



# St Michael's Collegiate School

## Safeguarding Children and Young People Policy

<b>Policy Number</b>	HR13	Version 6.0
<b>Coverage</b>	All Personnel, Volunteers, Board Committee Members and Contractors	
<b>Start Date</b>	1 January 2017	
<b>Author</b>	Deputy Principal	
<b>Approved by</b>	Board	
<b>Date of review</b>	November 2023	
<b>Expiry date</b>	November 2026	

### Guiding Values

In keeping children and young people safe the following values are a mechanism for guiding our actions and assisting in decision-making. They are a reference to which personnel can refer to ensure their responsibilities to children and young people are upheld;

- Safeguarding children and young people is a shared responsibility, it is reliant on all individuals within our organisation to keep children and young people safe in our care.
- Any form of abuse or neglect towards children and young people will not be tolerated and immediate action will be taken upon report of any suspected harmful or abusive behaviours.
- The best interest of the child will be the primary consideration in all actions and decisions concerning the safety or wellbeing of a child or young person.
- We are accountable to the children and young people we work with by fostering high ethical standards in a culture of openness and transparency.
- We empower children by informing them of their rights and responsibilities and support them to speak up about any matters of importance to them, including if something goes wrong. We work to include the participation of children and young people in decision making regarding any services or other matters affecting them. We seek feedback through the Student Wellbeing Advisory Group (SWAG) and Adlatum. The policy is provided to families and we welcome their feedback. .

### 1. Purpose

St Michael's Collegiate School (Collegiate) has zero-tolerance towards abuse and neglect of children and young people. We are committed to the rights of all children and young people to feel safe and be safe when participating in our organisation's activities, services and programs.

The purpose of this policy is to outline the responsibilities, procedures and practices required by all personnel within Collegiate in relation to keeping children and young people free from abuse and neglect.

This policy supports our international obligations under the *United Nations Convention on the Rights of the Child*, the Child Safe Standards recommended by the *Royal Commission into Institutional Responses to Child Sexual Abuse*, the *Tasmanian Child and Youth Safe Organisations Framework*, and is aligned with the *Australian Human Rights Commission National Principles for Child Safe Organisations*.

As such, our policies and procedures reflect child safe legislation and promote best practice and care for the children and young people within our organisation. Our Board approves and endorses Collegiate's Safeguarding Children and Young People Policy. The Board reviews the Safeguarding Children and Young People Policy on a regular basis and the safeguarding of children is always prioritised at each Board meeting.

We take seriously our responsibility to deliver a learning environment that is caring, nurturing and safe. We are committed to take action in advancing the safety and wellbeing of children and young people and ensuring compliance with all requirements set out in this policy. This commitment is adopted by the Collegiate Board, Senior Leadership team and all personnel and other persons (as defined) at St Michael's Collegiate School.

## 2. Scope

This Policy applies to all personnel, including employees, casual staff, Board and committee members, volunteers and contractors involved with Collegiate.

This policy applies in all our operational environments and without fail wherever children and young people are participating in our organisation's activities, programs, services and / or facilities.

## 3. Responsibilities

Safeguarding children and young people is a shared responsibility within our organisation. It is the responsibility of all at Collegiate, including the Board, Senior Leadership team and all personnel and other persons to:

- protect children and young people from all forms of abuse and neglect;
- be alert to incidents of child abuse and neglect occurring outside the scope of our operations, and services that may have an impact on the children and young people to whom we provide a service; and
- create and maintain a child safe culture that is understood, endorsed and put into action by all the individuals who work for, volunteer, support or access our programs and services.

We expect all within our organisation, regardless of their role or level of responsibility, to act to safeguard children and young people from such harm by:

- adopting appropriate safeguarding practice and behaviour set within our policy and procedural guidelines, when carrying out their roles, and
- reporting any abuse and neglect, as required by law, of which they become aware to our management and/or to external authorities responsible for child protection or to police, regardless of whether that abuse is being perpetrated by personnel within our organisation, or by those outside our organisation including those from the child's family, extended family, their family's extended network or strangers., as per the [Mandatory Reporting Policy](#).

