



Student Safeguarding Policy

PURPOSE

Ballarat Grammar is committed to the safety, wellbeing, and empowerment of all children and young people. We maintain a zero tolerance for all forms of child abuse, and we are dedicated to embedding a child-safe culture where students are protected from harm, feel respected and included, and can confidently raise concerns.

This policy outlines the principles and practices that guide our approach to student/child safety and wellbeing and forms part of our commitment to comply with Ministerial Order No. 1359, the Victorian Child Safe Standards (2022), the VRQA Minimum Standards for School Registration and relevant State and Commonwealth laws. It supports our legal and moral obligations to protect students from abuse, respond appropriately to all concerns or incidents, and embed child safety in all aspects of school life.

Ballarat Grammar recognises that child safety is a shared and collective responsibility. All adults in our school community, including staff, volunteers, contractors, allied professionals, external providers, and parents, have a duty of care to protect students. This includes taking all reasonable steps to prevent harm, reporting concerns promptly, and supporting the development of a culture in which child wellbeing is a visible, consistent priority.

The School is committed to upholding equity and inclusion by providing a culturally safe, supportive, and accessible environment for all students. Particular attention is paid to the safety and inclusion of Aboriginal and Torres Strait Islander children, students with disability, culturally and linguistically diverse students, international students, gender-diverse and LGBTIQ+ students, and young people experiencing social or family vulnerability.

We value diversity and do not tolerate any racist or discriminatory practices. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, is not tolerated at Ballarat Grammar, and any instances identified will be addressed with appropriate consequences.

Ballarat Grammar's Student Safeguarding Policy supports the School to:

- Maintain an environment where all students feel and are safe.
- Prevent child abuse and identify and mitigate concerns early.
- Ensure clear reporting pathways and responsiveness to harm.
- Guide staff, volunteers, and community members in fulfilling their roles and obligations regarding child safety.
- Promote student voice, participation, and empowerment.
- Build knowledge and awareness across the School through regular education and training.
- Integrate child safety into physical, digital, and off-site environments.

Through the implementation of this policy and related procedures, Ballarat Grammar embeds a whole-school culture in which student safety and wellbeing are respected, prioritised, and actively promoted. All allegations and safety concerns will be treated very seriously and consistently with our policies and procedures.

Trigger warning: some documents within the Ballarat Grammar Student Safeguarding program contain explicit descriptions of abuse which may be distressing to read. It is recommended that you speak with the School leadership team regarding access to arranging appropriate support if required. School staff may also access the School's Employee Assistance Program.



SCOPE

All adults in the Ballarat Grammar School community have a shared responsibility for contributing to the safety, wellbeing and protection of students. Ballarat Grammar, its Principal, and staff owe a non-delegable duty of care to all students which applies onsite and offsite, during school hours and outside school hours, including co-curricular activities such as excursions, camps, student exchanges, and within the boarding house environment.

The School's Student Safeguarding Policy applies to all adults in the School community, whether or not their work involves direct contact with students, including:

- All adults interacting with students within the school community
- Staff, volunteers and contractors
- External education providers and allied health providers
- Ministers of religion
- Students, parents/carers and the school community
- Board of Directors/Committee members

This Policy applies in all physical, virtual, and online School environments used by students during or outside of school hours, including all locations provided for a student's use, (for example on-site and off-site School grounds, boarding houses, sporting events, camps, excursions, student exchanges and homestay experiences, co-curricular activities and environments provided by External Education Providers and other Contractors).

The Board of Directors holds overall responsibility for child safety and wellbeing at Ballarat Grammar. Child safety leadership is operationally overseen by the Principal, supported by the Head of Student Safety and Wellbeing, Student Safeguarding Manager and the Schools' Safeguarding Officers who champion and promote a child safe culture within at all levels of Ballarat Grammar. Leaders model expected behaviours and are responsible for embedding child safety into all areas of school life including policies, decisions, and staff conduct. Responsibilities are clearly defined and supported across all roles.

STATEMENT OF COMMITMENT TO STUDENT SAFETY

At Ballarat Grammar we have a zero tolerance for child abuse and are committed to acting in student's best interests and keeping them safe from harm. The School regards its student safety responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a student safe culture.

Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence. Ballarat Grammar is committed to the protection of all students from all forms of child abuse and demonstrates this commitment through the implementation of comprehensive Student Safety policies and procedures designed to keep students safe.

Ballarat Grammar's student safety action is made up of work systems, practices, policies and procedures designed to maintain a student-safe environment and to embed an organisational culture of student safety within the whole school community.

DEFINITIONS

A summary of key terms is provided in *Appendix A* of this document.



STUDENT SAFE VALUES

The School is committed to maintaining a culture that promotes the safety, wellbeing, participation and empowerment of all children and young people. We recognise our responsibility to provide environments where children and young people are respected, valued and protected from harm. To achieve this, we embed child safety and wellbeing across all aspects of our leadership, governance, policies, practices and daily operations.

The following guide our approach and provide the foundation for ensuring that the rights, voices and diverse needs of children and young people are upheld in everything we do.

- Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
- Families and communities are informed and involved in promoting child safety and wellbeing.
- Equity is upheld and diverse needs respected in policy and practice.
- People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- Processes to respond to complaints and concerns are child focused.
- Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- Implementation of the national child safe principles is regularly reviewed and improved.
- Policies and procedures document how the organisation is safe for children and young people.

STUDENT SAFETY AND RISK MANAGEMENT

Ballarat Grammar adopts a risk management approach by identifying key risk indicators and assessing student safety risks based on a range of factors including the nature of the school's activities, physical and online environments and the characteristics of the student body. This includes but is not limited to students with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students.

Our Student Safety policies and procedures relate to all aspects of protecting students from harm and maintaining work systems, practices, policies and procedures to protect students from harm and abuse. Regular reminders and updates will be provided to all members of our community using the School's various communication resources. This will allow for the monitoring and adherence to the policy or statements appropriate.

As a part of Ballarat Grammar's induction process, all staff and volunteers are required to complete mandatory training modules relating to Student Safety. Further training, and yearly refreshers will be assigned as appropriate.

Staff, volunteers, third party contractors and external education providers are supported by the School's Student Safeguarding Officers to ensure that they are compliant with the School's approach to student safety.

ROLES AND RESPONSIBILITIES

All staff, volunteers, contractors and school leaders share responsibility for maintaining a safe, inclusive and supportive environment that promotes the safety, wellbeing and rights of all students and are required to comply with all relevant Student Safety and Wellbeing Framework protocols, policies and procedures, to actively contribute to a strong child safety culture.



Staff are expected to model respectful behaviour, uphold inclusive practices that meet the diverse needs of students, support the participation and empowerment of students and families, and work collaboratively with School Safeguarding Officers to promote and strengthen child safety, cultural safety and wellbeing across the school community.

Specific responsibilities include:

	Responsible Person/s	Responsibility
A	Board of Directors	• Acknowledge its responsibility for ensuring that a Child Safe culture and environment are effectively implemented at Ballarat Grammar and demonstrate a commitment to this policy and its expectations both internally and publicly. • Champion and model a Child Safe culture and take action for the purposes of embedding a culture of 'no tolerance' for child abuse and of complying with the Child Safe Standards in accordance with Ministerial Order No. 1359. • Endorse the suite of Child Safety policies, procedures and Code of Conduct that are uniformly referred to as Child Safe Framework. • Ensure appropriate resources are made available to enable the successful implementation of the Student Safety and Wellbeing Framework. • Ensure Principal and the Executive Team are accountable for effective implementation of the Student Safety and Wellbeing Framework. • Ensure members are equipped with the knowledge required to make decisions in the best interests of Child Safety and to identify and mitigate Child Safety risks in the school environment, members undertake training at least annually. • Ensure that any breaches of the Child Safe Framework are investigated, and adequate corrective actions are implemented. • Ensure that Child Safety is a standing agenda item and at the forefront of all relevant matters raised in a Principal report at Board of Directors meetings. • Adhere to the Child Safe selection requirements when recruiting and appointing Board of Directors. • Understand and monitor the Child Safety risk register. Oversee the reporting and monitoring of the Student Safety and Wellbeing Framework.
B	Principal	• All required Student Safety and Wellbeing Framework protocols and procedures are adhered to. • An environment is created where Child Safety incidents, complaints and concerns are treated seriously, investigated professionally, in a timely manner, adequate corrective actions are implemented, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.



