

Julia Gillard Community College Policy and Statement of Commitment

Policy name	School Child Safety and Wellbeing Policy and Statement of Commitment
Responsible person	Board, Child Safety Officer, School Principal, School Council
Staff involved	All school staff (including volunteers and contractors)
Review Dates	Approved: 19 June 2026 Next review: 2027

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Introduction

Julia Gillard Community College (the **School**) is an Independent Special Assistance School operated by Wyndham Community and Education Centre (**Wyndham CEC**), which is a not-for-profit Incorporated Association based in the City of Wyndham. The School delivers the Victorian Pathways Certificate (VPC) and the VCE Vocational Major to students aged 15-19 years. It provides a safe and inclusive learning environment for young people who may have been disengaged or are at risk of disengaging from education.

Julia Gillard Community College is committed to supporting students to reach their personal, social and educational potential by providing the tools and skills to reflect, set goals and plan for success in life.

The School is committed providing a school in which all young people are safe from harm and to providing a safe and inclusive environment for all young people from culturally and linguistically diverse backgrounds, and for those with a disability.

We understand and implement our duty of care to all students, and we undertake reasonable measures of proper supervision and protection so that no student faces risks, injury or harm.

At the school we hold to the belief that children's safety is everyone's responsibility. All members of the school community including School Council members, staff, volunteers and contractors have a responsibility to prevent child abuse and respond appropriately to allegations.

The School complies with Ministerial Order 1359: Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises (MO1359) and the Victorian Child Safe Standards (VCSS).

The School community is diverse and includes people from all walks of life who reflect the broad diversity of the Victorian community. Julia Gillard Community College is inclusive of the needs of all children and young people; particularly those who are vulnerable due to their age, family circumstances, disability, indigenous or CALD backgrounds, and lesbian, gay, bisexual, transgender and intersex children and young people (LGBTQI+).

Purpose

This policy:

- a) explains how the School, implements MO1359 and the VCSS in our school environments;

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- b) demonstrates our determination to provide a child safe environment for children and families accessing our educational programs and services;
- c) provides clear guidelines, principles and processes for staff, contractors, volunteers, parents and children at our school;
- d) is a clear statement to staff and volunteers forbidding any such abuse and will take steps to identify and manage all cases of suspected abuse;
- e) empowers children and young people who participate in our school programs. Julia Gillard Community College involves children and young people when making decisions, especially about matters that directly affect them;
- f) includes responsibilities for the safety and wellbeing of children outside of normal program contact hours such as camps, excursions, after-hours activities or structured workplace learning/ work placements.

Commitment to Child Safety

Julia Gillard Community College is committed to child safety and welcomes all children, young people and their families.

Julia Gillard Community College wants children to be safe, happy and empowered and supports and respects children attending the Centre, as well as staff and volunteers.

Julia Gillard Community College is committed to the safety, participation and empowerment of all children and young people so that their voices are heard about decisions that affect their lives.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

Julia Gillard Community College has **no tolerance** of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our policies and procedures.

Julia Gillard Community College has legal and moral obligations to contact authorities when concerned about a child's safety.

Julia Gillard Community College is committed to preventing child abuse and identifying and managing risks early and removing or reducing these risks.

Julia Gillard Community College has robust HR and recruitment practices for staff and volunteers.

Julia Gillard Community College is committed to training and educating staff and volunteers on child abuse risks because child safety is a shared responsibility. Every person involved in Wyndham CEC has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

Julia Gillard Community College is committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for those unable to live at home, for children with a disability, lesbian, gay, bisexual, transgender and intersex children and young people (LGBTQI+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or

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homophobia, are not tolerated at Wyndham CEC, and any instances identified will be addressed with appropriate consequences.

Julia Gillard Community College has specific policies, procedures and training in place that support the management team, staff and volunteers to achieve these commitments. We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Julia Gillard Community College has no tolerance of child abuse.

Julia Gillard Community College consistently works towards promoting an organisational culture of child safety in a culture of continuous review and improvement.

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

Definitions

The following terms in this policy have specific definitions.

