Student Safety and Wellbeing Policy

Document #	1.40 Student Safety and Wellbeing Policy	
Purpose:	The purpose of this policy is to establish and promote a safe, inclusive and culturally responsive environment for all students, ensuring their safety and wellbeing are prioritised in every aspect of the school's operations. This policy provides written processes about how the school will implement and comply with the Child Safe Standards and Universal Principle as required under the *Child Safe Organisations Act 2024* (Qld).	
Scope:	The School Community – students and staff including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements, members of the broader school community, including parents/guardians, and visitors.	
Status:	RATIFIED	**Supersedes**: Nil – New
Authorised by:	School Governing Body	**Date of Authorisation**: 14 September 2026
References:	• *Child Safe Organisations Act 2024 (Qld)* • *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)* • *QFCC Guidelines for implementing the Child Safe Standards in Queensland* • *National Office Child Safety – Complaint Handling Guide* • *2024 Australian Children's Education and Care Quality Authority* • Cairns Hinterland Steiner School Child Protection Policy • Cairns Hinterland Steiner School Child Risk Management Strategy • Cairns Hinterland Steiner School Student Anti-Bullying Policy • Cairns Hinterland Steiner School Student Anti-Bullying Procedure • Cairns Hinterland Steiner School Wide Behaviour Support Policy • Cairns Hinterland Steiner School Wide Behaviour Support Procedure • Cairns Hinterland Steiner School High School Student Agreement • Cairns Hinterland Steiner School Student Support Services Policy and Procedure • Cairns Hinterland Steiner School Social Media Policy • Cairns Hinterland Steiner School Consultants, Contractors and Volunteers Code of Conduct • Cairns Hinterland Steiner School Blue Card Register • Cairns Hinterland Steiner School Complaints Resolution Policy* • Cairns Hinterland Steiner School Complaints Resolution Procedures • Cairns Hinterland Steiner School Enrolment Policy* • Cairns Hinterland Steiner School Duty of Care Policy	

	• Cairns Hinterland Steiner School Parent Code of Conduct* • Cairns Hinterland Steiner School Parent Handbook • Cairns Hinterland Steiner School Recruitment Policy • Cairns Hinterland Steiner School Restricted Person Declaration Form • Cairns Hinterland Parents and Volunteers on Camps and Excursion Form • Cairns Hinterland Camps and Excursion Procedure • Cairns Hinterland Steiner School Risk Management Framework • Cairns Hinterland Steiner School Staff Code of Conduct • Cairns Hinterland Steiner School Mobile Device Policy • Cairns Hinterland Steiner School Communication Strategy	
Review Date:	Annually	**Next Review Date**: September 2027
Policy Owner:	School Governing Body	

Definitions

Child safe entity, as per s10 of the *Child Safe Organisation Act 2024 QLD,* is an entity—

(a) that provides—
  (i) services specifically for children; or
  (ii) facilities specifically for use by children who are under the supervision of the entity; and
(b) that is either—
  (i) mentioned in schedule 1; or
  (ii) prescribed by regulation.

(2) However, an individual is not a child safe entity unless the individual carries on a business as an entity mentioned in subsection (1), including, for example, as a sole trader or partner in a partnership under the *Partnership Act 1891, section 5*.[1]

Child safe standards, as per s9 of the *Child Safe Organisation Act 2024 QLD,* are the following standards applying to an entity—

(a) child safety and wellbeing is embedded in the entity's organisational leadership, governance and culture;
(b) children are informed about their rights, participate in decisions affecting them and are taken seriously;
(c) families and communities are informed and involved in promoting child safety and wellbeing;
(d) equity is upheld and diverse needs respected in policy and practice;
(e) people working with children are suitable and supported to reflect child safety and wellbeing values in practice;

[1] *Child Safe Organisations Act 2024 QLD s10*

(f) processes to respond to complaints and concerns are child-focused;
(g) staff and volunteers of the entity are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training;
(h) physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed;
(i) implementation of the child safe standards is regularly reviewed and improved;
(j) policies and procedures document how the entity is safe for children.[2]

Student, is any child or young person of any age, enrolled or seeking enrolment at <<School name>>.