		• A strong and sustainable Child Safety culture that facilitates the active participation and empowerment of students, families and staff in promoting and improving child safety, cultural safety and wellbeing is modelled and implemented. • Inclusive practices with consideration of the diverse needs of all students are enabled. • Appropriate School Safeguarding Officers are appointed and trained. • High standards of respectful behaviour between students and adults, and between students are reinforced. • Child Safety is included as a standing agenda item on all discussions within the school community including at Senior Leadership meetings, staff meetings and Board of Directors meetings.
C	Deputy Principal	• Supports all the above and takes responsibility in the absence of the Principal.
D	Risk Management Committee	• Maintain, monitor and review the Child Safe Framework. • Ensure the School website is always up to date with the Child Safe Framework. • Coordinate Child Safety Framework and practice reviews in consultation with the school community. Document the engagement, consultation and response mechanisms to the diverse needs of children and young people and their families. • Meet regularly to identify and respond to any ongoing matters related to Child Safety. • Identify and report on any Child Safe legislation or regulatory changes. • Maintain and monitor the School's Child Safety Risk Register. • Coordinate the Child Safety induction and training programs including mandatory reporting for new staff, volunteers, contractors and Board members. • Monitor and report on any Child Safety risks, incidents, complaints and concerns, and analyse trends as needed. • Coordinate reviews following significant child safety incidents and facilitate the implementation of corrective actions. • Liaise with the Student Leadership to create an opportunity for students to provide input into the School Child Safety strategies. • Provide Child Safety updates and information to staff and volunteers, as needed.
E	Student Safeguarding, Risk and Governance Committee (SSRG)	• Oversee student safety and wellbeing across the School, ensuring compliance with Child Safe Standards, mandatory reporting and all relevant legislative requirements. • Review, develop and recommend policies to the Board to ensure the School's policy framework remains current, effective and compliant.



		• Monitor and manage student safety risks, including the identification, assessment and treatment of risks that may impact students. • Promote a culture of safety, wellbeing and continuous improvement throughout the School community. • Monitor the implementation and effectiveness of Board-approved policies, procedures and action plans relating to safety, risk and governance. • Review risk registers and recommend controls, treatments and mitigation strategies for student safety, operational and governance risks. • Receive and review reports on incidents, complaints, reportable conduct matters, near misses and emerging risks, recommending appropriate actions to the Board. • Identify emerging and systemic issues through analysis of incident, behaviour, wellbeing and compliance data, and recommend proactive improvements. • Oversee the School's enterprise risk management framework, ensuring effective controls are in place and aligned with the Board's risk appetite. • Ensure major operational activities, third-party services and high-risk activities (such as camps, excursions and outsourced services) have appropriate risk assessments and controls. • Oversee business continuity, crisis management and emergency preparedness arrangements, ensuring plans are regularly reviewed and tested. • Monitor compliance with legal, regulatory, accreditation, registration and funding requirements, and provide governance recommendations to the Board. • Oversee Occupational Health and Safety (OHS) governance, including monitoring OHS performance, reviewing OHS Committee reports and recommending safety improvements. • Strengthen governance effectiveness by reviewing Board performance, governance frameworks, delegations, decision-making processes and policy management systems. • Provide regular advice and recommendations to the Principal and Board on student safety, risk, governance, compliance and continuous improvement matters.
F	Director of People and Culture	• Responds to concerns about the actions of staff or volunteers. • Reports to Principal in relation to concerns and responses. • Safer recruitment and reporting responsibilities.
G	Senior Safeguarding Officer	• Maintains an overview of all aspects of Child Safety in the School. • Ensures the Principal is kept fully informed of cases under review/ investigation.



		• Manages serious cases in conjunction with appropriate staff from Sub-Schools/ area. • Manages the Child Safety Risk Register. • Assists the Principal and staff members in coordinating appropriate responses to Child Safety incidents. • Work with the School Executive Team, teachers, students, volunteers and the School community to create a Child Safe environment in the school. • Promotes a culture of listening, involving and empowering students and families to act on their Child Safety concerns. • Actively participates in the Risk Management Committee, Student Safety, Risk and Governance Committee. • Coordinates and leads quarterly review of cases and case management with the Student Safeguarding Team. • Manage and monitor compliance with the Child Safe Framework. • Coordinates with the Learning and Development Coordinator to support safeguarding training.
H	Deputy Senior Safeguarding Officer	• Supports all the above and takes responsibility in the absence of the Senior Safeguarding Officer.
I	Student Safeguarding Manager	• Coordinate, support and review critical student safeguarding incidents and investigations. • Coordinate incident reporting processes relating to students. • Proactively lead the Student Safeguarding processes across the School, to ensure a consistently high level of engagement with this position. • Maintain an up-to-date knowledge of the legal and regulatory changes that impact the education sector. • In collaboration with the Principal and Deputy Principal, ensure all relevant School policies and procedures, adhere to relevant Child Safety legislative requirements. • Coordinate the response to child safety incidents, including reporting to relevant authorities and supporting affected students and families • Provide expert advice and support to the Board, leadership and staff on child protection issues and best practices.
J	Learning and Development Coordinator	• Ensures staff are regularly trained in mandatory reporting requirements and to build deeper understandings of Child Safety, cultural safety and sensitivity, student empowerment and prevention of responding to child abuse. • Ensures Volunteers, Contractors and Third-party providers are engaged in line with Child Safe requirements and appropriately inducted.
K	Staff Members	• All staff have a Duty of Care to take reasonable steps to prevent reasonably foreseeable injury to children and young people under the care of the school.



		• All staff members are required to be aware of and adhere to the Student Safety and Wellbeing Framework and their legal obligations with respect to the reporting of child abuse or suspected child abuse. • It is each staff members responsibility to be aware of key risk indicators of child abuse, including harm caused by other children and students, to be observant, and to raise any concerns they may have relating to child abuse with the Principal, the Deputy Principal, or with one of the Safeguarding Officers. • Child safety protocols include the organising staff member issuing guidelines to all visiting presenters and allied health professionals engaged in child related work to the respective provider prior to their engagement with the school. • All staff are required to respond effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm. • All staff are required to complete annual child safety and wellbeing training program as prescribed by the school. • Act in accordance with the Code of Conduct Student Safety and the Professional Boundaries Policy. • Identify and raise concerns about Child Safety issues in accordance with our Child Safe Response and Reporting Procedure. • All staff who are covered by the Mandatory Reporting requirements understand their responsibility when and where to make a mandatory report. • Ensure students' views are taken seriously, and their voices are heard about decisions that affect their lives. • Facilitate the involvement of families in the decision-making process. • Implement inclusive practices that respond to the diverse needs of students. • Immediately advise the Principal if the circumstances of their Working with Children clearance (WWCC) status or their Victorian Institute of Teaching (VIT) registration changes. • Being able to keep detailed, accurate, secure written records of concerns and referrals.
L	Volunteers	• Prior to completing any volunteering, volunteers must register using our online Volunteer Registration form to register their Working with Children Check clearance (WWCC) and to acknowledge they have read and are familiar with the Student Safety & Wellbeing Policy and Code of Conduct Student Safety and their legal obligations with respect to the reporting of child abuse. • All volunteers are required to adhere to the Student Safety & Wellbeing Policy and Code of Conduct Student Safety requirements and be proactive in reporting any child safety concerns to their appointed supervisor or one of the Safeguarding Officers.