Child Safe Standards - definitions | vic.gov.au

Child or young person means a person who is under the age of 18 years.

Child abuse includes:

a) any act committed against a child involving:

1. a sexual offence
2. grooming offences under section 49M(1) of the Crimes Act 1958

b) the infliction, on a child, of:

1. physical violence
2. serious emotional or psychological harm

c) the serious neglect of a child.

Child-connected work means:

- a) work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present
- b) Working with Children clearance is required by law only for people who engage in child-related work. Schools and school boarding premises may also choose to require suitability checks (including Working with Children clearance) for visitors and volunteers engaging in child-connected work.

Child safety includes 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.

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Child-related work The Worker Screening Act 2020 defines ‘child-related work’ as work which usually involves (or is likely to involve) direct contact with a child, irrespective of whether that contact is supervised or not, and in any of the child-related occupational fields listed in the Act.

The definition of direct contact includes oral, written or electronic communication as well as face-to-face and physical contact. ‘Child-related work’ may be either paid or unpaid (voluntary).

There are exemptions from the Act including people under 18 years of age, parent volunteers whose child ordinarily participates in the activity, sworn police officers, teachers currently registered with the Victorian Institute of Teaching, and visiting workers who do not ordinarily reside and perform child-related work in Victoria, among others.

Child sexual abuse (Child abuse-sexual) 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. Sexual offences are governed by the Crimes Act 1958 (Vic.)

Cultural abuse

Emotional and psychological abuse (Child abuse emotional) Emotional child abuse occurs when a child is repeatedly rejected, isolated, or frightened by threats. It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health.

Family Violence

Grooming

Neglect

Physical abuse (Child abuse-physical) Physical child abuse is any non-accidental infliction of physical violence on a child by any person. It can be inflicted in many ways, including beating, shaking or burning and assault with implements and female genital mutilation.

Racial discrimination occurs when person is treated less favourably, or not given the same opportunities, as others in a similar situation, because of their race, the country where they were born, their ethnic origin or their skin colour. Australian Human Rights Commission.

Reasonable grounds for belief is a belief based on reasonable grounds (see below) that child abuse has occurred when all known considerations or facts relevant to the formation of a belief are taken into account and these are objectively assessed. Circumstances or considerations may include the source of the allegation and how it was communicated, the nature of and details of the allegation, and whether there are any other related matters known regarding the alleged perpetrator.

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A reasonable belief is formed if a reasonable person believes that:

- a) the child or young person is in need of protection,
- b) the child or young person has suffered or is likely to suffer “significant harm as a result of physical injury,” or
- c) the parents are unable or unwilling to protect the child or young person.

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. For example, a ‘reasonable belief’ might be formed if:

- a) a child or young person states that they have been physically or sexually abused;
- b) a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves);
- c) someone who knows a child or young person states that the child or young person has been physically or sexually abused;
- d) professional observations of the child’s or young person’s behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused; and/or,
- e) signs of abuse lead to a belief that the child or young person has been physically or sexually abused.

School means Julia Gillard Community College-

School community means Julia Gillard Community College staff including employees, contractors and volunteers, Wyndham CEC Board members, School council members, parents, students involved in the School.

School Council means the Council established by Wyndham CEC.

School environment (4 Synnot St) means any physical or virtual place made available or authorised by Wyndham CEC school council for use by a child or student during or outside school hours, including:

- a campus of the Senior Secondary Program,
- online school environments (including email and intranet systems), and
- 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)

School staff means an individual working in the school environment as an employee, contractor, volunteer.

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Responsibilities

Child safety is everyone's responsibility. Wyndham CEC Board members and Julia Gillard Community College School Council members and school staff have a shared responsibility to contribute to the safety of children and students. It is everyone's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the School's Child Safety Officers.

Board responsibilities.

The Board of Wyndham CEC is the governing authority of the School with responsibility for ensuring the School meets and implements MO1359. This includes:

- review and approval of child safety policies, procedures, codes;
- identifying risks of child abuse in the school environment;
- recording of these risks and the actions that are taken or will be taken to reduce or remove the risks (risk controls and risk treatments); and
- review of implementation of MO1359 in practice, through reports to the Board from the School Council, Principal and CSO.

