

Student Safety and Wellbeing Policy

1. King's Christian College

1.1. Vision

The vision of King's Christian College (the College) is: "To be a multi-campus exemplar Christian School of 'Kingdom' significance and influence that changes the destiny of individuals, families and communities for future generations."

1.2. Foundation Values

The College is guided by four Foundational Values, each grounded in scripture and reflecting the way the King's community learn, live, love, and lead. These values form the basis of King's ethos, mission and Christian faith and outline the expected behaviour of all members of the College community.



2. Purpose

- 2.1. 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 College's operations. This policy provides written processes about how the College will implement and comply with the [Child Safe Standards and Universal Principle](#) as required under the Child Safe Organisation Act 2024 (Qld).

3. Scope

- 3.1. The College 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.

4. Definitions

4.1. King's Christian College:

Can be referred to as 'the College' or 'King's' in this policy.

4.2. Child safe entity:

As per s10 of the Child Safe Organisation Act 2024 QLD, a child safe entity is an entity—

4.2.1. that provides—

- a. services specifically for children; or
 - b. facilities specifically for use by children who are under the supervision of the entity;
- and

- 4.2.2. that is either—
 - a. mentioned in [Schedule 1](#); or
 - b. prescribed by regulation.
- 4.2.3. 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 5.1¹.

4.3. **Child safe standards:**

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

- 4.3.1. child safety and wellbeing is embedded in the entity’s organisational leadership, governance and culture;
- 4.3.2. children are informed about their rights, participate in decisions affecting them and are taken seriously;
- 4.3.3. families and communities are informed and involved in promoting child safety and wellbeing;
- 4.3.4. equity is upheld and diverse needs respected in policy and practice;
- 4.3.5. people working with children are suitable and supported to reflect child safety and wellbeing values in practice;
- 4.3.6. processes to respond to complaints and concerns are child-focused;
- 4.3.7. staff and volunteers of the entity are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training;
- 4.3.8. physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed;
- 4.3.9. implementation of the child safe standards is regularly reviewed and improved;
- 4.3.10. policies and procedures document how the entity is safe for children.²

4.4. **Strength-based Approach**

Refers to an approach that focuses on identifying, leveraging, and building upon an individual’s existing strengths rather than concentrating on weaknesses or deficits.

4.5. **Student:**

Is any child or young person of any age, enrolled or seeking enrolment at King’s.

4.6. **Staff:**

Includes full-time, part-time, permanent, fixed-term, casual employees, and those on work placements employed at the College.

4.7. **Trauma-informed Practice**

Is a holistic approach that integrates an understanding of trauma into professional interactions, aiming to empower individuals, prevent retraumatisation, and promote safety, trust, and collaboration.

¹ Child Safe Organisation Act 2024 QLD s10

² Child Safe Organisation Act 2024 QLD s9



- 4.8. **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
- 4.9. **QFFC:** Queensland Family and Child Commission

5. Objectives

- 5.1. King's commitment to child safety and wellbeing is grounded in a Biblical worldview that affirms the inherent value, dignity, and worth of every child as created in the image of God (Genesis 1:27). We believe that children are a precious gift and should be nurtured, protected, and treated with love, respect, and care. In accordance with Scripture, we uphold principles of justice, compassion, and integrity, ensuring that actions and decisions prioritise the safety, flourishing, and spiritual wellbeing of children. King's seeks to create an environment that reflects Christ's example of servant leadership and unconditional love, fostering trust and security for every student under our care.
- 5.2. King's 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 College's compliance.
- 5.3. In implementing and complying with the Child Safe Standards, King's will provide an environment that promotes and upholds the right to cultural safety of students who are Aboriginal persons or Torres Strait Islander persons (the Universal Principle). The College will have regard to Guidelines made by the QFCC in implementing and complying with the Child Safe Standards and Universal Principle⁴.
- 5.4. As per the Guidelines, this policy outlines the ways in which King's actions and prioritises the safety and wellbeing of students. Rules and expectations regarding student safe practices are outlined for staff, volunteers and community members with the aim of establishing a student safe environment⁵.
- 5.5. This policy will:
- 5.5.1. Set out the College's expectations, practices, and approaches in relation to each of the Child Safe Standards, including the Universal Principle.
 - 5.5.2. Be displayed for public access on the College's website and at the College's office.
 - 5.5.3. Cover acceptable and unacceptable student to student, and student to adult interactions.
 - 5.5.4. Describe the College's commitment to equity, inclusion and cultural safety and how the organisation recognises, responds and respects these factors.

