



# PRESHIL

THE MARGARET LYTTLE MEMORIAL SCHOOL

## Strategy for communicating with children, young people and their families about Safeguarding

### Preshil The Margaret Lyttle Memorial School

*\*This policy was developed and is adopted by consensus of the Leadership committee at Preshil- The Margaret Lyttle Memorial School April 2017*

#### 1. Purpose

Preshil The Margaret Lyttle Memorial School is committed to creating opportunities for children and young people and their families to provide feedback about the services we provide to them and we will listen to them and address any concerns that they raise with us. We are committed to communicating honestly and openly with parents and carers about the wellbeing and safety of their children and will seek to involve parents whenever possible and practicable in shaping the services we provide to them and their children.

We will promote and distribute information about our Safeguarding Children and Young People commitment as part of the information provided to children, young people and parents/carers when they access any of our services.

We will consider and respond to feedback provided by children and families about our services in a timely manner.

#### 2. Related Policies

- Preshil Code of Conduct
- Preshil Practice and Behaviour Guidelines
- Preshil School Safeguarding Children and Young People Statement
- Responding to Child Abuse Reports and Allegations
- Child Protection Mandatory Reporting Policy
- Incident Management
- Procedures Manual – Student Protection
- Arlington Wellbeing Policy
- Blackhall / Kalimna Wellbeing Policy
- Complaints Management Policy

#### 3. Related Legislation

Our guidelines comply with relevant legislation.

- Duty of Care – Crimes Act 1958 (Vic) Policy
- Child, Youth and Families Act 2005
- Ministerial Order No.870 Child Safe Standards – Managing the Risk of Child Abuse in Schools 2015
- Working With Children Policy
- Child Protection Act
- Criminal Code provisions including special care relationships

*Next Review Date - June 30 2020*

## 4. Scope

All personnel, from our School Council, leadership, teaching, staff to volunteers, are required to observe the requirements of this policy.

## 5. Definitions

| <b>Term</b>  | <b>Definition</b>   |
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| <b>Bullying</b>  | <p>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>• Verbal (name calling, put downs, threats);</li><li>• Physical (hitting, punching, kicking, scratching, tripping, spitting);</li><li>• Social (ignoring, excluding, ostracising, alienating); and/or</li><li>• Psychological (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 Practice and Behaviour Guidelines</b>  | The Safeguarding Practice and Behaviour Guidelines aims to identify and prevent behaviour that may be harmful to Members, children and young people in our Preshil The Margaret Lyttle Memorial School communities. The Safeguarding Practice and Behaviour Guidelines outlines what is, and what is not acceptable behaviour or practice when working with or engaging with children and young people.   |
| <b>Direct role in providing activities, programs and services to children and young people</b> | A direct role is considered one that has contact with children and young people that is not incidental, but normally part of providing a service, program or activity for children and young people. This direct delivery may require regular physical contact and forms of ongoing communication. For example, coaching.   |
| <b>Emotional or psychological abuse</b>  | Emotional or psychological abuse occurs when a child does not receive the love, affection or attention they need for healthy emotional, psychological and social development. Such 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 behaviors continue to an extent that results in significant damage to the child's physical, intellectual or emotional wellbeing and development.  |
| <b>Family Violence</b>   | 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. 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. Exposure to family violence places children and young people at increased risk of physical injury and harm and has a significant impact on their wellbeing and development.  |

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| <b>Grooming</b>       | Grooming is a term used to describe what happens when a perpetrator of abuse builds a relationship with a child with a view to abusing them at some stage. There is no set pattern in relation to the grooming of children. For some perpetrators, there will be a lengthy period of time before the abuse begins. The child may be given special attention and, what starts as an apparently normal display of affection, such as cuddling, can develop into sexual touching or masturbation and then into more serious sexual behaviour. Other perpetrators may draw a child in and abuse them relatively quickly. Some abusers do not groom children but abuse them without forming a relationship at all. Grooming can take place in any setting where a relationship is formed, such as leisure, music, sports and religious activities, or in internet chat rooms, in social media or by other technological channels. |
| <b>Harm</b>           | 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: <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> <li>• a series or combination of acts, omissions or circumstances.</li> </ul>   |
| <b>Neglect</b>        | 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. The issue of neglect must be considered within the context of resources reasonably available.   |
| <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 behavior includes (but is not limited to) shoving, hitting, 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 over the internet is also considered sexual abuse.   |

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| <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. |
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## 6. Responsibilities

| <b>Position</b>  | <b>Responsibility</b>  |
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| <b>Preshil The Margaret Lyttle Memorial School Council</b>         | <ul style="list-style-type: none"> <li>• Promote the commitment to this Statement and its expectations.</li> <li>• Support policy review on an annual cycle as a minimum or at a time governed by legislation, regulations, or organisational learnings that promote a change to the Statement and all relevant policy or procedural guidelines.</li> <li>• Ensure compliance to the Statement via an inbuilt review mechanism.</li> <li>• Ensure adequate resources are allocated to allow for the development and effective implementation of this policy.</li> <li>• Develop opportunities for regular discussion at all levels to support a culture of openness and continued improvement and accountability to child protection and member welfare.</li> <li>• Advocate and promote child rights, empowering and engaging children and young people in support of this Statement and its expectations.</li> </ul> |
| <b>Preshil The Margaret Lyttle Memorial School Leadership Team</b> | <ul style="list-style-type: none"> <li>• Implement policy and procedures across the organisation</li> <li>• Ensure personnel have access to and understand this policy and related procedures</li> <li>• Ensure all managers/supervisors have access to support and advice to understand and implement procedures</li> </ul>   |
| <b>Wellbeing Team and HR</b>                                       | <ul style="list-style-type: none"> <li>• Review and update this document and supporting resources in consultation with relevant stakeholders</li> <li>• Support the coordination of the SCYP framework and implementation</li> <li>• Provide training and advice in the application of procedures</li> </ul>   |
| <b>Principal and Heads of Campus</b>                               | <ul style="list-style-type: none"> <li>• Ensure procedure is followed and implemented</li> </ul>   |
| <b>Employees / Volunteers</b>                                      | <ul style="list-style-type: none"> <li>• Compliance with procedure.</li> </ul>   |

## 7. Key Requirements

Information about our commitment to Safeguarding Children and Young People including our Practice and Behaviour Guidelines and Reporting policies will be made available for children and young people and their families including in developmentally appropriate language and languages used by the main communities that access our services.

This will include:

- Displaying posters in public areas
- Providing information in our enrolment and parent handbooks
- Providing links to all policy documentation on the intranet/website for children and young people and their families
- Providing opportunities to give feedback like complaints processes, surveys, feedback sheets and boxes (e.g. online summary, student forum, PA forum, information evenings, surveys)
- Any formal feedback received will be provided to our Principal/Heads of Campus for consideration, and they will provide a written response to the family within 10 days.

## 8. Communication

We communicate our Safeguarding Children in Schools requirements to all our personnel involved with children and young people in our organisation. We involve our personnel in reviews of our Safeguarding Children in Schools requirements. We communicate any significant alterations to Safeguarding Children in Schools requirements and resources to all personnel.

## 9. Monitoring and Review

This document will be reviewed at least every 3 years, in consultation with stakeholders. 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 School Council and/or Principal/Leadership. We retain records to document each review undertaken including minutes of meetings and documentation of changes to policies and procedures that result from a review.

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

## 10. Supporting Resources

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| Preshil Courage Booklet  |
| Preshil Website<br><a href="http://www.preshil.vic.edu.au/">http://www.preshil.vic.edu.au/</a> |