

# DSM Policy

## Child Safety and Wellbeing

Deutsche Schule Melbourne Inc, ABN 52 936 931 854



### Statement

Deutsche Schule Melbourne – A German English Bilingual School (DSM) aims to help students realise their own potential and become creative and confident participants in the global community. The school caters for and welcomes children and families from diverse cultural and linguistic backgrounds.

The school's mission includes the element of nurture: nurturing the whole child in a multicultural community, nurturing mutual respect, and nurturing inclusive classrooms in which everyone feels pride and belonging. Nurturing includes instilling in young people an appreciation for the strength and vibrancy of diverse cultures and peoples, including Aboriginal<sup>1</sup> culture, students from culturally and linguistically diverse backgrounds, students that live away from home, international students, students with disability, and children and young people who are LGBTIQ+. It involves paying attention to the needs of such students as well as encouraging and supporting them to express their culture and their cultural rights in an inclusive and safe school environment in which everyone feels pride and belonging. At DSM we believe that our school community grows stronger by embracing every child's unique abilities and celebrating diversity.

### Principles

DSM is committed to the safety, wellbeing and support of all children and young people in the school and has an important role to play in supporting children and their families and in protecting its students.

DSM acknowledges the importance of cultural safety for children, families and the school community in the school environment, including Aboriginal children and families.

DSM and its governing authority are committed to embedding an organisational culture of child safety in the school and have a vigilant, zero tolerance policy regarding child abuse, racism and discrimination.

DSM seeks to provide and promote an inclusive and child-safe school environment during and outside of school hours that welcomes and embraces diversity and is sensitive to the unique identities and experiences of our students, families and the wider the school community.

Child safety is a continuum that includes primary prevention, various stages of intervention and activities aimed at restoring well-being following a child abuse incident.

All members of the school community must agree to abide by the school's Codes of Conducts, which specify the standards of conduct required when working with children.

All teachers, staff and volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the school and the OSHC service. We comprehend our duty of care responsibilities to protect children from all types of abuse, and adhere to our legislative obligations at all times. The school also recognises that families and communities play an important part in creating a child safe school environment.

A child safe culture is paramount for DSM when recruiting staff and volunteers. We specify selection criteria and recruit new staff in a way which clearly demonstrate our commitment to child safety and an awareness of our social

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<sup>1</sup> The term 'Aboriginal' in this policy is inclusive of Aboriginal and Torres Strait Islander peoples

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and legislative responsibilities. DSM understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

Likewise, it is important that new families enrolling at DSM share the same values and attitudes as the school and respect and value the diversity of our school community.

The school actively promotes child safety in daily school operations.

DSM recognises the importance of child and student empowerment in creating a child safe environment.

DSM will take account of the diversity of all children in implementation of the Child Safe Standards, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, students that live away from home, international students, children with disabilities, and children and young people who are LGBTIQA+.

### Rationale

The Child Safe Standards were introduced by the Victorian Government to manage the risk of child abuse and neglect in schools and other organisations. These standards affect the daily management of the school. The standards promote the cultural safety and needs of Aboriginal children and children from other cultural and linguistically diverse backgrounds as well as the safety and needs of children with a disability, students who are unable to live at home, international students, and LGBTIQ+ students. The school's policies and procedures, systems and processes must, taken together, create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Victorian schools are mandated under the Order to embed a culture of "no tolerance" for child abuse and comply with the Child Safe Standards. The Order describes a range of outcomes and actions that schools must undertake to demonstrate compliance with the Child Safe Standards. It sets out the minimum requirements for compliance with the Child Safe Standards for schools. Schools are encouraged to consider any additional actions consistent with each clause of the Order that will further contribute to the ongoing safety of children and students and the creation of child safe environments.

### Scope

This policy applies to all children, students, families, staff, management, volunteers, contractors and visitors to the school.

The school's goals and strategies for implementation of each Child Safe Standard and the corresponding clause of the Order are set out in the schedules to this policy. The goals are taken from the relevant clause of the Order that relates to that Child Safe Standard. Additional DSM goals are identified as such.

This policy should be read in conjunction with the Serious Incident and Mandatory Reporting Policy, the Reportable Conduct Policy and the Complaints and Grievances Policy.

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### Definitions

#### Child

This term is defined in the Order. It has the same meaning as in the Child Wellbeing and Safety Act 2005: a child or young person who is under the age of 18 years. At DSM it includes a child enrolled as a student at the school and/or the OSHC service and/or the German Language Certificate Program (GLCP) for recent alumni.

#### Child-connected work

This term is defined in the Order. In a school it is work that is authorised by the school governing authority and performed by an adult in a school environment while children are present or could be reasonably expected to be present.

**Child-related work** is defined in the Worker Screening Act 2020 (Vic). It will include work at or for the school and/or OSHC and that usually involves direct contact with a child.

#### Child abuse

Any act committed against a child involving a sexual offence or an offence under section 49M(1) of the Crimes Act 1958 (grooming); and the infliction, on a child, of physical violence, serious emotional or psychological harm, or serious neglect of a child.

Child abuse is any action towards a child that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident, or can be a number of different incidents that take place over time.

In Victoria, child abuse is classified into seven types:

1. Physical abuse
2. Sexual abuse
3. Grooming
4. Emotional or psychological harm
5. Neglect
6. Family violence
7. Children exhibiting inappropriate sexual behaviour

#### Child safety

This term is defined in the Order. It includes matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

#### Cultural safety for Aboriginal children

Defined as 'the child being provided with a safe, nurturing and positive environment where they are comfortable with being themselves, expressing their culture... their spiritual and belief systems, and they are supported by the carer... (who) respects their Aboriginality and therefore encourages their sense of self and identity.'<sup>2</sup>

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<sup>2</sup> [SNAICC, Cultural Safety, 2021](#)

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### Discrimination

Discrimination happens when a person, or a group of people, is treated less favourably than another person or group because of their background or certain personal characteristics. It is also discrimination when an unreasonable rule or policy applies to everyone but has the effect of disadvantaging some people because of a personal characteristic they share.<sup>3</sup> Discrimination can be against the law if it is based on a person's:

- age
- disability, or
- race, including colour, national or ethnic origin or immigrant status
- sex, pregnancy, marital or relationship status, family responsibilities or breastfeeding
- sexual orientation, gender identity or intersex status.

