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| Policy       | Child Safety and Wellbeing Policy | Date approved       | 20 March 2025 |
| Policy Owner | Principal                         | Date of next review | 20 March 2027 |
| Approved by  | School Council                    | Version             | 4             |

## Introduction

Trinity Grammar School, Kew (the **School**) is committed to creating and maintaining an environment in which all children are safe from harm. The School has no tolerance of child abuse.

Our Child Safety & Wellbeing Policy (**Policy**) demonstrates the strong commitment of the School to child safety, and provides an outline of the policies, actions and practices that we have developed to keep our students safe, including from abuse or other harm, and champion child safety at all levels of our School. It is an overarching policy that provides the key elements of our approach as a child safe organisation and sets the tone for the School's entire Child Safety program.

The Policy takes into account relevant legislative requirements, including the specific requirements of the 11 Child Safe Standards articulated in *Ministerial Order No. 1359: Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and Boarding Premises*.

## Purpose

The purpose of this Policy is to:

- demonstrate the School's commitment to promoting child safety and embed a culture of 'no tolerance' child abuse;
- communicate the School's strategies for embedding a child safe culture at the School;
- set out the School's expectations of all stakeholders in recognition of the role they play in ensuring that all children and young people at the School are safe; and
- explain the governance processes in place at the School to implement and review our child safe strategies.

## Scope

This Child Safety and Wellbeing Policy applies to all members of the School Community. It applies in the School environment and in the School Boarding environment.

## Definitions

| Term                        | Definition   |
|-----------------------------|--|
| Child                       | Any student enrolled at the School, regardless of age.<br><br>Any student that attends the School as part of the Co-ordinate Program, regardless of age.   |
| Child abuse                 | Child abuse includes:<br>(a) any act committed against a child involving – <ul style="list-style-type: none"> <li>• a sexual offence; or</li> <li>• the offence of grooming; and</li> </ul> (b) the infliction, on a child, of – <ul style="list-style-type: none"> <li>• physical violence; or</li> <li>• serious emotional or psychological harm; and</li> </ul> (c) the serious neglect of a child.   |
| Child-connected work        | <ul style="list-style-type: none"> <li>• work authorised by the School Council and performed by an adult in the School environment while children are present or reasonably expected to be present; or</li> <li>• work authorised by the School in the School boarding premises environment while children are present or reasonably expected to be present.</li> </ul>  |
| Child-related work          | Work at the School, school boarding house, or associated with homestay accommodation that usually involves direct contact with a child. Work is not child-related by reason only of occasional direct contact with children that is incidental to the work.  |
| Child safety                | Child safety includes matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures or allegations of child abuse.  |
| School Community            | All school staff (permanent, fixed term and casual), volunteers, contractors, members of School Council, parents/ guardians and any other adult family members of a student at the school., visitors, external education providers, pre-service teachers on placement at the School, approved homestay providers and local support persons for overseas students.  |
| School Boarding environment | Any physical, online or virtual space made available or authorised by the School Council for a child enrolled as a boarding student at the Dadirri Boarding House at 49 Wellington Street, Kew, to use at any time, including:<br>a) online or virtual school boarding environments (including email, intranet systems, software applications, collaboration tools, and online services);<br>b) other locations provided by School or through a third-party provider for a child enrolled as a boarding student to use including, but not limited to, locations used for: <ul style="list-style-type: none"> <li>• camps;</li> <li>• approved homestay accommodation;</li> </ul> |



|                    |   |
|--------------------|---|
|                    | <ul style="list-style-type: none"><li>• delivery of education and training such as RTOs, TAFEs, non- school senior secondary providers or another school (e.g. Ruyton Girls' School); or</li><li>• sporting events, excursions, competitions or other events.</li></ul>   |
| School Environment | <p>Any of the following physical, online or virtual places, used during or outside school hours:</p> <p>(a) the School's campuses/sites, including:</p> <ul style="list-style-type: none"><li>• the Kew campus (which, for the avoidance of any doubt, includes the Early Learning Centre);</li><li>• the Marles Playing Fields at Bulleen;</li><li>• the Outdoor Education sites at Lake Nillahcootie and Licola;</li></ul> <p>(b) online or virtual school environments made available or authorised the School Council for use by a child, including:</p> <ul style="list-style-type: none"><li>• email;</li><li>• myTGS;</li><li>• software applications, collaboration tools and online services;</li></ul> <p>and</p> <p>(c) other locations provided by the School or through a third party provider for a child including, but not limited to, locations used for:</p> <ul style="list-style-type: none"><li>• camps;</li><li>• approved homestay accommodation;</li><li>• delivery of education and training such as RTOs, TAFEs,</li><li>• non-school senior secondary providers or other schools (e.g. Ruyton Girls' School);</li><li>• sporting events, excursions, competitions or other events.</li></ul> |
| School staff       | <p>Includes all individuals working in a school environment and/or school boarding environment who are:</p> <ul style="list-style-type: none"><li>• directly engaged or employed by the School;</li><li>• a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the School to perform child-related work; or</li><li>• a minister of religion, a religious leader or an employee or officer of a religious body associated with the School.</li></ul>   |

