FOUNDATION LEARNING CENTRE

# Child Safety and Wellbeing Policy

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| **Related Documents** |
|---|
| • Child Safe Policy<br>• Child Safe Procedure<br>• Child Safe Code of Conduct<br>• Bullying and Harassment Policy and Procedure<br>• Ministerial Order No 1359<br>• Education and Training Reform Regulations 2017<br>• National Child Safe Standards<br>• Child Wellbeing and Safety Act 2005 (Vic)<br>• VRQA guidelines |

## Contents


Introduction ..... 3
Purpose ..... 3
Definitions ..... 3
Scope ..... 5
Recognising child abuse ..... 5
Statement of commitment to child safety ..... 8
Responsibilities ..... 8
Responsibilities of the FLC Board ..... 8
Responsibilities of the FLC Council ..... 9
Responsibilities of Staff ..... 10
Culturally safe environments ..... 11
Organisational leadership ..... 11
Flowchart: CHILD SAFETY REPORTING PROCESS ..... 13
Code of Conduct ..... 14
Risk Management Strategies ..... 14
Child and student empowerment ..... 14
Family engagement ..... 14
Diversity and equity ..... 15
Suitable staff and volunteers ..... 15
Recruitment ..... 15
Suitability ..... 15
Screening ..... 16

Fair Procedures for Personnel ..... 16
Induction ..... 16
Ongoing supervision ..... 16
Complaint processes ..... 17
How to make a complaint about child safety ..... 17
Taken Seriously ..... 17
Child safety knowledge, skills and awareness ..... 17
Staff training ..... 17
Volunteer Training ..... 18
Board Training ..... 19
Sharing of Information ..... 19
Child safety in physical and online environments ..... 19
Online safety ..... 19
Physical environments ..... 20
Review and implementation ..... 20
Record Keeping and Retention of Records ..... 20
Record Creation and Retention ..... 21
Disposal of Records ..... 21
Acknowledgement of Policy ..... 21
Child Safe Actions Foundation FLC ..... 22
**Definitions** ..... 22
Standard 1 ..... 27
Standard 2 ..... 30
Standard 3 ..... 32
Standard 4 ..... 35
Standard 5 ..... 36
Clause 9 of Ministerial Order 1359 ..... 36
Standard 6 ..... 38
Standard 7 ..... 41
Standard 8 ..... 44
Standard 9 ..... 48
Standard 10 ..... 50
Standard 11 ..... 51
Foundation FLC Training Requirements ..... 52
**FLC Board and Council** ..... 52

## Introduction

Foundation Learning Centre (**FLC**) has no tolerance for child abuse and racism and is committed to promoting and protecting the interests, safety and wellbeing of all children and students.

All Staff at FLC are responsible for providing a supportive and safe environment where every child and student has a place, a voice and their story is known and respected.

The Child Safety Policy (**Policy**), the Child Safety Reporting Procedure (**Procedure**) and Child Safe Code of Conduct (**Code**) have been drafted in consultation with the FLC community and approved by the FLC Board.

This Policy has been drafted considering the diversity of the FLC Environment, including but not limited to the needs of children and students who:

- are Aboriginal and Torres Strait Islander children and students;
- are from culturally and linguistically diverse backgrounds;
- are sexually and gender-diverse;
- have a disability;
- are unable to live at home; and
- are vulnerable.

If any person believes a child or student is at immediate risk of abuse or serious harm, **telephone 000** and ask to speak to Victoria Police.

## Purpose

This policy establishes FLC's implementation of the Child Safe Standards, including our controls and actions to prevent child abuse and harm, promote the safety and wellbeing of children and students and comply with the Ministerial Order 1359 (**MO1359**).

Complying with Guideline 5 and 6 of the VET Provider guidelines, meeting compliance and regulatory requirements under the organisation's RTO registration with the VRQA.

This policy provides an outcome focused organisational response to child safety, ensuring:

- children and young people are safe, free from harm;
- ensure everyone knows their responsibilities to prevent and report child abuse and harm;
- all suspicions, incidents, disclosures and allegations of child abuse are responded to promptly, thoroughly and in a child focused manner;
- our community members have assurance of the FLC's commitment to child safety; and • child safety is a priority of all aspects of the FLC's operations.

## Definitions

"**CCYP**" means the Commission for Children and Young People.

"**Child**" or "**children**" means a child or young person under the age of 18 years, unless otherwise defined by law or noted in this Policy or Procedure. A young person is a child aged 10-17 years old. For simplicity, this Policy refers to children to include students and young people.

"**child abuse**" means:

- any act committed against a child involving:
    - a sexual offence; or o grooming; and
- the infliction, on a child, of:

- physical violence; or
- serious emotional or psychological harm; and the serious neglect of a child.

"**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 suspicions, incidents, disclosures or allegations of child abuse.

"**Child-connected work**" means work authorised by the FLC Board and performed by an adult in the FLC Environment while children or students are present or reasonably expected to be present.

"**Child-related work**" means (among other things) work at educational institutions or homestay accommodation that usually involved direct contact with a child.

"**CISS**" means Child Information Sharing Scheme.

"**CSOs**" means Child Safety Officer.

"**FLC**" means Foundation Learning Centre, the RTO operated by Foundation Learning Centre Inc.

"**FLC Council**" means the body appointed by the FLC Board as the governing body of the FLC. "**FLC Environment**" means any of the following physical, online or virtual places, used during or outside FLC hours:

- a campus of the FLC;
- online or virtual FLC environments made available or authorised by the FLC Board for use by a child, young person or student (including email, social media, intranet systems, software applications, collaboration tools, and online services); and
- other locations provided by the FLC or through a third-party provider for a child, young person or student to use including, but not limited to, locations used for: o camps;
    - approved homestay accommodation;
    - delivery of education and training such as registered training organisations, TAFEs, non-FLC senior secondary providers or another FLC; or
    - sporting events, excursions, competitions or other events.

"**DFFH**" means the Department of Families, Fairness and Housing, within which operates Child Protection.

"**FLC Board**" is the proprietor of the FLC and the RTO governing authority for the purpose of MO1359.

"**Governing body**", for the purpose of the *Education and Training Reform Act 2006* (Vic), means the FLC Council because the FLC Board has made the FLC Council the body responsible for the governance, conduct or management of the FLC. Nevertheless, the FLC Board remains the FLC governing authority for the purpose of MO1359.

"**Mandatory Reporter**" means a mandatory reporter under section 184 of the *Children, Youth and Families Act 2005* (Vic) (as amended from time to time) and includes the principal, registered teachers, registered nurses, registered psychologists, youth, social or welfare workers, and registered early childhood teachers.

"**MO1359**" means the Ministerial Order 1359.

"**Policy**" means this Child Safety and Wellbeing Policy.

"**Procedure**" means the Child Safety Reporting Procedure.

"**Reportable Conduct Scheme**" is the scheme which requires the FLC to respond to allegations of child abuse and child-related misconduct made against Staff and Volunteers, to notify CCYP of those allegations, and enable CCYP to oversee the FLC's responses to these allegations.

**"FLC Governing Authority"** means the Board of Management of FLC, which has a non-delegable duty to oversee the implementation of Child Safety.

"**Staff**" means an individual working in a FLC Environment who is:

- directly engaged or employed by the FLC (including employees and homestay families and designated care givers); or
- a contracted service provider (a body corporate or any other person) engaged by the FLC to perform child-related work.

This means Staff includes teachers, non-teaching staff, counsellors, pastoral staff, administration staff, sporting coaches, music teachers and contractors engaged for an excursion, incursion or camp. "**Student**" means a student enrolled at the FLC.

"**Volunteers**" includes a person who performs work without remuneration or reward for the FLC in the FLC Environment, including Board members.

### Scope

This Policy applies to all Staff and Volunteers. Staff and Volunteers must comply with the Policy, Procedure and the Code.

This Policy applies in all FLC Environments. This means it applies whether or not Staff or Volunteers work face-to-face, online or remotely with children.

### Recognising child abuse

The legal definition of "child abuse" is:

- any act committed against a child involving a sexual offence or grooming; and
- the infliction, on a child, of physical violence, serious emotional or psychological harm and the serious neglect of a child.