We expect all within our organisation to promote equity and respect diversity by:

- actively anticipating children and young people's diverse circumstances and responding effectively to those with additional vulnerabilities;
- informing children and young people of their rights and giving all children and young people access to information, support and complaints processes;
- providing an environment that ensures the right to Cultural Safety of children and young people who identify as Aboriginal or Torres Strait Islander;
- respecting the rights of children and young people to participate in decision making, paying appropriate attention to the needs of the following groups;
- building the awareness of personnel and other persons, children and young people to have a sound knowledge of children's rights, including their rights to feel safe and be heard, and the accountabilities that accompany these rights.
  - Aboriginal and Torres Strait Islanders
  - Children and young people with a disability
  - Children and young people from culturally and linguistically diverse backgrounds
  - LGBTQIA+ (Lesbian, gay, bisexual, transgender, queer, intersex and asexual)
  - Children and young people who are unable to live at home

The responsibility of each role in relation to the development of and compliance with Collegiate's Safeguarding Children and Young People Policy is detailed in section 9 of this policy.

## **Safeguarding Governance**

Our organisation has a safeguarding children and young people governance structure with robust systems in place which support personnel and service users to report safeguarding concerns and facilitate effective risk-based and informed decisions that ensure accountability to children and young people.

Our governance structure defines the roles and responsibilities associated with providing oversight, management and implementation of our commitment to safeguarding children and young people.

The Principal reports every Mandatory Report to the Chair of the Board and the Board are kept apprised of any concerns or risks regarding the safeguarding of children.

## **4. Our Commitment**

Collegiate is committed to ensuring the safety and wellbeing of all children and young people who access our activities, programs, services and / or facilities. Our policies and procedures seek to address risks to child safety and to establish a safeguarding culture and integrated practices.

Our safeguarding policies and procedures are:

- publicly accessible, online and in forms that are easy to understand;
- informed by stakeholder consultation including our students;
- regularly shared with our teaching staff to ensure there is ongoing education of Mentors/students around student reporting and how to actually register a concern/complaint; and
- communicated to children, young people and their families, our personnel, our partners and contractors and the general public.

To inform and review our safeguarding policies, we seek feedback from key stakeholders including, personnel and other persons, students and families. Students across the School will be regularly consulted with to ensure their views are incorporated into our policy and procedures in safeguarding children. We gain endorsement and advise stakeholders of any changes. We are committed to safeguarding children and young people.

Through our Safeguarding Children and Young People Policy we document our clear commitment to safeguarding children and young people from abuse and neglect. We communicate our commitment to all of our stakeholders and ensure that our Safeguarding Children and Young People Policy is available in child-friendly versions that reflects the ages, developmental stage, diversity and abilities of the children and young people whom we deliver services.

We have a zero-tolerance approach towards child abuse and neglect and take seriously any raised concerns / incidents.

Our approach to risk management recognises the potential risks to children and young people associated with our organisation's service delivery and considers online and physical or psychological environments, and any vulnerable or diverse circumstances of children or young people utilising our services.

## **Our personnel know the behaviour we expect**

We ensure that each person involved in the delivery of our services understands their role and the behaviour we expect in relation to safeguarding children and young people from abuse and neglect. We utilise position descriptions which clearly state relevant responsibilities and safeguarding requirements.

Our organisation requires all personnel to acknowledge, in writing, their commitment and adherence to our Safeguarding Children and Young People Policy.

We have a Staff Code of Conduct, approved by our Board, that outlines our expectations for behaviour towards children and young people

We monitor and supervise all personnel, including contractors and partner organisations, for appropriate practice and behaviour in the delivery of our service to children and young people.

Any failure to observe our behavioural guidelines is taken seriously, and we are committed to taking appropriate disciplinary and legal action wherever necessary.

### **We minimise the likelihood of recruiting a person who is unsuitable**

We have appropriate measures in place and require applicants to undergo extensive screening processes prior to appointment to minimise the likelihood that we, or an external recruitment agency or contractor, will recruit a person who is unsuitable to work / volunteer with children or young people. We have recruitment procedures that ensure:

- our safeguarding commitment is communicated to potential applicants for all positions
- face-to-face interviews are held which include safeguarding-related questions
- two professional reference checks are undertaken which include safeguarding-related questions
- screening checks are undertaken, including identity, National, and where applicable, International criminal history checks, working with children checks and qualification checks.