Universal Principle, in implementing and complying with the child safe standards, a child safe entity must provide an environment that promotes and upholds the right to cultural safety of children who are Aboriginal persons or Torres Strait Islander persons (the universal principle).[3]

QFFC, Queensland Family and Child Commission

[2] *Child Safe Organisations Act 2024 QLD s9*
[3] *Child Safe Organisations Act 2024 QLD s11(2)*

Objectives

Cairns Hinterland Steiner School will implement and comply with the child safe standards and understand they may be required to give an authorised officer of the Queensland Family and Child Commission (QFCC) information about the school's compliance. In implementing and complying with the child safe standards, CHSS will provide an environment that promotes and upholds the right to cultural safety of children who are Aboriginal persons or Torres Strait Islander persons (the universal principle). The school will have regard to Guidelines made by the (QFCC) in implementing and complying with the child safe standards and universal principle[4].

As per the Guidelines, this policy outlines the ways in which CHSS actions and prioritises the safety and wellbeing of students. Rules and expectations regarding child safe practices are outlined for staff, volunteers and community members with the aim of establishing a child safe environment[5].

This policy will:

- Set out the school's expectations, practices, and approaches in relation to each of the Child Safe Standards, including the Universal Principle
- Be displayed for public access on the school's website and at the school's office
- Cover acceptable and unacceptable child to child, and child to adult interactions
- Describe the school's commitment to equity, inclusion and cultural safety and how the organisation recognises, responds and respects these factors.

Principles

The implementation of, and compliance with, the child safe standards and universal principle by Cairns Hinterland Steiner School to be based on the following fundamental principles:

(a) Child safe entity's, including CHSS are responsible for continuously improving the ways in which, in their operations—
  (i) the safety of children is promoted; and
  (ii) child abuse is prevented; and
  (iii) allegations of child abuse are properly responded to;[6]

(b) The Child Safe Standards are not a simple checklist. They encourage child safe entities to think about how their day-to-day work protects children's rights and safety.[7]

Responsibilities

CHSS is responsible for developing and implementing this Student Safety and Wellbeing Policy and related policies and procedures to ensure it fulfils its CSS and Universal Principle obligations.

---

[4] *Child Safe Organisations Act 2024 QLD s11*
[5] *Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland, QFCC, p94*
[6] *Child Safe Organisations Act 2024 QLD s14*
[7] *Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland, QFCC, p4*

All governing body members, staff and volunteers at CHSS are responsible for acting in compliance with this policy and related policies and procedures.

Head of School (HoS)

Strategic & Governance Responsibilities

- Ensure compliance with relevant legislation (e.g., Child Safe Standards, WHS, mandatory reporting obligations).
- Establish and review whole-school wellbeing and child safety policies.
- Foster a school culture prioritising safety, inclusion, and respect.
- Allocate resources to support wellbeing programs, training and risk management.

Leadership & Oversight

- Oversee critical incidents and ensure appropriate responses.
- Support staff in complex wellbeing or safety cases.
- Ensure professional learning in child protection, trauma-informed practice, and safeguarding.
- Support teachers with classroom management and behaviour strategies.
- Report serious matters to the Board and relevant authorities.

Head of Teaching & Learning

Pedagogical Leadership

- Embed social-emotional learning (SEL) and wellbeing frameworks into curriculum.
- Ensure inclusive teaching practices and Universal Design for Learning (UDL).
- Facilitate training in trauma informed practices, child safety practices, how to report harm, cultural responsiveness, risk management strategies
- Support staff to differentiate learning for diverse needs.

Monitoring & Support

- Analyse emerging wellbeing and engagement information to inform training and interventions.
- Support teachers with classroom management and behaviour strategies.
- Ensure adjustments align with student safety and dignity.

Wellbeing Officer

Direct Student Support

- Provide early intervention, counselling, and short-term support.
- Conduct risk assessments (self-harm, suicide risk, safety concerns).

- Support students experiencing trauma, bullying, family breakdown, or mental health challenges.

Collaboration & Referral

- Participate in student support Group meetings.
- Deliver wellbeing and trauma informed training for staff
- Maintain confidential wellbeing records.

Prevention & Education

- Deliver wellbeing programs (resilience, respectful relationships, online safety).
- Support restorative practices.