This includes conduct towards, against, with or in the presence of a child or student, or threatening to engage in such conduct. Some examples include:

- forced marriage;
- family violence;
- subjecting a child to a change or suppression practice on the basis of their gender identity or sexual orientation.

| Type of child abuse | More details and examples |
|---|---|
| **Sexual offence or grooming** | Harassment.<br><br>Encouraging a child to engage in, or be involved in, sexual activity.<br><br>Compelling sexual touching. |
| **Physical abuse** | See indicators of harm below. |
| **Serious emotional and psychological harm** | When a child has suffered or is likely to suffer emotional or psychological harm that causes the child's emotional or intellectual development is or is likely to be, significantly damaged and the child's parents have not protected, or are unlikely to protect, the child from harm. |
| **Serious neglect** | Neglect is an omission.<br><br>Serious harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care. |

Indicators of harm can be behavioural or physical. Indicators of harm vary for different types of child abuse and can co-occur with multiple types of child abuse. Examples of indicators of harm include but are not limited to:

| **Physical violence** |
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| • unexplained bruises, burns, welts, cuts grazes or scratches (or vague or unlikely explanations);<br>• avoidance of physical contact, or disproportionate reactions or limited emotion displayed;<br>• unexplained absences and decline in academic performance;<br>• wearing clothing that is unsuitable for the weather conditions (to hide injuries);<br>• substance abuse, self-harm or suicide attempts. |
| **Sexual offences** |

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| • signs of pain, itching or discomfort in the genital or rectal area;<br>• sexualised behaviours;<br>• withdrawal, low self-esteem, suicidal ideation, self-harm;<br>• manifestation of psychological diagnoses including anxiety, depression and substance misuse;<br>• presence of sexually transmitted diseases;<br>• frequent urinary tract infections;<br>• pregnancy (actual or suspected);<br>• self-mutilation;<br>• displaying age-inappropriate sexual behaviour or knowledge;<br>• inappropriate expressions of affection;<br>• sudden fears of specific places or particular adults;<br>• obsessive and compulsive washing;<br>• complaining of headaches, stomach pains or nausea;<br>• sleeping difficulties;<br>• poor self-care or personal hygiene;<br>• regressive behaviours such as bedwetting and speech loss; • substance abuse, self-harm or suicide attempts. |
| **Emotional or psychological harm** |
| • delays in emotional, mental or physical development;<br>• speech impairments such as stuttering or being selectively mute;<br>• rocking, thumb-sucking or other infantile behaviours;<br>• eating disorders;<br>• exhibiting high anxiety or symptoms of stress;<br>• poor self-image or low self-esteem;<br>• displaying aggressive, demanding or attention-seeking behaviour;<br>• compulsive lying or stealing;<br>• unexplained mood swings or depression;<br>• poor social and interpersonal skills;<br>• excessive neatness or cleanliness;<br>• substance abuse, self-harm or suicide attempt. |
| **Neglect** |
| • Frequent hunger, or stealing or begging for food;<br>• Poor hygiene;<br>• Lack adequate or suitable clothing;<br>• Refusal or reluctance to go home;<br>• appearing dirty and unwashed;<br>• unattended health problems;<br>• appearing pale and weak;<br>• inadequate shelter or unsanitary living conditions; |
| • aggressive or self-destructive behaviour;<br>• involvement in criminal activity;<br>• poor, irregular or non-attendance at FLC;<br>• limited positive interaction with parents, carers or guardians;<br>• poor academic performance; and<br>• substance abuse. |

## Statement of commitment to child safety

FLC is committed to providing a safe environment for all children, and preventing child abuse by identifying risks early, removing and reducing these risks. We have no tolerance of child abuse and all allegations and safety concerns will be treated very seriously and consistently in accordance with our organisational policies and procedures.

We have legal and moral obligations to contact authorities when we are concerned about a child's or young person's safety, which we follow rigorously.

All management and staff (FLC Board, staff and volunteers) are responsible for protecting the interests and safety of children. Our Child Safe policy and procedures promote and adhere to MO1359 to prevent and respond to child abuse. Some of the ways in which we support and protect all children are:

- A culture of child safety, from management to participants, including scheduling child safety as an agenda item at monthly Board meetings and monthly staff meetings;
- A Child Safe policy and two procedures including processes for responding to and reporting all instances of suspected child abuse;
- Working with Children (WWC) Checks are required for all management and staff (FLC Board, staff and volunteers);
- A Code of Conduct for all management and staff (FLC Board, staff and volunteers) that establishes clear expectations for appropriate behaviour with children;
- Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing management and staff (FLC Board, staff and volunteers), including regular professional development;
- We are committed to regularly training and educating our staff and volunteers on child abuse risks;
- Following policies and procedures of the Reportable Conduct Scheme through the Commission for Children and Young People.

Any enquiries regarding Child Safety should be directed to the CSO or the CEO.

## Responsibilities

### Responsibilities of the FLC Board

The FLC Board is responsible for the detection and prevention of child abuse in FLC Environments and complying with the Victorian Child Safe Standards and Ministerial Order 1359. The FLC Board has a **non-delegable duty of care** to children and students at the FLC.

The FLC Board's responsibilities include:

- ensuring child safety and wellbeing is embedded in leadership, governance and culture;
- ensuring appropriate and effective internal control systems are in place, including processes to respond to risks, complaints, concerns, disclosures, with regular reviews and evaluation of child safety and wellbeing policies, procedures and practices after any significant child safety incident or at least every two years;
- ensuring complaints, concerns and safety incidents are analysed to identify causes and systemic failures and inform continuous improvement;
- implementing policies, procedures and codes of conduct to ensure Staff and Volunteers know how to protect and prevent child abuse, and report it when it occurs or is suspected;

- embedding a culture of child safety and wellbeing that promotes the identification and mitigation of risks; and
- monitoring FLC's overall compliance with its child safety policies, procedures and practices.

### Responsibilities of the FLC Council

FLC Council will meet a minimum of 4 times a year and will include two members of the FLC Board.

Members of the FLC Board who are on the FLC Council:

- cannot be executive members of the FLC Council; and
- will support the easy flow of information to the FLC Board, including reporting as to the FLC's child safety practices as required by MO1359.

The FLC Board will review and approve FLC Council minutes to also ensure sufficient oversight and that child safety responsibilities remain with the FLC Board.

The FLC Council will review:

- the principal's reports as to the FLC's child safety practices and compliance; and
- the CSO's Wellbeing Report, which includes information about incidents, allegations, concerns and disclosures.

### Responsibilities of the Principal

The principal is responsible for:

- performing the responsibilities of the Head of Entity of the College for the Reportable Conduct Scheme;
- taking all practical measures to ensure this Policy is implemented effectively and that a child safe culture is maintained in all FLC Environments;
- appointing an investigator to investigate reports of child abuse and harm, and ensuring that the investigation is carried out in accordance with legislative requirements;
- ensuring Staff and Volunteers engaged in child-connected work receive training and information on child safety consistent with this Policy;
- ensuring all adults in the College community are aware of their obligation to report suspected child abuse and harm, or risk of child abuse and harm;
- performing the responsibilities of the Head of Entity under the Reportable Conduct Scheme; and
- providing assurance to the Board and Council that key identified risks have been appropriately assessed, managed and reported (including risk treatments).

### Responsibilities of the CSO

The CSO is responsible for:

- championing child safety;
- assessing the risk of child abuse and harm within their area of control and minimise any risk to the greatest extent possible;
- ensuring risk management processes are in place and operating effectively;
- educating Staff about the prevention and identification of child abuse and harm;

- reporting any risks to child safety to the CEO, and facilitating the reporting of any misconduct, inappropriate behaviour or suspected abuse pursuant to the Procedure;
- helping coordinate responses to child safety and wellbeing incidents;
- promptly responding to a concern or complaint of child abuse, and ensuring concerns and complaints are taken seriously;
- overseeing investigations of complaints and disclosures of child abuse and harm, as directed by the CEO; and
- supporting Staff, Volunteers and others in the community to maintain a child safe FLC

Environment, including by listening, discussing and clarifying issues in relation to child safety.

The CSO will be supported by the Wellbeing Team of qualified wellbeing support staff.

### Responsibilities of Staff

All Staff have a responsibility to prevent, identify and mitigate risks related to child safety and wellbeing, and must:

- promote child safety and wellbeing at all times, and provide a safe FLC Environment for children and students;
- read and comply with this Policy and the Child Safety Code of Conduct;
- respond to all reports, allegations, complaints, concerns and disclosures of child abuse and harm, or a risk of child abuse or harm, seriously, in a child-focused manner, with sensitivity and professionalism;
- be observant and report any concerns about actual, suspected or risk of child abuse or harm as soon as possible in accordance with the Procedure;
- report any breach or suspected breach of this Policy or the Child Safety Code of Conduct in accordance with the Policy and Procedure as soon as possible;
- cooperate fully with any investigation conducted by the FLC, DFFH, Victoria Police, law enforcement authorities, regulators, CCYP, or an investigator pursuant to the Reportable Conduct Scheme;
- create and maintain records of all report allegations, complaints, concerns, disclosures, safety incidents, risks, decisions and all actions taken as required by the Recordkeeping, Retention and Destruction Policy; and
- providing support for children at risk or where an allegation, complaint or disclosure has been made.

Staff are strongly encouraged to report child safety concerns to a CSO as soon as possible.

A Staff member who holds a significant concern for the safety or wellbeing of a child or student, or believes on reasonable grounds that a child or student is in need of protection from child abuse:

- may disclose that information to Victoria Police or DFFH; and
- is strongly encouraged to tell the FLC (by submitting an *Incident Report Form* as per the Procedure, or telling a CSO).