### Koorie Cross-Curricular Protocols

The Victorian Education Department's Koorie Cross-Curricular Protocols<sup>4</sup> and guidelines established by the Victorian Aboriginal Education Association Inc<sup>5</sup> on how to create supportive educational environments for Aboriginal students and ensure their cultural safety.

### LGBTIQA+

Language/terminology associated with lesbian, gay, bisexual, transgender, intersex, queer, asexual and other sexually or gender diverse people<sup>6</sup>.

### Order

Ministerial Order 1359 (*Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*).

### Organisational culture

The set of values, expectations and standards that influence the behaviour of members of the school. Organisational culture defines acceptable and unacceptable behaviour by people within the organisation.

### Racism

Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.<sup>7</sup>

### Reportable conduct

Reportable Conduct under the Child Wellbeing and Safety Act 2005 includes:<sup>8</sup>

1. Sexual offences including grooming (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 causes significant emotional or psychological harm.

<sup>3</sup> <https://humanrights.gov.au/quick-guide/12030>

<sup>4</sup> <https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx>

<sup>5</sup> <http://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/01/Protocols-for-Koorie-Education-in-Victorian-Primary-and-Secondary-Schools-2019.pdf>

<sup>6</sup> <https://aifs.gov.au/cfca/publications/lgbtiq-glossary>

<sup>7</sup> 'Racism' Definition from Oxford Languages

<sup>8</sup> CCYP Fact Sheet 2 <https://ccyp.vic.gov.au/assets/resources/RCSInfoSheetUpdates/FINALPDF-Information-Sheet-2-What-is-reportable-conduct-2.pdf>

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5. Significant neglect of a child.

CCYP provides further guidance on each of the above types of reportable conduct<sup>9</sup> and on historical allegations.

### School environment

This term is defined in the Order. It means any of the following physical, online or virtual places, used during or outside school hours: a school campus; online or virtual school environments made available or authorized by the school governing authority for use by a child or student (including email, intranet systems, software applications, collaboration tools and online services); and other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for camps; approved homestay accommodation; delivery of education and training such as registered training organisations, TAFES, non-school senior secondary providers or another school; or sporting events, excursions, competitions, or other events.

### School governing authority

Under the Order, DSM's governing authority is the School Board or the Principal, as authorised by the Board.

### School staff

This term is defined in the Order. In a non-Government school such as DSM, it means an individual working in a school environment who is directly engaged or employed by the school governing authority; a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school governing authority to perform child-related work; or a minister of religion, a religious leader or an employee or officer of a religious body associated with the school.

### Upstander

An upstander is someone who chooses to support the person being bullied and takes action.

### Volunteer

This term is defined in the Order. It means a person who performs work without remuneration or reward for the school in the school environment.

### WWCC

Working with Children Check

## Child Safe Standards

- Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
- Standard 2: Child safety and wellbeing is embedded in organisation leadership, governance and culture
- Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
- Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing

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<sup>9</sup> ibid

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- Standard 5: Equity is upheld and diverse needs respected in policy and practice
- Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing and values in practice
- Standard 7: Processes for complaints and concerns are child-focused
- Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
- Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
- Standard 10: Implementation of Child Safe Standards is regularly reviewed and improved
- Standard 11: Policies and procedures document how the organisation is safe for children and young people

### Roles

Accountability for managing the risk of child abuse lies with the DSM Board as the school's governing authority. The DSM Board encourages and supports the school leadership team to fulfil the school's vision and mission and to develop an organisational culture of child safety, to develop child safety strategies and to enforce expected standards of behaviour as set out in the school's Codes of Conducts.

The Principal is responsible for:

- the implementation of the school's child safe policy, procedures and strategies on an operational level and coordination of responsibilities;
- embedding an organisational culture of child safety; and
- all aspects of school management including assisting the teachers to deal with relevant specialist authorities, if requested.

For more detailed role allocation, please refer to the schedules to this policy, as well as the Serious Incident and Mandatory Reporting Policy, the Reportable Conduct Policy and the Complaints and Grievances Policy.

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### Schedule 1 - Culturally safe environments

*Schools must establish culturally safe environments in which the diverse and unique identities and experiences of Aboriginal children, young people and students are respected and valued (Standard 1 / Clause 5)*

#### Goals

- Actively encourage and support a child's or student's ability to express their culture and enjoy their cultural rights.
- Acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students.
- Adopt measures to ensure racism is identified, confronted and not tolerated, and any instances of racism within the school environment are addressed with appropriate consequences.
- Actively support and facilitate participation and inclusion by Aboriginal children and students and their families.
- All of the policies, procedures, systems and processes of the school, taken together, create a culturally safe and inclusive environment and meet the needs of Aboriginal children and students and their families

