



CHRISTIAN SCHOOLS EVENTS NETWORK

CHILD SAFETY POLICY

SAFEGUARDING CHILDREN AND YOUNG PEOPLE AT CSEN EVENTS

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APPROVAL AUTHORITY: CSEN BOARD

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RESPONSIBLE OFFICER: CSEN EXECUTIVE OFFICER / CSEN COMMUNICATIONS AND EVENTS OFFICER

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INTRODUCTION

The Christian Schools Events Network (CSEN) provides the opportunity for students of participating schools

- to enjoy and experience sport and cultural events through representing their school,
- to strive for their personal best through individual and team based competition,
- to feel valued, make new friends and social connections, develop a sense of self through mastery of skill and involvement in teams,
- to improve their physical fitness, health and well being

Through the participation in sport and cultural events within CSEN we aim to develop:

- sportsmanship, including the ability to win with modesty, lose with dignity and accept decisions,
- interpersonal skills, where students learn appropriate communication skills and behaviours within their team and towards their opposition,
- suitable competitions that allow for new skills and/or refine already existing skills,
- students develop a connectedness to their own school and develop friendships/ connections with students from other associated schools,
- students develop a sense of pride through representing themselves and their school out in the community,
- a range of students develop leadership skills,
- staff have an opportunity to interact with students in a positive manner.

At **CSEN** we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school sporting network. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

1. PURPOSE OF THE POLICY

The purpose of this policy is to demonstrate the strong commitment of **CSEN** to the care, safety and wellbeing of all students in our school sporting and cultural network. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse at our sporting environments, on campus at member schools, online and in other locations provided by the network.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in "Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015"



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2. PRINCIPLES

Christian schools and organisations they associate with (ie. CSEN) have a moral, legal and mission-driven responsibility to create nurturing environments where children and young people are respected, their voices are heard and they are safe and feel safe.

The following principles underpin our commitment to child safety at CSEN:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our network works in partnership with member schools, families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All adults in our network, including teaching and non-teaching staff, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the schools, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by network leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

The following Child Safe Standards reflect our commitment to child safety at CSEN:

1. Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
2. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
3. Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
4. Families and communities are informed, and involved in promoting child safety and wellbeing.
5. Equity is upheld and diverse needs respected in policy and practise.
6. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practise.
7. Processes for complaints and concerns are child focussed.
8. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
9. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
10. Implementation of the Child Safe Standards is regularly reviewed and improved.
11. Policies and procedures document how the organisation is safe for children and young people.



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3. DEFINITIONS USED IN THIS POLICY

Child: A child or a young person enrolled as a student at any CSEN member school.

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 Wellbeing and Safety Amendment \(Child Safe Standards\) Act 2015"](#))

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 incidents or allegations of child abuse. (["Child Wellbeing and Safety Amendment \(Child Safe Standards\) Act 2015"](#))

Child neglect: The failure by a parent or caregiver to provide a child (where they are in a position to do so) with the conditions that are culturally accepted as being essential for their physical and emotional development and wellbeing. ([Safe Schools Hub](#))

Child physical abuse: Generally, child physical abuse refers to the non-accidental use of physical force against a child that results in harm to the child. Physically abusive behaviours include shoving, hitting, slapping, shaking, throwing, punching, kicking, biting, burning, strangling and poisoning. The fabrication or induction of an illness by a parent or carer (previously known as Munchausen syndrome by proxy) is also considered physically abusive behaviour. ([Safe Schools Hub](#))

Child protection: Statutory services designed to protect children who are at risk of serious harm. ([Safe Schools Hub](#))

Child sexual abuse: Any sexual activity between a child under the age of consent (16) and an adult or older person (i.e. a person five or more years older than the victim) is child sexual abuse.

Child sexual abuse can also be:

- any sexual behaviour between a child and an adult in a position of power or authority over them (e.g. a teacher); the age of consent laws do not apply in such instances due to the strong imbalance of power that exists between young people and authority figures, as well as the breaching of both personal and public trust that occurs when professional boundaries are violated
- any sexual behaviour between a child and an adult family member, regardless of issues of consent, equality or coercion
- sexual activity between peers that is non-consensual or involves the use of power or coercion



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- Non-consensual sexual activity between minors (e.g. a 14-year-old and an 11-year-old), or any sexual behaviour between a child and another child or adolescent who, due to their age or stage of development, is in a position of power, trust or responsibility over the victim. Sexual activity between adolescents at a similar developmental level is not considered abuse. ([Safe Schools Hub](#))

Mandatory Reporting: The legal requirement to report suspected cases of child abuse and neglect is known as mandatory reporting. Mandated persons include teachers, principals, school counsellors (any person employed to provide support to students for mental, emotional or psychological wellbeing), student wellbeing coordinators, chaplains, student support service staff, primary welfare officers, mental health practitioners in secondary schools, school-based allied health staff, school-based youth workers, out of home care workers (excluding voluntary foster and kinship carers), youth justice workers, nurses, police, psychologists, psychiatrists, medical practitioners and people in religious ministry. ([Safe Schools Hub](#))

Reasonable Belief: When 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. A report must be made to Child Protection as soon as practicable after forming your belief.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school
- (b) online school environments (including email and intranet systems)
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events). ("[Child Wellbeing and Safety Amendment \(Child Safe Standards\) Act 2015](#)")

School staff means an individual working in a school environment (on or off campus including at events run by CSEN) who is:

- (a) directly engaged or employed by a school governing authority
- (b) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)

4. POLICY COMMITMENTS – STANDARDS 2, 3 & 4

All students participating at **CSEN** events have the right to feel safe and be safe. The wellbeing of children at our events will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern



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for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

Our commitment to our member school students

- (a) We commit to the safety and wellbeing of all children and young people enrolled in our *member schools*.
- (b) We commit to providing children and young people with positive and nurturing experiences.
- (c) We commit to listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
- (d) We commit to taking action to ensure that children and young people are protected from abuse or harm.
- (e) We commit to seeking input and feedback from students regarding the creation of a safe school sport and cultural event environment.
- (f) We commit to recognising the importance of friendship and encourage the support from peers to help children and young people feel safe.

