Child Safe Organisation Framework for Child Side School

Child Side School recognises that in order to provide a Child Safe Organisation, children are valued and our commitment to protecting children is embedded in our culture and responsibility for taking action is understood and accepted at all levels of our organisation. Child Side School deliberately and systematically works to

create an environment where children's safety and wellbeing is the centre of thought, values and actions

place emphasis on genuine engagement with, and valuing of children

create conditions that reduce the likelihood of harm to children and young people

create conditions that increase the likelihood of identifying any harm

respond to any concerns, disclosures, allegations or suspicions.

In reviewing and reflecting on how we are providing and building a Child Safe and Friendly Organisation we consider the following ten principles as recommended in the National Principles for Child Safe Organisations:

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

3. Families and communities are informed and involved in promoting child safety and wellbeing.

4. Equity is upheld and diverse needs respected in policy and practice.

5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

6. Processes to respond to complaints and concerns are child focused.

Reference – National Principles for Child Safe Organisations: Australian Human Rights Commission 2018

7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

9. Implementation of the national child safe principles is regularly reviewed and improved.

10. Policies and procedures document how the organisation is safe for children and young people.

The following measures are being implemented across the whole school to ensure that Child Side School is a Safe and Friendly Organisation for Children.

Principle 1. Child safety and wellbeing is embedded in organisational Leadership, governance and culture	Principle 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously	Principle 3. Families and communities are informed and involved in promoting child safety and wellbeing
• Child safe and friendly culture practices and beliefs articulated in Child Side documentation eg Staff and Parent Information Packages • Child Side culture and approach highlights that 'children and adults have equal dignities but different knowledges and that respect is earned' – the reason that all staff and children are referred to by their Christian names (the Leadership Team) make sure that they explain this carefully to all new staff, prospective families, new families,	• Child Side motto (BE SAFE, BE KIND, BE CREATIVE) and 'keeping safe' protective behaviours curriculum reinforce that all children at Child Side have the right to feel safe. • Honouring children's 'Voice and Choice' part of Child Side approach and embedded in culture • Interest groups are developed through honouring children's voice and choice' eg 'bey blades group • 'Shape of the day' provides structure to encourage and enable children to	• Open door policy • Parent participation welcomed and encouraged eg Morning Work, Living Books. Voice and choice days eg Hobbie Day • Child Side culture focusing on open communication welcomes feedback and suggestions from parents eg LTD's Leadership Team availability to parents • Parent information on 'keeping safe' protective behaviours curriculum in, parent information package,

Reference – National Principles for Child Safe Organisations: Australian Human Rights Commission 2018

- Governing Council members, visitors, and in public forums such as School Open Days.
- Embedded in Child Side culture is acceptance and tolerance of all of our differences (physical, cultural, religious etc) – this is explicitly discussed with children
- Child Side Entrance Sign, website, documentation, job descriptions, marketing and advertising flyers and face-book pages all contain clear message about Child Side following Child Protection and Protective Behaviour Processes
- School motto embedded across the school within culture, in policies, through daily practice – 'BE SAFE, BE KIND, BE CREATIVE'
  We are solutions based.
- Organisational structure identifies clear lines of authority, responsibility, accountability and communication (Organisation Chart)
- Code of conduct policy with individual 'Codes of Conduct' for: staff, children, parents and Governing Council Members. Volunteers also inducted with Staff Code of Conduct
- Risk management process in place and reviewed regularly
- School leadership sought PD in 'Creating Safer Independent Schools'
- This framework included in staff and parent information packages and website (beginning of 2019)

- participate eg Morning Meeting and round table
- Teaching and Learning tools enable children to participate and record their participation for further reference.
- Individual Personalised Learning Plans are used where required with children
- New children entering the school are buddied with long term Child Side Child
- Mentoring system in place with children eg YAC's mentoring kindies in first half of the year
- Expression of Interest and enrolment process have been expanded to request further information about children in order to better cater for their needs. (end of 2018)
- Children involved in creating child friendly posters of 'code of conduct policy' and 'providing feedback and seeking solutions policy' (end of 2018 beginning of 2019)

- separate written handout, delivered information sessions
- Regular updates and references in school newsletters, communication whiteboard, CSS whiteboard face-book page, via konnective app
- Protective Behaviours tips and guidelines for parents in children's reports at end of each semester.
- CSS traditions and rituals respect, incorporate and accommodate different families' beliefs, cultures, passions etc where possible eg incorporating a families' cultural dance into annual fire twirling program (2017) LDO – incorporating a Dad's singing group (2018)
- This safety framework is available on the school website and in parent information packages.
- Opportunities are available for families to be involved through the Governing Council and the Parents and Friends Association.