We require our personnel to disclose criminal convictions or charges affecting their suitability to work with children and young people both prior and subsequent to their employment, and we review police records and Working With Children Registration periodically.

We ensure that there will be no discrimination as part of the recruitment process, with respect to inclusion and equal opportunity and where possible, hire appropriate personnel that represents the diverse range of children and young people and their families involved in our organisation.

### **Induction and training is part of our commitment**

We have an induction process ensuring all new personnel are informed and supported to understand and adopt our organisation's safeguarding children and young people policies, procedures and practices. Our personnel are provided with copies of our organisations Safeguarding Children and Young People Policy, Staff Code of Conduct and, where applicable, Recruitment Policy.

Our induction process provides guidance relating to an individual's safeguarding responsibilities and offers opportunities to seek clarity in relation to the commitments and behavioural expectations set out in our safeguarding policies.

We have a training plan that outlines how and when we support ongoing education for all our personnel in relation to how keeping children and young people safe will be fulfilled. Our organisation's plan includes training regarding children's rights, voices and participation, cultural safety and humility.

### **We encourage the involvement of children, young people and their families**

We have processes for seeking and incorporating input and feedback with children, young people and their families. We respect diversity and seek to facilitate effective communication and engagement.

We promote participation and empowerment of young people and provide opportunity for their voice and ideas to be heard, and space to express their needs and concerns. We actively encourage children and young people to take part in the decision-making process, particularly on matters affecting them. We create opportunities for involvement and seek input and feedback to inform our policies, procedures and practices.

We involve children, young people, and their families in developing a safe, inclusive and supportive environment. We provide information to children, young people and their families such as brochures, posters, handbooks, guidelines about:

- our commitment and approach to upholding and safeguarding the rights of children and young people
- the behaviour we expect of our personnel
- the behaviour we expect from the children, young people and their families who access our services
- our policy and mechanism for reporting abuse or concerns.

### **Our personnel understand their responsibility for reporting child abuse**

Our policy for reporting and responding to child abuse is approved by the School's Board and applies to all our personnel. The policy states that:

- personnel must immediately report abuse or neglect and any concerns with our policies, and/or the practices or the behaviour of personnel;
- personnel must meet any legislated mandatory reporting requirements;
- personnel must follow a specified process when reporting abuse or neglect including who will receive reports;
- failure to report is serious misconduct and a violation of Tasmanian law.
- reporting can be done through the Community Compliment, Suggestion and Complaint Form.

Our personnel are given a copy of and have access to the policy and understand the implications of the policy for their role. We document any allegation, disclosure or concern regarding child abuse and monitor responses to all allegations, disclosures or concerns.

### **We maintain and improve our policies and practices**

Our organisation seeks to continuously review and improve our policies, procedures and practices to safeguard children and young people from abuse and neglect. The responsibility for implementing and reviewing our safeguarding children and young people approach is led by the Senior Leadership team annually.

To identify any key improvements needed, our organisation incorporates findings from; internal audits / reviews that assess our ongoing compliance with our responsibilities to keep children and young people safe, input and feedback received by children and young people and their families, feedback gained from communication with our personnel and feedback gained from other information received.

## **5. Monitoring and review**

This document will be reviewed by our School Board at least every 3 years after consultation. Some circumstances may trigger an early review, this includes but is not limited to legislative changes, organisational changes, incident outcomes and other matters deemed appropriate by the Board and/or Principal.

When there are any updates or changes to this Policy, they will be communicated to all personnel and stakeholders.

External audit and verification based on a sample, conducted by the Australian Childhood Foundation shall occur at 3 yearly intervals.

### **Records and Documentation**

We retain records that document each review undertaken. Records may include minutes of meetings and documentation of changes to policies and procedures that result from a review.

## **6. Supporting Resources**

- Appendix 1 Definitions
- Safeguarding Children and Young People Policy for Children and Young People
- Safeguarding Children and Young People Information for Parents and Care Givers
- Safeguarding Children and Young People Commitment Statement

## 7. Related Policies and Documents

The following Collegiate policies must be considered in relation to this document:

- Staff Code of Conduct;
- Student Code of Conduct;
- Mandatory Reporting Policy;
- Provision of a Child Safe Environment Policy;
- Staff use of Social Media Policy;
- Workplace Behaviour Policy;
- Whistleblower Policy;
- Safeguarding Children Practices and Behaviours Guidelines;
- Employment Screening Policy and
- Professional Responsibilities of the Teacher.