³ Child Safe Organisation Act 2024 QLD s11(2)

⁴ Child Safe Organisation Act 2024 QLD s11

⁵ Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland, QFCC, p94



6. Principles

- 6.1. The implementation of, and compliance with, the Child Safe Standards and Universal Principle by King's are to be based on the following fundamental principles:
- 6.1.1. Child safe entity's, including King's are responsible for continuously improving the ways in which, in their operations—
- the safety of children is promoted; and
 - child abuse is prevented; and
 - allegations of child abuse are properly responded to;⁶
- 6.1.2. 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

7. Responsibilities

- 7.1. King's 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.
- 7.2. All governing body members, staff and volunteers at King's are responsible for acting in compliance with this policy and related policies and procedures.

8. Implementation of the Child Safe Standards

8.1. Leadership and Culture

- 8.1.1. Student safety and wellbeing is embedded in King's leadership, governance and culture.⁸

8.1.2. Statement of Commitment

“At King's Christian College, we believe every child is created in the image of God and deserves to be treated with dignity, respect, and care. Guided by our Christian worldview and biblical values, we prioritise the safety and well-being of all children and young people in our community. We have zero tolerance for child abuse, neglect, or any form of harm.

Our commitment is grounded in the belief that:

- Children are precious and valued by God, and we are called to protect and nurture them.
- Listening to children and empowering them to participate in decisions that affect them honours their God-given worth and helps them to flourish.
- Cultivating a community that values respect for diverse perspectives and embraces cultural and social differences ensures that children feel loved, respected, and secure.
- Parents and carers play an essential role in their student's development. Building strong, positive partnerships with them is vital.

⁶ Child Safe Organisation Act 2024 QLD s14

⁷ Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland, QFCC, p4

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



5. Actively preventing harm through clear policies, procedures, and practices reflects our responsibility as stewards of their safety.
6. Responding promptly and appropriately to any concerns or allegations demonstrates our integrity and care.

We also affirm that our policies and practices align with the [10 National Child Safe Standards and the Universal Principle](#), ensuring that children's rights, voices, and safety are central to everything we do.

This commitment applies to all staff, volunteers, contractors, and visitors. Together, we strive to build a culture of safety, inclusion, and trust that reflects the love of Christ.”
(Approved by School Board, February 2026).

8.1.3. Risk Management

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

8.1.4. Code of Conduct

- a. At King's the expectation is that our staff and volunteers to conduct themselves as follows:
 - i. 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.
- b. Specific responsibilities include:
 - i. Staff and volunteers should avoid situations where they are alone in an enclosed space with a student.
 - ii. 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.
 - iii. 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.
 - iv. Staff and volunteers must not have a romantic or sexual relationship with a student.
 - v. 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.
 - vi. 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.

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- vii. Staff and volunteers must actively challenge racist or discriminatory behaviour when it occurs and follow school procedures for reporting such incidents.
- viii. 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.

8.1.5. Information Sharing & Recordkeeping

- a. Staff and volunteers understand their obligations in information-sharing and maintaining accurate, secure records about student harm and abuse concerns, disclosures, and responses.

8.2. Student Voice

- 8.2.1. Students are informed about their rights, participate in decisions affecting them and are taken seriously.⁹
- 8.2.2. King's 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 and create safe, structured opportunities for them to express their views in an age appropriate and culturally appropriate ways.
- 8.2.3. King's 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.