#### Strategies

- The school will follow the Koorie Cross-Curricular Protocols<sup>10</sup>, for teaching Aboriginal and Torres Strait Islander culture, and in particular:
  - all staff must be familiar with the contents of the Koorie Cross-Curricular Protocols, with information included as part of the onboarding process and revisited regularly; and
  - teachers will follow the Koorie Cross-Curricular Protocols when including Aboriginal cultural elements and artefacts in their lessons.
- The school will perform an Acknowledgement of Country before each significant gathering.
- As a school community, we will observe key events including Sorry Day, Reconciliation Week and NAIDOC Week. As part of this, their history and annual themes will be explored in Literacy, Integrated Studies, Ethics, HPE and/or Resiliency lessons, as best suits the current theme.
- The History, Civics, Literacy, Ethics and Resiliency curricula explicitly promote and recognise the experiences and contributions of Aboriginal people to personal, local and national histories and current affairs in acknowledgement that they are the oldest living culture in Australia.
- Materials used in all subject areas will consistently include written, visual, performed, digital and multimedia works by Aboriginal authors, artists and creators that present traditional and contemporary Aboriginal stories, voices and perspectives, presented in accordance with the Koorie Cross-Curricular Protocols.
- The school will include Aboriginal perspectives and, where permitted by the Koorie Cross-Curricular Protocols, knowledge, in the teaching of the Arts, Humanities and Sciences.
- The school will seek to facilitate, in accordance with the Koorie Cross-Curricular Protocols:
  - incursions from Aboriginal Elders, storytellers and other custodians of knowledge; and
  - excursions to cultural events, significant sites or including elements of Aboriginal culture.
- Students will participate in workshops and activities discussing bullying, racism and the importance of identifying, standing up to and reporting unacceptable behaviours.
- Display the Aboriginal and Torres Strait Islander flags to emphasise curricular activities.
- Engage with local Aboriginal communities to foster cultural awareness and appreciation.
- Consequences for not adhering to culturally safe and inclusive behaviour at DSM are set out in DSM's Positive Behaviour and Anti-Bullying Policies.

<sup>10</sup> <https://victoriancurriculum.vcaa.vic.edu.au/static/docs/Koorie%20Cross-Curricular%20Protocols.pdf>

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### Schedule 2 - Child safety and wellbeing is embedded in leadership, governance and culture

*Schools must ensure that child safety and wellbeing is embedded in school leadership, governance and culture (Standard 2 / Clause 6)*

#### Goals

- Ensure this policy is publicly available and details the commitment of the school to child safety; the actions the school proposes to take to ensure a child safe culture is championed and modelled at all levels of the school; the governance arrangements in place within the school for ensuring implementation of the policy at all levels; and the process by which the school governing authority will review its child safe practices.
- Ensure the school's Child Safety Code of Conduct is publicly available and has the objectives of promoting child safety and wellbeing in the school environment; provides guidelines for school staff, and volunteers on expected standards of behaviour in relation to child safety and wellbeing; takes into account the needs of all children and students and is consistent with any relevant professional or occupational codes of conduct; and is consistent with the child safety and wellbeing strategies, policies and procedures of the school.
- Ensure the Child Safety Code of Conduct is regularly addressed with students in class including at the commencement of each school year.
- Annually review the Child Safety and Wellbeing Risk Register which focuses on child safety and wellbeing risk mitigation in the school environment including the provision of services by contractors or outside organisations. If risks of child abuse occurring in the school environment are identified by the school governing authority, make a record of those risks and the actions that are taken or will be taken to reduce or remove the risks (risk controls and risk treatments).
- As part of the school's risk management strategy and practices, monitor and review the risks related to child safety and wellbeing annually and after each incident, including evaluating the effectiveness of the implementation of its risk controls.
- Create, manage and appropriately dispose of public records in accordance with the Public Records Act 1973 (Vic)<sup>11</sup>, standards issued by the Public Record Office Victoria (PROV) and policy and guidance issued by the Department of Education.
- Create and maintain records of organisational response to child sexual abuse incidents and allegations. As of July 2019, there is a 'freeze' on destroying records relating to child safety, health and wellbeing in schools until further notice.
- Ensure that school staff and volunteers understand their obligations on information sharing and recordkeeping.

#### Roles

##### *School Board*

- The Board adopts a vigilant zero tolerance policy in regards to child abuse, racism and discrimination.
- The Board promotes child safety vigilance, policy and practices in the school environment.
- The Board develops and approves this policy.
- The Board develops and approves the Child Safety Code of Conduct<sup>12</sup>

<sup>11</sup> <https://www.legislation.vic.gov.au/in-force/acts/public-records-act-1973/041>

<sup>12</sup> DSM Website: [Child Safe Code of Conduct](#)

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- The policy and risk subcommittee of the Board oversees the development, implementation and improvement of child safety risk management strategies and associated policies. The subcommittee monitors and reviews the risks relating to child safety and wellbeing at least annually, including the effectiveness and implementation of the school's risk controls.
- The Board monitors the outcome and implementation of proposed improvements arising from the child safety risk management strategy reviews coordinated by the Principal (see Schedule 10).
- The Board will be trained at least annually in regards to child safety. This training will address individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risks of child abuse; child safety and wellbeing risks in the school environment; and the child safety policies, procedures and practices of the school (see Schedule 8).
- Child safety is a standing item for discussion at board meetings and is addressed in the Principal's report to the Board at each board meeting (see below).

### *Principal*

- Child safety is addressed in the Principal's report to the Board at each board meeting. The report must:
  - note:
    - any identified risk of child abuse, and any other identified risk to child safety and wellbeing, occurring in the school environment since the last meeting;
    - the actions that have been taken to reduce or remove that risk to date (risk controls and risk treatments);
    - any proposed additional actions to reduce or remove that risk, taking into account the nature of the school environment, the activities conducted there (including the provision of services by contractors or outside organisations), and the characteristics and needs of all DSM students; and
  - summarise any child safety incidents, policy breaches, complaints, concerns and/or allegations occurring in the school environment since the last meeting and, where failings in policy, procedure or practice have been identified, any improvements that have been made and/or are proposed to be made to rectify such failings.
- The Principal is responsible for:
  - championing and modelling a child safe culture within the school environment, and for promoting and ensuring adherence to this policy by school staff and volunteers;
  - ensuring that this policy and the school's Child Safety Code of Conduct is available on the school's website;
  - ensuring that staff and volunteers (including interns) understand their obligations on information sharing and record keeping (see schedules 6 and 8);
  - proactively monitoring the effectiveness of the school's child safety risk management strategies and coordinating strategy reviews which take place annually, and after every incident (see Schedule 10);
  - updating the child safety and wellbeing risk register (see below) annually and after any incident;
  - ensuring that the following policies and any associated procedures are reviewed and updated as required: Child Safety and Wellbeing policy; Serious Incident and Mandatory Reporting policy; Reportable Conduct policy; and Complaints and Grievances policy (see schedule 10); and
  - communicating the school's child safe policy, procedures and strategies to the school community, which includes staff, contractors, interns, volunteers, students, parents and families (see Schedules 4, 6 and 8).