		- Volunteers have a responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with the Principal, the Deputy Principal, or with one of the Safeguarding Officers. - Volunteers are also required to acknowledge the Volunteer Code of Conduct which outlines expectations in relation to their behaviour and conduct when engaged at the School.
M	Third Party Contractors	- Prior to providing any services on site, contractors must register on the School's My Maintenance Compliance system to register their and all of their staff (who will be attending the School) Working with Children Check clearance (WWCC) and to acknowledge they have read and are familiar with the Student Safety & Wellbeing Policy and Code of Conduct Student Safety and their legal obligations with respect to the reporting of child abuse. - All contractors are required to adhere to the Child Safety and Wellbeing Policy and Code of Conduct requirements, have a current and valid WWCC, and be proactive in reporting any child safety concerns to their appointed supervisor or one of the Safeguarding Officers. - Contractors (i.e. external service providers) must ensure each of their employees who are engaged at the School understand their responsibilities to the Ballarat Grammar Student Safety and Wellbeing Framework and are proactive in raising any concerns. - All contractors have a Duty of Care to take reasonable steps to prevent reasonably foreseeable injury to children and young people under the care of the School. - Adhere to the sign-in process when entering the School premises. - Some indirect Contractors may be engaged by the School without undertaking the registration process with explicit permission of the Principal. - If a contractor is unable to meet the above requirements at the discretion of the Principal, they will be actively supervised by a designated staff member for their duration onsite.
N	External Education Providers	- External education providers are expected to be proactive in sharing any child related concerns with the relevant member of staff at Ballarat Grammar, in addition to any obligation under legislation to report to an external authority. - All external education providers engaged by the School are required to have a compliant Child Safety Policy and Procedures and a Child Safety Code of Conduct and abide by these in accordance with the Child Safe Standards and Ministerial Order 1359. - Ballarat Grammar will include Child Safety and Wellbeing terms in the written agreement between it and the external education providers that require compliance by the provider with all relevant laws concerning child safety and wellbeing.



O	Visiting Presenters and External Allied Health Providers	- Visiting presenters and external Allied Health Providers must be engaged in accordance with the Management of Visitors, Guest Presenters and other Visiting Professionals Policy and Procedures and adhere to the Guidelines and Expectations for Visiting Presenters or Online Presenters or Guidelines and Expectations of Allied Health and Other External Professionals. - All visiting presenters and external Allied Health Providers are required to adhere to the Student Safety & Wellbeing Policy and Code of Conduct Student Safety requirements, have a current and valid WWCC, and be proactive in reporting any child safety concerns to their appointed supervisor or one of the Safeguarding Officers. - All visiting presenters and external Allied Health Providers have a Duty of Care to take reasonable steps to prevent reasonably foreseeable injury to children and young people under the care of the School. - Adhere to the sign-in process when entering the School premises.
P	Parents and Visitors	- Parents and Visitors have a responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with the Principal or the Safeguarding Officers. - Parents abide by the Student Safety & Wellbeing Policy and Code of Conduct Student Safety and the Community Code of Conduct. - Adhere to the sign-in process when entering the School premises.

STUDENT SAFEGUARDING TEAM

The School has appointed Student Safeguarding Officers and Deputy Student Safeguarding Officers (*Appendix B*) who receive specialised training in student safety and wellbeing. They serve as the primary point of contact for raising student safety concerns and play a key role in promoting a safe school environment.

Their responsibilities include coordinating responses to student safety incidents, supporting the implementation of child safety and wellbeing practices, and ensuring the school community receives relevant updates and training as requirements change. They are also trained to identify and address child safety and wellbeing risks within the School's environment while respecting each child's right to privacy, access to information, social connections, and learning opportunities.

	Role	Responsibility
A	Student Safeguarding Officer	- Together with the Principal, Senior Student Safeguarding Officer and Deputy Student Safeguarding Officers and the Principal, being a first point of contact for Child Safety concerns or queries and for coordinating the response to Child Safety incidents, for staff, volunteers, students and contractors. - Promote, develop and model Child Safety culture and support the Principal to implement the Student Safety and Wellbeing Framework.



		• Including liaising with the Police and other external agencies and responding to a child who makes, or is affected by, an allegation of child abuse. • Be alert to the specific needs of vulnerable categories of children and support staff, contractors and volunteers to focus on the Child Safety needs of vulnerable students. • Keep detailed, accurate, secure written records of concerns and referrals. • Undertake regular training and maintain current skills and knowledge to support Child Safety. • Provide Child Safety induction programs for new School staff, volunteers and contractors.
B	Deputy Student Safeguarding Officer and Trainers	• Are aware of all cases in their sub-school/ area • Deputises for the Student Safeguarding Officer responsibilities in their absence. • Manages Child Safety cases in collaboration with the SSO and SSSO. • Deliver face to face Child Safety induction programs for new School staff, volunteers and contractors. • Deliver face to face Child Safety learning modules for all school staff.
C	Professional Staff Student Safeguarding Officer	• Receives reports from Professional Staff (ie. Facilities, Founders, Catercare, Cleaners) • Reports these to the Senior Safeguarding Office • Responsible for arranging Child Safety Training and compliance for the professional service areas
D	MARAM Nominated Staff As at 1 July 2026: • Olivia Bugden • Christian Walters • Kate Richards • Emma Hayes	• Screening for Family Violence: Using approved screening tools to safely and respectfully assess the risk of family violence when a student shows signs of trauma or distress. • Safety Planning: Creating basic, in-school, or at-home safety plans tailored to the child's circumstances to ensure their ongoing wellbeing. • Information Sharing: Utilizing the Child and Family Violence Information Sharing Schemes (CISS and FVISS) to securely request and share critical information with other authorized services. • Referrals and Coordination: Referring students and their families to external family violence or specialist support services and collaborating with them on ongoing risk management. • Staff Guidance: Supporting and guiding general school staff in identifying family violence and applying the framework within the school environment

RISK MANAGEMENT COMMITTEE

Ballarat Grammar has established a Risk Management Committee. The Risk Management Committee meet once a term to identify and respond to any ongoing matters related to child safety and wellbeing. The Risk Management Committee members are responsible for championing child safety and protection within the School and are the first point of contact for raising child safety concerns.



The Risk Management Committee work alongside the Health and Safety Advisor to monitor and maintain the Child Safety Risk Register and report directly to the Student Safety, Risk and Governance Committee and the Board of Directors. The Register is reviewed annually and after any significant child safety incident.

STUDENT SAFETY, RISK AND GOVERNANCE COMMITTEE

The Student Safety, Risk and Governance Committee (SSRG) plays a critical role in strengthening Ballarat Grammar's approach to student safety by providing clear oversight, expert guidance and structured governance. Through its focus on proactive risk identification, assessment and management, the committee ensures that potential threats to student wellbeing are addressed early.

By improving communication between the school and the Board, the committee enhances oversight and ensures that student safety remains a central priority in strategic planning. Ultimately, the SSRG supports the School's commitment to safeguarding students by promoting excellence in governance, strengthening trust, and ensuring that student wellbeing is at the forefront of all decision-making.

STUDENT EMPOWERMENT

Ballarat Grammar is committed to empowering all students to understand their rights to safety, information, and participation. Student voice is valued, respected, and actively sought across all aspects of school life. We recognise that informed, confident, and supported students are central to the creation of a safe and inclusive school environment.

The School promotes an environment where students are encouraged and supported to speak with a trusted adult if they feel worried, unsafe, or concerned about the wellbeing of themselves or another student. This is underpinned by ongoing education and open communication between staff and students across multiple settings.

Students are informed of their rights and reporting pathways through a variety of forums, including:

- Year-level and whole-school assemblies.
- The Student Wellbeing Hub/site.
- CREW and homeroom groups.
- SEL Programs (including respectful relationships and personal safety content aligned with the curriculum).
- Anti-bullying and anti-harassment policies, signage and initiatives.
- Peer and leadership programs that amplify student voice.
- Junior School activities that promote student agency and belonging.

Ballarat Grammar actively promotes student participation in decisions that affect them. Student voice is invited and respected through ongoing opportunities such as:

- Student focus groups and forums.
- Student representative councils and leadership groups.
- Student involvement in policy development and review.
- Committees and Wellbeing initiatives where student feedback is used to shape programs and culture.
- Feedback mechanisms related to bullying, wellbeing and social climate.