## Policy

All children and young people who come to Trinity Grammar School have a right to feel and be safe. We are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe and can actively participate in decisions that affect their lives.

We have no tolerance for child abuse, racism, bullying or other harm and are committed to acting in students' best interests and keeping them safe from harm.

The School regards its child 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 maintaining a child safe culture.

Nothing in this policy is intended to limit the School's or any member of the School Community's obligations or responsibilities under applicable child safety legislation and standards (including the Child Safe Standards and the Reportable Conduct Scheme).

## Statement of Commitment to Child Safety and Wellbeing

The School is committed to the safety and wellbeing of all children and young people. Child safety and compliance with the applicable child safety laws and standards is at the forefront of all decision-making at the School.

The School's approach to creating and maintaining a child safe school environment is guided by our mission and values which are published on the School's website.

The School's commitment to embedding a strong child safe culture is based on the following child safety principles:

- all children have the right to be safe and to feel safe at school;
- there is no tolerance of child abuse, racism, bullying or harm against children and young people;
- all allegations will be treated seriously in accordance with our policies and procedures;
- the safety, wellbeing and best interests of children is paramount;
- all children are educated and empowered about their rights and participate in decisions affecting them and be taken seriously;
- child safety awareness is openly discussed and promoted within the school community, which includes relevant training for stakeholders.

The diverse needs of students are respected, including (but not limited to) students who are Aboriginal, students with a disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, neurodiverse students, international students and LGBTQI+ students.

The School is committed to ensuring that the implementation of the child safety program, including the requirements of Ministerial Order No. 1359, is regularly reviewed, updated and, if necessary, improved.

## Children and Young People's Rights to Safety, Information and Participation

Trinity Grammar School is a child safe and child-centred environment that is friendly and welcoming to all children and young people. We actively seek to include students in decisions that affect them.

This includes decisions about organisational planning, delivery of services, management of facilities, and classroom learning and assessment environments.

We ensure students know about their rights to safety, information and participation. We recognise the importance of friendships and support from peers. We do this by actively seeking to understand what makes students feel safe in our organisation and regularly communicating with students about what they can do if they feel unsafe.

The School ensures School staff and volunteers are attuned to signs of harm and facilitates child-friendly ways for children to express their views, participate in decision-making and raise their concerns. We will provide students with the necessary information as to the process of contacting the relevant staff where there are child safety concerns related to themselves or their fellow students.

The School has strategies in place to develop a culture that facilitates participation and is responsive to the input of children and students.

The School will provide opportunities for children and students to participate and are responsive to their contributions to strengthen confidence and engagement.

## Our Child Safety program: Embedding a Culture of Child Safety

Our Child Safety program is one of the strategies employed by Trinity Grammar School to embed a culture of child safety at the School. The School is committed to the effective implementation of our Child Safety program, ensuring it is appropriately reviewed and updated and that School staff and volunteers receive regular training on the program. This includes new staff and volunteers receiving competency-based child safe training as part of their induction and onboarding, and existing School staff and volunteers having training, information and supervision to ensure their ongoing suitability to work with children.

We adopt a risk management approach by identifying key risk indicators and assessing child safety risks based on a range of factors including the nature of our School's activities, physical and online environments and the characteristics of the student body.

Our Child Safety program relates to all aspects of child safety and protecting students from abuse or other harm and establishes work systems, practices, policies and procedures to create and maintain a child safe environment and culture at the School.