### Responsibilities of Volunteers

Volunteers must:

- promote child safety and wellbeing at all times, and provide a safe FLC Environment for children and students;
- read and comply with this Policy, Procedure and the Code;
- be familiar with their legal obligations with respect to reporting child abuse;
- be aware of key risk indicators of child abuse;
- raise any concerns they may have relating to child abuse with a CSO or the CEO.

## Culturally safe environments

FLC:

- establishes a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued;
- promotes community participation, values diversity and inclusiveness and prides ourselves on providing a space where all individuals can feel safe to engage, learn and build connections;
- encourages applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability;
- supports and respects all children and young people, as well as our staff and volunteers.
- is committed to the cultural safety of Aboriginal children and young people, the cultural safety of children and young people from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children and young people with a disability.
- supports the participation and inclusion of Aboriginal students, their families and communities.
- recognises the importance of Aboriginal culture, identity and safety, and ensure Aboriginal students and their community have a voice;
- equips staff, students, volunteers and the Board to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students, through training and professional development.
- ensures students have onsite access to wellbeing support and provide a voice if they do not feel heard;
- has measures in place to ensure racism is recognised, opposed and under no circumstances tolerated. Any instances of racism within the FLC environment is addressed with consequences.

We want children and young people to be safe, happy and empowered. We support and respect all children and young people, as well as our staff and volunteers.

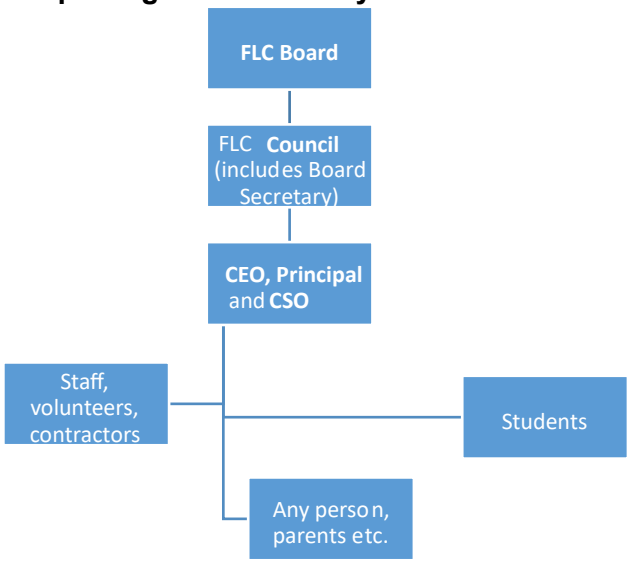
## Organisational leadership

The FLC Board is ultimately responsible for ensuring child safety within the FLC. The FLC Board takes this responsibility incredibly seriously. The FLC Board ensures child safety at FLC with the following strategies:

1) This Policy is publicly available on the FLC website, as is our Commitment to child safety;

2) Child Safety is a standard agenda item on all internal staff, operational and leadership monthly meetings – minutes are stored electronically;
3) Child Safety is a standard agenda item on all FLC Board meetings– minutes are stored electronically;
4) The CEO and CSO report to the FLC Board on child safety matters.
5) The Board Secretary will sit on the FLC Council and report to the FLC Board as a standing item in the risk management section of the monthly Board communication;
6) Staff, FLC Council and the FLC Board participate in regular and ongoing online and face to face training around the topic of Child Safety, including PD days which feature interactive training opportunities;
7) Child Safety is embedded into the staff induction and onboarding procedures;
8) Child Safety Officers conduct PD Sessions annually on staff PD days- attendance records are maintained electronically.
9) The FLC conduct performance reviews every six months, Child Safe is monitored as part of these reviews.

**Diagram of reporting on child safety**:



## Flowchart: CHILD SAFETY REPORTING PROCESS

**Who can report?**

Parent | Child | Staff member or volunteer

**What to report?**

Any child safety concerns, including:

- disclosure of abuse or harm
- allegation, suspicion or observation
- breach of Code of Conduct
- environmental safety issues.

**Call 000 if a child is in immediate danger**

**How?**

Face-to-face verbal report, letter, email, telephone call, meeting

**Who to?**

Child Safety Person, manager, supervisor

**What happens next?**

The Child Safety Person, manager or supervisor will:

- offer support to the child, the parents, the person who reports and the accused staff member or volunteer
- initiate internal processes to ensure the safety of the child, clarify the nature of the complaint and commence disciplinary process (if required)
- decide, in accordance with legal requirements and duty of care, whether the matter should/must be reported to the police or Child Protection and make report as soon as possible if required.

**Outcome**

Investigation; outcome decided; relevant staff, volunteers, parents and child notified of outcome of investigation; policies, procedures updated where necessary.

### Code of Conduct

The FLC has a Code of Conduct – Child Safe (**Code**). This document outlines the behavioural expectations of Staff and Volunteers when working with children to reduce the risk of child abuse. Staff and Volunteers must agree to abide by our **Code**. We take into consideration contributions Staff, Volunteers, families, children and young people in the ongoing development of our Code.

### Risk Management Strategies

The FLC is focused on preventing, identifying and mitigating risks to child safety. We do this by:

1) The CSO meets fortnightly with CEO to discuss, document and review any Child Safety matters with actions and potential risks reported to the CEO;
2) Promoting a culture for all Staff, Volunteers, parents, carers and children to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns;
3) Keeping a record of identified risks and the actions taken (risk controls, risk treatments);
4) Reviewing the risks related to child safety identified at FLC annually to evaluative the effectiveness of risk controls.

### Child and student empowerment

FLC recognises children and young people are vital and active participants in our organisation. FLC empowers children by:

1) taking into consideration the opinions of children and young people and use their opinions to develop child safety policies and procedures;
2) advising students how to access sexual abuse prevention programs, through engagement with wellbeing session, curriculum and teaching and student voice program;
3) providing students with a safe space in which they can communicate and express their views in order to raise awareness or their concerns;
4) ensuring students are aware support is available if they are feeling unsafe, for example,
   Protect posters are displayed in prominent places throughout FLC;
5) informing students of their rights and their responsibilities;
6) giving students the skills to recognise unsafe situations and the confidence to speak up about worries relating to themselves or others;
7) reinforcing connections between students, Staff and Volunteers; and
8) promoting student friendships and peer support to ensure a sense of belonging through implementing wellbeing in the curriculum and our student Code of Conduct;

### Family engagement

Families and the community are welcome to contribute to policies and procedures, they play a vital role in supporting to monitor promote child safety though supporting awareness and expressing concerns. FLC encourages families to provide feedback on any organisational policy or procedure.

FLC provides opportunities for parents and stakeholders to contribute through surveys, emails and shared news.

The CSO:

1) communicates with parents/caregivers to provide information
2) will engage in conversations with families and external organisations who may need to be informed in relation to student safety
3) facilitates parents and carers being involved in decisions about their child when appropriate.

### Diversity and equity

We promote diversity and tolerance in our organisation and people from all walks of life and cultural backgrounds are welcome. We:

- Promote the cultural safety, participation and empowerment of Aboriginal children and young people
- Promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- Promote the safety of children and young people with a disability
- Ensure that children with a disability are safe and can participate equally
- Promote the safety and empowerment of LGBTIQ+ children and young people; and
- Pay particular attention to these and any other students who may be vulnerable for any other reason.

### Suitable staff and volunteers

#### Recruitment

All applicants for jobs that involve child-connected work for FLC must be informed about the child safety practices of FLC (including the Code of Conduct). FLC take all reasonable steps to employ skilled people to work with children and young people. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety. FLC understands that, when recruiting Staff and Volunteers, we have ethical and legislative obligations including informed applicants of our Child Safety Code of Conduct. All position descriptions outline our commitment and expectations to child safety and the level of responsibility and supervision associated with the position.

Our advertisements for all roles include:

1) The job's requirements, duties, and responsibilities regarding child safety and wellbeing; and
2) The job occupant's essential or relevant qualification, experience and attributes in relation to child safety and wellbeing.

All staff, FLC Board members and volunteers receive training on their information sharing and record keeping obligations. When engaging volunteers to undertake child-connected work, volunteers are made aware of the child safety and wellbeing policy and child safety code of conduct.

The Child Safe Policy as a document is to be provided to FLC staff, members of the governing body, and volunteers engaged in child-connected work as part of the induction process.

### Suitability

All Staff and Volunteers must have a Working with Children Check, Police Check or equivalent background check (i.e., VIT registration). FLC will request to sight, verify and record the WWCC, VIT or equivalent.

For child-related work (i.e., direct contact):

- for Staff, FLC will *always* collect and record proof of the person's identity, information about their qualification, the person's history of work involving children and references for the person's suitability.
- for Volunteers or Staff engaged in work *without* direct contact, FLC *may* collect and record this information.