Our commitment to parents and carers

- (a) We commit to communicating honestly and openly with parents and carers about the wellbeing and safety of their children.
- (b) We commit to engaging with, and listening to, the views of parents and carers about our child-safety practice, policies and procedures.
- (c) We commit to transparency in our decision-making with parents and carers where it will not compromise the safety of children or young people.
- (d) We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
- (e) We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment to our staff (school employees, volunteers, contractors, board members)

- (a) We commit to providing all **CSEN** staff with the necessary support to enable them to fulfil their roles. This will include regular and appropriate learning opportunities.
- (b) We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and young people's protection and wellbeing. This will include annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
- (c) We commit to listening to all concerns voiced by CSEN participating school staff, board members, volunteers, and contractors about keeping children and young people safe from harm.
- (d) We commit to providing opportunities for CSEN participating school employees, volunteers, contractors and board members to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.



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5. RESPONSIBILITIES AND ORGANISATIONAL ARRANGEMENTS

Everyone employed or volunteering at **CSEN events** has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make.

The *Network* has allocated roles and responsibilities for child safety as follows.

5.1 GUIDE TO RESPONSIBILITIES OF CSEN LEADERSHIP

The board members and Executive Officer at **CSEN** 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. 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, volunteers, and contractors
- promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff
- ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters
- providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to child and young people's protection and wellbeing
- ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in "[Child Wellbeing and Safety Amendment \(Child Safe Standards\) Act 2015](#)".

5.2 GUIDE TO RESPONSIBILITIES OF CSEN STAFF

Responsibilities of CSEN staff (including school employees, volunteers, contractors) 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 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
- 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
- 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 *CSEN Child Safety Code of Conduct*.



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5.3 ORGANISATIONAL ARRANGEMENTS

Currently it is the responsibility of the CSEN Events and Communications Officer to administer CSEN child safety officer duties. This includes the communication of the Child Safety policy, and collection of the required documentation from CSEN member schools.

6. EXPECTATION OF OUR CSEN – CHILD SAFETY CODE OF CONDUCT

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

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

School staff that attend a CSEN event are expected to sign the school's Child Safe Policy. Evidence of this must be provided to CSEN at the end of each term, either in the format used by the school, or via a CSEN Register.

7. STUDENT SAFETY AND PARTICIPATION – STANDARDS 1, 3, 4, 5 & 8

At CSEN, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them. This includes:

1. Indigenous students being able to express their culture in CSEN events.
2. Students that identify as LGBTI+ being able to participate inclusively and safely in CSEN events.

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

Children and Young People have rights under the United Nations Convention on the Rights of the Child (CRC) including:

1. The right to participate and be heard
2. The right to be safe and not be harmed by anyone
3. The right to live and grow up healthy
4. The right to express their views and have a say about decisions that affect them, and
5. The right to information, such as information about the policies and procedures that affect them.



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8. REPORTING AND RESPONDING – STANDARDS 6, 7 & 8

Our network records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and stores the records in accordance with security and privacy requirements. Our network 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.) and the recommendations of the *Betrayal of Trust* report.

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

Our network's **Child Protection – Reporting “CSEN Child Protection – Reporting Obligations”** updated in **November 2017**, sets out the actions required under the relevant legislation when there is a reasonable belief that a child within our network 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
- 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 criminal child abuse and grooming under criminal law.

Our network has also established internal processes to ensure that appropriate action is taken to respond to concerns about the wellbeing and/or safety of a student from within CSEN.

Internal reporting processes will be coordinated by the Executive Officer, Christian Schools Events Network. Employees or volunteers who have a concern should address concerns in writing to the EO, by letter or by email to csen@csa.edu.au. The CSEN Board Chair will be responsible to respond to any complaints made by staff, volunteers, parents or students in relation to child safety.

Information collected regarding a CSEN event will be shared with the principal of the participating school for follow up.

9. SCREENING AND RECRUITMENT OF CSEN STAFF - STANDARDS 8 & 9

CSEN will apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. All employees, contractors and volunteers are provided with copies of the network's Child Safety Code of Conduct and the Child Safety Policy and are required to complete a Child Safe Register via the CSEN website.



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When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we make all reasonable efforts to:

- confirm the applicant's Working with Children Check and National Police Check status and/or professional registration (as relevant)
- obtain proof of personal identity and any professional or other qualifications
- verify the applicant's history of work involving children
- obtain references that address the applicant's suitability for the job and working with children.

Volunteers who are associated with a school will have their credentials checked by the school they are associated with.

10. CHILD SAFETY: EDUCATION & TRAINING FOR CSEN STAFF – STANDARDS 4, 6 & 8

CSEN provides employees with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety 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.

11. RISK MANAGEMENT – STANDARD 10

At **CSEN** we are committed to proactively and systematically identifying and assessing risks to student safety across our various sporting event venues, and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and periodically review our risk management strategies for child safety and ensure that the strategies change as needed and as new risks arise.

