



Child Safe Standard 1

Culturally Safe Environments

The child safe standards require schools to have strategies to embed a school culture of child safety, including effective leadership arrangements. Protecting children from abuse is everybody's business, and a school's leadership is essential to instilling a child safety culture.

Leadership in a culturally and child safe environment

Working with children can be very rewarding and it brings additional responsibilities.

We must act to protect students from abuse and build an environment where they feel respected, valued and encouraged to reach their full potential, in an environment that is inclusive of diverse backgrounds. This requires a culture of child safety to be embedded throughout Glen Huntly Primary School, so that child safety is part of everyone's everyday thinking and practice. Such a culture is achieved through proactive leadership in demonstrating the appropriate values, attitudes and behaviours of an organisation.

A child safe and culturally safe environment is the product of a range of strategies and initiatives. Glen Huntly Primary School fosters a culture of openness, inclusiveness and awareness. Students and adults know what to do if they observe or are subject to abuse or inappropriate behaviour.

All staff and volunteers consider the safety of all students and recognise the importance of cultural safety for First Nations and Torres Strait Islander students, cultural safety for students from culturally and linguistically diverse backgrounds and the safety of students with a disability.¹

Governance in a child safe environment

Leadership takes preventative, proactive and participatory approaches to child safety and culturally inclusive issues. The safety and wellbeing of students at Glen Huntly Primary School is paramount and given consideration when developing activities, policies and management practices.

Leadership responsibilities

Leadership is responsible for embedding a culture of child safety and cultural awareness and openness at Glen Huntly Primary School. Leadership takes the lead in protecting students from abuse, is made aware of child abuse allegations and risks and takes responsibility for ensuring an appropriate response.

¹ For definitions of key terms, please see <https://www.vic.gov.au/child-safe-standards-schools-guidance> and <https://www.vic.gov.au/child-safety-standards-templates-resources> and <https://www.vic.gov.au/schools-culturally-safe-environments-guidance>

Glen Huntly Primary School ensures that all allegations of child abuse and child safety concerns are treated very seriously. This includes complying with all legal requirements, including reporting suspicions of child abuse to police and/or child protection.

If you believe a child is at immediate risk of abuse, phone 000.

Identify and analyse risk of abuse

Glen Huntly Primary School adopts an approach to prevent, detect and respond to child abuse risks. This includes a risk management strategy and policy that sets out how we identify, assess, and the steps taken to reduce or remove child abuse risks and to promote an environment and culture that is accepting of First Nations and Torres Strait Islander students, cultural safety for students from culturally and linguistically diverse backgrounds and the safety of students with a disability.

Develop a child safe policy

Glen Huntly Primary School has developed Child Safe policies that outline our commitment to promoting children's wellbeing and protecting children from abuse.

Develop Codes of Conduct

Glen Huntly Primary School implements a Code of Conduct that specifies the standards of conduct and care required when working and interacting with children. We also refer to professional codes of conduct [Child Safe Standard 3 Code of Conduct](#) where appropriate ie: DET and VIT documents.

Choose suitable employees and volunteers

Glen Huntly Primary School takes all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. This includes police record and identity checks, Working with Children Checks where required, face-to-face interviews and detailed reference checks from previous employers.

Support, train, supervise and enhance performance

Glen Huntly Primary School ensures that volunteers and employees who work with children have ongoing supervision, support and training, so that their performance is developed and enhanced to help protect children from abuse. The Principal and Assistant Principal are persons in our school who have extensive knowledge of child safety issues and could be a point of contact for others who have questions or concerns or want to report an allegation of abuse.

Promote inclusion

Glen Huntly Primary School is inclusive to all children and families. We have a culture that supports:

- cultural safety for First Nations and Torres Strait Islander students. For example, by working in partnership with First Nations peoples and indigenous community controlled organisations
- Our staff have recently completed the DET CUST professional development course: [Community Understanding Safety Training \(CUST\)](#)
- We have recently changed our school house names to approved and endorsed Boon Wurrung flora names
- cultural safety for children from culturally and/or linguistically diverse backgrounds. For example by using inclusive language and images in policy documents, and communications such as our school website and newsletters
- the safety of children with a disability, such as ensuring our organisation is accessible to everyone and ensuring appropriate training and supervision of staff and volunteers working with children with a disability
- single and same sex families

- students identifying as transgender

Empower and promote the participation of children in decision-making

Glen Huntly Primary School promotes the involvement and participation of children in developing and maintaining child safe and culturally safe environments. For example, we provide opportunities for students to express their views on our child safe policy and Code of Conduct, and then incorporate this feedback to improve our policies and practices. Ideas from students are sought through Respectful Relationship sessions, Community Circles, suggestion boxes, emails or feedback sessions.

We listen to students and take them seriously, particularly if they are disclosing abuse or concerns for their safety or the safety of other children.

Guidance:

- [PROTECT Child Safe Standard 3](#) provides example actions for schools on this standard
- Guidance is also available to help schools develop a [Child Safety and Wellbeing Policy](#)
- [Guidance for child safety champions](#)
- [PROTECT: Identify child abuse](#)

Templates:

- The DET [Child Safety and Wellbeing Policy](#) can be used to detail how the school addresses these requirements
- [Complaints Policy](#) (DET)
- [Student Wellbeing and Engagement Policy](#) (DET)

Related Policies:

- [Student Wellbeing and Engagement Policy](#)
- [Inclusion and Diversity Policy](#)
- [Bullying Prevention Policy](#)
- [Anti-Bullying Statement](#)
- [Complaints Policy](#)
- [Parent Complaints Policy](#)

Other Resources:

- [Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials](#)
- [Respectful Relationships whole school approach](#)

Review:

This policy was last ratified by the School Council in October, 2022 and will be reviewed every two years, or when required to do so by DET amendments and required policy updates.