The Child Safety program includes policies and procedures that clearly explain processes for:

- responding to and reporting child safety incidents;
- recruiting and screening School staff (including contractors) and volunteers;
- reporting to external agencies;
- ensuring compliance with relevant laws, regulations and standards;
- training requirements and expectations for all stakeholders;
- pastoral care strategies designed to empower students and keep them safe;
- strategies to encourage diversity, inclusion and belonging;
- clear information for what constitutes child abuse and grooming.

## Responding to and reporting child safety incidents or concerns to the school

Our Child Safety program provides detailed guidance for School staff and volunteers (including School Council members) on how to identify key indicators of child abuse and other harm and how to report child safety incidents or concerns internally at the School. It also contains detailed procedures with respect to the reporting of child safety incidents or concerns to relevant external authorities, and for the School community and other persons in the wider community to report child safety concerns to the School.

We recognise that some individuals, particularly children, face additional vulnerabilities to child abuse and other harm, as well as additional barriers to disclosing child safety incidents or concerns. Our Child Safety program provides guidance on identifying these additional vulnerabilities and barriers and contains strategies for supporting these individuals to participate in the School community and enabling them to disclose child safety incidents or concerns to the School.

Students at the School are provided with information about, and encouraged to use, multiple pathways to raise child safety incidents or concerns about or at the School. These include informal and formal ways, an 'anonymous' way, and through external child advocacy or child safety organisations.

Without limiting any member of the School community's disclosure and reporting obligations under the Mandatory Reporting Scheme, parents/carers, family members and other community members who have child safety concerns or who suspect that a child or young person associated with the School may be subject to abuse or other harm can contact the School's Senior Child Safety Leader, Adrian Farrer, by phoning 9854 3633 or emailing [principal@trinity.vic.edu.au](mailto:principal@trinity.vic.edu.au) or, if the concern relates to the Principal, the Chair of School Council via

schoolcouncil@trinity.vic.edu.au. Any person can also contact the Senior Child Safety Leader, or the Chair of School Council if they have concerns regarding the School's leadership in relation to child safety.

Students, parents/carers, family members and other community members can also raise or report child safety incidents or concerns:

- to external bodies identified in the Policy and Procedures for Responding to and Reporting Child Abuse; and/or
- through the Complaints Management Policy.

Communications regarding suspicions, incidents, disclosures or allegations will be treated confidentially on a "need to know basis", and information will be handled in accordance with our Privacy Policy.

**If you believe a student is at immediate risk of abuse, call 000.**

The School's practices are based on the following:

- compliance with reporting laws, including mandatory reporting, the reportable conduct scheme, and the obligation imposed by the criminal law to report a belief that child abuse may have occurred to Victoria Police;
- ensuring any suspicions, incident, disclosure or allegation is taken seriously, and responded to promptly and thoroughly, and that any parties involved in an allegation of child abuse are provided with support and treated fairly and consistently;
- ensuring continuous review and improvement of processes and that policies are easily accessible for all persons within the School community including an easy-to-understand process for students.

The School will support and assist children who disclose child abuse, or are otherwise linked to suspected child abuse in accordance with the Policy & Procedures for Responding to and Reporting Child Abuse.

## Child Safety Human Resources/Staff Management

The School is required to ensure that people working with a Child are suitable and are supported to reflect child safety and wellbeing values in practice. The School applies best practice standards in the recruitment and screening of staff, volunteers and contractors. Our recruitment procedures ensure that all reasonable steps are taken to engage the most suitable and appropriate people to work with children and young people. All staff and relevant volunteers and contractors are required to maintain a valid Working With Children Check clearance or equivalent such as VIT registration.

As part of our commitment to safeguarding children and young people from harm, the School provides school staff and volunteers with a child safety induction, training and information, as required by the Ministerial Order. Training is provided annually for School staff, and as appropriate to the nature and responsibilities of the role for volunteers. They receive information on the Child Safety Code of Conduct and where relevant to the role, the Child Safety and Wellbeing Policy and the procedures for managing complaints and concerns related to child abuse. They are subject to regular supervision and performance monitoring while engaging with students. The School ensures that professional development programs for staff include child safety education and training programs.

Within these processes, the School gathers, verifies and records information about a person to assess their suitability for child-connected work.