The CSEN Board will document, implement, monitor and periodically review our risk management strategies for child safety and ensure that the strategies change as needed and as new risks arise as per the policy review schedule. Every CSEN activity has a Risk Assessment which can be viewed on the CSEN website.

12. RELEVANT LEGISLATION

- *Children, Youth and Families Act 2005* (Vic.)
- *Working with Children Act 2005* (Vic.)
- *Education and Training Reform Act 2006* (Vic.)
- *Equal Opportunity Act 2010* (Vic.)
- *Privacy Act 1988* (Cth)
- *Crimes Act 1958* (Vic.) – Three new criminal offences have been introduced under this Act:



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- a) **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.
- b) **Failure to protect offence:** The 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.
- c) **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.

13. BREACH OF POLICY

Where any **person** is suspected of breaching any obligation, duty or responsibility within this policy, **CSEN** is to take appropriate action, in accordance with: **Child Protection – Reporting Obligations**. In the first instance, the CSEN EO will be responsible for initiating an appropriate response. Where the EO is unable to initiate a response or is the subject of an allegation of a breach then an appropriate response should be initiated by the CSEN Board Chair (or CSEN Board).

17. REVIEW OF THE CHILD SAFETY POLICY

At **CSEN** we are committed to continuous improvement of our child safety systems and practices. We intend for this policy to be a dynamic document that will be regularly reviewed, to ensure it is working in practice and updated to accommodate changes in legislation or circumstances.

We will maintain a history of updates to the policy.

History of Updates to Policy

Date	Comment (Alterations to policy)
01/04/2018	Item 7 – Schools to collect information for all school based volunteers at CSEN events. This is to be provided to CSEN at the end of each term.
01/04/2018	Item 10 – Schools are to check credentials for all volunteers that attend a CSEN event.
01/04/2018	Item 12 – Sub Committee to comprise at least 3 Principals.
21/04/2020	Changes to CSA staff titles and risk management sub-committee name. Changes to Mandatory Reporters. Appendices added.
17/02/2021	Changes according to the new structure of CSEN
23/11/2021	Changes according to the new Victorian Child Safe Standards



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18. REFERENCES

Safe Schools Hub 2014, [National Safe Schools Framework Glossary](#), Australian Government Department of Education and Training.

State of Victoria 2016, [Child Safe Standards](#) – *Managing the Risk of Child Abuse in Schools: Ministerial Order No. 870*, Education & Training Reform Act 2006, Victorian Government Gazette No. S2.

Victorian Government Department of Justice 2016, [Betrayal of Trust Implementation](#).



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APPENDIX A – SPOTTING THE SIGNS OF CHILD ABUSE FOR SCHOOL STAFF

PROTECT



Spotting the Warning Signs of Child Abuse: For School Staff

A REASONABLE BELIEF

What do I do if I suspect (form a reasonable belief) a child is being abused?

You **MUST** take action as soon as you witness an incident, receive a disclosure or suspect that a child has been, or is at risk of being abused. You **MUST** act whenever you form a reasonable belief which means acting even if you are unsure and have not directly observed the abuse. Failure to act can be a criminal offence.

You **MUST** follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse

When should I act?

You **MUST** act even if you are unsure and have not observed the abuse.

You **MUST** follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse. Failure to act can be a criminal offence.



What is child abuse?

Child abuse can include physical abuse, sexual abuse, grooming, emotional or psychological harm, neglect or family violence.

It doesn't have to involve physical contact or force. Child abuse can include:

- talking to a child in a sexually explicit way
- grooming a child for future sexual activity
- forcing a child to watch pornography
- being witness to family violence
- failing to provide a child with an adequate standard of nutrition, supervision or medical care to the extent that the development of the child is placed at serious risk, or is significantly impaired.

Who is most likely to be impacted by child abuse?

Any child can be victim to child abuse, however children who are vulnerable, isolated and/or have a disability are disproportionately abused.

Abuse is often committed by someone the child knows well such as a family member or someone within the school setting. In fact, child abuse can be committed by any member of the community.

Regardless of who the perpetrator or victim is the trauma of child abuse can have devastating impacts upon a child's wellbeing and development that can last for the rest of their life.

This is why it is critical that we respond immediately to any form of suspected abuse within our school communities.



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What are the signs that a child has been abused?

The most common physical and behavioural indicators of child abuse are outlined below. This is not an exhaustive list.

If you feel uncomfortable about a child's physical presentation or behaviour, but have not directly witnessed or been told about abuse, or risk of abuse, you should still act.

You can seek further advice and if you form a reasonable belief that a child has been abused, is being abused, or is at risk of abuse then you **MUST** follow the **Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse**.

Common PHYSICAL indicators of child abuse

- bruises, welts, cuts/grazes or burns (especially those on back, bottom, legs, arms and inner thighs or in unusual configurations and may resemble an object)
- internal injuries and bone fractures not consistent with the explanation offered
- any injury to the genital or rectal area (e.g. bruising, bleeding, infection or anything causing pain to go to the toilet)
- wearing clothes unsuitable for weather conditions to hide injuries
- sexually-transmitted diseases and/or frequent urinary tract infections
- appearing consistently dirty and unwashed and/or inappropriately dressed for weather conditions
- being consistently hungry, tired and listless
- having unattended health problems and lack of routine medical care
- internal injuries.