When responding to a concern or complaint involving a student, Ballarat Grammar:

- Listens to and takes student reports seriously.
- Checks for understanding and avoids dismissing or minimising concerns.
- Provides students (and families where appropriate) with regular updates and access to support.
- Ensures staff and volunteers are trained to recognise signs of harm and manage disclosures in a sensitive, appropriate manner, including connecting students to additional wellbeing supports.





The School also promotes peer connection, inclusion, and respectful relationships as essential to child safety and wellbeing.

Programs and strategies include:

- Speak Up, Stand Up, Step Up programme which equips students with skills needed to interrupt harmful behaviours, stand up for others and create a culture of care.
- Teaching of explicit expected behaviours to students
- Peer support and transition programs for new students.
- SEL curriculum incorporating protective behaviours and social-emotional learning.
- Camp and co-curricular experiences designed to build friendships and shared trust.
- Student-led initiatives focused on inclusion and social connectedness.
- Class Teacher and CREW monitoring of student relationships and wellbeing indicators.
- Wellbeing activities such as check-ins, surveys, and year level-based initiatives.
- Anti-bullying and cyber safety programs, as well as anonymous bullying reporting tools.

Ballarat Grammar upholds a zero-tolerance approach to bullying, discrimination, and any abusive behaviour between students, in alignment with the School's anti-bullying policies and student conduct expectations. Where issues are identified, the School acts promptly to support those affected and restore safety.

DIVERSITY AND EQUITY

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all. We recognise that every child has unique skills, strengths and experiences to draw on. We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- First Nations' children and young people.
- Children from culturally and linguistically diverse backgrounds.
- Children and young people with disabilities.
- Children unable to live at home or impacted by family violence.
- International students.
- Children and young people who identify as LGBTIQ+.

Other strategies and actions the School takes in abiding by Ministerial Order 1359 include:

- Staff workshops in understanding the needs of gender and sexually diverse young people, students from the CALD community, students with various learning needs and disabilities and First Nations' children and young people.
- Visibility of inclusive philosophy at the School – posters, flags, Statement of Commitment Boards, email signatures, celebration of Harmony Day, NAIDOC Week and Pride Week.
- LGBTIQ+ student support groups.
- Learning Enhancement staff ensure students with special learning needs are made known to relevant staff and recommend specific teaching/learning strategies for these learning needs.
- The creation of Individual Wellbeing Plans where appropriate through consultation with students from these groups and dissemination of this information to relevant people in the School.
- Global Scholars, International Students and Indigenous students have selected staff to monitor their concerns, needs and progress.
- An anonymous Student Reporting App where students can report instances of bullying, racism, safety concerns or worries about themselves or their peers.



- Proactive and regular check ins
- Other relevant policies such as our LGBTIQA+ Students Policy.

FAMILY ENGAGEMENT

Our families and the School community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns. To support family engagement at Ballarat Grammar, we are committed to providing families and community with accessible information about our School's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

Some ways we do this include:

- PROTECT Child Safe posters are displayed across the School at reception areas and each sub section of the School where parents, visitors and students can see them.
- Student Safety and Wellbeing Framework is available for parents and students on the School website and intranet (parent portal). These are also referred to during information nights and in newsletters, Board annual reports, (insert other delivery methods here).
- Families and carers are informed about the School's governance and approach to child safety and wellbeing, including roles and responsibilities of School staff at information nights.
- Input is sought from families and the community through targeted focus groups, CREW, Homeroom, points of contact and information evenings.
- Homeroom teachers, CREW mentors, Co-Heads of Year and Heads of School engage parents in decisions and discussions about pastoral issues, academic and curriculum matters.
- Parents are invited to share views and feedback with the Principal.
- Newsletters informing families of school policies seeking feedback.

STAFF RECRUITMENT, SUITABILITY AND CHILD SAFETY ASSURANCE

At Ballarat Grammar we apply robust child safe recruitment, induction, training, and supervision strategies and practices to ensure that all employed staff, contractors, volunteers and Board members are suitable to work with children and understand their child safety responsibilities in relation to their position at the School.

This includes ensuring that all advertising, referee checks and staff and volunteer pre-employment screening emphasise the School's commitment to child safety and wellbeing.

The School's approach aligns with the expectations outlined in the Victorian Child Safe Standards and Ministerial Order No. 1359, and reflects our zero tolerance of child abuse, commitment to equity and inclusion, and child-centred practices. Each stage of recruitment and staff engagement is designed to embed child safety and prevent the appointment of unsuitable individuals.

Staff Recruitment Advertising

Ballarat Grammar endeavours to ensure that the selection process for recruitment of new staff and volunteers is rigorous in regard to an applicant's suitability to undertake student-connected work. All job advertisements for positions involving child-connected work at Ballarat Grammar clearly outline:

- The responsibilities of the role, particularly in relation to child safety and wellbeing.
- Essential or relevant qualifications, experience, and personal attributes relevant to working safely with students, including expected knowledge of child development appropriate to the role.



- The school's expectations around child safety, including a strong statement affirming our zero tolerance for child abuse.
- Measures required to manage any child abuse or harm risks including screening, training and supervision requirements including the provision of information regarding the child safety practices of the school; and
- A clear statement on expectations around Child Safety compliance including a requirement to hold either a current Working with Children Check or current Victorian Institute of Teaching Registration as a condition of employment at the School.
- The need to comply with the school's policies, codes of conduct, and child safety procedures.

All applicants for jobs and volunteer work at the School are informed about the child safety practices of the School.

As each employment vacancy arises, the position description undergoes a review and includes the statement emphasising zero tolerance. Details of essential or relevant qualifications, experience and attributes in relation to student safety will also be included. Position descriptions will be available to all applicants, both electronically via the website and in hard copy by request.

Advertising materials promote Ballarat Grammar as an organisation committed to student protection and inclusion, encouraging trust and transparency before the application process begins.

Staff Selection Process

Ballarat Grammar's recruitment process for all child-connected positions is designed to thoroughly assess the suitability of candidates. It includes:

- Clauses in job applications requiring applicants to disclose any criminal convictions or child-related investigations.
- Verification and recording of the person's WWCC, VIT registration, or other required or equivalent background checks prior to appointment.
- Collection and verification of personal and professional identity, relevant qualifications, and employment history, including the person's history of working with children.
- Scrutiny of any gaps in employment history through direct questioning and documentation.
- Completion of thorough referee checks (minimum two) that assess the candidate's past performance, values, and suitability to work with students.
- Ongoing monitoring of currency and validity of the VIT registration and/or Working with Children Clearance. Regular validation processes are undertaken by the People and Culture Team (refer to Induction and Onboarding for detailed information).
- Providing all successful applicants with the School's Student Safety and Wellbeing Framework, Pastoral Care and Student Wellbeing Policy and links to child safety resources, to read and acknowledge when signing their contract.

Shortlisted applicants will be asked to confirm that they have read and understood the position description in the first instance and that they understand the student safety practices and code of conduct of the School. Background searches will be conducted using, for example, Google, Facebook and LinkedIn. Applicants will be asked to provide the contact details of at least two referees, preferably a current or most recent employer and a direct supervisor/manager.

All recruitment documentation is retained in the staff member's personnel file and privacy is managed in accordance with Ballarat Grammar's recordkeeping obligations.



Interview Process

The interview process is a very important step in selecting the right person for Ballarat Grammar and in identifying any people who may pose a risk to students in our care. The interview panel will emphasise that all staff are required to have the duty of care to protect the safety, health and wellbeing of all students in their care at all times. Any apparent gaps in the employment history of an applicant will be investigated as required.

The interview process is structured and behaviour-based, with questions designed to assess a candidate's:

- Understanding of child development and child safe professional boundaries.
- Ability to respond appropriately to disclosures of harm.
- Personal values, ethics, and previous experiences working with children.
- Attitude toward creating an inclusive, culturally safe and respectful school environment.

The interview process should include sufficient time to plan and prepare for the interview, forming the panel with the right mix of staff experience and skills to carry out the interview, ensuring that all panel members are clear on what the position requires. An open-ended style of behavioural-based questioning should enable the interviewers to assess the applicant's values, attitudes and understanding of professional boundaries and accountability. Staff are encouraged to take notice of their own thoughts and feelings when interacting with the applicant. These considerations may be included in the interview notes recorded, where applicable.