Council responsibilities

The School Council is responsible for setting the key directions of the school following policy provided by the Board. In doing this, a school council is able to directly influence the quality of education that the school provides for its students. The School Council is responsible for ensuring MO1359 is implemented in the school environment, and that the school staff enact policy and process that comply with the School's Child Safety and Wellbeing Policy, Reporting Procedure and the Child Safe Code of Conduct.

School Council members must:

- champion and promote a child safe culture within Julia Gillard Community College
- ensure that child safety is a regular agenda item at Council meetings;
- undertake annual training on child safety;
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to Council members
- assist in reviewing the Child Safety and Wellbeing Policy, Reporting Procedure and Child Safety and Wellbeing Code of Conduct; and
- ensure that appropriate resources are made available to allow this Policy and associated procedures to be effectively implemented, including:
 - reporting to the Board on risk controls and risk treatments; and
 - de-identified details of allegations, disclosures and investigations.

Principal responsibilities

The Principal is responsible for ensuring a strong child safe culture is created and maintained, and that policies and procedures are effectively developed and implemented including:

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- dealing with and investigating reports of child abuse
- modelling a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing,
- support the Council and Board in review of child safe policies and practices, as an advisory voice;
- enabling inclusive practices where the diverse needs of all students are considered,
- reinforcing high standards of respectful behaviour between students and adults, and between students,
- facilitating regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, inclusion, student wellbeing and prevention of, and responding to abuse,
- monitoring the Child Safety and Wellbeing Risk Plan and Register,
- creating an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities;
- ensuring all adults in the School community are aware of their obligation to report suspected abuse of a child in accordance with these policies and procedures;
- providing support for staff and volunteers in undertaking their child protection responsibilities.

All staff and volunteer responsibilities

All staff and volunteers share the responsibility for the prevention and detection of child abuse, and must:

- promote child safety at all times;
- assess the risk of child abuse within their areas of control;
- facilitate the reporting of any inappropriate behaviour or suspected abusive activities;
- familiarise themselves with the relevant laws, this Policy, the Child Safety Code of Conduct, and Reporting Procedure and comply with these requirements at all times;
- participate in child safety training;
- report any reasonable belief that a child's safety is at risk to the relevant authorities (such as the police and/or state-based child protection service) and fulfil their obligations as mandatory reporters (if applicable);
- report any suspicion that a child's safety may be at risk to the Principal, or if the Principal is involved, to the School Council or CSO (staff should refer to the *Child Safety Reporting Procedure*);
- provide an environment that is supportive of all children's emotional and physical safety.

Child Safety Officer responsibilities

The School's Child Safety Officer (CSO) is the **Assistant Principal**. The CSO undertakes regular professional development and has knowledge of child safety issues and is a point of contact and resource for staff, volunteers, students, children, and young people who have questions or concerns, need advice or want to report an allegation of child abuse.

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The School CSO can be contacted at: 4 Synnot St, Werribee VIC 3030

PH: 8372 0000 or school mobile: 0444 520 390.

Email: Teresa.Vizintin@jgillaradcc.vic.edu.au

The Child Safety Officer makes herself known to students annually as a point of contact.

Posters of the Child Safety Officer are displayed at the School.

Staff and student induction processes include introduction to the Child Safety Officer.

The Child Safety Officer will assist the management team to implement child safe practices and promote awareness of acceptable and unacceptable behaviour of students and staff.

The Child Safety Officer will implement educational strategies and programs into the curriculum that promote healthy and respectful relationships.

The Child Safety Officer will conduct regular student reference group meetings with students to discuss child safety.