Learning Support Coordinator

Inclusive Education

- Develop and monitor Personalised Learning Plans.
- Coordinate adjustments for students with additional needs.
- Coordinate referrals to external services (psychologists, allied health, social workers).
- Ensure adjustments align with student safety and dignity.
- Support NCCD documentation and compliance.

Team Coordination

- Guide teachers and TAs in implementing adjustments.
- Liaise with families and specialists.
- Support staff to differentiate learning for diverse needs.
- Support parents in discussions and PLP planning
- Support students voice in their PLP planning
- Monitor behavioural and academic risk indicators.

Risk & Safety

- Ensure PLP and behaviour support plans prioritise safety and dignity.
- Support de-escalation planning and safe response procedures.

Teachers

Duty of Care

- Maintain safe, predictable, and inclusive classrooms.

- Implement adjustments and behaviour plans.
- Supervise students appropriately at all times.
- Identify and report wellbeing or safety concerns.

Child Safety

- Fulfil mandatory reporting obligations.
- Maintain professional boundaries.
- Implement behaviour support strategies consistently.

Wellbeing Practice

- Build positive relationships.
- Embed SEL and respectful relationships education.
- Document incidents and communicate concerns promptly.

Teacher Aides (TAs)

Student Support

- Support implementation of adjustments and behaviour plans.
- Assist with supervision and transitions.
- Provide targeted academic and emotional support under teacher direction.

Safety Responsibilities

- Report concerns immediately to supervising teacher or leadership.
- Follow de-escalation and safety procedures.
- Maintain confidentiality and professional boundaries.

Early Years Coordinator

Developmental & Preventative Focus

- Ensure play-based and developmentally appropriate environments.
- Monitor early indicators of developmental, social, or emotional concerns.
- Guide staff in attachment-informed and trauma-aware practices.

Family Engagement

- Support strong communication with families.
- Facilitate early intervention referrals where required.

Compliance

- Ensure Early Years regulatory standards and child safety obligations are met.

General Staff (Administration, Grounds, Support Staff)

Shared Responsibility

- Maintain safe physical environments (grounds, buildings, equipment).
- Monitor visitor sign-in and access procedures.
- Report hazards or student safety concerns immediately.

Professional Conduct

- Maintain child-safe boundaries.
- Participate in required child protection training.
- Follow school policies for supervision and incident reporting.

Whole-School Shared Responsibilities

All staff must:

- Uphold Child Safe Standards.
- Act on reasonable belief of harm (mandatory reporting).
- Promote inclusion, cultural safety, and respect.
- Maintain accurate documentation.
- Participate in ongoing professional development.

Implementation of the Child Safe Standards

1. Leadership and Culture

Student safety and wellbeing is embedded in Cairns Hinterland Steiner School leadership, governance and culture.[8]

Statement of Commitment

[8] *Child Safe Organisations Act 2024 QLD, s9(a)*

CHSS is committed to taking all reasonable steps to promote the safety and wellbeing of students enrolled at the school and their protection from foreseeable harm. We prioritise child safety in all aspects of our work and do not tolerate any form of child abuse or harm. We act in accordance with the *Child Safe Organisations Act 2024 (QLD)* and implement the Child Safe Standards to create a safe, inclusive, and accountable environment. We listen to children, value their views, and support them to participate in decisions that affect them.

CHSS is committed to the safety and inclusion of all children, including those from diverse cultural backgrounds, children with disability, LGBTQIA+ children, and children who may be experiencing vulnerability. We also make a clear commitment to the cultural safety of Aboriginal and Torres Strait Islander children and to providing an environment where their identities, cultures, and connections to Country are respected and upheld.

Risk Management

CHSS implements robust risk management processes to prevent, identify, and mitigate risks to children, and is committed to the monitoring of risk to the safety of students on an ongoing basis. CHSS will utilise various risk management tools including CHSS Risk Management Framework, Risk Management Policy, Risk Management Processes, Risk Registers, Work Health & Safety Policy and/or a Critical Incident Policy and associated plans to assist it in this process and will keep appropriate records of decisions made and actions taken in relation to risks to children.

Code of Conduct

All staff will ensure that their behaviour towards, and relationships with students, reflect proper standards of care for students. Staff, contractors and volunteers must not cause harm to students. CHSS staff code of conduct define acceptable and unacceptable behaviours toward students and are aligned with child safety principles.