8.3. Family and Community

- 8.3.1. Families and the community are informed and involved in promoting student safety and wellbeing.¹⁰
- 8.3.2. King's 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.
- 8.3.3. 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.
- 8.3.4. The College provides opportunities for parents and carers to contribute to the College community including Parents and Friends Association, School Committees and surveys.

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

¹⁰ Child Safe Organisations Act 2024 QLD, s9(c)



8.4. Equity and Diversity

- 8.4.1. Equity is upheld, and the diverse needs of students are respected in policy and in practice.¹¹
- 8.4.2. King's 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.
- 8.4.3. This commitment is actioned through the following:
- a. Students with Disability Policy.
 - b. Anti-Discrimination Policy.
 - c. Code of Conduct.
 - d. Behaviour Support Policy containing anti-bullying approaches.

8.5. People

- 8.5.1. People working with students are suitable and supported to reflect student safety and wellbeing values in practice.¹²
- 8.5.2. King's is committed to recruiting, selecting, training and managing staff in such a way that limits risks to students. In particular, King's will take all reasonable steps to:
- a. Ensure that its recruitment and selection procedures act to reduce the risk of harm to student from staff via:
 - i. 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.
 - ii. Advertising the position with a clear statement about the College'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 students.
 - iii. 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.
 - iv. A probationary period of employment, which allows the College to further assess the suitability of the new staff and to act as a check on the selection process.
 - b. Ensure that its training and management procedures act to reduce the risk of harm to students from staff via:
 - i. Management processes that are consistent, fair and supportive.
 - ii. Performance management processes to help staff to improve their performance in a positive manner.

¹¹ Child Safe Organisations Act 2024 QLD, s9(d)

¹² Child Safe Organisations Act 2024 QLD, s9(e)



- iii. Supportive processes for staff when they are experiencing challenges, such as mentoring, mediation, conflict resolution, coaching, additional training, and external support and counselling services.
- iv. An induction program which addresses the College'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.
- v. Training new and existing staff on an ongoing basis to enhance skills and knowledge and to reduce exposure to risks, as follows:
 - 1. the College's policies and procedures
 - 2. identifying, assessing and minimising risks to students
 - 3. handling a disclosure or suspicion of harm to a student.
- vi. Keeping a record of the training provided to staff.
- vii. Exit interviews to assist the College to identify broader issues of concern that may impact on the safety and wellbeing of students at the College.

8.6. Complaints

8.6.1. Processes to respond to complaints and concerns are child focused.¹³

8.6.2. King's is committed to maintaining a student-focused approach to receiving and responding to complaints. Our [Complaints Handling 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.

8.6.3. Any concerns, disclosures or allegations relating to harm or abuse of a student are managed under the College's Reporting Concerns of Harm or Abuse Policy (or equivalent), which sets out our mandatory obligations to act protectively and report to the appropriate authorities.

8.7. Skills and Knowledge

8.7.1. Staff and volunteers of the College are equipped with the knowledge, skills and awareness to keep students safe through ongoing education and training.¹⁴

8.7.2. The College 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.¹⁵

8.7.3. The College will provide staff with further training in student safety and wellbeing including cultural safety, trauma-informed practice and strength-based approach.

8.7.4. Student Wellbeing staff undergo more in-depth training that provides relevant information on the prevention of student harm and abuse, as well as best practice in Student safety and wellbeing.

¹³ Child Safe Organisations Act 2024 QLD, s9(f)

¹⁴ Child Safe Organisations Act 2024 QLD, s9(g)

¹⁵ Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(c)



8.8. Physical and Online Environments

- 8.8.1. Physical and online environments promote safety and wellbeing and minimise the opportunity for students to be harmed.¹⁶
- 8.8.2. The College 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 College's code of conduct and related policies, supporting a safe, respectful and well-managed digital learning environment.
- 8.8.3. The College takes all reasonable steps to follow the pathway set out by the [eSafety Commissioner](#) regarding cyber safety. The College provides a number of [cyber safety resources](#) on its intranet.