### Screening

We carry out reference checks prior to appointing new people and police record checks to ensure that we are recruiting suitable applicants. All recruitment documentation including but not limited to reference checks and copies of qualifications, Working with Children Checks and police checks are stored securely for evidence and compliance.

If the recruitment process indicates a person has a criminal history, the person will be given the opportunity to provide further information and context.

All staff engaged in working with children or young people will be supervised appropriately to ensure conduct towards children and young people is safe and appropriate. Staff are monitored and assessed to ensure their continuing suitability during bi-annual performance reviews.

### Fair Procedures for Personnel

The safety and wellbeing of children and young people is our primary concern. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be fair, thorough, transparent, and evidence based.

### Induction

All Staff, Volunteers and Board and Council members are inducted into FLC (*refer to induction policy and induction document*) and provided with appropriate information regarding our child safety processes and requirements. Part of a new employee and board member induction is the completion of the department of education's Protecting Children Online Training - Mandatory Reporting and other Obligations including MARAM Training (for CEO, CSO, Heads of Department, Team Leaders and Wellbeing staff) Staff and volunteers must also undertake the 'Indigenous Cultural Awareness – Introduction and Foundations' training module. This training is all undertaken **annually**.

Indigenous Cultural Awareness Training (carerkafe.org.au)

This supports staff to understand the nature and signs of abuse, including the definition of harm and the types of child abuse.

Induction includes information about our Child Safety Code of Conduct and Procedures for responding to complaints and concerns of child abuse.

### Ongoing supervision

Ongoing supervision and people management of Staff and Volunteers focuses on child safety and wellbeing.

New employees and volunteers will be supervised regularly to ensure they understand our commitment to child safety and that everyone has a role to play in protecting children and young people from abuse. This includes checking that their behaviour towards children and young people is safe and appropriate (please refer to this organisation's *Code of Conduct* to understand appropriate behaviour further).

### Complaint processes

To make it clear how FLC meets its child safety reporting obligations, we have a Child Safety Reporting Procedure, which is our procedure for responding to complaints or concerns relating to child abuse.

We have a publicly available complaint-handling policy that is to help children and families understand how we will handle complaints, including child safety complaints. Our complaint-handling processes are child-focused and culturally safe.

### How to make a complaint about child safety

Any person may make a complaint, raise a concern, identify a child safety risk or make a disclosure about an incident about child safety at FLC to a FLC representative they trust, such as a Child Safety Officer, or CEO.

The FLC representative may ask you for some details about the complaint or ask you to put this in writing for our records.

The CSO is primarily responsible for resolving child safety complaints. These may be escalated to the CEO of FLC as appropriate.

All staff and volunteers are trained in the complaints handling process and understand the obligation to take all concerns that are raised with serious intent and provide a culturally safe environment. Any reportable obligations are to be immediately directed to the CSO.

### Taken Seriously

All complaints or concerns about child safety will be taken seriously and responded to promptly and thoroughly.

We make records of complaints and our responses to these complaints. We work collaboratively with child safety organisations and the police and may report to concerns to relevant regulators.

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

All reports of child abuse or child related misconduct involving staff, volunteers and participants of FLC are to be reported to authorities as per the procedure for responding to and reporting of incidents policy, disclosures and suspicion of abuse involving staff, volunteers and participants of FLC.

Additionally, all reports of child abuse or child related misconduct involving staff, volunteers and participants of FLC are to be reported as per the Reportable Conduct Scheme through the Commission for Children and Young People (CCYP).
If an allegation of abuse or a safety concern is raised, we provide updates to children, young people and families on progress and any actions we as an organisation take.

### Child safety knowledge, skills and awareness

Training and supervision is important to ensure that everyone in our organisation understands that child safety is everyone’s responsibility.

### Staff training

At FLC we work with students who have a diverse range of circumstances. Students are interviewed by a team leader and a member of the wellbeing team before, enrolment. The interviewing team are trained on how to provide support and respond to vulnerable

students. Teaching staff are trained in the Berry Street restorative practices and notice the signs of student vulnerability. Staff are trained to recognise and identify the indicators of abuse in students and children of all cultures. They are instructed on how to implement this Policy, the Code, the Reporting Procedure and inform the appropriate welfare staff members.

All staff and volunteers who are engaged with child connected work are trained annually on:

- identifying indicators of child abuse and harm
- how to support a person making a disclosure about harm to a child
- how to respond to issues of child safety including internal and external reporting requirements, notifying families and carers and managing risks to children
- how to support cultural safety
- training includes guidance on recognising indicators of child harm including harm caused by other children and students.
- training includes guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm.
- training includes guidance on their information sharing and recordkeeping obligations.
- training includes guidance on how to identify and mitigate child safety and wellbeing risks in FLC's environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.
- Grooming
- Physical Abuse
- Serious Emotional Abuse
- Physical Harm
- Serious Neglect

**Refer to Child Safe Procedure for definitions*

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse, are a victim and if they notice inappropriate behaviour.

Child safe matters are regularly discussed within meetings and training is provide during Professional Development days. This training results in an inclusive approach to organisational culture and sets a behavioural attitude when working with children.

As per the Child Safe Matrix (Appendix 1) staff are also trained to understand their obligations on information sharing and record keeping. Wellbeing and CSO staff are provided with opportunities to undertake MARAM training.

### Volunteer Training

The CEO and Child Safe Officer determine the suitability of induction and annual training volunteers receive, ensuring training is suitable and appropriate to their role at FLC. Training must consider the suitability and appropriateness of;

- the child safety and wellbeing policy of FLC
- the Child Safety Code of Conduct of FLC
- guidance on how to recognise indicators of child harm including harm caused by other children and students
- guidance on how to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm
- guidance on any obligations they have relating to information sharing and recordkeeping

- guidance on how to identify and manage child safety risks relevant to the role the volunteer will undertake, without compromising a child or student's right to privacy, access to information, social connections and learning opportunities
- ensure that FLC staff and volunteers are supported to implement the Child Safe Policy to the extent that it is applicable to their role and responsibilities

Volunteers are generally invited to attend Staff training and PD sessions.

### Board Training

The FLC Board and FLC Council receives annual training on:

1) Individual and collective obligations and responsibilities for child safety and managing the risk of child abuse;
2) Child safety risks in the FLC Environment; and
3) FLC's policies, procedures and practices for child safety.

A training register of attendance is maintained, for annual organisational training, including all staff and volunteers during professional development sessions relating to the following policies:

- Child Safe Policy
- Child Safe Statement
- Child Safe Code of Conduct
- Child Safe Procedure and Actions
- Procedure for responding and reporting incidents disclosures suspicion of abuse
- Procedure for responding and reporting incidents disclosures suspicion of abuse involving staff, volunteers and participants of Foundation FLC
- Obligations of information sharing and record keeping
- Mandatory Reporting
- Complaints and Grievances

### Sharing of Information

CEO, CSO, Head of Departments, Team Leaders and Wellbeing staff undertake MARAM training in relation to sharing information and the wellbeing team understand their obligations under the Child Sharing Information Scheme (CISS). Under the Child Information Sharing Scheme (CISS) the FLC is considered an authorised organisations to share information to support child wellbeing or safety. The Scheme has expanded legal permissions for professionals to share and request information from other professionals.

This ensures that the FLC wellbeing team, working with children, young people and families can gain a complete view of the children and young people they work with, making it easier to identify wellbeing or safety needs earlier, and to act on them sooner. This assists FLC to ensure the students receive the best support possible across services.

### Child safety in physical and online environments

In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children and young people in all FLC Environments.

### Online safety

Teaching students about child safety risks in the online environment is embedded into educational curriculum and discussed with students in a safe and open classroom setting.

Students and staff are exposed to information delivered by external experts in the field and provided with question time opportunities.

Refer to the *Online Safety Policy*.

### Physical environments

Staff must sign and adhere to the *Code of Conduct*, which incorporates use of devices in an online environment.

We have risk management strategy in place to identify, assess and take steps to minimise child abuse risks. This includes reviewing and acting on risks posed by physical environments, where applicable. (Refer to Camps and excursion policy.)

### Review and implementation

This Policy is reviewed by FLC Board if there are significant changes, incidents or reports. Complaints, concerns and safety incidents are analyzed to identify causes and systemic failures to inform FLC's continuous improvement. Reports as to incidents, complaints, concerns, and general implementation of this Policy are provided to the FLC Board as the FLC governing authority responsible for the implementation of MO1359.

This Policy must be formally reviewed and adopted annually by the FLC Board, and the review process can be supported by the CEO, Child Safe Officer and the FLC policy working group.

During this process an analysis of level of concern and likelihood will be addressed. We encourage contributions from families, children and young people at any time. Where possible, we endeavour to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability. Organisational reports on the findings of relevant reviews are available to staff and volunteers, community and families, and children and young people.

This policy was created in line with MO1359.

The policy is available to staff and volunteers, students and stakeholders on Foundation Learning Centre's website, the intranet and aXcelerate system.