Common BEHAVIOURAL indicators of child abuse

- disclosure of abuse and/or drawings or writing which depicts violence and abuse
- habitual absences from school without reasonable explanation
- significant and unexplained delays in emotional, mental or physical development
- regressive or unusual changes to behaviour (e.g. sudden decline in academic performance, nervousness, depression, withdrawal, hyperactivity, aggression, bedwetting)
- drug or alcohol misuse, suicide or self-harm, harm to others or animals
- an inconsistent or unlikely explanation for an injury, or inability to remember the cause
- reluctance to go home and/or a wariness or fear of a parent/carer
- unusual fear of physical contact with adults
- persistent and age-inappropriate sexual activity (e.g. excessive masturbation or rubbing genitals against adults, promiscuity)
- poor self-care or personal hygiene
- an unusually close connection with an older person
- possessing expensive gifts or money (e.g. a new mobile phone given to them by a "friend")
- taking on a caretaker role prematurely, trying to protect other family members.

What are the signs that an adult is perpetrating abuse?

The most common indicators that an adult is abusing a child are outlined below. This is not an exhaustive list.

If you feel uncomfortable in any way about a relationship between an adult and a child (or inappropriate relationships between children such as siblings) you **MUST** still act by following the **Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse**.



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Common indicators of adults abusing children

Family members (parents, siblings, extended family)

- attempts by one parent to alienate their child from the other parent
- overprotective or volatile relationships
- reluctance by the child to be alone with one or more of their family members
- a child and a sibling behaving like boyfriend and girlfriend (embarrassment if they are found alone together).

Other adults (e.g. school staff member, volunteers, coaches)

- touching a child inappropriately
- bringing up sexual material or personal disclosures into conversations with a child
- inappropriate contact with the child (e.g. calls, emails, texts, social media)
- obvious or inappropriate preferential treatment of the child (making them feel "special")
- giving inappropriate/expensive gifts to a child
- having inappropriate social boundaries (e.g. telling the child about their own personal problems)
- offering to drive a child to or from school
- inviting themselves over to their homes, calling them at night
- befriending the parents/carers of the child and making visits to their home
- undermining the child's reputation (so that the child won't be believed).

Where to go for further advice?

- Your Principal or a member of the leadership team
- DHHS Child Protection on 131278
- Your local police station

In addition, Catholic school staff can contact their local diocesan education office:

- Archdiocese of Melbourne: Student Wellbeing Information Line on (03) 9267 0228
- Diocese of Sale: Senior Education Consultant on (03) 5622 6600
- Diocese of Ballarat: Student Wellbeing on (03) 5337 7135
- Diocese of Sandhurst: Team Leader Pastoral Wellbeing on (03) 5443 2377.

Want to know more?

The advice contained within this factsheet is drawn from *Identifying and Responding to All Forms of Abuse in Victorian Schools* which can be found at www.education.vic.gov.au/protect

You must refer to this guidance to ensure you meet your obligations to protect children.

To familiarise yourself with this policy and to consider how it applies in different scenarios, visit www.education.vic.gov.au/protect.





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APPENDIX B – CONTACT INFORMATION

CSEN PHONE NUMBER: 03 8393 0685/92

CONTACT INFORMATION

24 Hour Services

Victoria Police	000
Department of Health and Human Services Child Protection	131 278
Department of Education and Training Security Services Unit	(03) 9589 6266

Department of Education and Training

Security Services Unit	(03) 9589 6266
Student Incident and Recovery Unit	(03) 9637 2934 or (03) 9637 2487
Legal Division	(03) 9637 3146
Employee Assistance Program	1300 361 008
Employee Health	(03) 9637 2395
Employee Conduct Branch	(03) 9637 2595
Privacy Unit	(03) 9637 3601
International Division	(03) 9651 3976
Communications Division	(03) 9637 2871

Catholic Education

Archdiocese of Melbourne:	(03) 9267 0228
<ul style="list-style-type: none"> ■ Office of Professional Conduct, Ethics & Investigation ■ Legal Services ■ Student Wellbeing Information Line ■ Communications & Marketing Unit (Media Advisor) 	
Diocese of Sale	(03) 5622 6600
Diocese of Ballarat	(03) 5337 7135
Diocese of Sandhurst	(03) 5443 2377

Independent Schools

Independent Schools Victoria	(03) 9825 7200
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Regional

North Eastern Victoria	
General enquiries	1300 333 231
Benalla office	(03) 8392 9500
Glen Waverley office	(03) 8392 9300
North Western Victoria	
Bendigo office	(03) 5337 8444
Coburg office	(03) 9488 9488
South Eastern Victoria	
Dandenong office	(03) 8765 5600
Moe office	(03) 5127 0400
South Western Victoria	
General enquiries	1300 333 232
Ballarat office	(03) 5337 8444
Footscray office	(03) 8397 0300
Geelong office	(03) 5225 1000
Horsham office	(03) 5310 5300
Warrnambool office	1300 333 232



CHRISTIAN SCHOOLS EVENTS NETWORK

CHILD SAFETY POLICY

Department of Health and Human Services Child Protection

Region	Local Government Areas (LGAs)	Phone No
Northern and western suburban LGAs	Banyule, Brimbank, Darebin, Hobsons Bay, Hume, Maribyrnong, Melbourne, Melton, Moonee Valley, Moreland, Nillumbik, Whittlesea, Wyndham, Yarra.	1300 664 977
Eastern suburban LGAs	Boroondara, Knox, Manningham, Maroondah, Monash, Whitehorse, Yarra Ranges.	1300 360 391
Southern suburban LGAs	Bayside, Cardinia, Casey, Frankston, Glen Eira, Greater Dandenong, Kingston, Mornington Peninsula, Port Phillip, Stonnington.	1300 655 795
West Rural and Regional LGAs	Ararat, Ballarat, Golden Plains, Hepburn, Hindmarsh, Horsham, Moorabool, Northern Grampians, Pyrenees, West Wimmera, Yarriambiack, Colac-Otway, Corangamite, Glenelg, Greater Geelong, Moyne, Queenscliffe, Southern Grampians, Surf Coast, Warrnambool.	1800 075 599
North-western rural and regional LGAs	Buloke, Campaspe, Central Goldfields, Gannawarra, Greater Bendigo, Loddon, Macedon Ranges, Mildura, Mount Alexander, Swan Hill.	1800 675 598
North-eastern rural and regional LGAs	Alpine, Benalla, Greater Shepparton, Indigo, Mansfield, Mitchell, Moira, Murrindindi, Strathbogie, Towong, Wangaratta, Wodonga.	1800 650 227
Eastern and south-eastern rural and regional LGAs	Bass Coast, Baw Baw, East Gippsland, Latrobe, South Gippsland, Wellington.	1800 020 202



