

St Roch's Parish Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

## Introduction

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

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

## Vision Statement

St Roch's is a nurturing, socially just community. We inspire a passion for learning and excellence and we are a living testament to our Catholic story.

## School Motto

Our school motto 'Virtue Alone is Noble' personifies the importance of teaching the school values of Belonging, Respect, Equity & Justice and Excellence that align to the theological virtues of Faith, Hope and Love. *Corinthians 13:13* "Three things will last forever--faith, hope, and love--and the greatest of these is love."

## CECV Statement of Commitment to Child Safety

St Roch's recognises the importance of having a safe, nurturing and empowering culture for all children and young people in Catholic Schools. With parents and the Parish of St Roch's we seek to fulfil the mission of Catholic schools by providing an environment in which students are enabled to:

- Encounter God in Christ and deepen their relationship with him
- Pursue wisdom and truth encouraged by a supportive academic culture
- Grow in the practice of virtue, responsible freedom and serving the common good.

### Upholding the primacy of the safety and wellbeing of children and young people

At all times, the ongoing safety and wellbeing of children and young people will be the primary focus of care and decision-making. In addition to the universal focus on safety and wellbeing, schools need to pay attention and attend to the needs of their students who are most vulnerable.

To create and maintain a safe and nurturing culture, schools will actively and continually develop and review all policies, processes and practices, informed by their governing authority, emerging thinking and evidence. Empowering families, children, young people and staff to have a voice and raise concerns

**Schools, in partnership with families, will ensure children and young people are informed of their rights, and are engaged and active participants in decision-making processes, particularly those that have an impact on their safety.**

This means that the views of children, young people and families are taken seriously, and their concerns are addressed in a just and timely manner. Children and young people are also taught to raise concerns, gaining the necessary skills and knowledge to understand and maintain their personal safety and wellbeing, and the safety and wellbeing of their peers, through educational approaches and programs.

## Implementing rigorous risk management and employment practices

Schools will systematically and continually identify and assess risks to child safety, and will eliminate (where possible) or reduce all potential sources of harm in both physical and online environments. Effective risk management is embedded in school life through effective, transparent and well-understood policies, procedures and practices.

Schools will employ highly competent and professional staff who are formed and challenged to maintain the safety of all students. The high quality of staff appointments will be upheld through rigorous employment and review processes and practices, which include a demonstrated knowledge of child safety.

Catholic education will stay abreast of legislation, and will meet the legislative duties to protect the safety and wellbeing of children and young people in its care, including meeting the minimum requirements for compliance with the Child Safe Standards for schools and school boarding premises as set out in Ministerial Order No. 1359. This is in addition to ongoing work to support child safety, including mandatory reporting, reportable conduct, information sharing and complaints management.

## Purpose

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

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

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

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

## Principles

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

The following principles underpin our commitment to child safety and wellbeing at St Roch's:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and wellbeing and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/carers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing, to identify and mitigate risks related to child safety and wellbeing in the school environment and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- All members of the school community (including students and their families) are kept informed of child safety and wellbeing matters (where appropriate) and are involved in promoting child safety and wellbeing.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety and wellbeing, knowing these will be taken seriously by school leadership.

- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally (including under legislated information sharing schemes being Child Information Sharing Scheme (CISS) or Family Violence Information Sharing Scheme (FVISS)) or pastorally.

## Definitions

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

**Child abuse** includes:

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

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

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

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

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

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

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

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

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

**Reasonable belief – reportable conduct scheme:** When a person has a reasonable belief that a worker/volunteer has committed reportable conduct or misconduct that may involve reportable conduct. A reasonable belief is more than suspicion and there must be some objective basis for the belief. It does not necessitate proof or require certainty. NOTE: the difference between the reasonable belief definitions under mandatory reporting and the reportable conduct scheme is the category of persons who are required to, or can, form the reasonable belief which forms the basis for a report.