The FLC Board oversees the implementation of this Policy, promotes the best practice model and ensures this policy is developed with stakeholder consultation.

Our CSO provides leadership, training and education to staff, volunteers and students and ensure that staff are following the policy and procedure guidelines.

It is the responsibility of the CEO to ensure FLC, endorse a best practice model by reviewing standards, acts, ministerial orders and required FLC policy, this information will drive the annual policy update, stakeholder feedback is embedded in the review process, the review is endorsed by FLC Board before being made publicly available.

### Record Keeping and Retention of Records

As per the Public Records Office Victoria (PROV), FLC is responsible for creating, managing and disposing of FLC child safe and administration and student records.

FLC recognise that recordkeeping and information sharing are important tools for the prevention and mitigation of child safety risks.

The FLCs is responsible for creating, managing and appropriately disposing of public records in accordance with the Public Records Act 1973 (Vic), standards issued by the Public Record Office Victoria (PROV) and policy and guidance issued by the department.

### Record Creation and Retention

FLC's wellbeing team must establish a clear procedure to create full and accurate records of any child safe related activities or reports, on the Wellbeing Management System. The wellbeing team manages these records and the CSO manages the internal register of any child safe reports. The wellbeing team files in this format are restricted to access by the wellbeing team only and are provided to the CSO and CEO on request.

FLC adheres to the recommendation that records relating to child sexual abuse that has occurred or is alleged to have occurred be retained for at least 45 years after the incident. However, this may not be sufficient, as it may reasonably be assumed that these records will be required in future legal proceedings.

In respect to incidents or allegations of child sexual abuse, the wellbeing team must:

- Ensure full and accurate records are created to document all aspects of the allegation and investigation. These records must be properly managed, protected and retained over time.
- Carefully consider which records might reasonably be required in the case of an allegation being made in the future and ensure they are properly managed and retained. An allegation may be made many years after an incident. Being able to find and access authentic, informative and reliable records is likely to be critical to the investigation.

The wellbeing team must store the records securely so that they cannot be lost, damaged, altered or tampered with over time. The wellbeing team must store the records confidentially so that privacy is protected, and only authorized people are aware of them and can access and use them for legitimate purposes.

### Disposal of Records

Records must only be disposed of with written approval of FLC's CEO, after the minimum retention period has been met. (Note: short-term information created through normal administrative practice can be destroyed without needing the written approval of the principal).

Further detail can be found at;
creating_managing_and_retaining_records_of_child_sexual_abuse_final_0.pdf (prov.vic.gov.au)

### Acknowledgement of Policy

I _____
have read and understood this Policy, and agree to comply with its requirements.

Date: _____

Signed: _____

**Definitions**

| Term | Definition |
|---|---|
| **Associated** | This includes all children on FLC campuses and those utilising learning in the online environment, including but not limited to students and children of staff and students. |
| **Aboriginal** | The term 'Aboriginal' in this document includes Aboriginal and Torres Strait Islander peoples. It is important to be respectful of how individual children, students, their families and community refer to themselves and use appropriate language when referring to individuals or communities.<br>Source: Ministerial Order 1359 |
| **Child** | Child means a child or young person who is under the age of 18 years<br>Source: PROTECT: Identifying and responding to all forms of abuse in Victorian FLCs |
| **Child Safety** | 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<br>Source: Ministerial Order 1359 |
| **Child Abuse** | Child abuse can include physical or sexual harm, grooming, emotional or psychological harm, neglect, or family violence. It does not have to involve physical violence, contact or force. It can include online elements associated to the learning environment.<br>Source: PROTECT: Identifying and responding to all forms of abuse in Victorian FLCs |
| **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<br>Source: PROTECT: Identifying and responding to all forms of abuse in Victorian FLCs |
| **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.<br>Source: PROTECT: Identifying and responding to all forms of abuse in Victorian FLCs |
| **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 |

| Term | Definition |
|---|---|
| | Source: PROTECT: Identifying and responding to all forms of abuse in Victorian FLCs |
| **Child Safe Standards** | Refers to the compulsory National minimum standards which apply to organisations. The eleven Victorian Child Safe Standards (2022) are listed below:<br><br>Source: PROTECT: Identifying and responding to all forms of abuse in Victorian FLCs<br><br>Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.<br><br>Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture.<br><br>Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.<br><br>Child Safe Standard 4 – Families and communities are informed and involved in promoting child safety and wellbeing.<br><br>Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice.<br><br>Child Safe Standard 6 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.<br><br>Child Safe Standard 7 – Processes for complaints and concerns are child focused.<br><br>Child Safe Standard 8 – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.<br><br>Child Safe Standard 9 – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.<br><br>Child Safe Standard 10 – Implementation of the Child Safe Standards is regularly reviewed and improved.<br><br>Child Safe Standard 11 – Policies and procedures document how the organisation is safe for children and young people. |
| **Grooming** | Grooming is when a person engages in predatory behaviour to formulate a relationship and prepare a child or young person for sexual activity at a later time. |

| Term | Definition |
|---|---|
| | Grooming can include communicating or attempting to befriend or establish a relationship or other emotional connection with the child or their parent or carer.<br><br>Source: Child sexual exploitation |
| **Governing Body** | Governing body means:<br><br>a) in relation to a Government FLC, the FLC council constituted in relation to that FLC<br><br>b) in relation to a non-Government FLC, the person or body responsible for the governance, conduct or management of the FLC<br><br>c) in relation to a Government FLC boarding premises, the FLC council constituted in relation to the Government FLC at which the students boarding at the FLC boarding premises are enrolled or attending<br><br>d) in relation to a non-government FLC boarding premises, the person or body responsible for the governance or management of the provider of FLC boarding services at the premises; or<br><br>e) in relation to a TAFE institute, the board that oversees and governs the TAFE institute established under section 3.1.11 of the Education and Training Reform Act 2006<br><br>f) in relation to any other awarding body, the person or body responsible for the conduct or the management of the awarding body.<br><br>Source: Education and Training Reform Regulations 2017 |
| **Neglect** | Neglect includes a failure to provide a child with an adequate standard of nutrition, medical care, clothing, shelter or supervision. The law differentiates between three different levels of neglect:<br><br>• 'Minor' neglect is low-level neglect that is trivial or temporary.<br>• 'Significant' neglect is medium-level neglect that causes harm to a child that is more than trivial or temporary.<br>• Serious' neglect is the highest level of neglect. It involves the continued failure to provide a child with the basic necessities of life and can also occur if an adult fails to adequately ensure the safety of a child exposed to extremely dangerous or life-threatening situations.<br><br>Source: PROTECT: Identifying and responding to all forms of abuse in Victorian FLCs |
| **Student** | Student means a person who is enrolled at or attends the FLC or a student at the FLC boarding premises<br><br>Source: Ministerial Order 1359 |

| Term | Definition |
|---|---|
| **FLC Environment** | FLC environment means any of the following physical, online or virtual places, used during or outside FLC hours:<br><br>a) A campus of the FLC<br><br>b) Online or virtual FLC environments made available or authorised by the FLC governing authority for use by a child or student (including email, intranet systems, software applications, collaboration tools, and online services)<br><br>c) Other locations provided by the FLC or through a third-party provider for a child or student to use including, but not limited to, locations used for:<br><br>1. camps<br>2. approved homestay accommodation;<br>3. delivery of education and training such as registered training organisations, TAFEs, non-FLC senior secondary providers or another FLC; or (iv) sporting events, excursions, competitions or other events<br><br>Source: Ministerial Order 1359 |
| **FLC Staff** | FLC staff means:<br><br>a) in a government FLC, an individual working in a FLC environment who is:<br><br>1. employed under Part 2.4 of the ETR Act in the Government teaching service<br>2. employed under Part 2.3 of the ETR Act<br>3. a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the FLC governing authority to perform child-related work<br><br>b) in a non-Government FLC, an individual working in a FLC environment who is:<br><br>1. directly engaged or employed by a FLC governing authority<br>2. a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the FLC governing authority to perform child-related work<br>3. a minister of religion, a religious leader or an employee or officer of a religious body associated with the FLC.<br><br>Source: Ministerial Order 1359 |
| **Reasonable belief** | 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:<br><br>• A child states that they have been physically or sexually abused; |