At CHSS and as part of our CHSS Code of Conduct Policy and CHSS Consultants, Contractors & Volunteers Code of Conduct Policy we expect our staff and volunteers to conduct themselves as follows:

- School staff and volunteers are expected to always behave in ways that promote the safety and wellbeing of our students. Staff must actively seek to prevent harm to students, and to support those who have been harmed.

Specific responsibilities include:

- Staff and volunteers should avoid situations where they are alone in an enclosed space with a student.
- When physical contact with a student is a necessary part of the teaching/learning experience, staff and volunteers must exercise caution to ensure that the contact is appropriate and acceptable. Staff must always advise the student of what they intend on doing and seek their consent.
- Staff must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest in a student.
- Staff and volunteers must not have a romantic or sexual relationship with a student.

- Staff and volunteers must treat all students, colleagues and community members with respect, fairness and dignity, regardless of culture, race, ethnicity, language, religion, ability, gender, sexual orientation, or background.
- Staff and volunteers must not engage in any form of racism, discrimination, harassment, or exclusionary behaviour. This includes verbal, written, online or behavioural actions that demean, stereotype or disadvantage an individual or group.
- Staff and volunteers must actively challenge racist or discriminatory behaviour when it occurs and follow school procedures for reporting such incidents.
- Staff and volunteers must promote a culturally safe, inclusive and respectful environment by valuing diversity, acknowledging cultural differences, and modelling culturally responsive behaviour at all times.

Information Sharing & Recordkeeping

Staff and volunteers understand their obligations in information-sharing and maintaining accurate, secure records about child safety concerns, disclosures, and responses.

2. Student Voice

Students are informed about their rights, participate in decisions affecting them and are taken seriously.[9]

CHSS is committed to championing the voices of children and young people, ensuring they have genuine agency in matters that affect them. We listen to students in age-appropriate and culturally appropriate ways and create safe, structured opportunities for them to express their views.

CHSS uses the curriculum and educational programs to actively promote positive peer relationships and reduce student isolation by embedding learning experiences that strengthen social skills, empathy and respectful behaviours. Through age-appropriate lessons and whole-school wellbeing programs, students are also provided with access to sexual abuse prevention education that builds their understanding of personal safety, protective behaviours and where to seek help. Together, these curriculum-based approaches support safer, more connected and more informed students. We have **school-specific whole-school wellbeing programs** as well as accredited programs with appropriate external agencies to teach about consent and respectful relationships education using the Australian Curriculum and the Respectful Relationships program aligned with the Steiner curriculum Framework. (Respect Me Program – Years 6-8 and programs designed with our Wellbeing Officer and our Teaching Team).

CHSS ensures that all staff and volunteers are consistently attuned to indicators of harm and abuse and are equipped to recognise when a student may need support. Age-appropriate and trauma-informed processes are in place to help students communicate their concerns safely and confidently, and staff actively respond to these disclosures with care and professionalism in accordance with **CHSS Child Protection Policy**.

[9] *Child Safe Organisations Act 2024 QLD, s9(b)*

3. Family and Community

Families and the community are informed and involved in promoting student safety and wellbeing.[10]

CHSS recognises the vital role families and communities play in the safety, wellbeing, and education of students. We value strong, respectful, and collaborative partnerships with families and the broader school community.

We intentionally build inclusive relationships, particularly with First Nations families, local community members, and Elders. We honour Country and embed an Acknowledgement of Country in our practices to ensure students understand the importance of knowing and respecting the land on which we learn.

Consider including the following points, ensuring you can evidence this practice.

Cairns Hinterland Steiner School provides the following opportunities for parents and carers to contribute to the school community. CHSS Parents and Friends Association, SOL Group, surveys, and CHSS Board representation.

Parents, carers and the school community are provided with opportunities to contribute to the development and review of relevant policies, procedures and decision-making.

Regular communication through the weekly school newsletter to ensures parents, carers and the school community are informed about the school's operations and governance and when reviewed policies and procedures are ratified by the CHSS Board or approved the Senior Leadership Team.

Cairns Hinterland Steiner School is working on a Reconciliation and Action Plan.