CHRISTIAN SCHOOLS EVENTS NETWORK

CHILD SAFETY POLICY

Other Services

Centres Against Sexual Assault (CASA) – Emergency Counselling & Support Line 1800 806 292	1800 806 292
Australian Childhood Foundation	1800 176 453
Children's Protection Society	(03) 9450 0900
Child Wise	(03) 9695 8900
Vic Aboriginal Education Association	(03) 94810800
Child Safety Commission	1300 782 978
Office of the Children's eSafety Commissioner	1800 880 176
Victorian Aboriginal Child Care Agency (VACCA)	(03) 9287 8800
Victorian Aboriginal Community Controlled Health Organisation (VACCHO)	(03) 94119411

Sexually Abusive Behaviour Treatment Services Providers:

Aust Childhood Foundation	(03) 9874 3922
Children's Protection Society	(03) 9450 0900
Berry St	(03) 5822 8100
Mallee Sexual Assault	(03) 5025 5400
South Eastern CASA	(03) 9928 8741
Ballarat CASA	(03) 5320 3933
Barwon CASA	(03) 5222 4318
Campaspe CASA	(03) 54410430
Gippsland CASA	(03) 5134 3922
Goulburn Valley CASA	(03) 58312343
Upper Murray CASA	(03) 5722 2203
Wimmera CASA	(03) 53819270



CHRISTIAN SCHOOLS EVENTS NETWORK

CHILD SAFETY POLICY

APPENDIX C – BETRAYAL OF TRUST FACTSHEETS

BETRAYAL OF TRUST: FACTSHEET

The new ‘grooming’ offence

The *Crimes Amendment (Grooming) Act 2014*, which commenced in Victoria on 9 April 2014, introduces the offence of Grooming for sexual conduct with a child under the age of 16 years. This offence targets predatory conduct designed to facilitate later sexual activity with a child.

The Betrayal of Trust report recommended the grooming offence, given the way in which many sex offenders target their victims. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

Many perpetrators of sexual offences against children purposely create relationships with victims, their families or carers in order to create a situation where abuse could occur. For this reason, parents, carers or other family members who have been targeted by perpetrators in order to gain access to a child are also victims.

The *Victim's Charter Act 2006* was amended to expressly provide that a child and a family member of that child are victims of a grooming offence and are entitled to provide a victim impact statement to a court.

GROOMING IS NOW A CRIMINAL OFFENCE

1. What is grooming?

- The offence of grooming concerns predatory conduct undertaken to prepare a child for sexual activity at a later time.
- The offence applies where an adult communicates, by words or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child's involvement in sexual conduct, either with the groomer or another adult.
- Grooming does not necessarily involve any sexual activity or even discussion of sexual activity – for example, it may only involve establishing a relationship with the child, parent or carer for the purpose of facilitating sexual activity at a later time.
- The sexual conduct must constitute an indictable sexual offence. This includes offences such as sexual penetration of a child, indecent assault and indecent act in the presence of a child. It does not include summary offences, such as upskirting and indecent behaviour in public.

2. Who can commit the offence?

The offence can be committed by any person aged 18 years or over. It does not apply to communication between people who are both under 18 years of age.

3. What age are the children who are protected by the offence?

The offence applies to communication with children under 16 years, but not communication with 16 and 17 year old children. This distinction between children aged below 16 and those aged 16 or 17 reflects the general age of consent (16 years) recognised by the criminal law in relation to sexual offences.



CHRISTIAN SCHOOLS EVENTS NETWORK

CHILD SAFETY POLICY



BETRAYAL OF TRUST: FACTSHEET

4. What are the key differences between the Victorian grooming offence and the grooming offences that have been implemented in New South Wales and by the Commonwealth?

The New South Wales grooming offence is confined to circumstances in which an adult engages in conduct that exposes a child to indecent material or provides the child with an intoxicating substance with the intention of making it easier to procure the child for sexual activity. The Victorian offence is broader than this and prohibits an adult from engaging in any form of communication with the intention of facilitating sexual conduct. This is not limited to exposing the child to indecent material or providing them with an intoxicating substance and may include such acts as inappropriately giving them gifts or favours with the intention of engaging in later sexual activity.

The offence is similar to the Commonwealth grooming offence. The key distinction is that the Commonwealth offence is limited to grooming via a communication transmitted through a carriage service. The Victorian offence applies to any form of communication between the adult and child, including communication that occurs in person.

5. What is the purpose of amending the *Victim's Charter Act 2006*?

Amending the *Victim's Charter Act 2006* to expressly include a family member of the child as a victim of a grooming offence (eg. the child's parents) entitles the parents, or another family member, to provide a victim impact statement to the court.

6. What is the penalty for grooming?

The maximum penalty is 10 years imprisonment.



