# Child Safety and Wellbeing Procedures

## Purpose

To demonstrate the strong commitment of Catholic Regional College St Albans to the care, safety and wellbeing of all students at our school. It provides an outline of the procedures, actions and strategies that will be implemented to ensure that a child safe culture is championed and modelled at all levels of the school, to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

These procedures take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Child Safe Standards as set out in Ministerial Order No. 1359 : Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises.

The school has allocated roles and responsibilities for child safety and wellbeing as follows:

- Mr Kevin Quinn - Deputy Principal (Pastoral Care)

- Mr Dale Marshall (Wellbeing for Learning Leader / Child Safety Lead)

- Mr Andrew Bain-King, Mr James Younan, Ms Christie Roberts and Mr Anthony Barresi (Year Level Leaders).

## Scope

Everyone employed or volunteering at our school has a responsibility to understand the important and specific role they play individually and collectively to ensure a child safe culture in which the wellbeing and safety of all students is at the forefront of all they do and every decision they make (CECV Statement of Commitment to Child Safety).

These procedures apply to all school staff, volunteers and contractors whether they work in direct contact with students. It also applies to school council members where indicated.

These procedures apply to all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers.

This Procedure should be read together with our other child safety and wellbeing policies, procedures, and codes including:

1. PROTECT: Identifying and Responding to Abuse – Reporting Obligations Policy and associated procedures.

2. Child Safety Code of Conduct.

3. Reportable Conduct Policy.

## Procedures

**1. Responsibilities of school leadership**

The principal, the school governing authority and school leaders at our school recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety and wellbeing. Responsibilities include:

- creating an environment for children and young people to be safe and to feel safe

- upholding high principles and standards for all staff, clergy, volunteers and contractors

- promoting models of behaviour between adults and children and young people based on mutual respect and consideration

- creating an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of abuse to relevant authorities.

- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff and volunteers

- ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to, and ability to prevent, identify and address child safety and wellbeing matters

- ensuring that the school has in place appropriate risk management strategies and practices that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the school environment

- providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to children and young people's protection and wellbeing

- ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359

- ensuring the school takes specific action to protect children from abuse in line with the three criminal offences introduced under the *Crimes Act 1958* (Vic.) and in line with PROTECT: Identifying and responding to all forms of abuse in Victorian schools

- ensuring the school understands and reports all matters that may constitute reportable conduct under the Reportable Conduct Scheme and in accordance with the school's Reportable Conduct Policy

- sharing information under legislated information sharing schemes (CISS and FVISS) in accordance with the school's prescribed role as an Information Sharing Entity (ISE)

- ensuring that the school monitors and reviews the risks related to child safety and wellbeing, including evaluating the effectiveness of the implementation of its risk controls, on an annual basis.

- promoting open discussion of child safety issues within the school community through the Child Safety Committee, College Leadership Team, SAC meetings and meetings of various staff groups.

- Incorporating a strong child safety and risk management lens into all planning

- developing and implementing a yearly child safety improvement plan.


2. **Responsibilities of school staff**

Responsibilities of school staff (school employees, contractors and clergy) and volunteers include:

- treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care

- following the legislative and internal school policies, procedures and processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected

- providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured

- implementing inclusive practices that respond to the diverse needs of students

- undertaking regular training and education in order to understand their individual responsibilities in relation to child safety, and the wellbeing of children and young people, including ways to prevent, identify and mitigate risks relating to child safety and wellbeing

- assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse

- following the school's Child Safety Code of Conduct

- where risks of child abuse are identified, ensuring that action is taken to mitigate those risks and that risks and actions are appropriately recorded.

## 3. Organisational arrangements

The principal has the overall leadership role in monitoring and responding to the policy, procedures and practices for child safety and wellbeing in our school in accordance with the Child Safety and Wellbeing Policy.