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### Strategies

#### *Child Safety and Wellbeing Risk Register*

- The school maintains a child safety and wellbeing risk register, which records:
  - any identified risks of child abuse, and any other identified risk to child safety and wellbeing, occurring in the school environment; and
  - the actions that have been taken or will be taken to reduce or remove the risks (risk controls and risk treatments), taking into account the nature of the school environment, the activities conducted there (including the provision of services by contractors or outside organisations), and the characteristics and needs of all DSM students.

#### *Record keeping*

- The Board requires that records relevant to child safety and wellbeing are created and maintained in line with the 'School Records Retention Guide'. As of July 2019, there is a 'freeze' on destroying records relating to child safety, health and wellbeing in schools and early childhood programs, until further notice.
- The Board will develop and approve a policy setting out the processes that the school has in place to retain school records to meet the minimum retention periods for school internal, non-public records.
- Strategies for ensuring that staff and volunteers understand their obligations on information sharing and recordkeeping are set out in Schedule 8.

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### Schedule 3 - Child and student empowerment

*Schools must ensure that children, young people and students are empowered about their rights, participate in decisions affecting them and are taken seriously (Standard 3 / Clause 7)*

#### Goals

- Inform students about their rights, including the right to safety and participation.
- Recognise the importance of friendships in school and encourage support from peers, to help children and students feel safe and less isolated.
- Ensure staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns.
- Develop a culture that facilitates participation and is responsive to the input of students
- Provide opportunities for students to participate, and be responsive to their contributions to strengthen confidence and engagement.
- Offer students access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.
- Develop curriculum planning documents or other documentation that details the strategies and actions the school will take to implement the above goals.

#### Strategies

Teachers encourage and support students in expressing their culture and enjoying their cultural rights, and provide opportunities to students in which they can safely express their culture.

- Child safety is discussed in class to raise student awareness. As part of this, children are:
  - made aware of how to detect inappropriate behaviour;
  - encouraged to report inappropriate behaviour and seek help;
  - provided with information about where and how they can seek help;
  - encouraged to talk to a trusted teacher or person at the school;
  - reassured that they will be supported in the event of a disclosure.

The school provides students with access to a School Counsellor, who may make a referral to a specialist.

- Students engage in various programs that foster social and emotional learning, such as:
  - The school's resiliency program
  - Buddy program
  - Transition programs (Foundation and Year 6);
  - Topical age-appropriate books are made available to students through the school library.
- Students are educated about their rights through various initiatives and workshops, such as:
  - Student Code of Conduct
  - Body safety
  - Anti-Bullying
  - Cyber safety
  - ICT Student User Agreements

Students exercise their rights and voice through:

- The Student Advocate
- Encouraging and supporting them to be upstanders

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- Student Representative Council (SRC) Meetings
- Student-friendly complaints procedure
- Collaboratively setting individual goals (personal, social, academic)
- Contributing to Individual Learning Plans as developmentally appropriate
- Being aware of external supports such as Kid's Helpline and the e-Safety Commissioner

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### Schedule 4 - Family engagement

*Schools must ensure that families and communities are informed, and involved in promoting child safety and wellbeing (Standard 4 / Clause 8)*

#### Goals

- Ensure families participate in decisions related to child safety and wellbeing which affect their child.
- Engage and openly communicate with families and the school community about the school's child safe approach and ensure relevant information is accessible.
- Ensure families and the school community have a say in the development and review of policies and practices of the school related to child safety and wellbeing.
- Ensure families, carers and the school community are informed about the operations and governance of the school related to child safety and wellbeing.

#### Strategies

- The school promotes open communication between all members of the school community as part of the school culture. DSM values the input of, and communicates regularly with, families and carers.
- Communications with families and carers about the school's child safe approach are regular, timely and relevant and take place via appropriate communication methods, which may include the school's newsletter, the school's website, email or other technologies, parent information sessions, presentations and/or via class parent representatives.
- Education for the school community via events such as Cyber Safety Evenings and Body Safety workshops.
- Open communication is encouraged from the time of enrolment to enable the school to assess how the student's individual needs can be best supported in the school environment, to promote inclusion, to encourage participation and to keep each student safe.
- The Principal is responsible for communicating the school's child safe policy, procedures and strategies to parents and the wider the school community (see schedule 2).
- Parents/Guardians of the school community will be invited via the school newsletter and/or other appropriate communication method(s) to comment on proposed changes to this policy and other policies and practices of the school related to child safety and wellbeing.
- DSM empowers families to participate in decision-making affecting their child(ren) by engaging in committees, working groups (TOGETHER project) and parent class representatives.
- Parental involvement on excursions.

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### Schedule 5 - Diversity and equality

*Schools must ensure that equity is upheld, and diverse needs respected in policy and practice (Standard 5 / Clause 9)*

#### Goals

- The school, including staff and volunteers, understands the diverse circumstances of children and students, and 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.
- The school pays particular attention to the needs of Aboriginal students and provides and promotes a culturally safe environment for them.