CHRISTIAN SCHOOLS EVENTS NETWORK

CHILD SAFETY POLICY

BETRAYAL OF TRUST: FACTSHEET

The new 'failure to protect' offence

Failure to protect a child from abuse – organisations

A new criminal offence has been created in Victoria for failing to protect a child under the age of 16 from criminal sexual abuse. The offence will apply where there is a substantial risk that a child under the care, supervision or authority of an organisation will become a victim of a sexual offence by an adult associated with that organisation. The person in a position of authority will be guilty if they knew of the risk of abuse and had the authority to reduce or remove the risk, but negligently failed to do so.

1. What is the offence of failing to protect a child from sexual abuse?

If a person in authority knows that someone within their organisation poses a risk of committing a sexual offence against a child and they fail to remove that person who poses the risk, they will themselves be guilty of a criminal offence.

As soon as a person in authority becomes aware of a risk of child sexual abuse, they will be under a duty to take steps to remove or reduce that risk.

2. Will this criminalise mistakes made by organisations who are working to protect children?

An individual who falls short of the standard of care that a reasonable person would exercise in the circumstances will be found guilty of the offence.

For example, a person in authority who knows someone poses a risk to children and moves them from one location in an organisation to another location where they still have contact with children would be committing an offence.

It will not apply where a person takes reasonable steps to protect a child from the risk of abuse, for example, where the allegation is reported and the person removed from any child-related role pending an investigation.

3. Will the offence criminalise individuals who fail to protect a child from abuse, for example, a non-offending parent?

No. The failure to protect offence is limited to people in positions of authority within organisations that exercise care, supervision or authority over children. This includes churches, schools, child-care centres and residential care homes. It does not apply to parents or other individuals.

The separate offence, the new failure to disclose offence, will apply to any individual with information about the criminal abuse of a child who fails to report their knowledge to police.

4. What is the penalty for failing to protect a child?

The maximum penalty is five years' imprisonment.

5. When will the failure to protect offence take effect?

This offence will commence by 1 July 2015 but may come into effect sooner.



CHRISTIAN SCHOOLS EVENTS NETWORK

CHILD SAFETY POLICY

BETRAYAL OF TRUST: FACTSHEET

The new 'failure to disclose' offence

Reporting child sexual abuse is a community-wide responsibility. Accordingly, a new criminal offence has been created in Victoria that imposes a clear legal duty upon all adults to report information about child sexual abuse to police.

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.

1. What is a 'reasonable belief'?

A 'reasonable belief' is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

2. Are there any excuses for not reporting child sexual abuse to police?

A person will not be guilty of the offence if he or she has a *reasonable excuse* for not disclosing the information. A reasonable excuse includes:

- fear for safety
- where the information has already been disclosed.

➤ Fear for safety

A reasonable excuse exists in cases where a person has a reasonable fear for their own safety or the safety of another person (such as a child or another family member) and they do not report to police due to those circumstances.

This defence may apply, for example, if a mother decides not to disclose information about her partner sexually abusing her child due to fear of violence to her or her child.

The person's fear must be subjectively reasonable, that is, it must be reasonable from the perspective of that person in those circumstances. This recognises that the person in question is best placed to judge whether their safety is in danger.

The court or jury will consider whether it was reasonable for the person not to report in the circumstances.

➤ Where the information has already been disclosed

It is a reasonable excuse to not disclose where a person believes on reasonable grounds that the information has already been disclosed to police and they have no further information to add.



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An important example of this exception is where the person has already made a report under the mandatory reporting obligation specified in the *Children, Youth and Families Act 2005*. This obligation requires teachers, doctors and other professionals to report concerns about child welfare to child protection authorities within the Department of Human Services (DHS).

Under the existing mandatory reporting system, DHS already passes on all allegations of child sexual abuse to police, so it will be a reasonable excuse for not reporting to police if a person has made a report to DHS or reasonably believes a report has been made to DHS. This ensures that people are not required to make multiple reports to different agencies.

3. What is not a reasonable excuse?

A person does not have a reasonable excuse for failing to disclose sexual abuse if they are only concerned for the perceived interests of the perpetrator or any organisation. 'Perceived interests' includes reputation, legal liability or financial status.

For example, a principal's concern for the reputation of a school, or a clergyman's concern for the reputation of a church where the abuse happened will not be regarded as a reasonable excuse.

4. Are there any other exemptions to the offence?

There are a number of other exemptions, which include:

- the victim requests confidentiality
- the person is a child when they formed a reasonable belief
- the information would be privileged
- the information is confidential communication
- the information is in the public domain
- where police officers are acting in the course of their duty.

> The victim requests confidentiality

The new offence respects the position of a victim who does not want the offending disclosed and who is sufficiently mature to make that judgment. The obligation to report therefore does not apply where the information comes from a person aged 16 or over and this person requests that the offence not be reported. The law recognises that a child under 16 is not able to make this kind of decision and sometimes lacks the capacity to fully understand the effects of sexual abuse.

A person will still be required to disclose information to police if:

- the victim who requested confidentiality has an intellectual disability, and
- the victim does not have the capacity to make an informed decision about a disclosure, and
- the person who received the information is aware or should be reasonably aware of those facts.

> The person is a child when they formed a reasonable belief

If a person was under the age of 18 when they formed a reasonable belief, they will not be obliged to make a disclosure when they turn 18. This protects children from the burden of knowing that they will have to disclose to police when they turn 18.

> The information would be privileged

People will not be required to disclose where the information would be privileged. This includes:



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BETRAYAL OF TRUST: FACTSHEET

- client legal privilege
- journalist privilege
- religious confessions.

