

Victorian School of Languages



Child Safe Strategy 2022-26

Victorian School of Languages

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The Victorian School of Languages respectfully acknowledges and celebrates the Traditional Owners of the lands throughout Victoria and pays its respects to their Elders, children and young people of past, current and future generations.

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Introduction

Child Safety and a supportive environment for children has always been an essential feature at the Victorian School of Languages. Over a period of over eight decades the VSL has had in place a culture of respect for people of all cultures and backgrounds and has promoted, taught and celebrated their respective languages.

New legislation and compliance now demands all schools in Victoria to implement child safety measures more systematically.

As part of the Victorian Government's commitment to implementing the recommendations of the 2015 *Betrayal of Trust* report *The Child Safe Standards (the Standards)* commenced in Victoria in January 2016. After five years, we have seen how the Standards improve safety for children and young people.

Organisations covered by the Standards will need to comply with new Standards by **1 July 2022**. The new Standards set out minimum requirements and outline the actions organisations must take to keep children and young people safe. They provide more clarity for organisations and are more consistent with Standards in the rest of Australia.

The things organisations already do to keep children and young people safe will help them be compliant with the new Standards. In some areas, organisations will need to change or develop their current child safety policy, practices and organisational culture to meet the new Standards.

The Victorian School of Languages will review its policies and practices and incorporate new recommendations which are practical and respond to contemporary issues in the protection of children/students. For our school the challenge is easier and more difficult at the same time. It is easier because of our long experience in teaching students from NESB background who are keen to be in the language classes. As the classes are voluntary we have few discipline problems and we have concentrated hours of learning with few distractions in the classes run by (in most cases) teachers with native speaker fluency – and that is one reason why the students received great results. The challenge is also more difficult because of the relative short time we have in our centre classes to meet with the staff and the fact that we have dozens of campuses, some of which (like Mildura) are far away from our head office. In Distance Education (as opposed to centre classes) the students are even further physically remote from the teachers, although technology means that they are only a video-conferencing screen away.

During 2022 the VSL Leadership Team and the School Council began the process of reviewing existing policies and practices around student safety and wellbeing, so that the school was complying with the new legislation. The end result is this "*Child Safe Strategy*". The *Strategy* is a comprehensive document that provides an overview of the key elements of the VSL's approach to strengthening its organisational provision of child safety. The purpose of the *Strategy* is:

- To improve further our organisational culture of child safety and build on current policies and practices.
- To facilitate the prevention of child abuse occurring in any section of the school.
- To ensure that all employees, volunteers and contractors are aware of their responsibilities for identifying possible occasions for child abuse and for establishing controls and procedures for preventing such abuse, detecting such abuse when it occurs, and taking fast action.
- To provide guidance to staff, volunteers and contractors as to action that should be taken where they suspect any abuse within or outside of the school.
- To provide a clear statement to staff, volunteers and contractors forbidding any such abuse.
- To provide assurance that any and all suspected abuse will be fully reported and fully investigated.

It takes many components and many people to build a child safe organisation and to embed safety practices in all sections and campuses of our school. It is also a challenge that is never completed but is a dynamic and multifaceted and ongoing development process that involves learning, monitoring and reviewing.

The VSL Leadership team and the School Council are committed to implementing the following child safe Standards:

1. establishing a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal

- children and young people are respected and valued
2. embedding child safety and wellbeing in our organisational leadership, governance and culture
 3. empowering children and young people are about their rights, participate in decisions affecting them and are taken seriously
 4. informing families and communities, and involving them in promoting child safety and wellbeing
 5. upholding equity and respecting diverse needs in policy and practice
 6. ensuring that people working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
 7. ensuring that processes for complaints and concerns are child focused
 8. equipping staff and volunteers with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
 9. ensuring that physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
 10. regularly review and improve the implementation of the Child Safe Standards
 11. document policies and procedures of how the organisation is safe for children and young people

This important obligation to do the best we can to keep our students safe from harm is one that involves all staff and volunteers and we all look forward to your contribution and working together as a Team.

This Strategy has been revised to incorporate the new requirements announced by the VRQA and DET and to cover the 2022 period from July 1st. Thank you to all staff who contributed to this revised Strategy.

Judi Benney

Acting Principal

School Council Executive Officer

Our Vision

The Victorian School of Languages' vision is to:

- provide an education environment which challenges students and encourages excellence in language teaching and learning
- be a leader in the development of online provision of languages
- encourage positive community values and promote positive values of multiculturalism
- work collaboratively with officers of the various section of the DET, VCAA and interstate Government Language schools to develop and share curriculum and administrative resources
- promote the benefits of language study to students and the wide school community
- empower students to reach their personal best

Our Mission

The school will provide an education environment which challenges and extends individual students and encourages excellence in teaching and learning in the area of languages study. It will support the teaching of existing and new emerging languages and, in particular, provide its service to the new outer metropolitan suburbs and to regional and country Victoria. It will endeavour to reflect positive community values, promote inclusiveness, celebrate cultural diversity and ensure a safe environment for students.

Our Goals

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

The school aims to see the following goals achieved:

1. *Curriculum Goals*

- To provide a range of comprehensive Language courses of the highest quality within an appropriate cultural context to students from Foundation to Year 12 (VCE) in accordance with DET and VCAA guidelines.
- To provide a full range of VCE Languages and give special support to those languages of low candidature for which is VSL is the main/only provider.
- To provide a dynamic and purposeful teaching program which engages student interest, recognises individual differences and develops the potential of all students.
- To provide assistance to languages of new and emerging communities to obtain VCE registration with the VCAA.
- To improve student achievement in Languages from Foundation to Year 12 (SSP 2019-2023).