## 8. Related Frameworks and Legislation

Our guidelines comply with relevant legislation.

In upholding this Policy, the following legislation must be considered by all Collegiate personnel:

- Tasmania's *Child and Youth Safe Organisations Framework*
- *The Anti-Discrimination Act 1998 or Tasmanian Anti-Discrimination Act 1998*
- Child and Youth Safe Standards recommended by the *Royal Commission into Institutional Responses to Child Sexual Abuse*
- *National Framework for Protecting Australia's Children 2009-2020*
- *Australian Human Rights Commission National Principles for Child Safe Organisations*
- *Child, Youth and Families Act 2005*
- *Children, Young Persons and Their Families Act 1997.*
- *Family Law Act 1975*
- *Equal Employment Opportunity Act 1987*
- *Workplace Relations Act 1996*
- *Workplace Health and Safety Act 1995*
- United Nations Convention on the Rights of the Child

## 9. Roles and Responsibilities

The responsibilities of each role in relation to the development and compliance of Collegiate's Safeguarding Children and Young People Policy is detailed below:

Role	Responsibility
Board	<ul style="list-style-type: none"><li>• To endorse this Policy.</li><li>• To adopt appropriate safeguarding practice and behaviour.</li><li>• To take action to protect children and young people from all forms of abuse and neglect.</li><li>• To report any abuse committed by personnel within our organisation or by others.</li><li>• To assist in creating and maintaining a child safe culture and a culture of inclusion and safety.</li><li>• To advocate and promote child rights, empowering and engaging children and young people in support of this Policy and its expectations;</li><li>• To promote the commitment to this Policy and its expectations both internally and publicly.</li><li>• To support policy review on a 3 year cycle as a minimum or at a time governed by legislation, regulations, or organisational learnings that promote a change to the Policy and all relevant policy or procedural guidelines.</li><li>• To ensure compliance to the Policy via an inbuilt mechanism for ongoing monitoring</li></ul>

Role	Responsibility
	<p>and review.</p> <ul style="list-style-type: none"> <li>• To ensure adequate resources are allocated to allow for the development, effective implementation, communication and continuous improvement of this policy.</li> <li>• To develop opportunities for regular discussion and review at all levels to support a culture of openness and continued improvement and accountability to keeping children and young people safe from abuse and neglect.</li> <li>• Ensure the National Principles are publicly promulgated, that there is ongoing professional learning around them and that the School is committed to embedding the National Principles in teaching and learning, pastoral care/behaviour management.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• To adopt appropriate safeguarding practice and behaviour.</li> <li>• To take action to protect children and young people from all forms of abuse and neglect.</li> <li>• To report any abuse committed by personnel within our organisation or by others.</li> <li>• To assist in creating and maintaining a child safe culture and a culture of inclusion and safety.</li> <li>• To advocate and promote child rights, empowering and engaging children and young people in support of this Policy.</li> <li>• To ensure all personnel understand their obligations in accordance with this Policy and any relevant policy and procedural documentation.</li> <li>• To ensure this Policy is implemented and adhered to amongst personnel.</li> <li>• To ensure the development and implementation of required internal policy/ procedures and guidelines are in place to support safeguarding children and young people practices in accordance with the expectations of this Policy.</li> <li>• To ensure adequate resources are allocated to allow effective implementation of this Policy.</li> <li>• To ensure to fully support personnel with any decision to initiate action to protect a child from abuse and neglect.</li> <li>• To ensure appropriate supports, such as counselling and formal debriefing, are provided for any Personnel involved in a matter relating to responding to a concern for the safety and wellbeing of a child or young person.</li> <li>• To proactively share resources and experience in the development of child safe initiatives as they are identified.</li> <li>• To develop opportunities for regular discussion and review at all levels to support a culture of continuous improvement and accountability of keeping children and young people safe from abuse and neglect.</li> <li>• To ensure that all personnel are aware of the appropriate recruitment, screening and employment practice in relation to safeguarding children and young people.</li> <li>• Ensure the National Principles are publicly promulgated, that there is ongoing professional learning around them and that the School is committed to embedding the National Principles in teaching and learning, pastoral care/behaviour management.</li> </ul>
HR	<ul style="list-style-type: none"> <li>• To adopt appropriate safeguarding practice and behaviour.</li> <li>• To take action to protect children and young people from all forms of abuse and neglect.</li> <li>• To report any abuse committed by personnel within our organisation or by others.</li> <li>• To assist in creating and maintaining a child safe culture and a culture of inclusion and safety.</li> <li>• To review and update this Policy and supporting resources in consultation with relevant stakeholders.</li> <li>• To support the coordination of the Safeguarding Children and Young People framework and its implementation.</li> <li>• To evaluate and analyse complaints, concerns and safety incidents relating to this Policy.</li> </ul>