Promoting the cultural safety of Aboriginal children and young people

Cultural safety is seen when “an environment that is safe for people: where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening.”¹

Julia Gillard Community College has created an environment respectful of Aboriginal culture by:

- acknowledging traditional owners as a standard agenda item;
- displaying Aboriginal art;
- displaying Aboriginal flag, plaques and signs; and
- providing appropriate professional development to staff which includes explaining the importance of recognising Aboriginal culture to contribute to the wellbeing and safety of Aboriginal children and students.
- Including Aboriginal knowledge and culture into the School curriculum

We promote the participation of aboriginal students and families by:

- making Aboriginal voices part of decision making in matters that affect Aboriginal students;
- connecting with Aboriginal families to support parental engagement;
- including acknowledgement of country in communications to demonstrate commitment to inclusion;
- asking for feedback from Aboriginal students and their families about what the school does well, and what can be improved; and

¹ Williams, R. (1999). Cultural safety - What does it mean for our work practice? Australian and New Zealand Journal of Public Health, 23, 213-214.

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- training staff on cultural engagement to ensure working with Aboriginal families is respectful.

Organisational leadership, governance and culture

Julia Gillard Community College's strategies to ensure organisational leadership, governance and culture promote child safety at all levels of the School include:

- a dedicated Child Safety Officer who, with the Principal and management team, leads implementation of Ministerial Order 1359 and child safety practices.
- a Code of Conduct for Staff which outlines clear expectations for appropriate staff behavior including with children/ students under the age of 18. The Code applies to all staff, volunteers and contractors;
- a Child Safety Code of Conduct which new and ongoing staff re-commit to annually at staff appraisals; and
- Annual child safety reviews by the Principal including through regular reporting to School Council to the Wyndham CEC Board.

Julia Gillard Community College is committed to communicating its child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on the School's website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Reporting Procedure,
- updates in the Child Safety and Wellbeing Newsletter, and
- ensuring child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Risk Management

Julia Gillard Community College has a Child Safety and Wellbeing Risk Management Plan in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by:

- physical environments (for example, any doors that can lock); and
- online environments (for example, no staff or volunteer is to have contact with a child or young person in the organisation on social media).

Strategies include: providing effective leadership and governance; robust recruitment and induction processes, and ongoing access to professional development; program and service review processes; and, the appointment of a Child Safety Officer.

The School monitors and evaluates risks in relation to Structured Workplace Learning, Work Experience and Work Placements, excursions, camps, and other after-hours activities.

This policy, the risks related to child safety and wellbeing and our risk controls are reviewed annually, or following any significant incidents or events as they occur. We network with relevant organisations that work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

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Student and child empowerment

To support child safety and wellbeing at the School, we work to create an inclusive and supportive environment that encourages students to contribute to our child safety approach and understand their rights and their responsibilities. Our strategies to empower our students include:

- provision of designated student wellbeing staff;
- listening to students through establishing a Student Reference Group;
- displaying PROTECT posters around the school, including child safety and protection posters are displayed in each classroom and office space;
- reinforcing respectful relationships between students, encouraging strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships, our student Code of Conduct, our school values;
- informing students of their rights by issuing the Student/Carer Handbook, which seeks to give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers;
- ensuring our students know who to talk to if they are worried or feeling unsafe and encouraging them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns:
 - at reception of the School;
 - in the Child Safety Reporting Procedure on the School's website;
- encouraging children to speak up;
- conducting students surveys annually and at various times throughout the year; and
- providing all relevant policies and procedures to students at enrolment and make them available on the Website, including the Student Code of Conduct which outlines student's rights and responsibilities.

Family and community involvement

Our families and the school community have an important role in monitoring and promoting children and young people's safety and wellbeing and helping children and young people to raise any concerns. To support engagement of School families, Julia Gillard Community College provides families and the school community with accessible information about our child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement. We do this by:

- publishing this policy and our Child Safety and Wellbeing Reporting Procedure on the School website;
- publishing our Student Code of Conduct on the School website;
- notifying parents/carers of updates to our policies and procedures;

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- implementing care team meetings that include parent/carer, teacher, student and external case worker where required;
- providing community education sessions which include information and support around abuse;
- promoting activities and child safety updates to parents/carers in the Child Safety and Wellbeing Newsletter;
- including available support services on the School website;
- ensuring support plans are reviewed by parents/carers and students;
- promoting community legal education workshops on cyber, online and mobile phone safety;
- scheduling Parent/Teacher meetings half yearly;
- conducting an annual survey feedback process with parents/carers and students; and,
- providing all young people and their families all relevant policies and procedures at their enrolment interview, and making them available on the School website.