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

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

4. behaviour that is likely to cause significant emotional or psychological harm
5. significant neglect.

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

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

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

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

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

## Policy commitments

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

### Our commitment to our students

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

### Our commitment to parents, guardians and carers

- We commit to communicating honestly and openly with parents, guardians and carers about the wellbeing and safety of their children.
- We commit to engaging with, and listening to, the views of parents, guardians and carers about our child safety and wellbeing practice, policies and procedures.
- We commit to transparency in our decision-making with parents, guardians and carers where it will not compromise the safety of children or young people.
- We commit to open engagement and communication with parents, guardians and carers about our child safe approach and our operations and governance related to child safety and wellbeing.

- We commit to ensuring that relevant information relating to child safety and wellbeing is accessible to parents, guardians and carers.
- We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
- We commit to continuously reviewing and improving our systems to protect children from abuse.

### **Our commitment to our school staff (school employees, volunteers, contractors and clergy)**

- We commit to providing all St Roch’s staff with the necessary support to enable them to fulfil their roles, and to ensure that staff are attuned to signs of harm and are able to facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns. This will include regular and appropriate learning opportunities.
- We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and wellbeing, and young people’s protection and wellbeing. This will include annual training in the principles and intent of the Child Safety and Wellbeing Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
- We commit to listening to all concerns voiced by St Roch’s staff, clergy, volunteers and contractors about keeping children and young people safe from harm.
- We commit to providing opportunities for St Roch’s school employees, volunteers, contractors and clergy to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

### **Responsibilities and organisational arrangements**

Everyone employed or volunteering at St Roch’s has a responsibility to understand the important and specific role they play individually and collectively to ensure a child safe culture in which the wellbeing and safety of all students is at the forefront of all they do and every decision they make (CECV Commitment Statement to Child Safety).

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

*The school has allocated roles and responsibilities for child safety and wellbeing as follows: Angie Mastoras (Principal), Nadine Bolton (Deputy Principal, Child Safety Officer and Religious Dimensions Leader) and Alex Keisler (Wellbeing Leader).*

### **Guide to responsibilities of school leadership**

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

- creating an environment for children and young people to be safe and to feel safe
- upholding high principles and standards for all staff, clergy, volunteers and contractors
- promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff and volunteers
- ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to prevent, identify and address child safety and wellbeing matters
- ensuring that the school has in place appropriate risk management strategies and practices that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the school environment
- providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to children and young people’s protection and wellbeing
- ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359
- ensuring the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the *Crimes Act 1958* (Vic.) and in line with [PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)
- ensuring the school understands and reports all matters that may constitute reportable conduct under the Reportable Conduct Scheme and in accordance with the School’s reportable conduct policy
- sharing information under legislated information sharing schemes (CISS and FVISS) in accordance with the school’s prescribed role as an ISE

- ensuring that the school monitors and reviews the risks related to child safety and wellbeing, including evaluating the effectiveness of the implementation of its risk controls, on an annual basis.

## Guide to responsibilities of school staff

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

- treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care
- following the legislative and internal school policies, procedures and processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected
- providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured
- undertaking regular training and education in order to understand their individual responsibilities in relation to child safety, and the wellbeing of children and young people, including ways to prevent, identify and mitigate risks relating to child safety and wellbeing
- assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse
- following the school's Child Safety Code of Conduct
- where risks of child abuse are identified, ensuring that action is taken to mitigate against those risks and that risks and actions are appropriately recorded
- all records will be transferred to a locked file and archived once the student leaves the school.

## Organisational arrangements

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

We have appointed a Child Safety Officer and a Wellbeing Leader who work with the Principal and Wellbeing Team to ensure all Child Safety practices are adhered to. The role descriptions are available to all staff:

- The Child Safety and Wellbeing Team assists the Principal.
- The Child Safety and Wellbeing Team works in preventing, identifying and mitigating risks in child safety and wellbeing.
- The Child Safety and Wellbeing Team also supports the Principal to monitor implementation of school policies, procedures and practices, to monitor and review the risks associated with child safety and wellbeing (including by and to identify professional learning.