Role	Responsibility
	<ul style="list-style-type: none"> <li>• To provide training and advice in the application of this Policy.</li> <li>• Ensure the National Principles are publicly promulgated, that there is ongoing professional learning around them and that the School is committed to embedding the National Principles in teaching and learning, pastoral care/behaviour management.</li> </ul>
<ul style="list-style-type: none"> <li>• Personnel/ Volunteers / Contractors</li> </ul>	<ul style="list-style-type: none"> <li>• To adopt appropriate safeguarding practice and behaviour.</li> <li>• To take action to protect children and young people from all forms of abuse and neglect.</li> <li>• To report any abuse committed by personnel within our organisation or by others.</li> <li>• To assist in creating and maintaining a child safe culture and a culture of inclusion and safety.</li> <li>• To advocate and promote child rights, empowering and engaging children and young people in support of this Policy.</li> <li>• To maintain a full understanding of the commitments and expectations of this Policy, as well as all other policy relevant to safeguarding children and young people.</li> <li>• To ensure compliance with this Policy, fully implementing and adhering to the commitments and expectations.</li> <li>• To undertake any induction and training anticipated in this Policy, in relation to policy and procedures relevant to safeguarding children and young people.</li> <li>• To support a culture of openness, continued improvement and accountability to children and young people by engaging in regular review and discussion of organisational policies and practices and providing feedback to support improvement.</li> <li>• To seek guidance from a supervisor or manager if there is ever any lack of understanding in relation to the commitments and expectations as set out in this Policy.</li> <li>• To adopt appropriate safeguarding practice and behaviour</li> <li>• To take action to protect children and young people from all forms of abuse and neglect.</li> <li>• To report any abuse committed by personnel within our organisation or by others.</li> <li>• To assist in creating and maintaining a child safe culture and a culture of inclusion and safety.</li> <li>• Ensure the National Principles are publicly promulgated, that there is ongoing professional learning around them and that the School is committed to embedding the National Principles in teaching and learning, pastoral care/behaviour management.</li> </ul>

This Policy is issued by order of the Board of St Michael's Collegiate School, represented by:



**Dr Adam Forsyth Principal**



## Appendix 1 – Definitions

Term	Definition
<b>Bullying</b>	<p>Bullying is repeated, unreasonable behaviour directed towards a child that creates a risk to health and safety. Bullying involves the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time. Bullying has been described by researchers as taking many forms which are often interrelated and include:</p> <ul style="list-style-type: none"> <li>• <i>Verbal</i> (name calling, put downs, threats);</li> <li>• <i>Physical</i> (hitting, punching, kicking, scratching, tripping, spitting);</li> <li>• <i>Social</i> (ignoring, excluding, ostracising, alienating); and/or</li> <li>• <i>Psychological</i> (spreading rumours, stalking, dirty looks, hiding or damaging possessions).</li> </ul>
<b>Child or young person</b>	A person under the age of eighteen years.
<b>Safeguarding Code of Conduct</b>	The Safeguarding Code of Conduct aims to identify and prevent behaviour that may be harmful to the students and children in the St Michael's Collegiate School Community. The Safeguarding Code of Conduct outlines what is, and what is not acceptable behaviour or practice when working with or engaging with our children and young people.
<b>Emotional or psychological abuse</b>	Emotional or psychological abuse may involve repeated rejection or threats to a child. Constant criticism, teasing, ignoring, threatening, yelling, scapegoating, ridicule and rejection or continual coldness are all examples of emotional abuse. These behaviours continue to an extent that results in significant damage to the child's physical, intellectual or emotional wellbeing and development.
<b>Family Violence</b>	<p>Family violence is defined as violence between members of a family or extended family or those fulfilling the role of family in a child or young person's life.</p> <p>Family violence occurs when children are forced to live with violence between adults in their home. It is harmful to children. It can include witnessing violence or the consequences of violence. Exposure to family violence places students and children at increased risk of physical injury and harm and has a significant impact on their wellbeing and development.</p> <p>Family violence may involve economic abuse, damage to property, threats, bullying, stalking and/or coercion.</p>
<b>Grooming</b>	<p>Grooming is a term used to describe what happens when a perpetrator of abuse builds rapport and/or a relationship with a child and/or an adult, with the intent to abuse a child or children at some stage, and to conceal and keep hidden that abuse. Adults in roles of protection in the life of the child (such as parents, teachers, leaders) are groomed for the purpose of enabling the sexual abuse of a child (for instance acquiring interactions with a child or children without supervision), the concealment of abuse, and to hinder or prevent action being taken against a perpetrator of abuse if information was to be disclosed.</p> <p>Though there is no set pattern in relation to the grooming of children, it is recognised that abuse may involve actions under two core headings:</p> <p>Through compliments, for instance the giving of attention (e.g. conversations on-line), affection (e.g. affirmation, high fives), opportunities/privileges (e.g. key to school buildings, travel), gifts (e.g. electronic devices, clothing), and support (e.g. coaching in sport or music).</p> <p>Through coercion, for instance harming a child, threats against the child or another (including animals and property, and/or coercion and manipulation (e.g. threatening to 'tell', intimidation, verbal abuse).</p> <p>Grooming is premeditated and intentional, being adjusted over a period of time to advance the</p>

	<p>intended aim of abuse. The grooming may be short, or over an extended period of time, and may likely change forms as time progresses. The aforementioned actions are likely to increase in regularity and alter in form. For example, the child may be given special attention and, what starts as an apparently normal display of affection, such as giving of complements and hugs, before changing into sexual touching and then into penetrative sexual acts. Alternatively it may involve a change from gift-giving to coercion after sexual assault, or a heightening of the threats given. The same approach can be made against adults, for example moving from what appeared to be friendship-building and collegiality to threats if the perpetrator is 'found out' by that adult. Grooming also can involve isolating an individual from others to minimise the likelihood of reporting information, using the aforementioned approaches.</p> <p>Grooming can take place in any setting where interactions take place and an acquaintance can be formed, such as leisure, music, sports and religious activities, or in internet chatrooms, in social media or by other technological channels. At times grooming may be difficult to identify because, especially in the early stages, it can resemble legal, healthy and normal interactions between persons. For example, complimenting and/or consoling a child are normal and needed components in the life of a child, and can be issued by a teacher without ill-motive (as a part of pastoral care) or with criminal intent (to enable abuse).</p> <p>Personnel are advised to undertake regular safeguarding training, be aware of behavioural standards and policies of Collegiate (viz. to identify conduct in breach of standards), and to be discerning in their duties and interactions with students, personnel and other persons in the life of the child.</p>
<b>Harm</b>	<p>Harm to a child is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:</p> <ul style="list-style-type: none"> <li>• physical, psychological or emotional abuse or neglect;</li> <li>• sexual abuse or exploitation;</li> <li>• a single act, omission or circumstance; and</li> </ul> <p>a series or combination of acts, omissions or circumstances.</p>
<b>Neglect</b>	<p>Neglect is the persistent failure or deliberate denial to provide the child with the basic necessities of life. Such neglect includes the failure to provide adequate food, clothing, shelter, adequate supervision, clean water, medical attention or supervision to the extent that the child's health and development is, or is likely to be, significantly harmed. Categories of neglect include physical neglect, medical neglect, abandonment or desertion, emotional neglect and educational neglect. Emotional or psychological neglect may occur when a child does not receive the love, affection or attention they need for healthy emotional, psychological and social development.</p> <p>The issue of neglect must be considered within the context of resources reasonably available</p>
<b>Online environment</b>	<p>Anywhere online that allows digital communication, such as: social networks, text messages and messaging apps, email and private messaging, online chats, comments on live streaming sites and voice chat in games.</p>
<b>LGBTQIA+</b>	<p>(Lesbian, gay, bisexual, transgender, queer, intersex, and asexual) as outlined in <i>Rainbow Tick National Accreditation</i> program for LGBTI inclusive practice throughout Australia.</p> <p><a href="https://www.qjp.com.au/standards/rainbow-tick-standards/">https://www.qjp.com.au/standards/rainbow-tick-standards/</a></p>
<b>National Principles for Child Safe Organisations (National Principles)</b>	<p>The National Principles are designed to build capacity and deliver child safety and wellbeing in organisations, families and communities and prevent future harm. The Principles have been endorsed by all Commonwealth, state and territory governments.</p> <p><a href="https://childdsafe.humanrights.gov.au/national-principles">https://childdsafe.humanrights.gov.au/national-principles</a></p>