The College has established a Child Wellbeing and Safety committee. Membership of the committee consists of students, family members and staff. It is led by the Wellbeing for Learning Leader, Mr Dale Marshall.

The Child Wellbeing and Safety committee works in preventing, identifying and mitigating risks in the safety and wellbeing of young people. In particular, the committee works to ensure that all young people in the school community have an understanding of their right to feel safe and included; how to raise concerns around child wellbeing and safety, and to understand the many different policies, procedures and requirements around child safety and wellbeing.

Our school's website and newsletter will provide information to keep parents and carers informed of child safety and wellbeing commitments, procedures and arrangements.

## 4. Expectation of our school staff and volunteers – Child Safety Code of Conduct

At our school, we expect school employees, volunteers, contractors and clergy to proactively ensure the safety and wellbeing of students, to identify concerns about child safety and wellbeing and to take appropriate action if there are concerns about the safety and wellbeing of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection, and comply with all requirements. We have developed a Child Safety Code of Conduct which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers, contractors and clergy for appropriate behaviour with children to safeguard them against abuse and/or neglect.

Our Code also protects school staff and volunteers through clarification of acceptable and unacceptable behaviour.

## 5. Student safety and participation and empowerment

At our school, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them including expressing their identity. This may include expressions of culture, sexuality and gender.

We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report their concerns. We listen to and act on any concerns students, or their parents or carers, raise with us.

The curriculum design integrates appropriate knowledge and skills to enhance students' understanding of being safe, as well as their understanding of their rights to safety, information and participation. Teaching and learning strategies that acknowledge and support student agency and voice are implemented. We ensure that students are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

We have developed appropriate education about:
- standards of behaviour for students attending our school
- healthy and respectful relationships (including sexuality)
- resilience
- child abuse awareness and prevention.

We have also developed curriculum planning documents that detail the strategies and actions the school takes to implement its obligations to ensure that:

- children and students are informed about all of their rights, including to safety, information and participation
- the importance of friendship is recognised and support from peers is encouraged, to help children and students feel safe and be less isolated
- staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns
- strategies are in place to develop a culture that facilitates participation and is responsive to the input of children and students
- students have opportunities to participate, and the school is responsive to their contributions, thus strengthening confidence and engagement
- teachers plan collaboratively to ensure learning programs meet the needs of all students and provide challenges for every learner
- the student-friendly flow charts for raising concerns and making complaints are understood
- procedures for raising concerns are visibly posted in classrooms and on the SIMON LMS platform
- student members of the Child Safety committee visit homerooms to share information on child safety protocols
- Year 7 students receive support in transitioning and forming friendships through our Peer Support program
- Year 7 and new students are supported through a comprehensive transition program, including a dedicated day to familiarise them with the school environment and the importance of building relationships
- co-curricular activities offered at lunchtime and after school provide opportunities for students to develop connections, belonging, and empowerment
- the Pastoral Care @ CRC St Albans approach reduces barriers for students to disclose, report, and raise concerns through explicit teaching of our Rights and Responsibilities and the processes for raising a concern
- the Health and Physical Education, Pastoral Care, and Enrichment Programs support students in developing and sustaining friendships
- students are further empowered through participation in events such as Child Safety Week and School theme days.
- students have the opportunity to nominate for school leadership positions and provide feedback through their Year Level Representative Council.

We support students to identify, discuss and report their concerns.

We listen to children, take their views seriously, and are committed to addressing any concerns that they raise with us.

Students impacted by a child abuse or a child safety matter will be provided with support to assist them to feel safe at school and develop protective factors. Supports will be tailored to each individual student and circumstance. Supports provided to students at our school may include:

- Regularly communicating with the student or students and their parents/ guardians/ carers where appropriate
- Convening a Student Support Group of school wellbeing staff and teachers to plan, support and monitor affected students
- Developing Student Support Plans for students impacted by the incident to ensure appropriate levels of care and support are provided
- Access to counselling
- Referrals to external services such as family violence services, Centre Against Sexual Assault (CASA), or Headspace
- Include further relevant details of school practices or supports that may be offered

- Where external authorities are investigating a report of abuse or risk of abuse, it is the role of the principal to ensure students are supported through the process.

