immediate health or safety concerns
- identifying a contact person at the service for future liaison with the police.

1. Responding internally

- a) Where Iranian Cultural School volunteers or employees form a belief that a child has suffered abuse or is at risk of abuse, they must report this to the Child Safety Officer as soon as practicable and within 24 hours. Where concern exists in relation to the Child Safety Officer, the employee or volunteer should report to the principal or CLV Child Safe Officer. A belief may be formed because a child, young person, the parents/carers or another person raises a concern with a Iranian Cultural School employee or volunteer.
- b) The Iranian Cultural School Child Safety Officer must ensure that the Principal is advised of the child safety concern within 24 hours. Once the Principal is notified, the Child Safety Officer must provide all other levels of management that have been made aware of the incident, up to and including the CLV Child Safe Officer.
- c) **Internal reporting procedures must never delay reporting child protection concerns to the DHHS and police.** Should the Child Safety Officer, Principal or other nominated delegate be unavailable, the volunteer or employee who has formed the belief that a child is at risk **must** make the report directly to DHHS, DET and police without delay, i.e. within 24 hours.
- d) Employees, volunteers and the Child Safety Officer must ensure that concerns and actions are recorded using the incident reporting form. This incident reporting form will help you make your report to external authorities. The completed incident reporting form should be kept securely at your School and a copy sent to the CLV Child Safe Officer.

2. Reporting to authorities

- a) The volunteer or employee with the concern and the Child Safety Officer will agree on reporting the matter to relevant authorities, i.e. DHHS and Police, DET, CCYP etc. This must occur as soon as practicable.

- b) If the Child Safety Office/School Leadership is unsure who to call, CLV Victorian schools can access information from the website below.

Information about Child Protection Services can be found on the Department of Health and Human Services website: [Resources for Child Safe Standards - DFFH Service Providers](#)

It is best practice for the person who first received the disclosure/identified the concern to make the report.

Where child safety concerns involve employees or volunteers from within the service or other alleged perpetrators, a report must be made to:

VICTORIA POLICE

All instances of suspected child abuse by a staff member, contractor or volunteer must be reported to Victoria Police

Commission for Children and Young People (CCYP) - Reportable Conduct

All instances of suspected child abuse concerning a staff member, contractor or volunteer must also be reported to the Commission for Children and Young People under the Reportable Conduct Scheme. The Child Safety Officer and Principal will lead the reportable conduct process. Reports to the CCYP must be made within three days of learning of a reportable allegation or Offence.

Where child safety concerns relate to a concern about the child in their home:

DHHS CHILD PROTECTION

A report to DHHS Child Protection must be made if a child is considered to be:

- In need of protection from child abuse
- At the risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

Victorian DHHS Child Protection Areas

North Division 1300 664 9777

South Division 1300 655 795

East Division 1300 360 391

West Division (Rural) 1800 075 599

West Division (Metro) 1300 664 9777

After hours, weekends, and public holidays for all: 13 12 78

VICTORIA POLICE

You **must also** report suspected sexual abuse (including grooming) to Victoria Police.

If you believe that a child is not subject to abuse but still holds significant concerns for their well-being, you must still act. This may include making a referral or seeking advice from Child FIRST/Orange Door (in circumstances where the family is open to receiving support), DHHS Child PROTECTION, or Victoria Police. Child First contact details can be found here: [Child and family services information, referral and support teams \(Child FIRST\)](#)

3. Informing parents and carers

- a) Iranian Cultural School will seek advice from **Victoria Police** or **DHHS Child Protection** to determine what information can be shared with parents/carers. They may advise:
 - i) **Not to contact** the parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and has requested that their parent/carer not be contacted.
 - ii) **To contact** the parents/carers and provide agreed information as soon as possible (for licensed and approved services, it is a requirement that parents/carers are notified within 24 hours if the suspected abuse occurred at the service).

4. Providing support

- a) Iranian Cultural School will ensure that appropriate support is provided to the child of concern and relevant volunteers and employees.
- b) Support and counselling must be offered to all parties involved. Support may include developing a safety plan, direct support, referral to well-being professionals, etc.
- c) Schools **must** provide support for children impacted by abuse. This should include developing a Student Support Plan in consultation with well-being professionals. This is an essential part of the duty of care requirements.