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

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

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

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

## Student safety and participation

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

We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report their concerns. We listen to and act on any concerns students, or their parents or carers, raise with us. The curriculum design integrates appropriate knowledge and skills to enhance students' understanding of being safe,



as well as their understanding of their rights to safety, information and participation. Teaching and learning strategies that acknowledge and support student agency and voice are implemented. We ensure that students are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

We have developed appropriate education about:

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

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

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

## Reporting and responding

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

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

Our policy assists staff, volunteers and families to:

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

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

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

At St Roch's if any member of our school community has concerns for a child's safety they need to discuss, they can notify the Principal (Angie Mastoras), the Deputy Principal/ designated Child Safety Officer (Nadine Bolton) or the Wellbeing Leader (Alex Keisler).

If the Principal or Child Safety and Wellbeing Officer is not available, then it should be discussed with a member of the school leadership team. Alternatively, any member of the school community may report directly to the responsible

authority.

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

## Screening and recruitment of school staff

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

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

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

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

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

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

St Roch's implements the following CECV guidelines:

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

## Child safety and wellbeing – education and training for school staff

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

At least annually, our professional learning and training addresses:

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



## Diversity and equity – strategies and actions

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

- all school staff and volunteers understand the diverse circumstances of children and students
- a child or student's ability to express their culture and enjoy their cultural rights is encouraged and actively supported
- staff, students, volunteers and the school community are prepared to acknowledge and appreciate the strengths of Aboriginal culture, and its importance to the wellbeing and safety of Aboriginal children and students
- measures are adopted to ensure racism is identified, confronted and not tolerated
- any instances of racism are addressed with the appropriate consequences
- the participation and inclusion of Aboriginal children and students, and their families are actively supported
- our school provides support and responds to vulnerable children and students
- children, students, staff, volunteers and the school community have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand
- the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and LGBTIQ+ students.

We will implement the following diversity and equity obligations:

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

## Family engagement – strategies and actions

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

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

*For further information please refer to Engaging Families in Child Safety Policy*

## Risk management

At St Roch's, we are committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment, and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and annually review our risks and risk management strategies for child safety and wellbeing, evaluate the effectiveness of the implementation of our risk controls and ensure that the strategies change as needed and as new risks arise.

*Please refer to Risk Management Policy for further structures and processes, to prevent, identify and manage risks relating to Child Safety and Wellbeing and to review our Child Safety practices.*

## Relevant legislation

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

## Social, Emotional, Learning and Wellbeing Program

### Rationale

St Roch's is committed to the development of the whole person - spiritually, socially, intellectually, emotionally and physically - to enable each child to reach their full potential. The Melbourne Archdiocese Catholic Schools (MACS) 2018 eXcel Framework underpins our pedagogical practice and curriculum design to enhance our students' wellbeing, engagement and lifelong learning and achievement. This philosophy is embedded and nurtured in our faith filled learning environment where students feel safe, supported and respected.

### Aims

At St Roch's we believe that wellbeing encompasses all dimensions of life. It is integral to learning excellence, good health and life success. It is a key factor in enabling young people to contribute to society, and enjoy meaningful and spiritually enriched lives. At St Roch's, effective wellbeing:

- is integral to all aspects of school life
- requires a whole school restorative approach, emphasising positive behaviours in engaging learning and teaching environments
- promotes high student engagement where each student is valued, supported and celebrated
- involves a safe and inclusive learning environment, and a mutually supportive approach between home and school
- values the rights and responsibilities of students, staff and parents ([Appendix 1](#))
- includes the explicit teaching of our Gospel values ([Appendix 2](#))
- requires opportunities for staff to share strategies, successes and difficulties and to support each other, for

example, through professional learning or debriefing when necessary.