## 6. Reporting and responding

Our school creates records relevant to any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and maintains and disposes of those records in accordance with security and privacy requirements and [Public Record Office Victoria Recordkeeping Standards](#) (including minimum retention periods). Our school complies with legal obligations that relate to managing the risk of child abuse under the *Children, Youth and Families Act 2005* (Vic.), the *Crimes Act 1958* (Vic.), the *Child Wellbeing and Safety Act 2005* (Vic.) and the recommendations of the [*Betrayal of Trust*](#) report.

Child protection reporting obligations fall under separate pieces of legislation with differing reporting requirements.

Our school's PROTECT: Identifying and Responding to Abuse – Reporting obligations Policy sets out the actions required under the relevant legislation when there is a reasonable belief that a child at our school is in need of protection or a criminal offence has been committed, and provides guidance and procedures on how to make a report.

Our policy assists staff, volunteers and families to:

- identify the indicators of a child or young person who may be in need of protection
- understand how a reasonable belief is formed under the reportable conduct scheme as well as mandatory reporting
- make a report of a child or young person who may be in need of protection
- comply with mandatory reporting obligations under child protection law, and their legal obligations relating to child abuse and grooming under criminal law
- understand and comply with information sharing and recordkeeping obligations
- comply with reporting obligations under the reportable conduct scheme including obligations to report and investigate allegations of reportable conduct.

Our school has also established additional internal procedures and processes to help ensure that appropriate action is taken to prevent, identify and respond to concerns about the wellbeing and/or safety of a student.

Our school is a prescribed Information Sharing Entity (ISE) meaning that, where legislated requirements are met, it can share confidential information with other ISEs to promote child wellbeing or safety under the CISS or FVISS.

At our school, if any member of our school community has concerns for a child's safety they need to discuss, they can notify the school Principal, the Deputy Principal or Wellbeing for Learning Leader / Child Safety Lead/Officer, Mr Dale Marshall.

If the Principal, Deputy Principal or Child Safety and Wellbeing Lead is not available, then it should be discussed with a member of the school leadership team. Alternatively, any member of the school community may report directly to the responsible authority.

The staff member, supported by the Principal or designated Child Safety and Wellbeing Officer will follow the step-by-step guide to making a report as outlined in the [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).

## 7. Screening and recruitment of school staff

Our school leadership team members will apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. Our commitment to child safety and wellbeing and our screening requirements are included in all advertisements for such employee, contractor and volunteer positions, and all applicants are provided with copies of the school's Child Safety Code of Conduct and the Child Safety and Wellbeing Policy.

Each job description for staff involved in child-connected work has a clear statement that sets out the requirements, duties and responsibilities regarding child safety and wellbeing for those in that role and the occupant's essential qualifications, experience and attributes in relation to child safety and wellbeing.

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we ensure that we gather, verify and record the following information about any person we propose to engage:

- proof of personal identity
- confirmation that the person has a current Working with Children clearance
- review of the results of a recent National Police Check
- evidence of current professional registration (as relevant)
- evidence of any essential or relevant professional or other qualifications
- the applicant's history of work involving children
- references that address the applicant's suitability for the job and working with children. We will also ensure that appropriate supervision or support arrangements are in place in relation to the induction of new school staff into the school's policies, codes, practices and procedures governing child safety and wellbeing and child-connected work.

We have procedures and processes for monitoring and assessing the continuing suitability of school staff and volunteers to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

The principal and principal's delegates of our school ensures the implementation of the following CECV guidelines:

- *Guidelines on the Employment of Staff in Catholic Schools*
- *Guidelines on the Engagement of Volunteers in Catholic Schools*
- *Guidelines on the Engagement of Contractors in Catholic Schools*
- *NDIS/External Providers: Guidelines for Schools*.