5. Whistleblowing (Protected Disclosures)

Should Iranian Cultural School employee or volunteer wish to make a protected disclosure, they may do so directly to the CLV Child Safe Officer 9349 2683.

Iranian Cultural School will maintain a policy for 'Whistleblowing' to support school stakeholders in raising concerns about employees, volunteers and any other relevant persons.

Appendix 6: Strategies to promote the participation and empowerment of children

Description

Iranian Cultural School must ensure children feel safe and comfortable reporting concerns or allegations of abuse. Organisations should have simple and accessible processes that help children understand what to do if they want to report abuse, inappropriate behaviour or concerns for their safety. All personnel must be aware of 'children's rights and 'adults' responsibilities regarding child abuse.

Rationale

Children often do not report abuse because they feel uncomfortable or do not know how to raise their concerns or allegations of abuse. Some organisations do not have simple and accessible processes assisting children in understanding their rights and how to report concerns regarding their safety.

How could our organisation implement this standard?

Examples of how our organisation could implement this standard include the following:

- Provide children with child-appropriate and accessible information about what child abuse is, their rights to make decisions about their body and their privacy, that no one has a right to injure them, and how they can raise concerns about abuse. For example, information could be included in welcome packs, information sessions, and posters, as well as on websites and social media.
- Ensure information and processes for reporting concerns are accessible to all children, for example, by having policies and procedures that can be accessed and understood by children with a disability.
- Ensure information and processes for reporting concerns are culturally appropriate for Aboriginal children. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community-controlled organisation to review information and processes.
- Consider access and culturally appropriate language, photographs and artwork for Aboriginal children, children from culturally and linguistically diverse backgrounds and children with a disability when drafting communications materials.
- Translate Schools information (including information about children's rights, child safety policies, statements of commitment and reporting and response procedures) into relevant community languages, including relevant Aboriginal languages.
- Gather feedback from children, for example, through surveys, focus groups, story time and social media, about whether they would feel safe and taken seriously if they were to raise concerns, and implement improvements based on this feedback.
- Enable children to express their views and make suggestions on what child safety means to them, and on safe child policies, reporting and response procedures, and acknowledge and act upon these where possible. For example, views could be gathered through suggestion boxes, feedback sessions, emails or online (via wikis or other social media).

Successfully implementing this standard should result in schools in which:

- reporting procedures for when a child feels unsafe are accessible to all children
- children understand what child abuse is, and their rights (age appropriate)

- children understand how to report an allegation of abuse or concern for their safety to the organisation and trusted adults and external bodies (for example, the police)
- children feel safe, empowered and taken seriously if they raise concerns
- children feel empowered to contribute to the organisation's understanding and treatment of child safety
- children's reports of concern are responded to appropriately
- staff understand how to empower children and encourage their participation

Appendix 7: For schools that are operating in early years environments ONLY

Physical Environment

CLV schools that teach in the early years ensure legislated staffing ratios and qualification requirements are always met. They are also committed to ensuring our workforce is appropriately motivated and experienced for its critical role in enhancing children's learning and development. They achieve this by developing warm, respectful relationships with children, creating safe environments, and encouraging children's active engagement in their learning programs.

Training

Iranian Cultural School is committed to professional development for staff regarding preschool-aged delivery in line with the Victorian Early Years Learning and Development Framework (VEYLDF).

Collection of Children

Only parents/guardians and authorised nominees can collect a child from our early learning program. We encourage all families to keep these contact details and arrangements up to date. So, we can always ensure your child's safety; photo identification will be requested from any contact unknown to our early learning staff. If a child has not been collected from the centre by closing time and we cannot contact their parent or guardian, we will contact the contacts listed on the 'child's enrolment form. In extreme circumstances where we cannot get one of the contacts by closing time, we will contact the necessary authorities to collect the child safely. Therefore, contact details must be kept up to date at all times.

Staffing Arrangements

At CLV schools, we ensure that legislated staffing ratios and qualification requirements are always met. We are also committed to ensuring our workforce is appropriately motivated and experienced for its critical role in enhancing children's learning and development. They achieve this by developing warm, respectful relationships with children, creating safe environments, and encouraging children's active engagement in their learning programs.