## Implementation

Wellbeing and support structures prioritise and address student needs emphasising prevention and intervention. These structures offer support in students' spiritual, emotional, social and academic growth. St Roch's is a school that values dialogue through an inclusive approach where everyone has the right to be heard. Through this participatory process, students develop the capacity to learn that expressing emotions is an important and legitimate component of healthy dialogue. This learning helps students to deal with conflict, tensions and differences in respectful ways that engender trust and foster healthy relationships.

## Our Restorative Approach

Our Restorative Approach facilitates the development of quality relationships and social and emotional capabilities for students and educators. Building positive and connected relationships is a priority for our school. We focus on increasing feelings of belonging, self-worth and connectedness to enhance student participation, engagement, growth, achievement and wellbeing [Staff Restorative Approach Appendix 3](#), [Student Restorative Approach Appendix 4](#)

## Positive Behaviours for Learning (PBL)

Our PBL vision ensures all members of our school community achieve success. At St Roch's we want everyone to be a Roch Star. The PBL approach aligns academic and behaviour expectations to explicitly teach, monitor and acknowledge positive behaviour as well as promote our school values. We do this by developing our understanding of behaviour – of students and ourselves, and how best to support positive behaviours.

## Our Expected Behaviours

Each student has a right to be treated fairly and respected in a safe and supportive environment. It is their responsibility to follow St Roch's Expected Behaviours ([Appendix 5](#)). Our Expected Behaviours describes our expectations for relationships with others to assist students to realise their potential and their capacity to cope, learn and flourish. Our Expected Behaviours align with our school matrix and Behaviour Flow Chart. ([Appendix 6 and 7](#))

In educating our students to understand our values, they will be expected to uphold the following:

- To know and comply with Our Expected Behaviours
- To behave in a socially expected manner
- To acknowledge the consequences that may result from their actions
- To act responsibly when injustice occurs to self and others
- To follow the directions of staff when behaviour is socially unexpected
- To recognise how poor behaviour disrupts learning
- In cases of bullying please refer to the [Anti-Bullying Policy](#)

The wellbeing of students is enhanced and their learning outcomes optimised when they feel connected to others and experience trusting relationships. To promote student engagement, positive behaviours and wellbeing:

- Circles are used in each classroom as a proactive strategy to build positive relationships, to develop and discuss social norms, values and expectations, to implement curriculum and to develop students' social and emotional competencies
- Student voice is encouraged and promoted through active involvement in school tours, assemblies and social justice activities
- Student Leadership opportunities such as our School Captains and Year 6 Leaders, Student Representative Council (SRC), Library Leaders and other roles of responsibility provide further scope for student voice and influence
- We identify and respond to student needs; for example, providing additional Literacy and Numeracy support and writing enrichment
- We provide extracurricular programs including; camps, excursions, incursions, Inter School Sport (ISS)
- We provide opportunities including our social justice activities, whole school event days such as Harmony Day, Production, Art Show, Grip Leadership, Melbourne Football Club gratitude and leadership sessions, Tournament of the Minds, Better Buddies, Buddy Reading and our weekly Fun Run
- We provide lunch time and after school activities including Tennis, Orchestra, Dance, Coding Club, Library Club, Chess Club and Tinkering Time
- We provide opportunities for engaging parents; for example, Parent Learning Walks, Classroom Helpers, Conversations with the Principal and Parent Seminars.