#### Strategies

- Unit planners completed by teachers each term address individual learning needs and how they are catered for in lessons
- Modified teaching programs to cater for all learning needs including lower and higher ability learners
- Individual Needs Teacher to support students with individual learning needs in class and/or in targeted small group support sessions outside of class
- Ensuring equitable access to resources and activities, such as stair-free access to classrooms, toilet facilities and play areas, alternative formats for class materials and parent information, adjusting delivery of content and information to support the use of assistive technologies
- Providing language support through the EAL/DAF programs
- Staff complete NCCD inclusion training annually and attend further professional development workshops when need for this has been identified
- Classroom teachers and Individual Needs coordinator meet regularly with individual students and their parents, guardians or carers
- Celebrate a range of key dates relating to various cultural backgrounds
- Encourage students to embrace and celebrate their own cultural heritage

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### Schedule 6 - Suitable staff and volunteers

*Schools must ensure that people working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice (Standard 6 / Clause 10)*

#### Goals

- Ensure recruitment advertisements for school staff who will be engaged in child-connected work have a clear statement that sets out the job's requirements, duties and responsibilities regarding child safety and wellbeing and the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing.
- All applicants for jobs that involve child-connected work for the school must be informed about the child safety practices of the school (including the Codes of Conduct). This includes Casual Relief Teachers.
- When engaging volunteers to undertake child-connected work, volunteers are made aware of the child safety and wellbeing policy and child safety code of conduct of the school.
- Ensure that when engaging school staff to perform child-connected work, the school governing authority does the following (unless it has undertaken these activities in relation to the individual within the previous 12 months):
  - sight, verify and record the person's WWCC, if the person is required to have a clearance in accordance with the Worker Screening Act 2020, or any equivalent background check; and
  - where the person will be engaged in child-related work, collect and record: proof of the person's identity; information about any essential or relevant professional or other qualifications; the person's history of work involving children; and references that address the person's suitability for the job and for working with children.
- Ensure that when engaging a volunteer to perform child-connected work, the school governing authority does the following (unless it has undertaken these activities in relation to the individual within the previous 12 months):
  - sight, verify and record the person's WWCC if the person is required to have a clearance in accordance with the Worker Screening Act 2020, or any equivalent background check; and
  - consider the child safety risks relevant to the volunteer's role and, if reasonable and appropriate, collect and record: proof of personal identity; information about any essential or relevant professional or other qualifications; the person's history of work involving children.
- Ensure that school staff (including CRTs and interns), members of the governing body, and volunteers engaged in child-connected work, receive an induction regarding child safety and wellbeing that is appropriate to the nature of the role, and which includes information on the child safety code of conduct; and where relevant to the role, the child safety and wellbeing policy and the procedures for managing complaints and concerns related to child abuse.
- Ensure that school staff (including CRTs and interns), members of the governing body, and volunteers engaged in child-connected work, are aware of their responsibilities to children and students, information sharing and reporting obligations, and record keeping obligations.
- Ensure that ongoing supervision and people management of staff and volunteers focuses on child safety and wellbeing.

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### Strategies

#### *Board member induction/onboarding*

- The HR manager is responsible for ensuring that as part of the onboarding process, board members:
  - are screened against the Banned and Disqualified Persons register, sign a declaration of good character (Fit and Proper Person Declaration) and provide the school with a valid WWCC;
  - are provided with information as part of their induction regarding child safety and wellbeing that is appropriate to the nature of the board member role, and which includes information on the child safety code of conduct; the child safety and wellbeing policy; and the procedures for managing complaints and concerns related to child abuse; and
  - are provided with information in regards to information sharing and reporting obligations, and record keeping obligations.

#### *Recruitment of school staff*

- The Victorian Institute of Teaching screens teachers as part of the teacher registration process.
- The HR manager is responsible for ensuring that:
  - recruitment advertisements for school staff have a clear statement that sets out the job's requirements, duties and responsibilities regarding child safety and wellbeing; and the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing;
  - all applicants for jobs at the school are:
    - provided with access to information about the child safety practices of the school (including the code of conduct); and
    - made aware that DSM is committed to child safety, has child safe standards in place and adopts a zero tolerance policy in regards to child abuse, racism and discrimination;
  - job applicants are screened as part of the HR processes for their suitability in terms of required attributes, qualification requirements, experience, work history and via reference checks;
  - job applicants are asked questions about child safety in job interviews
  - referees are asked about the person's experience in working directly with children and young people;
  - when employing school staff, the HR Manager:
    - sights, verifies and records the person's WWCC, if the person is required to have a clearance in accordance with the Worker Screening Act 2020, or any equivalent background check; and
    - collects and records: proof of the person's identity; information about any essential or relevant professional or other qualifications; the person's history of work involving children; and references that address the person's suitability for the job and for working with children; and
  - position descriptions:
    - include child safety roles and responsibilities; and
    - outline expectations of staff behavior, including the need to act on incidents of racism and to support children in expressing their culture and enjoying their cultural rights.

#### *Induction/onboarding of school staff*

- The Principal is responsible for ensuring that as part of the onboarding process, school staff:
  - receive an induction regarding child safety and wellbeing that is appropriate to the nature of their role, and which includes information on the child safety code of conduct; the child safety and wellbeing policy and the procedures for managing complaints and concerns related to child abuse;

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- are made aware of their responsibilities to children and students, including their duty of care;
- are trained in information sharing and reporting obligations, and record keeping obligations; and
- are inducted in key school policies and related procedures, including the Anaphylaxis Policy, the Child Safety and Wellbeing Policy, the Child Safe and other Code of Conducts, the Reportable Conduct Policy, the Serious Incident and Mandatory Reporting Policy and the Complaints & Grievances Policy.

### *Ongoing management of school staff*

- The school ensures that the ongoing supervision and people management of staff includes child safety and wellbeing.
  - Child safety and wellbeing are a standing item in staff reviews.
  - Staff are encouraged to talk to the leadership team if uncertain or in doubt regarding any child safety or wellbeing issue.
  - Mentoring of staff includes child safety and wellbeing, including compliance with the Child Safety and Wellbeing policy and the Codes of Conduct.
  - Clear performance standards are set regarding the promotion of child safety and wellbeing.
  - Regular staff briefings and individual staff meetings provide forums to raise child safety and wellbeing concerns by staff and for school leaders to provide feedback to staff.