Depending on the work to be undertaken, all or some of the following are required for checking and must be maintained, renewed and/or updated as necessary on an ongoing basis:

- confirming identity e.g. driver's license or other photo identification (upon commencement);
- Working with Children Check (upon commencement and 2 months prior to expiry date);
- VIT teacher registration (upon commencement and annual registration renewals for the duration of the teacher's employment with the School);
- National Police Record Check (upon commencement and 2 months prior to expiry date)
- Personal references that address the persons suitability for the job and working with children (upon commencement);

- child safety statement in advertisements setting out the job's requirements regarding child safety and wellbeing and the relevant qualification and experience in relation to child safety and wellbeing;
- child safety responsibilities in position descriptions;
- child safety questions asked during interviews.

Where such information is required by the School, it must be kept up to date by the staff member/volunteer/contractor. Any changes are to be communicated to the People and Culture team.

## Training and Supervision

Training and education are important to ensure that everyone in the School understands that student safety is everyone's responsibility. The School's culture aims for all members of the School Community to understand their child safety obligations and to feel confident and comfortable to address any student safety concerns.

The School Leadership Team and People & Culture Team will ensure that appropriate guidance and training is provided to members of School Council, School Leadership and School staff, at least annually. Initiatives include (but are not limited to):

- Inductions and regular supervision of new employees during their probationary period, volunteers and contractors to ensure they understand the School's commitment to student safety and that everyone has a role to play in protecting students from abuse, as well as checking that their behaviour towards students is safe and appropriate;
- School Council members undertaking annual training during Council meeting/retreat sessions to refresh themselves with their Company Director and School Governance obligations;
- Staff undertaking annual refresher training during Staff Professional Learning days to identify, assess and minimise risks of child abuse and to detect potential signs of child abuse;
- Staff enhancing their skills through ongoing professional learning to continue to protect students from abuse; and promote the cultural safety of Aboriginal and Torres Strait Islander students, the cultural safety of students from linguistically and/or diverse backgrounds, and the safety of students with additional needs or a disability.

## Child safety risk management

The School recognises the importance of a risk management approach to minimise the potential for child abuse or harm to occur and uses this approach to inform policies, procedures and activity planning. The School has a comprehensive Risk Management program to assist in the identification, assessment and management of child safety risks in all School environments.

## Record-keeping

The School has a Record Keeping Policy and is committed to best practice record keeping. In accordance with our policy, and as required by our Policy and Procedures for Responding to and Reporting Child Abuse, all internal and external reports of child safety incidents and concerns, as well as any other responses by the School are recorded using the Child Safety Incident Reporting Form.

In maintaining records of child safety incidents or concerns, the School maintains confidentiality and privacy for students and families in accordance with federal and state privacy legislation and adheres to Public Record Victoria Recordkeeping Standards, including minimum retention periods.

## Cultural safety for Indigenous students

The School (which includes the school boarding premises) is committed to establishing a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal and Torres Strait Islander children are respected and valued.



The School has a well-established Dadirri Program and Dadirri Boarding House to support Aboriginal students. The School has developed a Statement on the Cultural Safety of First Nations Students which details the strategies and actions implemented by the School to ensure:

- a child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported;
- strategies are embedded within the School (including the school boarding premises) to equip staff, students, volunteers and the School Community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students;
- measures are adopted by the School (including the school boarding premises) to ensure racism is identified, confronted and not tolerated, and any instances of racism within the School environment or the School boarding environment are addressed with appropriate consequences;
- the School (including the school boarding premises) actively supports and facilitates participation and inclusion by Aboriginal children and their families;
- all of the policies, procedures, systems and processes of the School (including the school boarding premises), taken together, create a culturally safe and inclusive environment and meet the needs of Aboriginal children and their families.

## Student empowerment

The School ensures children are informed and empowered about their rights, participate in decisions affecting them and their views and opinions about matters affecting them are taken seriously.

The School is committed to the empowerment of all students and strives to ensure that:

- children are informed about all of their rights, including in relation to safety, information and participation;
- the importance of friendships is recognised and support from peers is encouraged, to help children feel safe and to experience a sense of belonging;
- staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children to express their views, participate in decision making and raise their concerns;
- the School's culture facilitates participation and is responsive to the input of children;
- there are opportunities for children to participate, and the School is responsive to their contributions to strengthen confidence and engagement;
- children (including boarding students) have access to sexual abuse prevention programs and relevant related information in an age-appropriate way.

## School Community engagement

The School is committed to ensuring that:

- families and caregivers participate in decisions related to child safety and wellbeing which affect their child;
- the School engages and openly communicates with families and the School Community about its child safe approach and relevant information is accessible;
- families and the School Community have a say in the development and review of policies and practices of the School related to child safety and wellbeing;
- families, carers and the School Community are informed about the operations and governance of the School related to child safety and wellbeing.