The panel will always include a mix of senior staff with experience in student welfare, and time is taken to plan high-quality, informative interviews. Notes from interviews are reviewed alongside reference checks to support consistent and informed recruitment decisions.

Ballarat Grammar may conduct social media or online checks post-interview for shortlisted candidates in accordance with relevant privacy legislation.

Reference and Background Checks

Before engaging any candidate in child-connected work, Ballarat Grammar undertakes comprehensive reference and background checks, which includes:

- Verification that previous employers or listed referees are legitimate and have directly supervised the applicant.
- Referee questions that explore the applicant's behavioural approach, professionalism, experience with students, and any concerns raised during their previous employment.
- Explicit questions about child safety risks, such as "Would you employ this person in a child-connected role again?"
- A third-party criminal history and background check for all successful applicants.
- Review and verification of original qualification documentation and professional licences.

Applicants will be advised that the selection process will involve a background check. The link to undertake this check is sent to the successful applicant with their employment contract. Applicants will also be required to provide proof of qualifications, including original transcripts, and registrations, as appropriate. All successful applicants will be required to provide details of a current Victorian Institution of Teaching (VIT) registration, a current Working with Children Check (WWC Check) or equivalent as appropriate for the position. All staff are required to have this documentation before commencing work onsite.

Shortlisted applicants are required to submit two forms of personal identification, and the Human Resources Manager will ensure that names and addresses are the same as those provided by the applicant. All information





gathered is managed securely by leadership and retained in accordance with legislative requirements on the employee's staff file on Synergetic.

Employment Contract and Pre-Employment Conditions

All employment contracts issued by Ballarat Grammar include:

- A child safety expectation clause, referencing zero tolerance of child abuse and the duty of staff to uphold the School's Student Safety and Wellbeing Framework.
- Clear reference to mandatory screening requirements and continued compliance as a condition of employment.
- Advice on the six-month probation period for assessment of competence and suitability, including classroom observation or performance review.
- Obligations regarding completion of induction before official duties commence.

New staff sign the letter of acceptance to acknowledge their acceptance of the position and the expectations of the School, in particular, in relation to student safety. For on-going positions, this includes a six-month review on all aspects of their role.

Employment offers are conditional on the completion and successful validation of all required child safety screening checks.

Staff Induction and Onboarding

The People and Culture Team are responsible for ensuring that all new staff receive an induction appropriate for their role that includes:

- Ensuring they are introduced to all aspects and expectations of the School.
- Directing them to the School's internal database/operating software as an important source of information about what is required of all staff, including relevant policies and procedures, and the Child Safe Standards.
- An overview of the School's Student Safety and Wellbeing Framework and relevant policies (e.g., Code of Conduct, Reporting procedures).
- Mandatory completion of training modules for appropriate roles and Protecting Children – Mandatory Reporting and Other Legal Obligations to ensure they have an understanding of the expectations and requirements of working at the School. All staff will continue to be educated on their role in ensuring Ballarat Grammar remains committed to zero tolerance for child abuse.
- Opportunities to familiarise themselves with internal systems, including Synergetic and the Staff Portal containing key policy documents.
- Education on professional boundary expectations and cultural safety for Aboriginal and Torres Strait Islander students and those from diverse backgrounds.

Induction programs are tailored to the role of the individual to ensure relevance and consistency with risk levels and student contact.

Volunteer Engagement and Suitability

The Student Safeguarding Team are responsible for ensuring that all new volunteers receive an induction appropriate for their role. Prior to engagement, all volunteers must:

- Provide a valid and current Working with Children Check. To be sighted, verified and recorded by a staff member.



- Be assessed for potential risks to child safety based on the role, tasks, student interaction, and level of supervision.
- Undergo a role-appropriate child safety induction, including instruction on the School's Child Safety Code of Conduct, Student Safety & Wellbeing Policy and the Student Safety Framework and reporting obligations.
- All volunteers must be supervised by a staff member while onsite and must uphold the same high standards of professionalism, care, and protection expected of staff.

It is the responsibility of the Student Safeguarding Team to ensure volunteer compliance, inclusive of ensuring Working with Children Checks remain valid during their period of volunteering.

Supervision and Ongoing Monitoring of Staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards students is safe and appropriate. Staff will be monitored and assessed to ensure their continuing suitability for child connected work. This includes:

- Regular staff and faculty meetings with child safety and wellbeing as a standing agenda item.
- Ongoing checks of WWCC/VIT validity and currency managed by the Student Safeguarding Team
- New employees subject to classroom observations and performance reviews, particularly during probation periods, to monitor behaviour and interactions with students.
- Encouragement of colleague feedback, reflection, and reporting of any breaches of professional conduct.
- Management of any reported concerns or red flags (to the Principal or Child Safety Champion) in line with the School's Reporting and Response Procedure and mandatory reporting laws.
- Staff and Contractors are supervised to check their understanding of the School's commitment to child safety and that their behaviour towards students is safe and appropriate in accordance with the Student Safety and Wellbeing Code of Conduct.
- Walk arounds, manager and peer observations, mentoring, professional development.

Child Safety Training and Professional Learning

Ongoing training ensures that all staff continue to meet their child safety responsibilities with confidence and consistency. It ensures that staff understand their roles and responsibilities and develop their capacity to address child safety and wellbeing matters effectively.

The Student Safeguarding Team will ensure that staff access high-quality professional learning at least annually on child safety and wellbeing topics to equip them with the skills and knowledge necessary to maintain a child safe environment, which includes:

- Understanding the Student Safety and Wellbeing Framework and legal reporting duties.
- Recognising and responding to different kinds of harm, including that caused by peers.
- Strategies for building inclusive and culturally safe spaces for Aboriginal and Torres Strait Islander children and diverse cohorts.
- Completing "Protecting Children – Mandatory Reporting and Other Legal Obligations" annually.
- Information-sharing practices under CISS, FVISS, and relevant student wellbeing initiatives.
- Identifying emerging risks in digital environments, excursions, and external provider engagements.
- Responding sensitively and effectively to student disclosures.

All training is tailored to role (including volunteers for example), with additional content provided to staff in leadership, high-risk roles, or with frequent student contact.

Board of Directors Recruitment and Training





Members of the Board of Directors are required to provide copies of an official Victorian Institute of Teaching (VIT) registration or Working with Children Check. This can be one or more of the following: Employee Working with Children Check; Volunteer Working with Children Check. When a VIT is provided, photo identification is also required. These records will be monitored and validated by the People and Culture Department.

Board of Directors will participate in an annual child safety and wellbeing training. Training will include guidance on:

- 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.
- The School's Student Safety and wellbeing Framework, processes, protocols and processes.

COMPLAINTS AND REPORTING STUDENT SAFEGUARDING CONCERNS PROCESS

Ballarat Grammar provides clear pathways for raising complaints and concerns, as outlined in the School's Complaints & Compliments Handling Policy, which is available on the School website. These pathways help ensure that breaches of the Code of Conduct, misconduct, or abuse are identified, reported, and addressed appropriately.

All complaints will be taken seriously and investigated immediately. If there is an incident, disclosure, allegation or suspicion of child abuse, all staff (including Board of Directors) must follow our Responding & Reporting Allegations of Abuse Policy.

Our Student Safety policies and procedures provide detailed guidance for Board of Directors, staff and volunteers as to how to identify key risk indicators of child abuse and how to report child abuse concerns to one of our School's nominated Student Safeguarding Officers. It also contains detailed procedures with respect to the reporting of child abuse incidents to relevant authorities.

Communications will be treated confidentially on a "need to know basis".

Whenever there are concerns that a student is in immediate danger the Police should be called on 000.

PRIVACY AND INFORMATION SHARING

Ballarat Grammar is committed to protecting the privacy of all students and their families. The School collects, uses, and discloses personal and sensitive information in accordance with Victorian privacy laws and other relevant legislation.