## The Wellbeing Team

The Wellbeing Team consists of the Principal, Deputy Principal, the Wellbeing Leader and the Learning Diversity Leader. They work alongside staff to provide a range of supports for all students (Appendix 7). The Wellbeing Team:

- Meet to outline the role of each person for the year
- Meet fortnightly (or when deemed necessary)
- Liaise with staff and parents to support identified students
- Liaise with community/outreach organisations, for example, CEM personnel, CatholicCare and external specialists
- Refer to Government Policies and Regulations
- Assist families to access other networks of support within the parish and wider community such as the City of Stonnington
- Facilitate Student Wellbeing meetings
- Communicate student information to staff where appropriate
- Provide ongoing Professional Learning on relevant student welfare issues
- Organise assistance for students and their families who have been identified as needing academic, emotional, physical, social or spiritual support
- Coordinate and implement programs such as Seasons and Circles including staff professional learning and communication of programs to the school community.
- Students with additional needs may be identified and participate in:
- Program Support Group (PSG) meetings - utilising long and short term goals as part of individual learning plans
- Social Skills Program and support in facilitating a mental health plan. The current school provider for psychological services is CatholicCare.

## Rights and Responsibilities

The rights and responsibilities of students, staff and parents are fully detailed in the table below:

RIGHTS	RESPONSIBILITIES
<p><b>Students have the right to:</b></p> <ul style="list-style-type: none"> <li>• be treated with respect</li> <li>• be accepted for who they are as an individual</li> <li>• be listened to, encouraged and supported</li> <li>• a learning environment in which they have equal access to the equipment, programs and teacher time</li> <li>• work in a supportive environment without intimidation, bullying or harassment</li> <li>• be safe and happy in the school environment.</li> </ul>	<p><b>Students have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• be cooperative and considerate</li> <li>• respect the rights of others and their property</li> <li>• play safely, and allow others to play without interference</li> <li>• assist others to feel safe and happy</li> <li>• participate and work to the best of their ability</li> <li>• follow our Code of Cooperation.</li> </ul>
<p><b>Staff have the right to:</b></p> <ul style="list-style-type: none"> <li>• be treated with respect</li> <li>• teach in a structured, supportive environment</li> <li>• work in a safe and inclusive environment</li> <li>• be shown courtesy and consideration</li> <li>• be supported and assisted by parents in their child's learning</li> <li>• be valued as a professional</li> <li>• access professional learning.</li> </ul>	<p><b>Staff have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• implement the Wellbeing Policy fairly and consistently</li> <li>• implement Our Restorative Approach</li> <li>• ensure they are caring, courteous and considerate in dealing with all members of the school community</li> <li>• provide a quality, engaging education program</li> <li>• offer support to colleagues</li> <li>• regularly report to parents on student progress.</li> </ul>

<p><b>Parents have the right to:</b></p> <ul style="list-style-type: none"> <li>● be treated with respect and have their opinions valued</li> <li>● be welcomed at school</li> <li>● expect that their child will be educated in a safe learning environment</li> <li>● be regularly informed about their child's progress at school</li> <li>● be informed regularly about general school events and issues</li> <li>● assist in formulating school policies through subcommittees.</li> </ul>	<p><b>Parents have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>● respect all members of the school community</li> <li>● act as partners in the school's learning process</li> <li>● be aware of and support school expectations, procedures and events</li> <li>● support the school in its effort to maintain a positive and safe learning environment.</li> </ul>
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## Our School Values

The Gospel values permeates the curriculum and Religious Education Program and includes the explicit teaching of the following values, with reference to the related Gospel values. Values are explored through Circles and Religious Education lessons. At each assembly, students who have demonstrated the value are nominated for an award. Our school values are Belonging, Excellence, Equity & Justice and Respect.