### *Recruitment of interns*

- The HR manager is responsible for ensuring that:
  - Position descriptions for interns have a clear statement that sets out the position's requirements, duties and responsibilities regarding child safety and wellbeing; and an intern's essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing;
  - all applicants for jobs at the school are:
    - provided with access to information about the child safety practices of the school (including the code of conduct); and
    - made aware that DSM is committed to child safety, has child safe standards in place and adopts a zero tolerance policy in regards to child abuse, racism and discrimination;
  - all applicants for intern positions are screened as part of the HR processes for their suitability in terms of required attributes, qualification requirements, experience, work history and via employment references;
  - for each intern, the school:
    - sights, verifies and records the person's WWCC (and German Police Check for interns coming from Germany), if the person is required to have a clearance in accordance with the Worker Screening Act 2020, or any equivalent background check; and
    - collects and records: proof of the person's identity; information about any essential or relevant professional or other qualifications; the person's history of work involving children; and references that address the person's suitability for the job and for working with children; and
  - position descriptions:
    - include child safety roles and responsibilities; and
    - refer to the Codes of Conduct, which outline expectations of intern behavior, including the need to act on incidents of racism and to support children in expressing their culture and enjoying their cultural rights.

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### *Induction/onboarding of interns*

- The Principal is responsible for ensuring that as part of the onboarding process, interns:
  - receive an induction regarding child safety and wellbeing that is appropriate to the nature of their role, and which includes information on the child safety code of conduct; the child safety and wellbeing policy and the procedures for managing complaints and concerns related to child abuse;
  - are made aware of their responsibilities to children and students, including their duty of care;
  - are trained in information sharing and reporting obligations, and record keeping obligations; and
  - are inducted in key school policies and related procedures, including the Anaphylaxis Policy, the Child Safety and Wellbeing Policy, the Child Safe and other Code of Conducts, the Reportable Conduct Policy, the Serious Incident and Mandatory Reporting Policy and the Complaints & Grievances Policy.

### *Ongoing management of interns*

- The school uses the following strategies to ensure that the ongoing supervision and people management of interns focuses on child safety and wellbeing:
  - Interns are encouraged to talk to the leadership team if uncertain or in doubt regarding any child safety or wellbeing issue.
  - Interns have regular meetings with school leadership, where Child Safety and the corresponding policies will be discussed on an ongoing basis.
  - Interns are under the supervision of teachers when working with children.

### *Recruitment of volunteers*

- The Principal is responsible for ensuring that before a volunteer (including a parent, guardian or other family member) can volunteer in the school environment, the school has:
  - where required by the table below, sighted, verified and recorded the person's WWCC. This must occur every 12 months as well as on expiry of a WWCC; and
  - where required by the table below, collected or recorded information about the volunteer such as proof of personal identity; information about any essential or relevant professional or other qualifications; the person's history of work involving children; and references that address the person's suitability for the job and for working with children.
- In the table below, **Known Volunteer** means:
  - a parent, guardian or other family member of a DSM student;
  - a DSM alumnus/a who is 18 years of age or older (*note: a DSM alumnus/a who is under 18 years is a child and does not require a WWCC in a volunteer role*);
  - a parent, guardian or other family member of a DSM alumnus/a;
  - a former staff member of DSM; or
  - a former board member of DSM.

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Type of activity and volunteer	WWCC required?	Is it necessary to collect or record information about the volunteer such as proof of personal identity; information about any essential or relevant professional or other qualifications; the person's history of work involving children; and references that address the person's suitability for the job and for working with children?	
<p>Child-related work, being direct contact with a child or children (physical, face to face, written, oral or electronic) as a usual part of the volunteer's duties (not occasional direct contact incidental to their work). Examples:</p> <ul style="list-style-type: none"> <li>• one-on-one reading</li> <li>• assisting students in the school library</li> <li>• assisting in the classroom</li> <li>• assisting on an excursion</li> <li>• assisting on a camp</li> <li>• assisting at athletics day</li> </ul>	<p>Yes, regardless of whether the volunteer is a Known Volunteer (see definition above).</p> <p><i>Note: DSM policy requires a WWCC check even if a parent would have an exemption under the Working Screening Act 2020 because the activity is one in which their child is participating or ordinarily participates.</i></p>	<p>To be determined by the Principal on a case by case basis taking into account the child safety risks relevant to the volunteer's role.</p> <p>The Principal may determine that it is reasonable and appropriate before the volunteer can commence the volunteer role to require that the school collect and record some or all of this information.</p> <p>In making this determination, the Principal may take into account whether the volunteer is a parent, guardian or other family member of a student of the school.</p>	
<p>Limited role with no direct student contact (or only occasional direct contact incidental to the work). Examples:</p> <ul style="list-style-type: none"> <li>• covering library books</li> <li>• assisting in Christmas market preparations</li> <li>• assisting at a public school event</li> <li>• assisting at a parent or family event</li> <li>• working bee</li> </ul>	<p>Volunteer is a Known Volunteer (see definition above).</p>	<p>No.</p>	<p>Not necessary, due to the lesser child safety risks.</p>
	<p>Volunteer is <u>not</u> a Known Volunteer (see definition above).</p>	<p>Yes.</p>	<p>To be determined by the Principal on a case by case basis taking into account the child safety risks relevant to the volunteer's role.</p> <p>The Principal may determine that it is reasonable and appropriate before the volunteer can commence the volunteer role to require that the school collect and record some or all of this information.</p>

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### Schedule 7 - Complaints process

*Schools must ensure that processes for complaints and concerns are child focussed (Standard 7 / Clause 11)*

#### Goals

- Ensure that the school's complaint-handling policy is publicly available, is accessible, child-focused, culturally safe and easily understood by the school community, and meets all of the other requirements of clause 11.2(a) of the Order.
- Ensure complaints are taken seriously and responded to promptly and thoroughly.
- Ensure the school has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and cooperate with law enforcement.
- Ensure recordkeeping, reporting, privacy and employment law obligations are met when responding to complaints and concerns.
- Have a clear procedure for responding to complaints or concerns relating to child abuse which meets all of the requirements of clause 11.3 and 11.4 of the Order.