Julia Gillard Community College has developed a quarterly Child Safety and Wellbeing Newsletter which is distributed to all within the organisation, including to School students and their parents/-carers. In this Newsletter, we report on the outcomes of relevant reviews to staff, volunteers, the school community, families and students.

Equity and diversity

Wyndham CEC promotes the cultural safety of Aboriginal, culturally & linguistically diverse, children and students, and children and students of all abilities through its employment practices, professional development programs, networks, and partnerships, and, through specialist staff working in the school including:

- creating an environment that is respectful of Aboriginal and Torres Strait Islander cultures and that acknowledges the strengths of these cultures and respects them;
- creating an environment that is respectful and inclusive of families from CALD background, including ensuring child safety material is accessible;
- committing to making the environment safe and accessible for children and young people with a disability;
- employing staff who are representative of our local community; and
- supporting children and young people of same sex attracted, intersex and gender diverse.

Promoting the safety of children from CALD backgrounds

Victoria is a culturally diverse community made up of many different nationalities, cultural backgrounds, language and religious groups. Julia Gillard Community College promotes the cultural safety of children and young people from CALD backgrounds by:

- welcoming people from all cultures;
- employing staff who represent CALD communities;
- ensuring the environment reflects the diverse communities we work with;
- respecting other cultures;

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- adopting *Racism. It stops with me!* campaign; and
- demonstrating zero tolerance to discrimination, racism, homophobia, Antisemitism and Islamophobia.

Promoting the safety of children with a disability

All children are vulnerable but some children need special care and protection to ensure they are safe – children with a disability have an increased risk of being abused. Julia Gillard Community College promotes the safety of children and young people with a disability by:

- inclusive practices;
- ensuring accessible activities/programs;
- having a Disability Action Plan (DAP); and
- working with families around participation.

Promoting the safety of children with gender or sexuality diversity

Julia Gillard Community College promotes the safety of children and young people from the LGBTQI+ community by:

- employing inclusive practices; and
- demonstrating no tolerance to discrimination, harassment, victimisation or bullying.

Suitable staff and volunteers: recruitment and ongoing suitability

Recruitment

The School takes all reasonable steps to employ skilled and qualified people to work with children and young people. Our recruitment practices manage and reduce the risk of child abuse. These include:

- selection criteria and advertisements that clearly demonstrate our commitment to child safety;
- interviewing and conducting referee checks (2) on all potential employees and volunteers to ascertain their suitability to work with children, including by asking questions about this history;
- following our *School Staff Management Policy* for all people engaged in child-related work, including volunteers;
- staff and volunteer induction programs which make school staff, members of the governing body and volunteers engaged in child-connected work aware of their responsibilities to children and students, information sharing and reporting obligations, and record keeping obligations; and
- staff job descriptions include a reference to the child safe standards and the *School's Child Safety and Wellbeing and Statement of Commitment* and *Code of Conduct*.

Refer to the *School Staff Management Policy* and *School Staff Management Internal Guidelines* for more detail.

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Onboarding

To confirm an offer of a position of employment, the School will collect and record:

- proof of the person's identity;
- information about any essential or relevant professional or other qualifications
- the person's history of work involving children; and
- references that address the person's suitability for the job and for working with children.

To confirm an offer of a volunteer position, the School will:

- sight, verify and record a person's Working with Children clearance, or any equivalent background check; and
- consider the child safety risks relevant to the volunteer's role and, if reasonable and appropriate, collect and record:
 - proof of the person's identity;
 - information about any essential or relevant professional or other qualifications;
 - the person's history of work involving children; and
 - references that address the person's suitability for the job and for working with children.
- Staff, members of the governing body, and volunteers engaged in child-connected work are given the Code of Conduct as part of the induction process.