GOSPEL VALUES	THE NINE VALUES FOR AUSTRALIAN SCHOOLING
<p><b>Compassion</b> We are inspired by Christian love and compassion in all our relationships with students, staff, parents and the community.</p> <p><b>Equity and justice</b> We seek to provide equitable access and opportunity for all, with a preferential option for the poor and marginalised.</p> <p><b>Excellence</b> We continually strive for excellence in learning, teaching and all we do.</p> <p><b>Hope</b> We share a spirit of optimism and joy sustained by faith.</p> <p><b>Inclusion</b> We foster a sense of community and belonging for all and are committed to welcome, partnership and service. We strive to develop the potential of each individual.</p> <p><b>Respect</b> We respect the dignity, diversity and contribution of each person.</p> <p><b>Stewardship</b> We are stewards of creation, treasuring, developing and conserving the gifts and resources that have been entrusted to us.</p>	<p><b>Care and Compassion</b> Care for self and others.</p> <p><b>Freedom</b> Enjoy all the rights and privileges of Australian citizenship, free from unnecessary interference, or control, and stand up for the rights of others.</p> <p><b>Integrity</b> Act in accordance with the principles of moral and ethical conduct, ensure consistency between words and deeds.</p> <p><b>Honesty and Trustworthiness</b> Be honest, sincere, and seek the truth.</p> <p><b>Doing your Best</b> Seek to accomplish something worthy and admirable, try hard, pursue excellence.</p> <p><b>Understanding, Tolerance and Inclusion</b> Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.</p> <p><b>Fair Go</b> Pursue and protect the common good, where all people are treated fairly for a just society.</p> <p><b>Respect</b> Treat others with consideration and regard, respect another person's point of view.</p> <p><b>Responsibility</b> Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, take care of the environment.</p>

## Appendix 3

### Our Restorative Approach - Staff

POSITIVE CORRECTIONS	
<ul style="list-style-type: none"> <li>Praise positive behaviour - quick, individualised, developmentally appropriate, for example, "I love the way you are putting your hand up Tom."</li> <li>Eye contact, proximity/position of teacher</li> <li>Tactical ignoring - pretend you have not seen</li> <li>Offer support to individual with a quiet reminder/check in, for example "Can I help you get started Joe?"</li> <li>Refer to Code of Cooperation, "At St Roch's we move safely. Please walk in the Library Sam".</li> <li>Suggest choice to change behaviour, for example, "Ed, please make a good choice about where you sit so you can focus on your writing. Thank you."</li> </ul>	
AFFECTIVE STATEMENT	
<ul style="list-style-type: none"> <li>Redirect behaviour</li> <li>Name what the student is doing (calling out, tapping, noises, wandering, not on task) and ask student to change their behaviour. For example, "When you are talking Jim, it is distracting for others. Please begin your work. Thank you."</li> </ul>	
WARM Conversation	
Individual conference with restorative questions. When two or more children are involved, please ensure that you speak one on one with the harmed and one on one with the harmer before bringing them together for a restorative conversation. WARM in manner, words and approach - Refer to Restorative Practices Visual Script for questions	
<b>W</b>	What happened...? When you...what were you thinking? We need to talk about...
<b>A</b>	Affect - Explore the impact... Was it kind? Was it helpful? Who do you think was affected and how?
<b>R</b>	Repair/resolve the harm - What will make things better?
<b>M</b>	Move forward - What do you need to do so that this does not happen again? Who can you go to for support?
REFLECTIVE SPACE	
Time within the classroom in a reflective space or walking with staff member in the playground for a restorative chat. "Please think about your behaviour and then I will come and speak with you."	
RETURN TO LEARNING	
Student returns to learning with support of teacher or returns to playing in the playground.	
OR	
ESCALATION – SUPPORT REQUIRED	
Call the Office for assistance - The Office Manager will locate Principal/Deputy Principal/Leadership Team member ASAP. The Leader will continue the learning with the class while the classroom teacher speaks with the student and completes the ABC Behaviour Record form.	

Note: Inappropriate language or a physical act against a student or teacher results in removal from the playground or classroom. ABC Behaviour Record form to be completed with the Principal or Carbon Copy Book in the Yard Duty tub completed by the staff member on Yard Duty. Principal supports student to complete Student Reflection Form. Principal contacts the parents of the student.



## Appendix 4

### Our Restorative Approach

We will:

- ★ Make eye contact
- ★ Move closer to you
- ★ Offer support with a gentle check in
- ★ Remind you of our Code of Cooperation
- ★ Suggest some choices to change your behaviour

We will let you know how your behaviour is affecting others.