8.9. Continuous Improvement

- 8.9.1. Implementation of the child safe standards is regularly reviewed and improved.¹⁷
- 8.9.2. King's is committed to taking all reasonable steps to fostering a culture of continuous improvement in student 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.
- 8.9.3. King's will take all reasonable steps to:
 - a. Review policies, procedures and practices regularly to ensure they remain effective, responsive and appropriate for the King's community. This includes undertaking periodic audits, self-assessments and reflective practice to identify strengths and opportunities for improvement.
 - b. 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.
 - c. Conduct a baseline self-assessment against the Child Safe Standards using QFCC self-assessment tool and the ISQ Checklist for implementing and complying with the Child Safe Standards.
 - d. Provide reporting to the College Board regarding Student safety and wellbeing.
 - e. Engage the College community in continuous improvement by seeking and listening to feedback to inform updates to policies and practices.

8.10. Policies and Procedures

- 8.10.1. Policies and procedures document how the College is safe for children.¹⁸
- 8.10.2. King's will embed its Statement of Commitment to Student Safety and Wellbeing in all relevant policies and procedures. King's has made all relevant policies and procedures

¹⁶ Child Safe Organisations Act 2024 QLD, s9(h)

¹⁷ Child Safe Organisations Act 2024 QLD, s9(i)

¹⁸ Child Safe Organisations Act 2024 QLD, s9(j)

publicly available on its website, school intranet, parent portal and copies are available on request from the College office.

8.10.3. Staff and volunteers are trained in implementing relevant policies and procedures regularly.

8.10.4. The College will take all reasonable steps to ensure :

- a. Its policies and procedures are accessible, developmentally appropriate and easily understood by all students.
- b. Policies and procedures uphold cultural safety for Aboriginal and Torres Strait Islander students, families and communities.
- c. Trauma-aware and trauma-informed practice is embedded in student safety and wellbeing. This includes recognising the impact of trauma on students, understanding how trauma may influence behaviour and communication, and ensuring that staff are equipped to respond with sensitivity and consistency.

9. Relevant Legislation, Standards and Codes

- 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

10. Related Documents

- Device & Digital Use Policy
- Blue Card Register
- Complaints Handling Policy*
- Complaints Handling Procedures*
- Parent Code of Conduct*
- Performance Management
- Professional Development Policy
- Recruitment Policy
- Reporting Concerns of Harm and Abuse Policy* (formally Child Protection Policy)
- Restricted Person Declaration Form
- Risk Management Framework
- Staff Code of Conduct
- Statement of Commitment to Student Safety and Wellbeing*
- Student Code of Conduct*
- Behaviour Management Policy*

*publicly available on the College website.



APPENDIX A: CHILD SAFE STANDARDS AND THE UNIVERSAL PRINCIPLE

The Universal Principle is about creating environments that make Aboriginal and Torres Strait Islander people feel culturally safe, which broadly means welcome, safe, valued, included and respected. If an organisation isn't culturally safe, it's not child safe.

The 10 Child Safe Standards

- | | | |
|---|---|--|
|  | 1 Leadership and culture | Child safety and wellbeing is embedded in the entity's organisational leadership, governance and culture |
|  | 2 Voice of children | Children are informed about their rights, participate in decisions affecting them and are taken seriously |
|  | 3 Family and community | Families and communities are informed and involved in promoting child safety and wellbeing |
|  | 4 Equity and diversity | Equity is upheld and diverse needs respected in policy and practice |
|  | 5 People | People working with children are suitable and supported to reflect child safety and wellbeing values in practice |
|  | 6 Complaints management | Processes to respond to complaints and concerns are child focused |
|  | 7 Knowledge and skills | Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training |
|  | 8 Physical and online environments | Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed |
|  | 9 Continuous improvement | Implementation of the Child Safe Standards is regularly reviewed and improved |
|  | 10 Policy and procedures | Policies and procedures document how the entity is safe for children |

qfcc.qld.gov.au/childsafe

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