In supporting the safety and wellbeing of our students, the School also complies with applicable information sharing laws, including the Child Information Sharing Scheme (CISS) and the Family Violence Information Sharing Scheme (FVISS). These schemes authorise the School to share information with other prescribed professionals and organisations to promote a child's safety and wellbeing, where legally appropriate.

The safety and wellbeing of our students is our highest priority, and any sharing of information occurs with this consideration at the forefront.

Reportable Conduct responsibilities are also managed in accordance with the Reportable Conduct Scheme.

RECORDS MANAGEMENT

We acknowledge that good records management practices are a critical element of child safety and wellbeing. The School creates, manages and appropriately disposes of records in accordance with the Public Records Office Victoria (PROV) Recordkeeping Standards, including minimum retention periods and will, where relevant, take into





account any policy or guidance concerning records keeping requirements outlined in the Department of Education policy.

All teaching staff, non-teaching staff, Board Members, volunteers, contractors, third party contractors and external education providers must keep clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse.

This information may be sought at a later date if the matter is the subject of court proceedings. Your notes may also assist you later if you're required to provide evidence to support your decisions regarding the handling of child protection incidents. Notes and records must be kept securely on school grounds and must never be destroyed.

GOVERNANCE DOCUMENT RESPONSIBILITIES AND COMMUNICATIONS

All documentation within the Governance Framework will be communicated throughout the School including, but not limited to, internal communications such as Nexus posts, staff emails, staff inductions and documentation distribution.

Document Owners are responsible for identifying and managing information-related risks and issues for their assigned information entities and for escalating these to Approval Authorities accordingly. Owners of Governance Documents are accountable for their respective procedures, manuals and work instructions in alignment with their position descriptions.

The Student Safeguarding Policy is published on the School's public website as well as on Nexus. It is provided to new staff, volunteers and contractors as part of their induction and onboarding process, prior to commencement of work at the School.

Communications of this Policy will be provided

- For Students: the School's website, Nexus portal, assemblies, newsletters and other publications
- For Staff: via Principals briefings, Staff Whole School slides, Nexus, the School's website, staff professional development days.
- For the school Community: the School's website and publications.

REVIEW

Ballarat Grammar is committed to the continuous review and improvement of all its operations, including this policy. It is the responsibility of the Head of Student Safety and Wellbeing to regularly monitor and review the effectiveness of the Student Safeguarding Policy to ensure it is working in practice and revise where required and after any significant student safety incident. It is the responsibility of the Head of Student Safety and Wellbeing along with the Student Safeguarding Manager to engage with students, parents and the broader community in relation to the review of the School's Student Safety policies.

At Ballarat Grammar, we:

- Review and improve our policy annually or after any significant child safety incident, legislative update or feedback. Reviews are overseen by the Principal and Board of Directors which may include input from students, staff and families.
- Review our Child Safety risk register annually.
- Ongoing monitoring and analysis of any complaints, concerns, feedback and safety incidents to identify causes and systemic failures via our incident reporting system, to improve and ensure currency and child-focused policy and practice.
- Review with and seek feedback from our community on the Student Safety and Wellbeing Framework.





- Act with transparency and share pertinent learnings and review outcomes with School staff and our School community.
- Ensure that this policy is publicly available on the Ballarat Grammar website.

BREACH OF POLICY

All staff, volunteers and those engaged by Ballarat Grammar are expected to enact this policy in support of student and community learning, health, safety and wellbeing. Any breach of a Student Safety program document is a student safety incident that must be reported internally. Any breach that meets the threshold for external reporting must also be reported to the relevant external authority.

Where a staff member breaches any obligation, duty or responsibility within this program, the School may take disciplinary action, including in the case of serious breaches, summary dismissal. Where any other member of the School community breaches any obligation, duty or responsibility within this program, the School will take appropriate action. Significant breaches will be reported to regulators or the Victorian Police.



Office Use Only

Document Control / History	
Document Code	SSS-004 Student Safeguarding Policy
Approval Authority	Board of Directors
Document Owner / Responsible Officer	Head of Student Safety and Wellbeing
Original Approval Date	August 2025
Current Version Date	August 2026
Review Cycle	Annual (1)
Scheduled Review Date	August 2027
History	September 2025 - Reviewed and updated as part of the School's Independent Policy Review Project. August 2026 – Alignment to new roles and responsibilities within Student Safeguarding.

Supporting Documents	
- Child Safe Standards - CCYP The 11 Child Safe Standards - IDG-003 Privacy Policy - IDG-004 ICT Acceptable Use - SSS-001 Pastoral Care and Wellbeing and Support Policy - SSS-002 Student Safety Program Reference Guide - SSS-003 Student Safety Definitions and Additional References - SSS-004 Student Safety and Wellbeing	- SSS-005 Code of Conduct Student Safety - SSS-006 Student Duty of Care - SSS-009 Responding to and Reporting Allegations of Abuse - SSS-010 Our Student Safeguarding Officers - SSS-025 Restraint Guidelines - CGS-028 First Aid Procedure - SSS-023 Student Harassment Procedure

Student Lifecycle / Pillars / Values / IDEALS / IB PYP Attributes					
Student Lifecycle	Student Lifecycle Subsection	Pillars	Values	IDEALS	IB PYP Attributes
- Student Recruitment - Delivery of Education Programs - Graduation & Community	- Marketing & Advertising - Enrolments & Offers - Finance - Teaching & Learning - Assessment - Experiences - Careers / Work Experience - Graduation - Old Grammarians / Alumni	- Governance & Leadership - Legislative & Regulatory Compliance - Complaints & Compliments - People & Culture - Finance - Community Engagement / Foundation - Property & Maintenance	- Integrity - Aspiration - Courage - Compassion - Responsibility - Hope	- Internationalism - Democracy - Environmentalism - Adventure - Leadership - Service	- Inquirers - Knowledgeable - Thinkers - Communicators - Principled - Open Minded - Caring - Risk Takers - Balanced - Reflective



Legislative Context

- Betrayal of Trust Report - [Betrayal of Trust](#)
- Child Safe Standards [CCYP | The 11 Child Safe Standards](#)
- Child Wellbeing & Safety Act 2005 (Vic) [Child Wellbeing and Safety Act 2005 | legislation.vic.gov.au](#)
- Crimes Act 1958 (Vic) [Crimes Act 1958 | legislation.vic.gov.au](#)
- Education & Training Reform Act 2006 (Vic) [Education and Training Reform Act 2006 | legislation.vic.gov.au](#)
- Education & Training Reform Regulations 2017 (Vic) [Education and Training Reform Regulations 2017 | legislation.vic.gov.au](#)
- Education Services for Overseas Students (ESOS) Act 2000 [Federal Register of Legislation - Education Services for Overseas Students Act 2000](#)
- Education & Care Service National Law Act 2010 [Education and Care Services National Law Act 2010 | legislation.vic.gov.au](#)
- Family Violence Protection Act 2008 [Family Violence Protection Act 2008 | legislation.vic.gov.au](#)
- Ministerial Order 1359 [ministerial-order-1359-975](#)
- National Code of Practice for Providers of Education & Training to Overseas Students 2018 (National Code 2018) [Federal Register of Legislation - National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
- National Quality Standard (NQS) [National Quality Standard | ACECQA](#)
- Notifiable Data Breaches Scheme [About the Notifiable Data Breaches scheme | OAIC](#)
- Privacy Act 1988 (Cth) [Federal Register of Legislation - Privacy Act 1988](#)
- Worker Screening Act 2020 [Worker Screening Act 2020 | legislation.vic.gov.au](#)