4. Equity and Diversity

Equity is upheld, and the diverse needs of students are respected in policy and in practice.[11]

Cairns Hinterland Steiner School is committed to creating an inclusive, equitable environment where all students feel safe, respected, and supported. We actively work to remove barriers to participation and ensure our practices reflect cultural safety for all students.

This commitment is actioned through the following:

- CHSS Inclusion Statement
- CHSS Disability Discrimination Policy
- CHSS Anti-Discrimination Policy

[10] *Child Safe Organisations Act 2024 QLD, s9(c)*
[11] *Child Safe Organisations Act 2024 QLD, s9(d)*

- CHSS Code of Conduct
- CHSS School Wide Behaviour Support Policy
- CHSS Anti-Bullying Policy
- CHSS Workplace Anit-Bullying Policy

5. People

CHSS is committed to recruiting, selecting, training and managing staff in such a way that limits risks to students. In particular, CHSS will:

- Ensure that its recruitment and selection procedures act to reduce the risk of harm to children from staff via:
    - Accurate position descriptions, including whether the successful applicant must be a teacher registered with the Queensland College of Teachers (who has been subject to relevant police and other safety checks), whether a Blue Card is necessary for the successful applicant, the responsibilities and supervision associated with the position, the nature and environment of the service provided to students, and the experience and qualifications required by the successful applicant.
    - Advertising the position with a clear statement about the school's commitment to safe and supportive work practices and identifying that candidates will be subject to a teacher registration check or Blue Card screening, a police check, referee checks, identification verification and the requirement to disclose any information relevant to the candidates' eligibility to engage in activities including children.
    - A selection process that includes assessing the application via an interview process, and referee and other checks (as identified above) based on the accurate position description.
    - A probationary period of employment, which allows the school to further assess the suitability of the new staff and to act as a check on the selection process.
- Ensure that its training and management procedures act to reduce the risk of harm to students from staff via:
    - Management processes that are consistent, fair and supportive.
    - Performance management processes to help staff to improve their performance in a positive manner.
    - Supportive processes for staff when they are experiencing challenges, such as mentoring, mediation, conflict resolution, coaching, additional training, and external support and counselling services.
    - An induction program which thoroughly addresses the school's policies and procedures, particularly its expectations regarding student risk management, and to assist staff to understand their role in providing a safe and supportive environment for students.
    - Training new and existing staff on an ongoing basis to enhance skills and knowledge and to reduce exposure to risks, as follows:
        - the school's policies and procedures
        - identifying, assessing and minimising risks to students

        - handling a disclosure or suspicion of harm to a child.
    - Keeping a record of the training provided to staff.
    - Exit interviews to assist the school to identify broader issues of concern that may impact on the safety and wellbeing of students at the school.

6. Complaints

Processes to respond to complaints and concerns are child focused.[12]

CHSS is committed to maintaining a student-focused approach to receiving and responding to complaints. Our Complaints Resolution Policy and Procedure outlines how concerns can be raised, the roles and responsibilities of staff, and the processes used to respond to different types of matters. We ensure that all complaints are taken seriously, addressed promptly and thoroughly, and managed in line with our reporting, privacy and employment law obligations.

Any concerns, disclosures or allegations relating to harm or abuse of a student are managed under the school's Child Protection Policy, which sets out our mandatory obligations to act protectively and report to the appropriate authorities.

CHSS Complaints Resolution Policy and Procedures aligns with the National Office for Child Safety's Complaint Handling Guide: Upholding the rights of children and young people.

7. Skills and Knowledge

Staff and volunteers of the school are equipped with the knowledge, skills and awareness to keep students safe through ongoing education and training.[13]

The school will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will refresh training annually.[14]

Cairns Hinterland Steiner School will:

- Provide all staff with induction training in cultural competency and cultural responsiveness, with annual refresher training to maintain and deepen these capabilities.
- Ensure all staff receive induction training in trauma-informed practice, supported by annual refresher training to embed consistent, evidence-based approaches across the school.