| Term | Definition |
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| | • A child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves);<br>• Someone who knows a child states that the child has been physically or sexually abused;<br>• Professional observations of the child'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;<br>• Signs of abuse lead to a belief that the child has been physically or sexually abused;<br>• A report has been made of a sexual relationship with a child under 16. |
| **Working with Children Check** | A legislative requirement and process of assessment as prescribed in the *Working with Children Act 2005* and subsequent Regulations as amended from time to time. |
| **Worker Screening** | Worker screening refers to the process of ensuring that only suitable people work with children. It involves gathering a range of information, including but not limited to a Working with Children clearance and qualifications relevant to the role being performed by staff and volunteers.<br>Source: Ministerial Order 1359 |
| **Vulnerable** | Vulnerable students may include but are not limited to those who:<br><br>a) are deemed vulnerable by a government agency, funded family service or family violence service, or assessed as requiring education and care outside the family home<br><br>b) are identified as vulnerable as a result of a referral from a government agency, funded family service or family violence service, homeless or youth justice service; or mental health or other health service<br><br>c) self-identify or are identified by FLC staff as a member of a vulnerable cohort.<br><br>Source: Ministerial Order 1359 |
| **FLC Community** | The Foundation Learning Centre Community includes the following people and organisations:<br><br>• Staff members;<br>• Students;<br>• Members of the FLC Board and other FLC bodies and committees;<br>• All contractors and organisations engaged by FLC within Victoria, including subcontractors; and<br>• Partner providers within Victoria. |

| Child Safe Standard | Persons Responsible | Action/Procedure |
|---|---|---|
| Standard 1<br><br>Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.<br><br>Clause 5 of Ministerial Order 1359 aligns to Child Safe Standard 1 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.<br><br>FLC creates and display promotional materials as follows:<br><br>• Poster to promote the awareness of FLC Procedure (to be displayed in campus buildings);<br>• FLC website including reference on the Child Safe Policy, Code of Conduct and the Access and Equity Policy<br><br>1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.<br><br>Staff are required to complete the 'Indigenous Cultural Awareness – Introduction and Foundations' training module<br>Indigenous Cultural Awareness Training (carerkafe.org.au)<br><br>FLC references a standard and consistent description of Child Safe Policy Procedure and management strategies into student information documentation such as the student enrolment agreement, website, student handbooks and through student induction.<br><br>1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.<br><br>Racism is any hostile or offensive act or expression by a person of one racial or ethnic origin against a person of another, or incitement to commit such an act. Such behaviour |

| Child Safe Standard | Persons Responsible | Action/Procedure |
|---|---|---|
| | | includes derogatory name-calling, insults and racist jokes, racist graffiti, verbal abuse and threats, physical acts, and ridicule of an individual for cultural or linguistic differences.<br><br>Racism is not tolerated and is covered with in the Bullying, Harassment Policy, FLC has adopted measures to respond to and form of racism, this is set out in the behaviour management policy. Students are made aware of these rights and responsibilities and FLCs expectations during induction by signing the student contract, when they commence classes.<br><br>1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.<br><br>FLC staff and volunteers must encourage and support children to express their culture and enjoy their cultural rights.<br><br>1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.<br><br>FLC staff and volunteers must actively support and facilitate participation and inclusion within the organisation by Aboriginal children and their families. FLC has a Code of Conduct which includes a statement pertaining to the organisation's responsibility to acknowledge the strengths and importance of Aboriginal Culture and the importance for children and their families to enjoy their cultural rights<br>We take advisement under Victorian Aboriginal CC VACC to provide a cultural appropriate environment to support indigenous young people. We would also approach VACC if any of our indigenous young people require external service intervention.<br><br>Any instances of racism are identified, addressed and recorded – case noted by wellbeing team. Mediation using the restorative practice model between parties involved. |

| Child Safe Standard | Persons Responsible | Action/Procedure |
|---|---|---|
| | | As part of a plan of action FLC will incorporate a day of celebration of cultures, FLC also commits to further public acknowledgement of culture and support. |

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| Standard 2<br><br>Child safety and wellbeing is embedded in organisational leadership, governance and culture.<br><br>Clause 6 of Ministerial Order 1359 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 2.1 FLC makes a public commitment to child safety, through publicly posting Child Safe Policy and Statement on the website<br><br>2.2 The BOM and council through to all staff, students and stakeholders, model what it means to champion child safe culture.<br><br>2.3 Child safe is a standing agenda item for both Board of Management and FLC Council meetings, they facilitate implementation of the Child Safety and Wellbeing Policy at all levels.<br><br>FLC Board and Council members participate in mandatory training and reporting strategies to provide and support child safe practices. They review and approve the Child Risk Register annually.<br><br>2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.<br><br>FLCs Code of Conduct meets the expected standards of behaviour in the Child Safety Code of Conduct are inconsistent with the Victorian Teaching Profession's Code of Conduct. Our Code accounts for the needs of all children and young people within FLC and the community especially "vulnerable and disadvantaged.<br><br>Staff undertake annual mandatory training annually.<br><br>2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.<br><br>Governance arrangements along with the CEO, Principal and Wellbeing HOD mitigate the risk of child abuse in the environment.<br><br>They monitor and evaluate the effectiveness of the risk management strategies and the implementation of risk controls. |

| Child Safe Standard | Persons Responsible | Action/Procedure |
|---|---|---|
| | | Risk assessments are completed for all camps, excursions, sporting events and any arrangement where by another party may deliver a course or course content.<br><br>2.6 Staff and volunteers understand their obligations on information sharing and record keeping.<br><br>All staff are trained on obligations of reporting, record keeping and documentation, staff complete annual mandatory reporting training.<br>Staff have undergone MARAM Training, through online training and all staff professional development sessions. |

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| Standard 3<br><br>Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.<br><br>Clause 7 of Ministerial Order 1359 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 3.1 Children and young people are informed about all of their rights, including to safety, information and participation.<br><br>Student voice, a student lead group participate in helping inform other. Students take part in Wellbeing and Resilience Programs which provides education, information on their rights and open discussion on a range of topics.<br><br>3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.<br><br>Student voice, a student lead group participate in helping inform other. Students take part in Wellbeing and Resilience Programs which provides education, information and open discussion on a range of topics.<br><br>3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.<br><br>Students take part in Wellbeing and Resilience Programs which provides education, information and open discussion on a range of topics. Designed to strengthen self-confidence, encourage response and contribution to discussion and listen and support their peers.<br><br>3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.<br><br>All staff take part in online mandatory reporting training annually, this training underpins the signs of harm and way to facilitate child friendly ways for children to express their views, it also builds staff and volunteers understanding and ability to make decisions that meet the standards. |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | An annual interactive staff PD session is held covering these topics. Child Safe is a standing agenda item in department meetings. A standard is reviewed each month.<br><br>Student voice, a student lead group participate in helping inform other, this is also a forum for students to raise concerns in a safe environment either on their own behalf or for others. FLC students have open access to wellbeing student support services.<br><br>QR Codes are located around the FLC building, providing students with the opportunity to provide feedback anonymously.<br><br>Students take part in Wellbeing and Resilience Programs which provides education, information on their rights and open discussion on a range of topics, strategies to develop a culture that recognises the importance of self, friendships, facilitates student participation and responsive input. Designed to strengthen self-confidence, encourage response and contribution to discussion and listen and support their peers.<br><br>3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.<br><br>All staff take part in online mandatory reporting training annually, an annual interactive staff PD is held and Child Safe is a standing agenda item in department meetings.<br><br>Students take part in Wellbeing and Resilience Programs which provides education, information on their rights and open discussion on a range of topics, strategies to develop a culture that recognises the importance of self, friendships, facilitates student participation and responsive input. Designed to strengthen self-confidence, encourage response and contribution to discussion and listen and support their peers.<br><br>Also included in the weekly curriculum are welcome circles, students do not have to share in a welcome circle but must participate and listen to others, welcome circle topics may vary, but |

| Child Safe Standard | Persons Responsible | Action/Procedure |
|---|---|---|
| | | this is designed to empower the students to engage and participate in conversation, raise concerns in a safe non-judgemental space.<br><br>3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.<br><br>Student voice, a student lead group participate in helping inform other, this is also a forum for students to raise concerns in a safe environment either on their own behalf or for others. FLC students have open access to wellbeing student support services.<br><br>Students take part in Wellbeing and Resilience Programs which provides education, information on their rights and open discussion on a range of topics, strategies to develop a culture that recognises the importance of self, friendships, facilitates student participation and responsive input. Designed to strengthen self-confidence, encourage response and contribution to discussion and listen and support their peers.<br><br>Also included in the weekly curriculum are welcome circles, students do not have to share in a welcome circle but must participate and listen to others, welcome circle topics may vary, but this is designed to empower the students to engage and participate in conversation, raise concerns in a safe non-judgemental space. |

| Child Safe Standard | Persons Responsible | Action/Procedure |
|---|---|---|
| Standard 4<br><br>Families and communities are informed and involved in promoting child safety and wellbeing.<br><br>Clause 8 of Ministerial Order 1359 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 4.1 Families participate in decisions affecting their child.<br><br>Surveys are circulated for parents to participate and provide feedback. feedback is monitored, reviewed by Board through the CEO, Council, Principal and Wellbeing HoD and implemented where deemed applicable.<br><br>4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.<br><br>All child safe policies are available on the FLC website, with a page dedicate to child safety and wellbeing.<br><br>Complaint handling policies include procedures for keeping families informed and provide guidance on how to do this while complying with obligations regarding confidentiality and privacy.<br><br>4.3 Families and communities have a say in the development and review of the organisation's policies and practices.<br><br>As per the Family Engagement within the Child Safe Policy feed are encouraged to provide feedback.<br><br>Surveys are circulated for parents to participate and provide feedback, this can be done through the FLC website. Feedback is monitored, reviewed by CEO and implemented where deemed applicable.<br><br>4.4 Families, carers and the community are informed about the organisation's operations and governance.<br><br>All child safe policies are available on the FLC website, with a page dedicate to child safety and wellbeing. |