Regulatory Context

VRQA	CRICOS / National Code / ESOS Act	ACECQA / Department of Education	International Baccalaureate	Other
• Ministerial Order 1359, Clauses 11, 12, 13 • Victorian Child Safe Standards • Child, Youth & Families Act 2005 (Vic) – Section 184 • Education & Training Reform Act 2006 (Vic) • Education & Training Reform Regulations 2017 (Vic) • Worker Screening Act 2020 (Vic) • VRQA Minimum Standards for School Registration – Clauses 12, 13, 16, 17, 18,	• Education Services for Overseas Students (ESOS) Act 2000 • National Code of Practice for Providers of Education & Training to Overseas Students 2018 (National Code 2018) – Standard 5	• National Quality Framework (NQF) • Education & Care Service National Law Act 2010 • Education & Care Services National Regulations 2011 • National Quality Standard (NQS) – Quality Area 2	• International Baccalaureate Programme Standards – Standard A	• Child Wellbeing & Safety Act 2005 (Vic) • Crimes Act 1958 (Vic) – Section 49M • Privacy Act 1988 (Cth) • Notifiable Data Breaches Scheme • Family Violence Protection Act 2008 (Vic)



Appendix A: Definitions

Term	Definition
<i>Adult</i>	Defined as a person over the age of 18 years. This includes a student who is over the age of 18 years.
<i>Allied Health Professionals</i>	Allied Health Professionals (for example Occupational Therapists and Speech Therapists) includes any person(s) the School has arranged (either on behalf of, or at the direction of the parent/guardian) to provide professional services to a student(s) enrolled in the School, and who is required to attend the School to deliver these services.
<i>Child</i>	Defined by the Crimes Act 1958 (Vic) as a person who is under the age of 18 years.
<i>Child Abuse</i>	Child abuse includes: a) any act committed against a child involving: 1. a sexual offence 2. grooming offences under section 49M(1) of the Crimes Act 1958 b) the infliction, on a child, of: 1. physical violence 2. serious emotional or psychological harm c) the serious neglect of a child. Source: Child Wellbeing and Safety Act 2005
<i>Child Abuse (emotional)</i>	Emotional child abuse occurs when a child is repeatedly rejected, isolated, or frightened by threats. It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health. Source: PROTECT: Identifying and responding to all forms of abuse in Victorian schools
<i>Child Abuse (physical)</i>	Physical child abuse is any non-accidental infliction of physical violence on a child by any person. It can be inflicted in many ways, including beating, shaking or burning and assault with implements and female genital mutilation. Source: PROTECT: Identifying and responding to all forms of abuse in Victorian schools
<i>Child Abuse (sexual)</i>	Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity. It can include a wide range of sexual activity. Sexual offences are governed by the Crimes Act 1958 (Vic.) Source: PROTECT: Identifying and responding to all forms of abuse in Victorian schools
<i>Child Connected Work</i>	Any work performed in a school environment that involves or may involve regular direct or indirect contact with a child or children, whether or not the contact is supervised.
<i>Safeguarding Officers</i>	Designated members of staff responsible for providing advice, oversight, and coordination of the School's practices for student safety. Officers are the main points of contact for concerns or disclosures related to child safety and wellbeing.
<i>Contractor</i>	A Contractor is someone engaged by the School to perform specific tasks. Contractors are not employees of the School however, Contractors who have direct contact with children are "school staff" for the purposes of Ministerial Order 1359. Contractors may include maintenance and building personnel, consultants, music tutors, sports coaches, and cleaners as well as external education providers (organisations that the School has arranged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the School). All Contractors are responsible for contributing to the safety and protection of students in the School environment and must comply with the School's Student Safety and Wellbeing Policy and Student Safety Staff Code of Conduct



	Contractors must participate in student safety training and induction provided by the School.
<i>Culturally Safe Support Person</i>	A Culturally Safe Support Person is an individual who may be present at meetings, interviews or discussions (formal or informal) with the explicit purpose of providing a culturally safe perspective for the participants. A Culturally Safe Support Person is included to ensure that there is a safe environment for participants to express their culture. Source: Resources to support culturally safe service delivery to Aboriginal and Torres Strait Islander peoples Australian Institute of Family Studies
<i>Cultural Safety</i>	An environment where children and young people feel safe, respected, and valued in expressing their identity and culture. In particular, cultural safety involves considerations that protect and affirm the cultural rights of Aboriginal and Torres Strait Islander children and families.
<i>Duty of Care</i>	Duty of Care refers to the obligation of all staff working with students to take reasonable steps to protect them from reasonably foreseeable harm.
<i>Direct Contact</i>	The Worker Screening Act 2020 (Vic) defines "direct contact" as any contact between a person and a child (aged under 18) that involves: physical contact, face to face contact, contact by post or other written communication, contact by telephone or other oral communication, contact by email or other electronic communication. Direct Contact staff, Contractors and Volunteers are those who engage in providing support, guidance, and supervision directly to students and could potentially have direct contact with students during the normal course of providing the volunteer service. Examples of Direct Contact Volunteer activities may include volunteers involved in School camps and excursions, coaching sporting teams or assisting in learning activities.
<i>Indirect Contact</i>	Indirect Contact staff, contractors and/or volunteers are those people who engage in providing support and services whilst not directly assisting a specific group of students. An example may be a staff member who performs administrative duties for the school or contractor engaged during break time when no students are present on site.
<i>External Education Provider</i>	An external education provider is any organisation that the School has arranged to deliver a specified course of study, which is part of the curriculum, to a student or students enrolled at the School. The delivery of such a course may take place on School premises or elsewhere.
<i>Grooming</i>	Grooming is conduct by an adult towards a child with the intention of facilitating later sexual activity with that child. Grooming can include inappropriate gift-giving, isolating the child, or building emotional dependence.
<i>Mandatory Reporting</i>	Mandatory reporting is the legal requirement for certain professional groups to report a reasonable belief of child physical or sexual abuse to child protection authorities. In Victoria, under the Children, Youth and Families Act 2005, mandatory reporters must make a report to child protection, if: • in the course of practising their profession or carrying out duties of their office, position or employment • they form a belief on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.
<i>Mandatory Reporter</i>	Mandatory reporters are certain classes of professionals who are legally required to report a reasonable belief of child physical or sexual abuse to child protection authorities. At Ballarat Grammar, this includes registered teachers, the Principal, early childhood workers, nurses, registered psychologists, school counsellors and all people in religious ministry.



<i>Neglect</i>	Neglect includes a failure to provide a child with an adequate standard of nutrition, medical care, clothing, shelter or supervision. Source: PROTECT: Identifying and responding to all forms of abuse in Victorian schools
<i>Reasonable Belief</i>	A belief formed based on facts that would lead a reasonable person to suspect that a child has been or is at risk of being abused. A reasonable belief does not require proof.
<i>Reportable Conduct</i>	The Reportable Conduct Scheme requires some organisations to notify us of allegations of child abuse (and other child-related misconduct) made against their workers and volunteers, and investigate. The Reportable Conduct Scheme enables the Social Services Regulator (SSR) to independently oversee the investigation, and to share information between organisations, their regulators, Victoria Police and the Working with Children Check scheme. Source: Reportable Conduct Scheme vic.gov.au
<i>Reportable Conduct Scheme</i>	The Reportable Conduct Scheme is a child safety mechanism introduced as a result of the Betrayal of Trust report. The Reportable Conduct Scheme complements the Child Safe Standards and other existing child safety measures.
<i>Staff</i>	Includes all teaching, general staff (including Boarding House supervisors), members of the Board of Directors, Volunteers (including parents, guardians and caregivers), Third Party Contractors, and External Education Providers who, for the purposes of these procedures and policies are considered employees of the School, and will be referred to collectively as “staff” or “staff members”. This also includes a minister of religion, a religious leader or an employee or officer of a religious body associated with the School.
<i>Student</i>	An individual who is enrolled at or attends Ballarat Grammar (the School) – this includes but is not limited to, a boarding student, a day student, a student at the CEEd, an exchange student or an international student.
<i>Student Safety</i>	Ballarat Grammar utilises the term Student Safety following consultation with the student body regarding their preferred terminology. Student Safety includes matters related to protecting all students from child abuse, managing the risk of child abuse and responding to suspicions, incidents, disclosures or allegations of child abuse.
<i>Volunteer</i>	A person who contributes their time and effort to support the School and its operations and activities without receiving payment or reward and is registered and approved by the School to act as a Volunteer. All volunteers must comply with the School’s Student Safety and Wellbeing Policy and Code of Conduct Student Safety. Volunteers who are engaged in student connected work must participate in student safety training and an induction provided by the School.
<i>Visiting Presenter</i>	A visiting presenter is any person(s) or organisation that the School has arranged to deliver a professional presentation that relates to a specified course of study or program, which is part of the curriculum, to a student or group of students enrolled at the School. The delivery of such a presentation may take place online or on the School premises.
<i>Worker Screening</i>	Worker screening refers to the process of ensuring that only suitable people work with children. It involves gathering a range of information, including but not limited to a Working with Children clearance and qualifications relevant to the role being performed by staff and volunteers. Source: Ministerial Order 1359



Appendix B: Student Safeguarding Officers

Ballarat Grammar has appointed the people listed below as the school's Student Safeguarding Officers. Each Student Safeguarding Officer is available to answer any questions that you may have with respect to our Student Safety policies.