## 8. Child safety and wellbeing – education and training for school staff

Our school's leadership team members provide employees, volunteers and clergy with regular and appropriate opportunities to develop their knowledge of, openness to, and ability to address child safety and wellbeing matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

At least annually, our professional learning and training addresses:

- staff's individual and collective obligations and responsibilities for managing the risk of child abuse
- preventing, identifying and mitigating child abuse risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities
- the reportable conduct scheme
- our school's current child safety standards (including this Policy, the Child Safety Code of Conduct and any other policies and procedures relating to child safety and wellbeing, including in relation to managing complaints and concerns related to child abuse)
- guidance on recognising indicators of child harm including harm caused by other children and students
- guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm, including their mandatory reporting obligations.

- guidance on how to build culturally safe environments for children and students
- guidance on their information sharing and recordkeeping obligations, including under the [Public Record Office Victoria Recordkeeping Standards](#) and our Child Safety and Wellbeing Recordkeeping policy

## 9. Diversity and equity – strategies and actions

At our school, we are committed to ensuring that equity is upheld, and that diverse needs are respected in policy and practice. We aim to ensure that:

- all school staff and volunteers understand the diverse circumstances of children and students
- our school provides support and responds to vulnerable children and students
- children, students, 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
- the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and LGBTIQ+ students
- the school pays particular attention to the needs of Aboriginal students and provides and promotes a culturally safe environment for them.

We do not tolerate discrimination, racism or bullying.

At Catholic Regional College St Albans, we maintain a steadfast commitment to fostering a culture of respect, inclusivity, and acceptance. Discrimination, racism, and bullying have no place within our school community.

To uphold this principle, we have implemented a multifaceted approach that encompasses various strategies and initiatives aimed at educating, preventing, and addressing instances of discrimination, racism, and bullying. These strategies are communicated effectively to staff, students, and families to ensure collective understanding and adherence to MACS policy on Bullying prevention, College Inclusion Policy and Mission Understanding.

At Catholic Regional College St Albans, we prioritise creating a safe and inclusive environment where discrimination, racism, and bullying are not tolerated. Our approach involves:

- explicit teaching in relation to discrimination, racism and bullying in Health, Year 9 Trinity, and Pastoral Care, equipping students with the knowledge and skills to address such behaviours.
- our Anti-Bullying Action Plan supports an anti-bullying response to a bullying incident and provides clear procedures for addressing incidents of discrimination, racism, and bullying.
- collaborating with organisations like the Office of the eSafety Commissioner and the Cyber Safety Project to promote online safety and combat cyberbullying.
- using Harmony Week, Child Safety Week, and school theme days to celebrate diversity and reinforce our values of respect, positive relationships and inclusion
- empowering students to play an active role in fostering a supportive and respectful school

*Catholic Archdiocese of Melbourne – [Welcoming Each Other: Guidelines for Interfaith Education in the Schools of the Archdiocese of Melbourne](#)*

*Catholic Education Commission of Victoria (CECV) – [Aboriginal and Torres Strait Islander Education Action Plan](#)*

*CECV – [Aboriginal and Torres Strait Islander Perspectives](#)*

*CECV – [Assessing and Intervening with Impact](#)*

*CECV – [Guidelines for Supporting New Arrivals and Refugees](#)*

*CECV – [Intervention Framework](#)*

*CECV – [Parent Guide to Program Support Groups](#)*

*CECV – [Personal Care Support in Schools](#)*

*CECV – [Positive Behaviour Guidelines](#)*

*Catholic Education Melbourne (CEM) – [Horizons of Hope – Vision, Context, Strategy, Practice](#)*

*CEM – [Identity and Growth: A perspective for Catholic schools](#)*

*Catholic Education South Australia – [Children: Close to the Mystery of God](#)*