<b>Term</b>	<b>Definition</b>
<b>Personnel and other persons</b>	All who work for the organisation whether in a paid or unpaid capacity, including; employees casual employees, volunteers, Board and committee members and contractors.
<b>Physical abuse</b>	Physical abuse occurs when a person subjects a child to non-accidental physically aggressive acts. The abuser may inflict an injury intentionally or inadvertently as a result of physical punishment or the aggressive treatment of a child. Physically abusive behaviour includes (but is not limited to) shoving, <b>hitting</b> , slapping, shaking, throwing, punching, biting, burning, excessive and physically harmful over training, and kicking. It also includes giving children harmful substances such as drugs, alcohol or poison. Certain types of punishment, whilst not causing injury can also be considered physical abuse if they place a child at risk of being hurt.
<b>Sexual abuse</b>	Sexual abuse occurs when an adult or a person of authority (e.g. older) involves a child in any sexual activity. Perpetrators of sexual abuse take advantage of their power, authority or position over the child or young person for their own benefit. It can include making sexual comments to a child, engaging children to participate in sexual conversations over the internet or on social media, kissing, touching a child's genitals or breasts, oral sex or intercourse with a child. Encouraging a child to view pornographic magazines, websites and videos is also sexual abuse. Engaging children to participate in sexual conversations and/or acts over the internet are also considered sexual abuse.
<b>Sexual exploitation</b>	Sexual exploitation occurs when children are forced into sexual activities that are then recorded in some way and/or used to produce pornography. Such pornography can be in the form of actual photos or videos or published on the internet. Exploitation can also involve children who are forced into prostitution.
<b>Risk management</b>	In the context of creating safe environments for children and young people, risk management consists of assessing and taking steps to minimise the risks of harm to children and young people because of the action of an employee, volunteer, contractor or another child or young person. Risk management includes planning the work of the organisation to reduce or minimise situations where children and young people may be abused.
<b>The Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission)</b>	An independent inquiry established in 2013 by the Australian Government to examine and report upon responses by institutions to instances and allegations of child sexual abuse in educational institutions, religious groups, sporting organisations, state institutions and youth organisations. The findings provide recommendations to the Government on how to improve laws, policies, structures and practices to prevent such harm from re-occurring. <a href="https://www.childabuseroyalcommission.gov.au/">https://www.childabuseroyalcommission.gov.au/</a>
<b>United Nations Convention on the Rights of the Child</b>	Is an international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. <a href="https://www.ohchr.org/en/professionalinterest/pages/crc.aspx">https://www.ohchr.org/en/professionalinterest/pages/crc.aspx</a>

**OFFICE USE ONLY**

<b>VERSION</b>	<b>UPDATE</b>	<b>EDITED BY</b>	<b>CHANGE DESCRIPTION</b>	<b>POLICY OWNER</b>
1	January 2017	New	New	Deputy Principal
2	March 2018	HR	Update to include reference to ACF Safeguarding Code of Conduct	
3	August 2018	FL	Incorporating ACF feedback	Deputy Principal
4	August 2020	BC, AH, FL	Update to terminology in the document, reference to Pool employees and inclusion of the latest ACF criteria.	Deputy Principal
5	November 2021	FL	Update to include students and children who identify as Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual or having another gender identity or sexual orientation (LGBTQIA+). Update to include Peer-to-Peer Abuse Procedure.	Deputy Principal
6	August 2023	Deputy Principal and HR Coordinator	Update to comply with Tasmania's Child and Youth Safe Organisations Framework. Updated to align with the Australian Childhood Foundation's most recent template policy.	Deputy Principal