Ongoing suitability

We have the following strategies to ensure ongoing suitability of staff and volunteers to work with children at our School:

- professional development and staff supervision arrangements (as required) that ensure a child-safe environment;
- ongoing staff and volunteers review and acknowledge their understanding of the Child Safety and Wellbeing Code of Conduct annually;
- rigorous screening mechanisms in place including: VIT (Victorian Institute of Teaching) registration, Working with Children Checks; National Police Checks at point of employment; and referee checks (2) for all staff and volunteers;
- reviews of the National Police Check, Working with Children Check and VIT Registration Policy and Procedures annually;
- clear expectations for appropriate staff behavior including with children/ students under the age of 18 in the Code of Conduct for Staff. The Code applies to all staff, volunteers and contractors;
- staff re-commit to the Child Safety and Wellbeing Code of Conduct annually at staff appraisals; and
- review of Codes of Conduct regularly and a date in the schedule for review annually.

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Complaints process

The School has a Complaints Policy that is available to all students and young people. All complaints will be taken seriously and acted on immediately and in a child-friendly manner.

Julia Gillard Community College encourages its community to engage with Wyndham CEC community education sessions which include information and support around abuse.

The School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Relevant staff are trained to deal appropriately with allegations.

Julia Gillard Community College works to ensure all children, young people, families, staff and volunteers know what to do and who to tell if they observe abuse are a victim, or if they notice inappropriate behaviour.

Child safety knowledge, skills and awareness

The School trains staff annually to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse. Staff child safety and wellbeing training is delivered at least annually and includes guidance on:

- The School's child safety and wellbeing policies, procedures, codes, and practices of the School's services;
- completing the Protecting Children – Mandatory Reporting and Other Legal Obligations online modules annually;
- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse;
- recognising indicators of child harm including harm caused by other children and students;
- child safety and wellbeing risks in the school's environment;
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm;
- how to build culturally safe environments for children and students;
- information sharing and recordkeeping obligations; and,
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, Council and Board members, is tailored to specific roles and responsibilities and any identified or emerging needs or issues.

The Child Safety Officer undertakes relevant Professional Development (PD) in child safety as it becomes available. Resources will be shared with School Staff.

The Assistant Principal is responsible for identifying relevant PD and ensuring staff undertake appropriate training.

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Child safety in physical and online environments

To ensure child safety in all School environments, the School:

- has policies and procedures about cyberbullying, online conduct and online safety, harassment, discrimination, victimisation and anti-bullying;
- works with children and young people to promote community legal education workshops on cyber, online and mobile phone safety;
- has internet filtering in place at all student locations to prevent access to potentially harmful material;
- Monitors computer rooms with security equipment and instructs teachers to monitor student computer usage; and
- does not allow access to computer rooms by students without a teacher being present.

Visitors

- To mitigate risk and help protect children and young people all visitors to the School must report to Administration to register as a visitor, wear the Visitor lanyard provided, and should not enter classrooms without authority or permission.

External Education Providers

- An External Education Provider is any organisation the School arranges to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at Julia Gillard Community College, for example an RTO delivering a VET course.
- The delivery of such a course may take place on Julia Gillard Community College premises or elsewhere, but remains part of the school environment when the School's child safety obligations apply.
- Julia Gillard Community College ensures through its contractual arrangements that all External Education Providers engaged by the School are responsible for contributing to the safety and protection of children in the school environment and are required to comply with MO1359.

Structured Workplace Learning (SWL) and Work Experience (WE)

Julia Gillard Community College monitors and evaluates risk management strategies to ensure child safety in school environments. The Assistant Principal is responsible for developing and monitoring risk management strategies prior to any students undertaking Structured Workplace Learning (SWL) or Work Experience (WE).

Review of child safety practices

- Julia Gillard Community College conducts a child safety review:
 - annually regarding risk management strategies, risk controls and risk treatments; and

This document was reviewed and accepted by the Board of Governance of the Wyndham Community and Education Centre Inc on 19/6/2026 and supersedes all previous versions.

