

## Child Protection Policy

### Summary Statement

This policy describes the commitment of Immanuel Gawler to the safety and wellbeing of all children and young people in our community/organisation/school. It outlines the policies, procedures and responsibilities that are enacted in our school to establish and build an environment which is child-safe and child-friendly; where children are respected, valued and encouraged to reach their full potential.

Immanuel Gawler will seek to ensure that everyone to whom this policy applies is aware of, has had the opportunity to read and understand the policy, and obtain further clarification on the policy and related documents.

This policy applies to all persons - "staff and others" including volunteers, parents/carers, children and other individuals involved with the school, whether on a regular or occasional basis).

It applies:

- on the school premises
- at functions, excursions, trips or camps organised by the school
- when members of the school community are representing the school

The Immanuel Gawler Child Protection Policy is a clear and accessible statement of intent in regard to the School's commitment to being a highly regarded Child Safe School through promoting children's wellbeing and safeguarding all children from harm.

The policy is underpinned by the guiding principles of the

- National Safe Schools Framework and addresses the requirements of the Child Safe Environments:
- Principles of Good Practice (DECD 2012),
- The National Quality Framework
- Legislative and School Registration requirements
- The Lutheran Education Australia's Valuing Safe Communities policy and procedures.

Immanuel Gawler is committed to a proactive and vigilant approach to protecting all students to the best of our ability. Child protection is a very high priority and embedded in our daily operations. Our policies and procedures are available to our community and feedback for improvement is welcomed and regularly sought.



## Policy

The School has developed and implements a risk management strategy that identifies, assesses and takes steps to minimize the risks of harm to children

### Risk Management

- identifying risks
- assessing risks
- minimising the risk of harm.

### Documentation and Record-keeping

Accurate, up to date and confidential records are kept of the following:

- Staff and volunteer training
- Criminal History Checks
- Reports of any abuse or neglect and associated documentation.

### Choosing suitable employees and volunteers

The School is diligent and prudent in ensuring that all reasonable actions are taken so that only suitable, appropriate and exemplary people are selected to work or volunteer with our students.

This involves a combination of Criminal History, Referee and Background checks, face to face interviews and vigilance in observing their behaviour, attitudes and relationships with students.

### ***Criminal History Checks***

At Immanuel Gawler all persons (staff and others) who are in regular contact with children or who work in close proximity to children on a regular basis, or who supervise such persons, or who have access to children's records are required to present to the School a current Criminal History Check before commencing their duties and to keep currency, carried out at least every three years.

This process is managed in accordance with the principles and procedures contained in Child Safe Environments.



All teachers are required to have current registration with the Teachers' Registration Board of SA. A DCSI Criminal History Check is a compulsory component of the Teacher Registration and it is the teacher's responsibility to maintain the currency of their teacher registration (every 3 years) and provide the Business Manager with a copy of their certificate prior to the expiration date.

#### Background and Referee Checks:

As a key part of the recruitment, as well as Criminal History Checks, referees are contacted and other necessary background checks undertaken to ensure the suitability of all persons who are in regular contact with children or who work in close proximity to children on a regular basis, or who supervise such persons, or who have access to children's records

#### **Expectations, Supervision, Codes of Conduct and Professional Boundaries for Staff and Volunteers**

The school values all staff and others.

The school will conduct Valuing Safe Communities training regularly and expect that all volunteers (etc) are trained in this.

We believe staff and others should be treated fairly and respectfully and are required to contribute to our students' safety and wellbeing in the following ways:

1. Provide safe, respectful and engaging environments where our students observe and are taught positive life skills and values. This helps our students to:
  - develop and expect positive relationships with others
  - feel connected to the school community and beyond
  - be resilient and resourceful in dealing with stress and adversity
  - achieve their potential as learners and members of our community.
2. Be aware, vigilant and able to recognise when children and young people's wellbeing or safety is being compromised. They should be prepared to act and follow up on their concerns. This helps ensure:
  - timely and relevant information is gathered and shared with other relevant persons
  - unsuitable individuals are not present at or involved with the school
  - students and their families are directed to support when they first show signs of needing it
  - fewer children and young people are harmed by violence, abuse and neglect.

3. Understand that the needs of children and young people who have been harmed through violence, abuse or neglect may require them to adapt their programs and support accordingly. They are to aim to help these children and young people stay connected to school and contribute to their recovery and their development of positive coping skills and learning success.

### **Supervision of Students**

Students are actively supervised by staff at the appropriate ratio for the age of the students, purpose, type and location of the activity. Supervision requirements for practical lessons, counselling, yard duty, camps, excursions, travel, etc. are documented in the relevant policies and procedures of which all staff are made aware and required to follow.

### **Working One to One with Students**

At times it may be necessary for staff and others to work one to one alone with a student.

Three essential practices are:

- make it public (open and visible space)
- make it authorised (ensure you have your school leader's approval)
- make it timely (consider the appropriateness of the time of day and length of time).

### **Support, train, supervise and enhance the performance**

All staff and others who work with children or their records have ongoing supervision, support and training such that their performance is developed and enhanced to promote the establishment and maintenance of a child safe environment.

### **Responding to Abuse and Neglect – Education and Care (RAN-EC) Training**

All school staff must complete the full-day RAN training and then the regular (every three years) update training (online). A current certificate must be provided to the Business Manager prior to the commencement of duties or the expiration date.

All teachers are required to undertake the full-day RAN-EC training to obtain their registration with the Teachers' Registration Board of SA, and undertake the update training to renew registration. A DCSI Criminal History Check is a compulsory component of the Teacher Registration process. It is the teacher's responsibility to maintain the currency of their teacher registration and provide the HR Manager with a copy of their certificate prior to the expiration date.



## Staff Induction

All new staff undergo an induction process. The school's child protection principles, policies and procedures, as well as their role and responsibilities, form an integral component of the induction. It is essential that new staff not only develop a thorough understanding of the legislative, administrative, social and educational requirements to protect children but that they also engage with our proactive and positive child-safe ethos, culture and practices.

## Reporting Procedure

All staff and others are regularly reminded of their obligation to and how to make timely and accurate reports of suspected abuse or neglect. It is an expectation of the school that any person who, in the course of their work or volunteering, suspects on reasonable grounds that a child is being or has been abused or neglected must report their suspicion to the Child Abuse Report Line: CARL 131478. This includes even persons who are not mandated to report suspected child abuse or neglect under the legislation.

## Responding to Reports of Suspected Abuse and Neglect

The School will act promptly and responsibly in dealing with any reports and allegations of abuse or neglect, that are brought to our attention.

- All reports will be managed by the Principal (or in the case that the report concerns the Principal then it will be dealt with by the Chair of the School Board)
- The care, safety and welfare of the student is the paramount consideration.
- Where appropriate other external authorities will be notified e.g. SAPOL, Teachers' Registration Board, AISSA. LSA/LEA