We will have a WARM conversation with you. We will ask:

- ★ What happened?
- ★ Affect - Who has been affected and how?
- ★ Repair - How will you fix it?
- ★ Move forward - What will you do next time?

We will ask you to move to the reflective space in the classroom or walk with us in the playground.

We will ask you to leave the classroom/playground with another staff member.

Reference: Bill Hansberry 'A Practical Introduction to Restorative Practices in Schools' 2016 and Kristy Elliott 'Restorative Pathways' 2019.


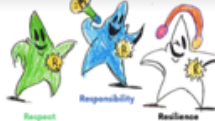



## Appendix 5

### Our Expected Behaviours



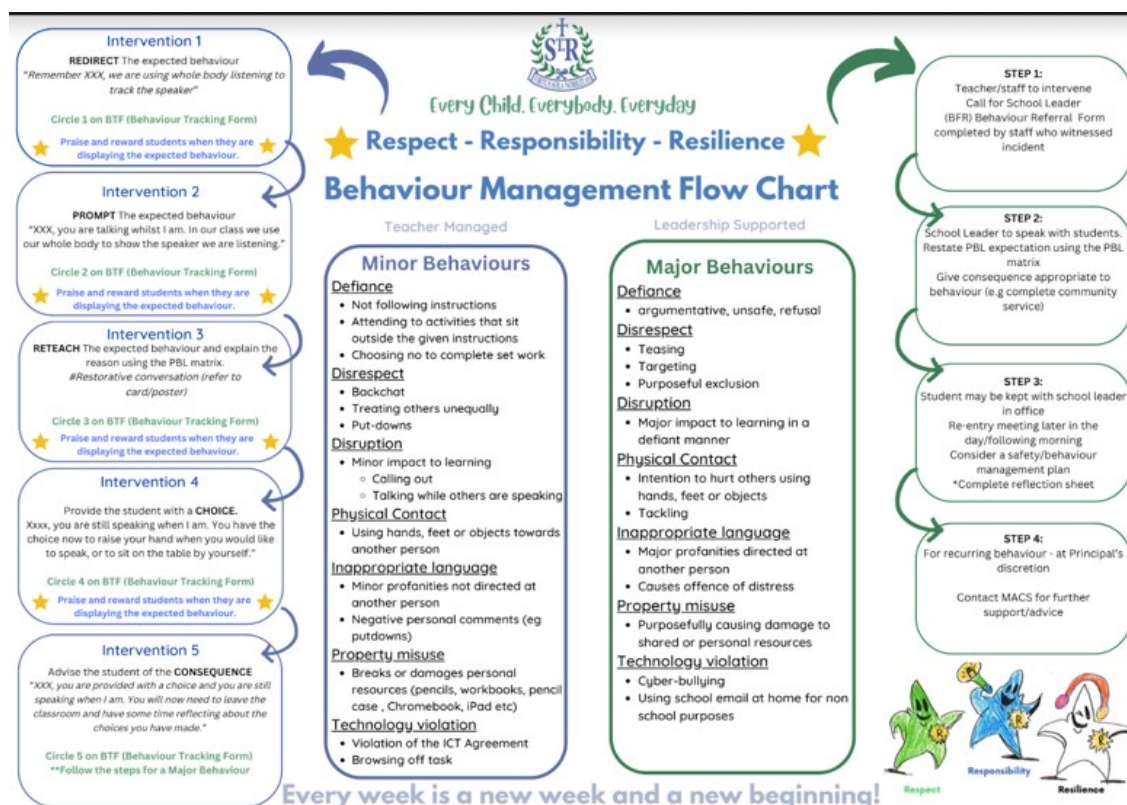
## Appendix 6

### Matrix

 <b>Our Positive Behaviours for Learning Expectations</b> <i>Every Child. Everybody. Everyday</i> 				
	LEARNING SPACES	OUTDOOR SPACES	TRANSITIONS	COMMUNITY
<b>Respect</b> 	<ul style="list-style-type: none"> <li>• Speak appropriately</li> <li>• Actively listen</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Show kindness, empathy and be grateful</li> </ul>	<ul style="list-style-type: none"> <li>• Speak appropriately</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Follow the rules of the game</li> <li>• Share equipment</li> <li>• Include others</li> </ul>	<ul style="list-style-type: none"> <li>• Speak appropriately</li> <li>• Actively listen</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Consider others</li> </ul>	<ul style="list-style-type: none"> <li>• Speak appropriately</li> <li>• Actively listen</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Consider others</li> </ul>
<b>Responsibility</b> 	<ul style="list-style-type: none"> <li>• Be ready to learn</li> <li>• Look after our school</li> <li>• Follow Directions</li> <li>• Move safely</li> </ul>	<ul style="list-style-type: none"> <li>• Look after our school</li> <li>• Follow Directions</li> <li>• Move safely</li> <li>• Follow the line up routine</li> </ul>	<ul style="list-style-type: none"> <li>• Be ready to learn</li> <li>• Look after our school</li> <li>• Follow Directions</li> <li>• Move safely</li> <li>• Represent the class with pride</li> </ul>	<ul style="list-style-type: none"> <li>• Be ready to learn</li> <li>• Follow Directions</li> <li>• Move safely</li> <li>• Represent the school with pride</li> <li>• Engage in learning</li> </ul>