*Edmund Rice Education Australia (EREA) – [Live Life to the Full: EREA Safe & Inclusive Learning Communities Statement](#)*

*MACS – [Allways: A guide to supporting all learners in all ways always](#)*

*MACS – [Religious Education Curriculum](#)*

*National Catholic Education Commission – [Framework for Student Faith Formation in Catholic Schools](#)*

*[Victorian Curriculum F–10](#)*

*Victorian Department of Education and Training (DET) [Out-of-Home Care Education Commitment](#)*

*Victorian DET – [Resilience, Rights and Respectful Relationships](#), incorporating a Catholic context*

## 10. Family engagement – strategies and actions

Our school staff ensure that families, carers and other members of the school community are informed about relevant child safety and wellbeing matters and are involved in the promotion of child safety and wellbeing at the school. We aim to ensure that:

- families participate in decisions relating to child safety and wellbeing which affect their child

- we engage and openly communicate with families, carers and other members of the school community about our child safe approach

- all members of the school community have access to information relating to child safety and wellbeing

- families, carers and other members of the school community have the opportunity to provide input into the development and review of the school's child safety and wellbeing policies and practices

- families, carers and other members of the school community are informed about the operations and governance of the school in relation to child safety and wellbeing.

- families are encouraged to participate in our Community Conversations, Family Nights and other school events.

- Communication with families is enhanced through access to Multicultural Education Aides, translated materials and interpreters.


## 11. Risk management

At our school, we are committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and annually review our risks and risk management strategies for child safety and wellbeing, evaluate the effectiveness of the implementation of our risk controls and ensure that the strategies change as needed and as new risks arise.

The College Child Safety Committee plays an important role in identifying and managing risks associated with child safety and wellbeing. Additionally, they conduct regular reviews of our child safety practices to ensure their effectiveness and relevance.

Risk assessment is part of the planning and review process for all school activities, both onsite and offsite. This includes a focus on child safety.

All visitors, volunteers and third-party contractors who enter the school must sign in through the office and wear a lanyard whilst onsite.

Volunteers and third-party contractors need to complete an application form, provide proof of identity, qualification (if applicable), referees and a current Working with Children Check.

# Definitions

**Child**

Means a child or young person who is under the age of 18 years.

**Child abuse**

Child abuse includes:

a) any act committed against a Child involving:

  (i) a sexual offence

  (ii) an offence under section 49B(2) of the Crimes Act 1958 (grooming)

b) the infliction, on a Child, of:

  (i) physical violence

  (ii) serious emotional or psychological harm

c) serious neglect of a Child.

**Child safety**

Child safety encompasses 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 (Ministerial Order No. 1359).

**Child neglect**

Child neglect includes a failure to provide the child with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health and physical development of the child is significantly impaired or placed at serious risk (**PROTECT: Identifying and responding to all forms of abuse in Victorian schools**).

**Child physical abuse**

Child physical abuse generally consists of any non-accidental infliction of physical violence on a child by any person (**PROTECT: Identifying and responding to all forms of abuse in Victorian schools**).

**Child sexual abuse**

Child sexual abuse is where a person uses power or authority over a child to involve them in sexual activity. It can include a wide range of sexual activity and does not always involve physical contact or force (**PROTECT: Identifying and responding to all forms of abuse in Victorian schools**).

**Emotional child abuse**

Occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence (**PROTECT: Identifying and responding to all forms of abuse in Victorian schools**).

**Grooming**

Grooming refers to predatory conduct engaged in by a person to prepare a child for sexual activity at a later date. It can include communication and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer (**PROTECT: Identifying and responding to all forms of abuse in Victorian schools**).

**Mandatory reporting**

The legal requirement under the *Children, Youth and Families Act 2005* (Vic.) to protect children from harm relating to physical and sexual abuse. The Principal, registered teachers and early childhood teachers, school counsellors, religious clergy, medical practitioners and nurses at a school are mandatory reporters under this Act (**PROTECT: Identifying and responding to all forms of abuse in Victorian schools**).