These commitments apply to the school boarding premises and families of boarding students.

Families are invited to provide feedback on our child safety policies and practices at any time. Feedback will be considered by the School in its review and implementation of the program. To provide feedback please email [policyfeedback@trinity.vic.edu.au](mailto:policyfeedback@trinity.vic.edu.au).

To further facilitate and support the engagement of the School Community, we provide:

- communications on child safety to all parents;



- information on child safety via SchoolTV;
- information on child safety on the School website and parent portal;
- a mechanism for members of the School Community to provide feedback on our child safety policies.

## Diversity and equity

The School strives to ensure that equity is upheld in both policy and practice. The School's commitments include:

- the School and its staff understand the diverse circumstances of children and provide support and respond to vulnerable children;
- children, staff, volunteers and the School Community have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand;
- particular attention is given to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, neuro-diverse students, international students, and LGBTQIA+ students;
- particular attention is given to the needs of Aboriginal students and provides and promotes a culturally safe environment for them.

These commitments also apply to the school boarding premises.

The School is committed to ongoing review of its strategies on diversity, inclusion and belonging in support of these aims.

## Child safety in digital and physical environments

The School has developed policies, procedures and practices that promote safety and wellbeing in physical and online environments and minimise the risks of harm to children, including the Child Safety Code of Conduct, Staff Code of Conduct, Staff Professional Boundaries Policy, Mobile Device Policy, Social Media Policy, Technology Acceptable Use Agreement and Student Code of Conduct.

## Policy and program review

Trinity Grammar School is committed to the continuous improvement of our Child Safety program. The Policy will be reviewed at least every two years by the School Council for overall effectiveness and to ensure compliance with all child protection related laws, regulations, and standards. The School will take into consideration any complaints, concerns and safety incidents to identify causes and systemic failures. The School Community will be informed as appropriate on the outcomes of relevant reviews.

The School is committed to actively seeking, actioning, and incorporating into this Policy, feedback from students, families, the wider School community, staff, volunteers and contractors, and will communicate any adjustments or amendments widely throughout the School community as appropriate. Feedback can be sent to [policyfeedback@trinity.vic.edu.au](mailto:policyfeedback@trinity.vic.edu.au).

## Responsibilities

Each member of the School community has a responsibility to understand the important and specific role that they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all that they do and every decision that they make. Fulfilling the roles and responsibilities in the policy does not displace or discharge any other obligations that apply if a person reasonably believes that a child is in need of protection from or at risk of child abuse.



The School's Statement of Commitment to Child Safety and Wellbeing has been designed to reflect the National Principles for Child Safe Organisations.

## The School Council

The School Council is responsible for approving the School's Child Safety program and ensuring that the School has appropriate resources to effectively implement the Child Safety Framework, the National Principles for Child Safe Organisations published by the Australian Human Rights Commission, the Victorian Child Safe Standards and our Child Safety program. The Council is also responsible for ensuring the School's overall compliance with its child safety policies.

## The Principal

The Principal is responsible and accountable for, the operational management of the School, and the Child Safety program.

The Principal is also responsible for taking all practical measures to ensure that this Child Safety and Wellbeing Policy and the School's Child Safety program is implemented effectively and that a strong and sustainable child safe culture is maintained within the School. In responding and reporting child safety allegations, the Principal must ensure that the complaint or concern is taken seriously and responded to promptly and thoroughly.

Additionally, if any school staff who has been allocated responsibility under these procedures is unable to perform their role, the Principal will be responsible for managing an alternative procedure for responding to an allegation or disclosure of child abuse.

Should the Principal be unable to perform this role, the Chair of School Council will be responsible for managing an alternative procedure.

## Child Safety Leaders

The School has nominated Child Safety Leaders to support the School's Child Safety program. Child Safety Leaders have received additional training and play a key role in embedding the School's child safe culture and ensuring the School's obligations are met. Their duties include raising awareness of child safety issues and managing child safety concerns.

## School Leadership Team

Each member of the School Leadership Team is required to ensure appropriate resources are made available in their area of operations to allow the School's Child Safety program to be effectively implemented within the School, and to support the Principal in the practical application of the School's child safety strategies, policies, procedures and work systems.