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| Standard 5<br><br>Equity is upheld and diverse needs respected in policy and practice<br><br>Clause 9 of Ministerial Order 1359 | | 5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.<br><br>FLC works with a range of young people from diverse backgrounds. FLC operates with the same values and integrity regardless of a young person or the families race, religion, background, gender choices or who they identify as. FLC has an Access and Equity Policy outlining the key principles to support this.<br><br>Website links that may be listen to and links to be access in other languages –<br><br>Child Safe Standard 5 - An overview - YouTube<br><br>CCYP \| Translated resources about the Child Safe Standards<br><br>CCYP \| Translated resources about the Reportable Conduct Scheme<br><br>5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.<br><br>Complaints Policy is publicly available on FLC website<br><br>5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.<br><br>FLC provides professional development to all staff in relation to this standard. FLC seeks feedback from student voice in relation to the needs of children and young people to ensure all voices are heard and represented.<br><br>FLC Access and Equity Policy is publicly available on their website |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | 5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.<br><br>Staff and volunteers (including Board and Council Members) are required to complete the 'Indigenous Cultural Awareness – Introduction and Foundations' training module Indigenous Cultural Awareness Training (carerkafe.org.au) |

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| Standard 6<br><br>People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.<br><br>Clause 10 of Ministerial Order 1359 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing.<br><br>Employment advertising includes the organisation's commitment to child safety and wellbeing.<br><br>All positions that include applicants to hold a position that involves child connected work for FLC are informed about child safe practices of FLC community, through the job advertisement, FLC position descriptions set clear expectations about the role's requirements, duties and responsibilities regarding child safety and wellbeing.<br><br>FLC has a specific recruitment policy to address standard 6. FLC has also created specific value-based questions that are asked in relation to child safety and wellbeing, during the pre-employment screening process and reference checks. FLC has also adopted the policy that reference checks must be from the highest level in previous employment, from employment no more than 5-years-old<br><br>Staff induction includes the requirements to undertake online Child Safe training which is updated annually.<br><br>When engaging volunteers to undertake child-connected work, volunteers are made aware of the child safety and wellbeing policy and child safety code of conduct of FLC. The same process as above is adhered to.<br><br>The Child Safety Policy as a document is to be provided to FLC staff, members of the governing body, and volunteers. engaged in child-connected work as part of the induction process.<br><br>6.2 Relevant staff and volunteers have current VIT registrations or working with children checks or equivalent background checks.<br><br>Teaching staff must be hold WWC or be VIT registered, all other FLC support staff and volunteers must have a valid Working with Childrens Check, VIT status and WWC status must be checked and validated by FLC staff on WWC site prior to offer of employment. |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | 6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.<br><br>Part of the induction includes online Mandatory Reporting and MARAM Training which educates staff and volunteers on responsibilities to children and young people, including record keeping, information sharing and reporting obligations. They must also undertake the 'Indigenous Cultural Awareness – Introduction and Foundations' training module Indigenous Cultural Awareness Training (carerkafe.org.au)<br><br>Annual updates, professional development and training is provided to all FLC staff and volunteers.<br><br>The child safety policy is provided as part of the induction.<br><br>6.4 Ongoing supervision and people management is focused on child safety and wellbeing.<br><br>FLC provide regular training and questionnaires to assist with monitoring and check staff compliance with the Code of Conduct and other child safe policies.<br>FLC maintains a staff and volunteer register, all VIT registration and WWC are monitored by the business manager on a monthly basis.<br>New employee inductions cover role requirements and responsibilities in relation to children and young peoples safety and wellbeing.<br><br>Staff engaged by FLC, in child-related work, the following is collected and record as proof of:<br><br>• the person's identity<br>• any professional or other qualifications<br>• the person's history of working with children |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | All volunteers are required to hold a volunteer WWC registered to FLC, whether the engagement is child-connected work or child-related work.<br><br>Complaints or concerns are reported to and managed by the CSO, CEO and Wellbeing HoD |

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| Standard 7<br><br>Processes for complaints and concerns are child-focused.<br><br>Clause 11 of Ministerial Order 1359 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 7.1 The organisation has an accessible, child-focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.<br><br>FLC has a specific Complaints and Grievances Policy outlining procedure, this is publicly available on FLC webpage. Any complaints will be addressed by the CSO, CEO and Wellbeing HoD<br><br>FLC also has the related policies:<br><br>• Procedure for responding and reporting incidents disclosures suspicion of abuse<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse involving staff, volunteers and participants of FLC<br>• Mandatory Reporting<br><br>FLC has a clear and easy to understand flow chart to outlining the process for making a report of complaint, copies of these can be found within the building, FLC Student Handbook and on FLC webpage.<br><br>7.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe.<br><br>FLC webpage has a designated page to ensure children, young people, families, staff and volunteers are all made publicly aware of the effective complaint handling processes.<br><br>This process is reviewed annually or after the process has been used, which ever arises first.<br><br>7.3 Complaints are taken seriously and responded to promptly and thoroughly.<br><br>Complaints are initially address by the CSO in a verbal discussion, the Wellbeing HoD would advise of the process for complaints – the complaints policies and form are publicly available |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | on the FLC webpage Complaint forms are provided to the CSO or CEO, who will follow the correct procedure to address the nature of the complaint.<br><br>Complaints are documented on the Complaints Register<br><br>7.4 The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement.<br><br>FLC takes all reports and complaints seriously and makes every effort to ensure they are handled with sensitivity and privacy. This is set out in the following FLC related policies:<br><br>• Child Safe Policy<br>• Child Safe Statement<br>• Child Safe Code of Conduct<br>• Child Safe Procedure and Actions<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse involving staff, volunteers and participants of FLC<br>• Mandatory Reporting<br>• Complaints and Grievances – include child safe processes – roles and responsibilities of leadership and FLC staff are covered, alternative persons of responsibility if person responsible is the subject of the complaint.<br>• Include a statement that fulfilling the roles and responsibilities in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse – no different if it is a staff member who is involved. We ensure our process does not take away from mandatory – refer to procedure for reporting staff and non staff.<br><br>The above policies cover the following types of abuse: |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | • physical child abuse<br>• sexual child abuse<br>• grooming<br>• emotional child abuse<br>• family violence<br>• neglect.<br><br>7.5 Reporting, privacy and employment law obligations are met.<br><br>This is set out in the following FLC related policies (including when reports should be made to authorities such as Victoria Police, Child Protection and the Commission for Children and Young People):<br><br>• Child Safe Policy<br>• Child Safe Statement<br>• Child Safe Code of Conduct<br>• Child Safe Procedure<br>• Child Safe Matrix<br>• Complaints and Grievances |

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| Standard 8<br><br>Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.<br><br>Clause 12 of Ministerial Order 1359 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 8.1 Staff and volunteers are trained and supported to effectively implement the organisation's Child Safety and Wellbeing Policy.<br><br>The CEO, CSO, Principal and Wellbeing HoD determine the suitability of induction and annual training of staff and volunteers, ensuring training is suitable and appropriate to their role at the FLC.<br><br>As part of induction for new employees or volunteers of FLC who engage in child connected work, the following training is provided; this training is also undertaken annually;<br><br>● Complete 'Indigenous Cultural Awareness – Foundations' training module (every 2 years)<br>● Complete the 'Child Safe Standards' training module<br>● Complete Mandatory Reporting Module<br>● MARAM Training<br><br>8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.<br><br>The CEO, CSO, Principal and Wellbeing HoD determine the suitability of induction and annual training of staff and volunteers, ensuring training is suitable and appropriate to their role at the FLC.<br><br>As part of induction for new employees or volunteers of FLC who engage in child connected work, the following training is provided; this training is also undertaken annually;<br><br>● Complete 'Indigenous Cultural Awareness – Foundations' training module (every 2 years)<br>● Complete the 'Child Safe Standards' training module<br>● Complete Mandatory Reporting Module |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | • MARAM Training<br><br>A training register of attendance is maintained, and staff are provided with organisational training during PD sessions relating to the following policies:<br><br>• Child Safe Policy<br>• Child Safe Statement<br>• Child Safe Code of Conduct<br>• Child Safe Procedure<br>• Child Safe Matrix<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse involving staff, volunteers and participants of FLC<br>• Obligations of information sharing and record keeping<br>• Mandatory Reporting<br>• Complaints and Grievances<br><br>8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.<br><br>The CEO, CSO, Principal and Wellbeing HoD determine the suitability of induction and annual training of staff and volunteers, ensuring training is suitable and appropriate to their role at the FLC.<br><br>As part of induction for new employees or volunteers of FLC who engage in child connected work, the following training is provided; this training is also undertaken annually;<br><br>• Complete 'Indigenous Cultural Awareness – Foundations' training module (every 2 years) |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | • Complete the 'Child Safe Standards' training module<br>• Complete Mandatory Reporting Module<br>• MARAM Training<br><br>A training register of attendance is maintained, and staff are provided with organisational training during PD sessions relating to the following policies:<br><br>• Child Safe Policy<br>• Child Safe Statement<br>• Child Safe Code of Conduct<br>• Child Safe Procedure<br>• Child Safe Matrix<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse involving staff, volunteers and participants of FLC<br>• Obligations of information sharing and record keeping<br>• Mandatory Reporting<br>• Complaints and Grievances<br><br>8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.<br><br>The CEO, CSO, Principal and Wellbeing HoD determine the suitability of induction and annual training of staff and volunteers, ensuring training is suitable and appropriate to their role at the FLC.<br><br>A training register of attendance is maintained, and staff are provided with organisational training during PD sessions relating to the following policies: |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | • Child Safe Policy<br>• Child Safe Statement<br>• Child Safe Code of Conduct<br>• Child Safe Procedure<br>• Child Safe Matrix<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse involving staff, volunteers and participants of FLC<br>• Obligations of information sharing and record keeping<br>• Mandatory Reporting<br>• Complaints and Grievances |