**Reasonable belief – mandatory reporting**

When school staff are concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as forming a reasonable belief. A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof, but

is more than mere rumour or speculation. A reasonable belief is formed if a reasonable person in the same position would have formed the belief on the same grounds (**PROTECT: Identifying and responding to all forms of abuse in Victorian schools**).

**Reasonable belief – reportable conduct scheme**

When a person has a reasonable belief that a worker/volunteer has committed reportable conduct or misconduct that may involve reportable conduct. A reasonable belief is more than suspicion and there must be some objective basis for the belief. It does not necessitate proof or require certainty.

NOTE: the difference between the reasonable belief definitions under mandatory reporting and the reportable conduct scheme is the category of persons who are required to, or can, form the reasonable belief which forms the basis for a report.

**Reportable conduct**

Reportable conduct for the purposes of the Reportable Conduct Scheme is:

- a sexual offence committed against, with or in the presence of, a child, whether or not a criminal proceeding in relation to the offence has been commenced or concluded

- sexual misconduct, committed against, with or in the presence of, a child

- physical violence committed against, with or in the presence of, a child

- any behaviour that causes significant emotional or psychological harm to a child

- significant neglect of a child as defined in the *Child Wellbeing and Safety Act 2005* (Vic).

- significant neglect.

**School environment**

Means any of the following physical, online or virtual places used during or outside school/service hours:

- a campus of the school

- a campus of a MACSEYE service

- online or virtual school/service environments made available or authorised by MACS or a MACS school or MACSEYE service for use by a child or student (including email, intranet systems, software, applications, collaboration tools and online services)

- other locations provided by the school/service or through a third-party provider for a child or student to use including, but not limited to, locations used for camps, approved homestay accommodation, delivery of education and training, sporting events, excursions, competitions and other events) (Ministerial Order No. 1359).

**School staff**

Means an individual working in a school environment who is:

- directly engaged or employed by a school governing authority

- a contracted service provider engaged by MACS (whether or not a body corporate or any other person is an intermediary) engaged to perform child-related work for our school

- a minister of religion, a religious leader or an employee or officer of a religious body associated with MACS (Ministerial Order No. 1359).

**Volunteer**

A person who performs work without remuneration or reward for MACS, a MACS school or MACSEYE service in the school/service environment.

# Related policies and documents

**Related MACS policies and documents**
Child Safety and Wellbeing Policy
Child Safety Code of Conduct
Engaging Families in Child Safety Policy

PROTECT: Identifying and Responding to Abuse – Reporting

Recruitment Policy

Reportable Conduct Policy

**Resources (external to MACS)**

[CECV Guidelines on the Employment of Staff in Catholic Schools](#)

[CECV Guidelines on the Engagement of Volunteers in Catholic Schools](#)

[CECV Guidelines on the Engagement of Contractors in Catholic Schools](#)

[CECV NDIS/External Providers: Guidelines for Schools](#)

[CECV Positive Behaviour Guidelines](#)

# Legislation and standards

Ministerial Order 1359: Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises

*Children, Youth and Families Act 2005 (*Vic.*)*

*Child Wellbeing and Safety Act 2005* (Vic.)

*Worker Screening Act 2020* (Vic.)

*Education and Training Reform Act 2006* (Vic.)

Education and Training Reform Regulations 2017 (Vic.)

*Equal Opportunity Act 2010* (Vic.)

*Privacy Act 1988* (Cth)

*Public Records Act 1973* (Vic)

*Crimes Act 1958* (Vic.) – including three criminal offences under this Act:

- [Failure to disclose offence](#): Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence.

- [Failure to protect offence](#): This offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so

- [Grooming offence](#): This offence targets predatory conduct designed to facilitate later sexual activity with a child. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

# Policy information table

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