## Staff

All School staff are required to comply with this Policy and the Child Safety Code of Conduct, be familiar with our Child Safety program, understand their legal obligations with respect to the reporting of child abuse and other harm, and ensure their VIT registration and/ or Working with Children Check is up to date.

It is each individual's responsibility to be aware of key indicators of abuse and other harm, to be observant, and to raise all child safety incidents and concerns with one of the School's Child Safety Leaders.

All School staff are responsible for ensuring they undertake Child Safety compliance training annually and maintain their compliance.

## Volunteers

All volunteers at the School are responsible for contributing to the safety, wellbeing and protection of students in the School environment and are required to comply with our Child Safety and Wellbeing Policy and Child Safety Codes of Conduct and understand their legal obligations with respect to the reporting of child abuse and other harm.

Trinity will ensure volunteers engaged in child-connected work are made aware of their responsibilities to children and students, information sharing and reporting obligations and record keeping obligations. Volunteers engaged in child-connected work will be required to receive an induction regarding child safety and wellbeing that is appropriate to the nature of the role. They will also be given a copy of this Policy, the Policy and Procedures for Responding to and Reporting Child Abuse and Child Safety Code of Conduct.

It is each volunteer's responsibility to be aware of key indicators of child abuse and other harm, to be observant, and to raise all child safety concerns with one of the School's Child Safety Leaders and take other steps as required by law.

## Contractors and External Education Providers

All contractors and external education providers engaged by the School are responsible for contributing to the safety and protection of students in the School environment. They are required to comply with this Policy and the Child Safety Code of Conduct. Contractors are required to understand their legal obligations with respect to the reporting of child abuse and other harm. The School may include this requirement in the written agreement between the School and the contractor or the external education provider.

Contractors include, for example, maintenance and building personnel, consultants, casual teachers, tutors, sports coaches and school cleaners. This also includes music teachers and other extra-curricular teachers and instructors who are engaged by students and their families directly, rather than the School, but have an agreement with the School to use the School's facilities.

An External Education Provider is any organisation 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. The delivery of such a course may take place on School premises or elsewhere.

All External Education Providers engaged by the School are responsible for contributing to the safety and protection of students in all School environments. All External Education Providers engaged by the School are required by the School to comply with our Child Safety Policy and our Child Safety Codes of Conduct. Trinity Grammar School may include this requirement in the written agreement between the School and the External Education Provider.

## Breach of Policy

Where a school staff member (permanent, fixed-term or casual) or volunteer breaches this Policy, which would in turn potentially mean non-compliance with their legal obligations, the School may take disciplinary action that may include (depending on the severity of the breach):

- remedial education;
- counselling;
- increased supervision;
- the restriction of duties;
- notifying the Victorian Institute of Teaching; and/or
- in the case of serious breaches including breaches of the law, notification to the relevant child protection authority and/or Victoria Police will occur and consideration will be given to suspension or termination of employment or termination of contract of engagement.

Where a member of the School Community (other than a staff member) breaches this policy, the school may take action that may include (depending on the severity of the breach):

- removal of the person from the school premises and refusal of the person to re-enter the premises for any reason;
- cessation of engagement and removal of a contractor from the school premises and not allowing the contractor to be re-engaged to undertake work;
- breach consequences as stated in the Parent Code of Conduct;
- consequences for parents/ carers as stated in the Conditions of Enrolment;
- in the case of serious breaches including breaches of the law, notification to the relevant child protection authority or Victoria Police will be undertaken.

## Communication

This policy is publicly available on the School website. It is also available to staff through PolicyConnect and to parents/carers through Trinity Connect.

## Related Policies

Child Safety Code of Conduct  
Child Safety Code of Conduct for Boarding Staff  
Staff Code of Conduct  
Staff and Student Professional Boundaries Policy  
Policy and Procedures for Responding to and Reporting Child Abuse  
Reportable Conduct Policy  
Technology Acceptable Use Agreement  
Mobile Device Policy  
Student Code of Conduct  
Conditions of Enrolment  
Parent Code of Conduct

## References

*Ministerial Order No. 1359: Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and Boarding Premises*  
*Child Safety and Wellbeing Act 2005*



**TRINITY**  
**GRAMMAR**  
**SCHOOL, KEW**

# Child Safety and Wellbeing Policy

*Education and Training Reform Act 2006*  
*Worker Screening Act 2020*