Reference – National Principles for Child Safe Organisations: Australian Human Rights Commission 2018

• Ensure this framework is considered and included in 2019 strategic planning process for new Strategic Plan		
Principle 4. Equity is upheld and diverse needs respected in policy and practice. • Whole school culture and focus on 'Equal dignities different knowledges' all children and all adults use Christian names, respect is **earned** by all – adults and children • Whole school focus on 'one child at a time within a community of learners' • Whole school focus on teaching and learning with children side by side and weaving the curriculum around children. The educators carry the curriculum in their back pocket. • Children's 'voice and choice' is a whole school focus and honoured by all educators • Each cluster has clear processes used with children to provide information and support in culturally safe and accessible ways eg morning meeting, safety circles and used of floor books. • Child Friendly policy supporting children to seek solutions and feedback and speak openly, honestly and respectfully to gain assistance	**Principle 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.** • Following safe recruitment practices when employing staff– identity checks, qualification checks, referee checks, WWC checks and process, TRB registration, police clearances etc • Child Safety registers maintained and updated throughout each year eg WWCC register, Medical Emergency training register, Early Childhood register • Procedure for engaging volunteers to be followed prior to commencement • Induction process for staff and volunteers highlighting child safe and friendly practices • Mentor process for new staff to model child safe and friendly practice and culture • General Code of Conduct, Staff Code of Conduct, Staff Welcome letter, staff job descriptions describe what is expected in terms of behaviour from adults. • Ongoing collegiate and performance management processes employed involving child safety elements	**Principle 6. Processes to respond to complaints and concerns are child focused.** • School motto embedded across the school within culture, in policies, through daily practice – 'BE SAFE, BE KIND, BE CREATIVE' Proactive, solutions-based focus • Child Feedback and Solution Seeking Policy • Child Side Classroom culture to solve problems and seek solutions and ask adults for help if unable to do it independently • 'Keeping Safe' Protective Behaviours taught across the school explicitly teaching children about having 5 trusted people to tell or talk to about concerns, complaints, fears inappropriate actions etc

Reference – National Principles for Child Safe Organisations: Australian Human Rights Commission 2018

with any problems and issues while following a whole school 'No Blame Approach across all levels within the school. • Whole school approach on maintaining and furthering the rights of the child from Governing Council all the way down. Part of our constitution and read out at the start of every Board meeting. • Reflective practice (particular focus on upholding children's rights and meeting children's diverse needs) and time for staff discussion at every staff dialogue each week and school development days each term.		

Principle 7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.	Principle 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.	Principle 9. Implementation of the national child safe principles is regularly reviewed and improved
'Keeping Safe' Protective Behaviours Curriculum taught across the school - Staff trained in 'Keeping Safe' Protective Behaviours Curriculum. - Protective Behaviours resource box available in office for educators to use and items available for families to borrow at P.O.N (Resources sourced from Protective Behaviours WA) - Staff complete training in Mandatory reporting of child abuse including what abuse is and managing disclosures, Grooming, First Aid - School leadership completed training in 'Creating Safer Independent Schools' - Staff Professional Development Register maintained - GC members complete professional development on Protective Behaviours, Grooming, Child Safe Schools - GC member Professional Development Register maintained - YAC's involved in 'Grooming' awareness sessions - Organise PD for GC members to all attend together to enable discussion between the whole group on Child	- Opportunities minimised by potential perpetrators through decisions made by Leadership and GC eg no on-site sleep overs, - Environment safety checks carried out by educators and WHS officer - Children, parents and visitors encouraged to SAM (spot the hazard, assess the risk and make the change) and report it to a staff member - Environment set up to support child safety (open visible spaces – clutter free, close supervision, children and screens easily visible) - Open Door Approach, curtains open, light bright spaces, Co-Principals, educators and education assistants frequently moving through and between buildings - Viewing windows installed in walls of rooms within classrooms - High adult to child ratios, close supervision of children - Sign in book for visitors and external people to the school - Staff encouraged to be vigilant in observing any unknown people on the school site	- Culture of open and regular communication built into the shape of the day (morning staff catch up) and week (staff dialogue) - Reflection and review carried out by staff at staff dialogue – small changes to daily practice can happen at point of need - Reflection and review carried out by whole staff with Dr Marie Martin on school development days when working on School Quality, Continuity and Improvement Plan and any changes, improvements are recorded in plan. - Dr Marie Martin – an external Education Consultant contracted by Child Side to ensure external input and expertise into school auditing processes - Reflection and review carried out by GC when receiving NQS audit from Co-Principal in Administration report to GC - Reflection and review carried out by GC when receiving CSSCSFF audit from Co-Principal in Administration report to GC

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Protection, Grooming, Child Safety Agenda with AISWA IE consultant by end of term one 2019. Completed for 2019 and needs to be organised for each year. • Ensure ongoing funding is available for professional development	• Children encouraged to direct unknown people on site to the office • Policies in place for excursions and incursions – risk management processes applied by educators • Children taught about cyber safety and online security • Guidelines in place in 'Staff Code of Conduct' in regard to communication with children via personal phones, emails and social media • NQS framework implemented across whole school from K-10 • Guidelines about taking of and storage of photos of children updated (end of term one 2019) • Upgrade in IT infrastructure across the school in 2019 including greater firewall protection • School server and backup system and hardware installed by Bizlinq in 2021 and firewall and school security tightened.	

Principle 10. Policies and procedures document how the organisation is safe for children and young people.		
- Range of policies ensuring child safety, protection, and participation - Processes and timeframes in place for reviewing of policies - Process in place for ratification of policy by the GC - Process in place for new and reviewed policies to be shared with staff at staff dialogue - Policy file in office can be accessed by GC members, staff and parents can ask to see policies - Policies in staff information file, Parent information package and on website and on S Drive for staff from 2021 - Organise access to policies for different groups on school website eg staff section, parent section, child section (end of term one 2019) - Process for informing families of newly ratified policies being changed on school website being introduced in term 4 2022.		

Created in 2018

Reviewed and updated November 2019 (to comply with new regulations for Non-Government schools)

Reference – National Principles for Child Safe Organisations: Australian Human Rights Commission 2018

Reviewed and updated September 2020

Reviewed and updated November 2021

Reviewed and updated October 2022