For example, if a priest obtains information made in good faith through a rite of confession (as long as the admission is not given for a criminal purpose), the priest is exempt from disclosing.

➤ **The information is confidential communication**

A registered medical practitioner or counsellor is not required to disclose information to police if the information is obtained from a child whilst providing treatment and assistance to that child in relation to sexual abuse. However, under the mandatory reporting obligations, a registered medical practitioner would still be required to report to DHS if they form a reasonable belief that a child has been sexually abused and is in need of protection. This exemption is not designed to prevent the reporting of child sexual abuse, but rather to protect the registered medical practitioner or counsellor from criminal liability.

If an adult provides information to a medical practitioner or counsellor regarding the sexual abuse of a child, the medical practitioner or counsellor would be required to disclose that information to police unless another exemption applies.

➤ **The information is in the public domain**

A person does not have to disclose to police if they get the information through the public domain, or form the belief solely from information in the public domain such as television or radio reports.

➤ **Where police officers are acting in the course of their duties**

A police officer acting in the course of their duty in respect of a victim of child sexual abuse is exempt from the offence.

5. If it is going to be compulsory for everyone to report child sexual abuse, why are there exemptions?

We need to ensure that in creating this legal obligation, we do not put children and their families at even greater risk of harm, especially those who may be experiencing family violence.

6. Won't child sexual abuse continue to occur if exemptions are allowed?

There is currently no requirement for people to report child sexual abuse to police, so introducing this new legal obligation is a big step towards preventing child sexual abuse in our community and ensuring people understand that it is a community-wide responsibility.

Certain exemptions are required to avoid any unintended consequences of this new obligation. It is not intended, for example, that this offence criminalise victims of family violence who don't report due to fear for their own or someone else's safety.

For example, women in family violence situations may have a reasonable fear for the safety of their child or another family member, especially in cases where threats have already been made. They may fear that making a report to police will escalate the situation, putting their child or another family member at even greater risk of harm – or even death.

Preventing the sexual abuse of children is a community responsibility. Other people connected with the child will still be required to make a report, unless they have a reasonable excuse not to do so.



CHRISTIAN SCHOOLS EVENTS NETWORK

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BETRAYAL OF TRUST: FACTSHEET

7. Won't this offence discourage people from seeking help where they have experienced child sexual abuse?

The law will not require a medical practitioner or counsellor to disclose information to police when it has been obtained from a victim during treatment for sexual abuse.

Disclosures for the purpose of obtaining legal advice will also be protected by client legal privilege. There are also other exemptions which have been listed above.

8. The offence requires 'any adult' to report suspected child sexual abuse. Isn't this too broad? Won't it lead to people reporting unfounded suspicions?

The offence requires a person to report to police where they have information that leads them to form a 'reasonable belief' that a sexual offence has been committed against a child under 16. Under the offence, people will not be expected to disclose unfounded suspicions as a suspicion does not constitute a 'reasonable belief'.

The failure to disclose offence is a big step towards preventing child sexual abuse in our community and ensuring people understand that protecting children and preventing sexual abuse is a community-wide responsibility.

9. How will I be protected if I make a disclosure to police?

Your identity will remain confidential unless:

- you disclose it yourself or you consent in writing to your identity being disclosed
- a court or tribunal decides that it is necessary in the interests of justice for your identity to be disclosed.

10. Will any person who knows of child sexual abuse happening in the past be required to report?

A person who knows of child sexual abuse having occurred in the past will not have to report to police unless the victim is still a child when the offence comes into effect.

11. What is the penalty for failing to disclose child sexual abuse?

The maximum penalty is three years imprisonment.

12. When will the failure to disclose offence take effect?

27 October 2014.

13. How do I contact Victoria Police to make a report?

If you want to report a child in immediate risk or danger of sexual abuse please call [Triple Zero \(000\)](tel:000). Alternatively, you can [contact your local police station](#).

If you or someone you know has experienced child sexual abuse in an institutional context, we encourage you to contact Victoria Police's Sano Taskforce via email at sanotaskforce@police.vic.gov.au



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APPENDIX D – FEELING SAFE FOR STUDENTS

PROTECT



Feeling Safe: For Primary School Students

Get the facts

This fact sheet is about making sure you know how to keep safe. It gives you the facts about what to do if someone is hurting you or your friends or making you feel unsafe.

What are your rights?

- Everyone has the right to feel safe and be protected.
- No one is allowed to threaten you, hurt you or touch you in a way that makes you feel uncomfortable.
- No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.



How do I know if something is wrong?

- Every relationship should be respectful.
- It is wrong for anyone to hurt you or make you feel unsafe, uncomfortable or afraid.
- Remember a person doesn't have to physically hurt or touch you to be doing the wrong thing.
- Even if you are not sure, if something doesn't feel right you should tell an adult who can help you.

What should I do if I feel unsafe?

- Tell an adult you trust – telling someone won't get you in trouble.
- If you feel threatened, unsafe, or if you feel uncomfortable about how someone is touching you, talking to you, or treating you, you should tell a trusted adult.
- You can tell a teacher or any adult at your school. They will be able to help you.
- You can also tell your parent, carer, or any family member or adult you trust.
- Even if the person who is making you feel like this has asked you not to tell anyone, you should still talk to an adult. It is more important that you are safe and protected.

What should I do if I am worried that someone I know is unsafe?

- Tell an adult you trust.
- You can tell a teacher or any adult at your school.
- They will be able to help your friend or the person you are worried about.
- You can also tell your parent, carer, or any family member or adult that you trust.
- Even if the person who you are worried about has asked you not to tell anyone, you should still talk to an adult. It is more important to make sure that your friend is safe and protected.