8. Physical and Online Environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for students to be harmed.[15]

---

[12] *Child Safe Organisations Act 2024 QLD, s9(f)*
[13] *Child Safe Organisations Act 2024 QLD, s9(g)*
[14] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(c)*
[15] *Child Safe Organisations Act 2024 QLD, s9(h)*

CHSS proactively identifies and mitigates risks within both the physical and online environments, ensuring that safety measures do not compromise students' privacy or healthy development. Staff and students use online platforms in line with the school's code of conduct and related policies, supporting a safe, respectful and well-managed digital learning environment.

For further details about how CHSS manages risk see 1. Leadership and Governance above.

The following reference are checked annually to ensure evidence of online safety is in practice.

- The Australian Human Rights Commission National Principles for Child Safe Organisations checklist for online safety.
- Online Curriculum content is aligned with child safe processes

CHSS ensures web filtering is embedded using Unifi Internet Security Gateway. This solution supports network-level web and content filtering and is suitable for education environments. The filtering operates at the gateway level and is configured to block access to websites and web applications that are inappropriate, malicious, illegal, or not aligned with CHSS and Queensland Education policy.

9. Continuous Improvement

Implementation of the child safe standards is regularly reviewed and improved.[16]

CHSS is committed to fostering a culture of continuous improvement in child safety, wellbeing and cultural respect. We recognise that embedding the Child Safe Standards and Universal Principle is a continuing journey that requires ongoing commitment, regular review and continual strengthening of our practices.

CHSS will:

- Review policies, procedures and practices regularly to ensure they remain effective, responsive and appropriate for the CHSS community. This includes undertaking periodic audits, self-assessments and reflective practice to identify strengths and opportunities for improvement.
- Analyse available data including complaints and concerns to identify causes and systemic issues and use these insights to inform continuous improvement of policies, procedures and practices.

Consider including the following points, ensuring you can evidence this practice.

- Develop and implement review processes that has regard for the QFCC Guidelines.
- Measure and monitor outcomes by tracking meaningful indicators such as feedback from staff, students and families, incident reports, harm and abuse reports, training participation, and perceptions of cultural safety to understand current performance and areas requiring enhancement.
- Record, monitor and report to CHSS governing body, the Senior Leadership Team and others as appropriate at CHSS regarding any breaches of this policy or related policies.

[16] *Child Safe Organisations Act 2024 QLD, s9(i)*

- Engage the school community in continuous improvement by seeking and listening to feedback, encouraging open dialogue, and partnering with students, families, staff, volunteers and community stakeholders to inform updates to policies and practices.
- Provide ongoing learning, training and development for staff and volunteers, including induction and refreshers, to ensure everyone understands their responsibilities for child safety and cultural safety and is equipped to respond effectively as new risks or needs arise.

10. Policies and Procedures

Policies and procedures document how the school is safe for children.[17]

Cairns Hinterland Steiner School has embedded its Statement of Commitment to Student Safety and Wellbeing in all relevant policies and procedures. Cairns Hinterland Steiner School has made all relevant policies and procedures publicly available on the CHSS website school intranet, and copies are available on request from the school office. Staff and volunteers are trained in implementing relevant policies and procedures regularly.

Cairns Hinterland Steiner School ensures that its policies and procedures are accessible, developmentally appropriate and easily understood by all students. Cairns Hinterland Steiner School provides student-friendly versions of key policies using clear language, visual supports and formats that reflect the diverse communication needs of our students. These include simplified guides, posters, visual flow charts, infographics and digital tools such as apps or interactive resources.

Cairns Hinterland Steiner School regularly reviews these materials with student input to ensure they remain relevant, inclusive and effective in supporting students to understand their rights, know how to seek help, and participate confidently in matters affecting their safety and wellbeing.

Cairns Hinterland Steiner School committed to ensuring its policies and procedures uphold cultural safety for Aboriginal and Torres Strait Islander children, young people, families and communities. Where possible, the school will actively engage local Aboriginal and Torres Strait Islander Elders, community representatives and cultural advisors in the review, development and implementation of relevant policies and procedures.

Cairns Hinterland Steiner School will embed trauma-aware and trauma-informed practice across all relevant policies, procedures and guidance documents. This includes recognising the impact of trauma on children and young people, understanding how trauma may influence behaviour and communication, and ensuring that staff are equipped to respond with sensitivity and consistency.

*publicly available on the school website.

[17] *Child Safe Organisations Act 2024 QLD, s9(j)*