#### Strategies

The school's Complaints and Grievances policy and associated procedures are accessible on the school's website and set out the roles of leadership, staff and volunteers. The policy is child-focused and sets out the process how adults and children can make a complaint and how the school responds to and investigates the complaint promptly and thoroughly. It covers complaints of alleged abuse and harm, racism, discrimination and breaches of the school's Codes of Conducts as well as other grievances. The school's Serious Incident and Mandatory Reporting policy and Reportable Conduct policy are both available on the school's website.

- Under the Serious Incidence and Mandatory Reporting Policy, teachers and educators are mandated to take responsibility in the prevention of child abuse and neglect and must notify cases of child abuse to the Department of Health and Human Services (DHHS). This policy further outlines the procedure for responding to incidents, disclosures and suspicions of child abuse.
- The school's Reportable Conduct Policy applies to allegations of child abuse being raised against employees, volunteers, contractors, office holders or others engaged by the school and sets out how the school must investigate and respond to suspected child abuse.
- The school's Complaints and Grievances policy and associated procedures, Serious Incident and Mandatory Reporting policy and Reportable Conduct policy are reviewed biannually or after each incident to ensure compliance with the above goals.
- Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities.
- Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk using the Child Information Sharing Scheme.

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### Schedule 8 - Child safety, knowledge skills and awareness

*Schools must ensure that staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training (Standard 8 / Clause 12)*

#### Goals

- Ensure that, at least annually, school staff engaged in child-connected work receive training and information on child safety that includes:
  - the school's child safety and wellbeing policy, child safety code of conduct and procedure for responding to complaints or concerns relating to child abuse; and
  - guidance on the following: recognising indicators of child harm including harm caused by other children and students; responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm; how to build culturally safe environments for children and students; their information sharing and recordkeeping obligations; and how to identify and mitigate child safety and wellbeing risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.
- Ensure that, at least annually, volunteers engaged in child-connected work receive appropriate training and information that will equip them with the knowledge, skills and awareness required to keep children and students safe and that is appropriate to the nature and responsibilities of their role.
- Ensure that school staff, and volunteers are supported to implement the child safety and wellbeing policy of the school to the extent that it is applicable to their role and responsibilities.
- Ensure that, at least annually, appropriate training and guidance is provided to the members of the governing body about: individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse; child safety and wellbeing risks in the school environment; and the child safety policies, procedures and practices of the school.

#### Strategies

##### *School staff*

- The Principal is responsible for ensuring school's child safe policy, procedures and strategies are communicated to school staff (see Schedule 2). This communication takes place during onboarding processes (see Schedule 6), in staff meetings, during professional development sessions and via the school's management systems (see below and Schedule 6).
- The Principal ensures that child safety is a standing item at staff meetings.
- The Principal ensures that the following are reviewed at the compulsory first staff meeting of the school year, attended by all staff:
  - the school's Child Safety and Wellbeing policy, Child Safety Code of Conduct, Complaints and Grievances Policy and the procedure for responding to complaints or concerns relating to child abuse;
  - the school's Reportable Conduct policy, the Serious Incident and Mandatory Reporting policy and the Anaphylaxis policy;
  - guidance on the following: recognising indicators of child harm including harm caused by other children and students; responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm; how to build culturally safe environments for children and students; their information sharing and recordkeeping obligations; and how to identify and mitigate child safety and wellbeing risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.
- The school provides policies, procedures and other documentation and training and materials to help and guide teachers to provide a child safe and supportive environment for all students.

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- The Professional Development Coordinator will assess and monitor teachers' knowledge and skills on an ongoing basis, with emphasis on child safety.
- The Risk Coordinator will ensure all staff complete regular updates of Mandatory Reporting/Child Protection training, NCCD, First Aid, Asthma and Anaphylaxis training.
- Child safety and wellbeing training is provided on an ongoing basis to all staff, with additional training for staff with specific roles and responsibilities or staff that have been identified to have skills gaps. When arranging training, the Professional Development Coordinator and the Principal will consider the need to train and support all staff to:
  - recognise indicators of child harm including harm caused by other children and students;
  - responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm;
  - build culturally safe environments for all students, including children from diverse cultural backgrounds and children from Aboriginal backgrounds;
  - understand the Koorie Cross-Curricular Protocols;
  - consider the needs of children with a disability, students living away from home, international students and students from the LGBTIQ+ communities;
  - understand their information sharing and recordkeeping obligations, including under the CIS<sup>13</sup> and the FVISS<sup>14</sup>
  - identify and mitigate child safety and wellbeing risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities;
  - understand, respect and value Aboriginal culture and to understand the importance of this to the wellbeing and safety of Aboriginal children;
  - understand factors that can increase a child's vulnerability to harm;
  - understand their obligations to disclose or report harm, inappropriate behaviour, conduct or safety concerns internally and externally as required by law and/or the school's Reportable Conduct policy, Serious Incident and Mandatory Reporting policy and procedures and Complaints and Grievances policy and procedures;
  - promote equity and safety in the school environment and reasonably support participation by all children;
  - engage with families; and
  - supporting a child safe culture within the classroom and organisation.

### *Volunteers (including interns)*

- The Principal is responsible for communicating the school's child safe policy, procedures and strategies to volunteers (including interns) (see Schedule 2). This communication takes place as set out below and in Schedule 6.
- The internship coordinator and all teachers encourage and support interns to discuss any concerns they have about child safety

### *Board*

- The Board will be trained at least annually in regards to child safety. See schedule 2 for details.