<b>Resilience</b> 	<ul style="list-style-type: none"> <li>• Use a growth mindset</li> <li>• Seek help when needed</li> <li>• Make positive choices for yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>• Use a growth mindset</li> <li>• Seek help when needed</li> <li>• Make positive choices for yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>• Seek help when needed</li> <li>• Make positive choices for yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>• Use a growth mindset</li> <li>• Seek help when needed</li> <li>• Make positive choices for yourself and others</li> </ul>

## Appendix 7

### Behaviour Flowchart



## Related policies

### Catholic Education Commission of Victoria Ltd (CECV) guidelines

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

### School policies

- Child Safety Code of Conduct
- PROTECT: Identifying and Responding to Abuse – Reporting obligations
- Reportable Conduct Policy

<b>Responsible director</b>	Director, Learning and Regional Services
<b>Policy owner</b>	General Manager, Student Wellbeing
<b>Approving body/individual</b>	MACS Board
<b>Approval date</b>	13 April 2022
<b>Risk rating</b>	High
<b>Date of next review</b>	April 2023

POLICY DATABASE INFORMATION	
<b>Related documents</b>	<ul style="list-style-type: none"> <li>• PROTECT: Identifying and Responding to Abuse – Reporting Obligations</li> <li>• Complaints Handling Policy</li> <li>• Pastoral Care of Students Policy</li> <li>• Anti-Bullying Policy</li> <li>• Child Safety Policy</li> <li>• Vision Statement</li> <li>• Staff Handbook</li> <li>• Learning and Teaching Policy</li> <li>• Curriculum Policy</li> <li>• Religious Dimensions Policy</li> <li>• Induction Policy</li> <li>• Learning Diversity</li> <li>• Recruitment Policy</li> <li>• Risk Management Policy</li> </ul>
<b>Superseded documents</b>	Child Safety Policy – v1.0 – 2021 and Wellbeing Policy
<b>New policy</b>	Child Safety and Wellbeing Policy 2023
<b>Evaluation</b>	This policy will be reviewed as part of the school’s three year review cycle.
<b>Staff Members Involved</b>	Angie Mastoras, Alex Keisler Leadership Team and Staff
<b>Date of Ratification</b>	May 2023
<b>Date of Review</b>	8 May 2023
<b>Source</b>	St Roch’s