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Julia Gillard Community College Policy and Statement of Commitment

- after any significant incident or annually, of this Policy, our Reporting Procedure and other child safety practices.
 - In response to changes made by the regulator or legislation
- This review is led by the Principal, with support from the School Council, and is reported to the Wyndham CEC Board.
- The Child Safety Officer produces a quarterly Child Safety and Wellbeing newsletter highlighting different aspects of child safety. In this Newsletter, we report on the outcomes of relevant reviews to staff, volunteers, the school community, families and students; and,
- The School has a Child Safety Risk and Incident Register that supports the analysis of complaints, concerns and safety incidents as part of our continuous improvement approach to child safety.

Implementation

- The School has developed a statement of commitment, and this Policy which are reviewed by the School Council annually.
 - The School has rigorous safety screening processes and a dedicated youth-safe venue.
 - Wyndham CEC's Child Safety and Wellbeing Risk Plan identifies risk of child abuse across all of Wyndham CEC, including the School, and outlines strategies for removing risks.
 - The Assistant Principal schedules two reviews of the Child Safety and Wellbeing Risk Plan annually and monitors it monthly.
 - Wyndham CEC reviews its Risk Plan annually with Board and other stakeholders

To ensure our child safety commitments and practices are understood, our induction process informs all new staff and volunteers of our Child Safety and Wellbeing Policy and Statement of Commitment, Code of Conduct and Reporting Procedure.

Related Documents

Legislation:

Child Wellbeing and Safety Act 2005 (Vic), Worker Screening Act 2020 (Vic), Children, Youth and Families Act 2005 (Vic), Crimes Act 1958 (Vic), Worker Screening Regulations 2021 (Vic), Charter of Human Rights and Responsibilities Act 2006 (Vic), Disability Act 2006 (Vic), Education and Training Reform Act 2006 (Vic), Education and Training Reform Regulations 2017(Vic), Occupational Health and Safety Act 2004 (Vic), Ministerial Order 1359.

Policies:

School Complaints and Appeals Policy & Procedure, Privacy Policy & Procedure, School Staff Management Policy, Critical Incident & Emergency Management Policy & Procedure, Records Management Policy & Procedure, Risk Identification & Management Policy & Procedure, Excursions Policy and Procedure, Student Online Safety Policy and Procedure,

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Policy and Statement of Commitment

Bullying Prevention Policy & Procedure, Duty of Care Policy and Procedure, Disciplinary Action and Termination of Employment Policy and Procedure.

Other:

Child Safety Reporting Procedure, Child Safety and Wellbeing Code of Conduct, Code of Conduct for Staff & Volunteers,

Responding to Suspected Child Abuse Form, Child Protection and Child Safe Standards (PROTECT) available at –

<https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/default.aspx>

Failure to Protect information and fact sheet is available at - <http://www.justice.vic.gov.au/>

Failure to disclose information and fact sheet available at <http://www.justice.vic.gov.au/>

Step by Step Guide to Making a Report to Child Protection or Child FIRST, How to make a report to Child protection is available at <https://services.dffh.vic.gov.au/reporting-child-abuse>

Overview of the Victorian Child Safe Standards, Child Safe standards resources -

<https://providers.dffh.vic.gov.au/child-safe-standards>

A Guide for Creating a Child safe Organisation at- <https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/>

Betrayal of Trust Report, United Nations Convention on the Rights of the Child –

www.unicef.org/crc

Royal Commission into child abuse – Final Report 15th December 2017

www.childabuseroyalcommission.gov.au

Royal Commission into child abuse – Support Services

www.childabuseroyalcommission.gov.au/support-services

Mandatory Reporting eLearning Module (DET), “PROTECT”

- e-safety Commissioner at <https://www.esafety.gov.au>

Child Wise at <https://www.childwise.org.au>

- VRQA- Guidelines to the minimum standards and requirements for School Registration VRQA- Child Safe resources at

<https://www.vrqa.vic.gov.au/childsafe/Pages/resources.aspx>