<sup>13</sup> <https://www.vic.gov.au/child-information-sharing-scheme>

<sup>14</sup> <https://www.vic.gov.au/family-violence-information-sharing-scheme>

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### Schedule 9 - Child Safety in physical and online environments

*Schools must ensure that physical and online environments promote safety and wellbeing while minimizing the opportunity for children, young people and students to be harmed (Standard 9) / Clause 13*

#### Goals

- Ensure that the child safety and wellbeing policies, procedures and practices of the school enable school staff and volunteers to identify and mitigate risks in school environments without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.
- Reinforce the school's ICT Policy and ICT Student User Agreements on online conduct and safety which are consistent with this Child Safety and Well-being Policy and Child Safe Code of Conduct of the school.
- Ensure the procurement policies of the school for facilities and services from third parties ensure the safety of children and students.

#### Strategies

##### *Physical Environment*

- The school regularly reviews its physical school environment for child safety.
- The School Access Policy regulates opening times of the school, available entry points to the property and visitor screening.
- The school monitors the main access areas with security cameras.
- Contractors are screened for their WWCC and required to comply with the School Code of Conduct and Child Safety and Wellbeing Policy, before being allowed to work onsite. If possible, contractors are engaged outside of school hours or when student numbers on site are at a minimum (before and after school hours, student-free days, weekends and school holidays).
- Special consideration to child safety is given when assessing risk in the planning of camps and excursions. Additional risk mitigation strategies, such as additional staffing, may form part of the management plan.
- Child safety risk and mitigation considerations are given to events taking place on the school grounds, where increased numbers of visitors are expected on the school grounds.
- The Board and leadership teams will consider child safety when adding lease space.
- New building projects and major renovations will consider child safety and child participation in the design.
- The Board and leadership team will consider the safety and wellbeing of students with disabilities when planning and implementing renovations.
- The Principal will ensure adequate supervision of students on the school grounds and when off-site.
- The School will continue to adopt and build on eSmart strategies.

##### *Online risk and cyber safety*

- The school promotes online risk awareness in staff, students and parents including through the use of eSmart strategies
- The IT Coordinator and Risk Coordinator are responsible for educating staff, students and parents regarding the safe use of IT and media equipment, the internet and social media.
- The school protects students from inappropriate online environments by allocating user roles for students and staff, filtering inappropriate web content, screening suitability of programs and apps for students and supervising students when working online.
- Teachers will empower students to seek help including from the eSafety Commissioner.
- Older students help to educate younger year levels.

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- Students are inducted and regularly reminded of the school's Information & Communications Technology (ICT) Policy, ICT Student User Agreement and Personal Devices Agreement (where applicable) that outline the school's expectations for the safe use of digital technologies (including mobile phones) at school, online and in the home environment.

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### Schedule 10 - Review of child safety practices

*Schools must ensure that implementation of the Order is regularly reviewed and improved (Standard 10 / Clause 14)*

#### Goals

- Review and evaluate the child safety and wellbeing policies, procedures and practices of the school after any significant child safety incident, or at least every two years, and improve where applicable.
- Ensure complaints, concerns and safety incidents are analysed to identify causes and systemic failures and inform continuous improvement.
- Report on the outcomes of relevant reviews to school staff, volunteers, the school community, and families and students.

#### Strategies

- Child safety is addressed in the Principal's report to the Board at each board meeting (see Schedule 2).
- Child safety incidents, policy breaches, complaints, concerns and allegations are examined to ascertain if school internal system failures are a cause. Where system failures are identified, improvements are made to rectify the failings in policy, procedure or practice.
- Records of complaints, concerns, allegations and actions taken are kept.
- The Principal proactively monitors the effectiveness of the child safety risk management strategies and coordinates strategy reviews which take place annually, or after every incident. These reviews are documented and used to identify opportunities for improvement. An action plan (including a timeframe for implementation) then developed. The outcome of these reviews and proposed improvements are reported to the Board. The Board will monitor the implementation of such improvements (see Schedule 2).
- The policy and risk subcommittee of the Board oversees the development, implementation and improvement of child safety risk management strategies. The subcommittee monitors and reviews the risks relating to child safety and wellbeing at least annually, including the effectiveness and implementation of the school's risk controls (see Schedule 2).
- The Principal ensures that the following policies and any associated procedures are reviewed and updated as required: Child Safety and Wellbeing policy; Serious Incident and Mandatory Reporting policy; Reportable Conduct policy; Complaints and Grievances policy; these reviews also take place biannually, or after an incident (see Schedule 2).
- Outcomes of the school's reviews of child safe practices are shared with staff, volunteers, students and the school community (see Schedule 4).
- Changes to the school's child safe procedures and policies will be communicated to the school community promptly (see Schedule 4).

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### Schedule 11 - Implementation of child safety practices

*Schools must have policies and procedures that document how schools are safe for children, young people and students (Standard 11 / Clause 15)*

#### Goals

- Implement practices for a child-safe environment in accordance with the Order.
- Ensure that all policies and procedures and any other statements and records required by the Order address all Child Safe Standards; are understood and implemented by all relevant school staff, the governing body and volunteers; are championed and modelled by leaders; are documented and easy to understand; and are informed by best practice models and stakeholder consultation.

#### Strategies

Refer to the strategies set out in schedules 1 to 10 of this policy.

Revised, September 2022

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### DSM Internal Use

#### Version and Approval

Status:	Approved
Version / Date:	V8, 19/10/2022
Approver:	Board
Owner:	Jörg Dopfer
Next Review:	Biannually or after each incident
Classification:	Child Safety & Student Wellbeing

#### Related Policies

Anti-Bullying  
Child Safe Code of Conduct  
Complaints and Grievances  
Critical Incident Plan  
Inclusion  
Information & Communication Technology  
On Site Supervision of Students  
Parent Code of Conduct  
Positive Behaviour  
Professional Learning & Development  
Reportable Conduct  
Restrictive Interventions  
Safety and Welfare of Students learning with an external provider  
School Access  
Serious Incident and Mandatory Reporting  
Staff Awareness  
Staff Code of Conduct  
Student Code of Conduct  
Student Welfare  
Supervision  
Welfare Communication  
Working with Children  
Privacy

#### Related Documents

Student User Agreement – Use of Personal Devices  
Student User Agreement FY – Y2  
Student User Agreement Y3 - Y6