Student Safeguarding Officers are selected based on a number of considerations, namely:

- Their personal attitudes, experiences and beliefs, for example, a person who is non-judgmental, calm, resilient and demonstrates a high degree of integrity and respect for confidentiality.
- Their role within the school, for example, a person who has seniority and experience working with complex student and family issues at the school and someone who is readily accessible and available to all members of the school community, including experience with the boarding community, exchange students and international students.
- Their personal profile within the school, for example, a person who is approachable, who students and staff trust and who is willing and able to respond to issues personally and sensitively.

Ballarat Grammars Student Safeguarding Officers can be your first point of contact for reporting child protection issues within the school. These individuals are also the first contact for anyone (i.e. a mentor) whose student has made a disclosure.

If you have any concerns that a student may be experiencing any form of abuse, whether or not you have formed a belief on reasonable grounds that the abuse has occurred, you should immediately raise your concerns with one of our Student Safeguarding Officers. Please be aware that consulting with a Student Safeguarding Officer does not change any obligation you have under legislation to report to an external authority. Refer to our *Responding to and Reporting Abuse* Policy for more information about reporting obligations.

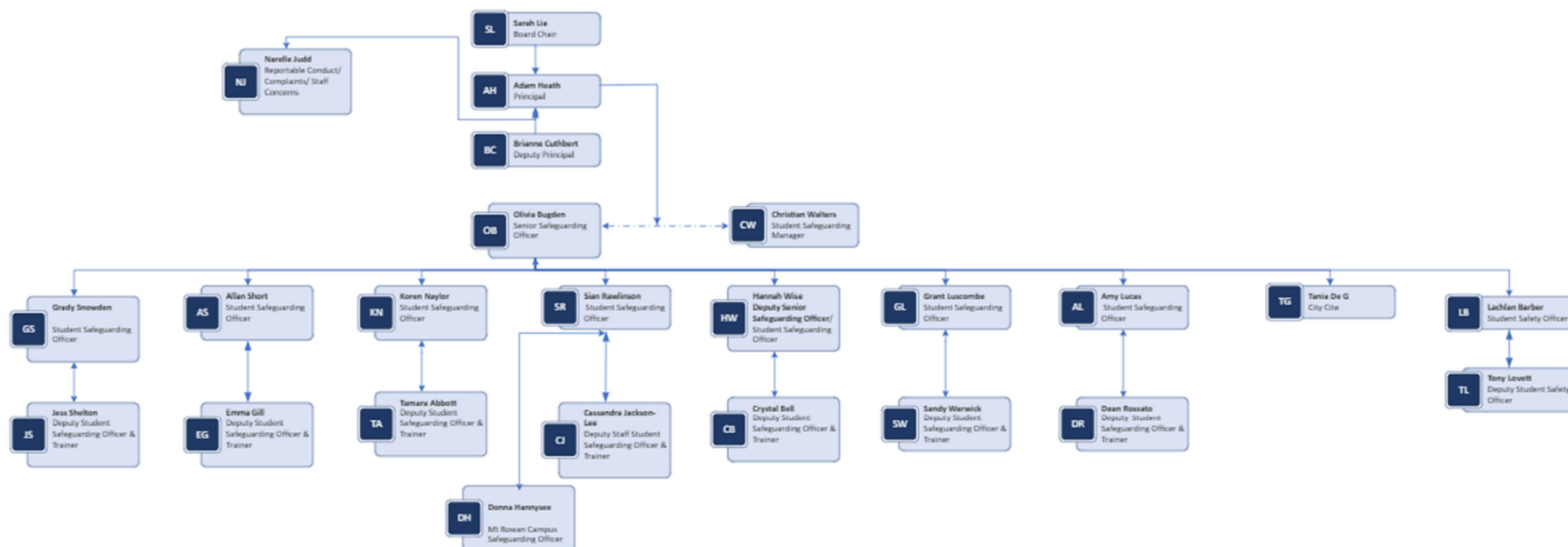
Our Student Safeguarding Officers are held to a higher record keeping standard than other staff and are responsible for fulfilling all record keeping obligations as per the Public Record Office Victoria (PROV) Recordkeeping Standards (including minimum retention periods) and requirements for each incident.

The welfare and best interests of our students is paramount. Whenever there are concerns that a student is in immediate danger, the Police should be called on 000.





Appendix C: Roles and Responsibilities





Appendix D: Educating Staff and Students Regarding their Responsibilities in Ensuring Student Safety

	Actions	Responsibility	Steps
A	Ensuring all new employees are provided with an overview of the Child Safe Standards and the School's commitment to student safety.	Student Safeguarding Team	1. Ensure the online staff induction for new employees includes an overview of the Child Safe Standards and the procedures associated with implementing Student Safety at Ballarat Grammar 2. Ensure all staff are aware of the School's Code of Conduct Student Safety and Child Safe Standards 3. Monitor completion of the online student safety induction training 4. Update the information on the online student safety induction training relevant to the current standards. 5. Provide clear information regarding the School's commitment to student safety on the School website.
B	Ongoing training for all employees	Student Safeguarding Team	1. Provide at least annual training to all staff on: a. their legal reporting responsibilities b. warning signs that may indicate any of the following: physical, sexual, emotional and psychological, racial, cultural, religious abuse and/or neglect c. acceptable and unacceptable behaviour under the School's Code of Conduct Student Safety. 2. Maintain records of completion of Student Safety training module
C	Information provided to students regarding expectations and processes aligned to student safety	Heads of School	1. Providing a variety of resources and educational tools through onsite learning, incursions and excursions. 2. Using CREW groups, homerooms and classroom teaching to develop positive relationships. 3. Having clear expectations and straight-forward information regarding School-related documentation such as bullying and harassment policies and ensuring students and parents sign off on these to acknowledge mutual understanding. 4. Speak up, Stand up, Step Up Curriculum taught from CEEEd – Year 12 to build a common language and common approaches to create a community of care and a culture of looking out for one other.



			5. Implementation and monitoring of a strong wellbeing program delivered in CREW groups regarding the 6 Ways of Wellbeing: • Care; • Move; • Learn; • Give; • Connect; and • Notice. 6. Providing opportunities for students to engage in broad co-curricular activities which encourages participation but also challenges and provides extension for those seeking it. 7. Providing varied and extensive service opportunities for students to engage with the community. 8. Empowering students to suggest and drive co-co-curricular and service opportunities, by encouraging an open dialogue, listening to their suggestions and providing support and guidance to enable their ideas to be actioned. 9. Having clear expectations from students' initial interview stage regarding participation and communication. 10. Integrating sexual abuse prevention programs, other relevant programs and age-appropriate information throughout the curriculum during the student's progression. This includes but is not limited to the following: a. The CEEd incorporating body awareness skills into its curriculum including 'Zones of Regulation' and 'Boss of my Body'; b. The Junior School in conjunction with Ballarat Community Health teaching a curriculum that continues the learning from CEEd and includes consent and personal boundaries. c. Years 7-9 having a designated health curriculum; d. Year 10 focusing on Respectful Relationships; and e. Years 11-12 utilising external resources such as Elephant Ed presentations and Ballarat Community Health. 11. Having a strong Wellbeing Department and onsite Health Centre including fully qualified nursing staff and trained psychologists and counsellors to answer questions and provide support as required.
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