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| Standard 9<br><br>Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.<br><br>Clause 13 of Ministerial Order 1359 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 9.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.<br><br>FLC maintains an overall Child Safe Risk Register. For all camps and excursion and sporting events individual risk registers are completed and approved by the HoD, Team Leader or Principal. Staff and volunteers are made aware of risks involved and are instructed the best course of action to prevent or minimise in the event the risk occurs<br><br>As part of induction for new employees or volunteers of FLC who engage in child connected work, the following training is provided; this training is also undertaken annually;<br><br>● Complete 'Indigenous Cultural Awareness – Foundations' training module (every 2 years)<br>● Complete the 'Child Safe Standards' training module<br>● Complete Mandatory Reporting Module<br>● MARAM Training<br><br>A training register of attendance is maintained, and staff are provided with organisational training during PD sessions relating to the following policies:<br><br>• Child Safe Policy<br>• Child Safe Statement<br>• Child Safe Code of Conduct<br>• Child Safe Procedure<br>• Child Safe Matrix<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse<br>• Procedure for responding and reporting incidents disclosures suspicion of abuse involving staff, volunteers and participants of FLC<br>• Obligations of information sharing and record keeping<br>• Mandatory Reporting |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| | | • Complaints and Grievances<br><br>9.2 The online environment is used in accordance with the organisation's Code of Conduct and Child Safety Policy and practices.<br><br>9.3 Risk management plans consider risks posed by organisational setting, activities and the physical environment.<br><br>FLC maintains an overall Child Safe Risk Register which is reviewed annually by the CEO, CSO, Principal and Wellbeing HoD and endorsed by the Board and School Council<br><br>9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.<br><br>Any third parties engaged by FLC have contracts in place, for example students in years 11 and 12 studying a VET subject have an MOU agreement with the relevant training organisation. FLC must also approve the external VET provider. Contract are negotiated to include terms that allow the organisation to take action if the third party does not meet the required expectations under child safe and student wellbeing.<br><br>FLC must monitor and ensure compliance to policies and procedures relating to child safe where any third party is involved. |

| Child Safe Standard | Persons Responsible | Action/Procedure |
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| Standard 10<br><br>Implementation of the Child Safe Standards is regularly reviewed and improved.<br><br>Clause 14 of Ministerial Order 1359 | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 10.1 The organisation regularly reviews, evaluates and improves child safe practices.<br><br>Child safe policies are reviewed annually by the compliance manager, CSO, CEO, Wellbeing HoD and endorsed by the Board. All documents are version controlled.<br><br>10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.<br><br>The complaints and child safe policies are review by a working group, against process to identify causes this informs the continuous improvement, changes are endorsed by the FLC Board<br><br>10.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families, and children and young people.<br><br>These review are posted on the FLC website for feedback from families and students, staff and volunteers |

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| Standard 11<br><br>Policies and procedures document how the organisation is safe for children and young people. | Board<br>CEO<br>CSO<br>Council<br>Principal<br>Business Manager<br>Wellbeing HoD<br>Team Leader | 11.1 Policies and procedures address all Child Safe Standards.<br><br>FLC has a suite of Child Safe and Wellbeing Policies, these policies address the minimum standard and expected practices drawn out from the Ministerial Oder 1359, VRQA, Child Safe Standards. FLC review and the minimum requirements as set out in Commission for Children and Young People.<br><br>11.2 Policies and procedures are documented and easy to understand.<br><br>FLC policies and procedure are written in clear and easy to understand language, FLC uses diagrams, flow charts and posters to support and inform students, parents, staff and volunteers. FLC makes in formation, policies and procedures publicly available on FLC's website and has a designated Child Safe and Wellbeing page.<br><br>11.3 Best practice models and stakeholder consultation informs the development of policies and procedures.<br><br>It is the responsibility of the CEO to ensure FLC, endorse a best practice model by reviewing standards, acts, ministerial orders and required FLC policy, this information will drive the annual policy update, stakeholder feedback is embedded in the review process, the review is endorsed by the FLC Board before being made publicly available.<br><br>11.4 Leaders champion and model compliance with policies and procedures.<br><br>FLC, Leaders, are of champions and support best practice and compliance to Child Safety and Wellbeing.<br><br>11.5 Staff and volunteers understand and implement policies and procedures.<br><br>Student Wellbeing is at the forefront of programs and curriculum, students are supporting on an ongoing basis through wellbeing being present in all classrooms. Wellbeing staff and teachers are trauma informed trained, student wellbeing is also championed through education programs. Staff and volunteers are thoroughly trained to support best practice under Child Safe and Student Wellbeing. |

| Foundation FLC Training Requirements | |
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| **FLC Board and Council** | Deliver this presentation to government FLC council members and FLC boarding premises governing authorities.<br><br>The presentation contributes to multiple requirements in the Child Safe Standards.<br><br>The FLC council has a specific role in:<br><br>• Child Safe Standard 2 - child safety and wellbeing<br>• Child Safe Standard 6 - suitable staff and volunteers<br>• Child Safe Standard 8 - child safety knowledge, skills and awareness<br>• Child Safe Standard 9 - child safety in physical and online environments.<br><br>FLC council training- Child Safe Standards (PPTX, 741KB).<br><br>Staff and volunteers (including Council Members) are required to complete the 'Indigenous Cultural Awareness – Introduction and Foundations' training module<br>Indigenous Cultural Awareness Training (carerkafe.org.au)<br><br>ELMO Learning (elearn.com.au)<br><br>• Accessing 'Protecting Children e-learn module'<br>• Protecting Children Modules<br>• Protecting Children-Mandatory reporting and other obligations |
| **FLC Staff** | Deliver this presentation to FLC staff, including contractors in child-related work in government FLCs.<br><br>Annual child safety training for staff is mandatory under the Child Safe Standards.<br><br>This presentation contributes to: |

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| | • annual staff training requirements for Child Safe Standard 8 - child safety knowledge, skills and awareness<br>• induction requirements for Child Safe Standard 6 - suitable staff and volunteers.<br><br>FLC staff training- Child Safe Standards (PPTX, 1MB).<br><br>Staff and volunteers (including Council Members) are required to complete the 'Indigenous Cultural Awareness – Introduction and Foundations' training module<br>Indigenous Cultural Awareness Training (carerkafe.org.au)<br><br>ELMO Learning (elearn.com.au)<br><br>• Accessing 'Protecting Children e-learn module'<br>• Protecting Children Modules<br>• Protecting Children-Mandatory reporting and other obligations |
| **Volunteer's** | Deliver this presentation to volunteers in child-related work in government FLCs. It may be adapted for use in all Victorian FLCs.<br><br>Under the Child Safe Standards volunteers must receive an induction and training in child safety that is appropriate to their role and responsibilities.<br><br>This presentation contributes to:<br><br>• Training requirements for Child Safe Standard 8- child safety knowledge, skills and awareness<br>• induction requirements for Child Safe Standard 6- suitable staff and volunteers.<br><br>Volunteer training - Child Safe Standards (PPTX, 2.3MB).<br><br>Staff and volunteers (including Council Members) are required to complete the 'Indigenous Cultural Awareness – Introduction and Foundations' training module<br>Indigenous Cultural Awareness Training (carerkafe.org.au)<br><br>ELMO Learning (elearn.com.au) |

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| | • Accessing ‘Protecting Children e-learn module’<br>• Protecting Children Modules<br>• Protecting Children-Mandatory reporting and other obligations |