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What will happen if I tell an adult at the school that I feel unsafe, or that I think my friend is unsafe?

- Adults at your school must listen to your concerns and help.
- In some cases the adult at school may need to tell another adult about your concerns so that you, or the person you know can be protected.
- Adults at your school can provide you with support and make sure you don't have to deal with this alone.

What if I don't feel like I can talk to anyone at my school

- If you don't feel like you can talk to an adult at your school, you can talk to your parent or carer.
- If you don't feel like you can talk to your parent or carer, you can talk to another adult within your family. This may be an aunt, uncle, a step-parent, or a grandparent.
- If you don't feel like you can talk to any of these adults, you should still try and find an adult that you can trust, and that you can talk to.
- You don't need to deal with things on your own.

There are many people who can help you. Here are some other suggestions:

- visit eHeadspace (which provides an online and a 9am-1am telephone support service) www.eheadspace.org.au or **1800 650 850**.
- call KidsHelp Line on **1800 55 1800** or visit www.kidshelpline.com.au for 24 hour support
- call or visit your local police station or call **000**.





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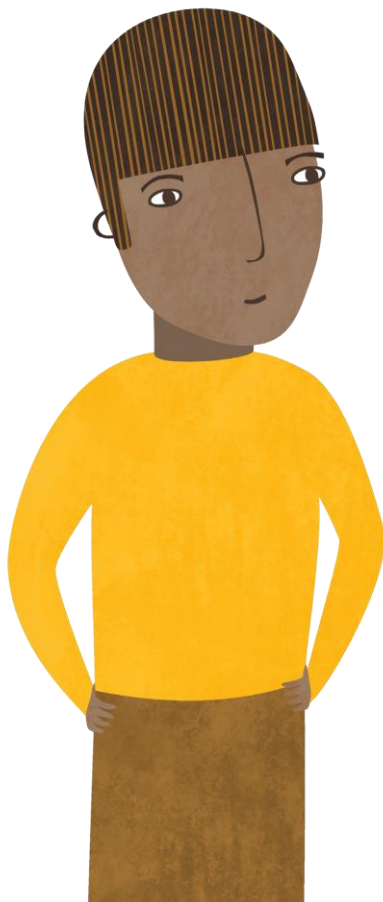
PROTECT



Feeling Safe: For Secondary School Students

Get the facts

This fact sheet has been designed to give you the facts about child abuse. It includes advice on what to do if you have been abused, are being abused, or are at risk of being abused. This fact sheet also provides you with advice if you know someone who has been abused, or is at risk of being abused.



What are your rights?

- Everyone has the right to feel safe and be protected from abuse.
- No one is allowed to threaten you, hurt you, or touch you in a way that makes you feel uncomfortable, unsafe or afraid.
- This includes all adults, other teenagers and children – it includes everyone from family members, coaches, teachers, to friends and strangers.
- Every relationship should be respectful.
- No one should ever involve you in sexual activity without your consent, and no one should behave in a way that makes you feel unsafe or afraid.
- You don't have to deal with abuse on your own. Talk to a trusted adult. Teachers and other adults at your school can support you to get help.

What is child abuse?

- Child abuse includes physical abuse, sexual abuse, emotional or psychological harm, neglect, and family violence.
- Child abuse can also include grooming. This is behaviour where an adult tries to establish a relationship or other emotional connection with a child, to prepare them for a sexual relationship.
- Child abuse does not have to involve physical contact or force. It can include:
 - controlling a child through threats
 - exposing a child to sexual material and sexual acts
 - exposing a child to family violence.
- Child abuse can be perpetrated by any member of a community or a family member. Abuse can impact anyone and it is never the victim's fault.

For more information on sexual abuse and sexual assault visit Youth Central:
<http://www.youthcentral.vic.gov.au/know-your-rights/sexual-assault>.



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What should I do if I have been abused or I feel unsafe?

- You should talk to an adult you trust.
- If you have been abused, or feel unsafe or threatened in any way you don't have to deal with this on your own.
- Abuse is never your fault and you should tell a trusted adult so you can get the help and support you need to feel safe and protected. Talking to someone won't get you in trouble.
- You can tell a teacher or any adult at your school. They will be able to help you.

What should I do if I think someone I know has been abused or is unsafe?

- You should talk to an adult you trust. Any staff member at your school will be able to help.
- You can also help your friend by encouraging them to tell a trusted adult.

What if my friend doesn't want to tell an adult?

- You should still tell an adult you trust on your friend's behalf.
- Even if your friend has specifically asked you not to tell an adult, you still should. It is more important to make sure that your friend is helped and feels protected.

What will happen if I tell an adult at the school that I feel unsafe, or that I know someone who is unsafe?

- You will be helped.
- Teachers and other adults at your school must listen to your concerns and help you.
- The information will not be shared with the person who is making you feel unsafe.
- Information will only be shared with people who can support and protect you.
- In some cases the people helping you are required by law to tell the police, the Department of Health and Human Services' Child Protection services and/or your family to prevent any further abuse, or risk of abuse.

What if I don't feel like I can talk to anyone at my school?

- You should still find a trusted adult to talk to.
- Abuse or feeling uncomfortable is too big to deal with on your own.

There are many people who can help you. Here are some other suggestions:

- visit eHeadSpace (which provides an online and a 9am-1am telephone support service) www.eheadspace.org.au or 1800 650 850.
- call KidsHelp Line on 1800 55 1800 or visit www.kidshelpline.com.au for 24 hour support)
- call or visit your local police station or call 000
- Talk to your doctor, psychologist, social worker, welfare officer, or another trusted adult.