2. *Environmental Goals*

- To ensure, in association with all host schools, a safe, clean, comfortable and attractive physical teaching and learning environment for students, teachers and administrative staff.
- To implement a Child Safe Strategy and a Code of Conduct that protects students from abuse or any type of harm.
- To develop and maintain a caring and positive learning environment which respects the rights and safety of all students and staff.
- To develop and maintain a harmonious and tolerant school/centre which respects and values the contribution of people of different backgrounds and cultures.
- To improve student Engagement in Language learning (SSP 2019-2023).
- To improve student Wellbeing from Foundation to Year 12 (SSP 2019-2023).

3. Management Goals

- To effectively utilise human resources.
- To follow a systematic approach to planning.
- To implement effective and consultative decision-making practices.
- To maintain good relationships with host schools.
- To assist teachers with their ongoing professional development and improve their teaching and leadership skills.
- To constantly review school structures in the light of changing needs and circumstances

4. Accountability Goals

- To provide accurate reports to DET and the school community about VSL classes and VSL decisions.
- To ensure fair, accurate and regular assessment and reporting of students' progress.
- To manage the annual implementation of teachers' Performance and Development Plans.
- To ensure that new DET officer who deal with the VSL become familiar with the VSL's special structure.

5. Resource Goals

- To allocate financial resources in the Student Resources Package (SRP) to enable the achievement of goals and priorities.
- To ensure that the school's physical resources match the curriculum requirements of both face to face and Distance Education classes and are equitably distributed.
- To implement flexible arrangements of service delivery through fee for service structures to other schools.
- To fund the development of new Language course both in paper form and in online delivery.
- To monitor the school's SRP to ensure that all relevant funding is received.

Our Values

At the VSL we respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

The values that underpin the development and delivery of the VSL's Languages provision are:

- a respect for languages as a way to increase lifelong opportunities for learners;
- a commitment to students from all communities and socio-economic backgrounds to study a language of their choice;
- a strong sense of community and teamwork which embraces diversity as a strength;
- courage, resilience and integrity to develop as a leader in a specialised field of endeavour (ie languages);
- a commitment to enhancing student well-being; and
- a commitment to improving outcomes for every student, in every class and in every VSL Centre, and in all communities

Our Motto

"Tempora mutantur nos et mutamur in illis" - "Times change and we change with them."

The notion of change goes back to classical times, although the above hexameter was probably composed in the 16th Century. Even though the basic complementary role of the VSL has been to provide additional Language study choice to school-aged students and to assist schools with their language provision, the way the VSL provides its service does not remain static but evolves according to new needs and new developments in education, technology and the market place. The VSL's initial classes in Japanese and Italian were only made available to government students in Year 9 in 1935. These were then extended to Year 10, 11 and 12, then to primary levels, and more recently to Foundation level. Very early on the classes were extended to students in non-government schools and to students outside of the metropolitan areas. Many languages were taught in the school's distance education section (initially called

“correspondence”) then via telephone, video conferencing, interactive white boards, and currently as interactive online courses.

Throughout its 80 plus years of existence the teachers of the VSL have had to adopt to the changing times so as to best meet the latest needs of the community, the new policies of the Department of Education, and those of the government of the day. In the period following WW2 new languages were added, following requests from the new settlers in Victoria. To the original Japanese and Italian were added Dutch, Russian and Chinese in the 1940’s and these were followed by dozens of other new languages in the subsequent decades.

Being adaptable to change remains a key direction for the Victorian School of Languages.

School Profile

The Victorian School of Languages is a government school and state-wide service which provides language programs for students from Foundation to Year 12 (VCE) from all three sectors (Government, independent, Catholic). The School offers Languages in face to face and distance education classes to students who cannot study the language at their home school. The school began in 1935 by teaching two languages, Japanese and Italian, and now offers over 50 languages. In 2025 the school will celebrate its 90th anniversary.

The school has two main sections, Distance Education classes and Centre (face-to-face) classes. In addition, the VSL:

- has a course development section with a focus on online development and online provision;
- provides a range a professional development activities and conferences/seminars on Languages curriculum and technology;
- is a Registered Training Organisation (RTO) and provides a number of Certificate in Languages courses;
- auspices *VET* in Schools courses in languages;
- teaches EAL to students in country Victoria who cannot access the English Language Centre;
- assists other schools by providing Language classes to International students

The VSL teaches over 50 languages in approximately 40 Centres (campuses) across Victoria. Students come from both Government and non-Government schools. Classes are held outside school hours usually on Saturdays throughout the Melbourne metropolitan area, country and regional Victoria. The VSL Centres are organised in twelve areas, each under the administration of a Leading Teacher (Area Manager) and centre classes range from Foundation to Year 12.

The school also teaches 11 languages via Distance Education (Arabic, Chinese, French, German, Greek, Hindi, Indonesian, Italian, Japanese, Latin, Punjabi, Spanish and Vietnamese SL). The levels range from Year 6 to Year 12 (VCE). The teaching is carried out through workbooks, telephone lessons, video-conferencing, online courses and regular seminars.

The VSL School Council, which comprises elected and nominated members, provides expert and broadly based guidance and leadership to the school.

The school places an increasing emphasis on data collection and analysis in order to improve student learning outcomes and progression of learning.

Overall staffing arrangements, curriculum, and administrative services are organised from the Head Office on Thornbury where the Principal and three Assistant Principals are based. As the school has multiple campuses, it requires high level management to achieve consistent outcomes.

The school is a state-wide provider for Languages and a member of the Australian Network of Government Language Schools, the Australasian Association of Distance Education Schools, the Ethnic Communities Council of Victoria, and the Modern Language Teachers Association of Victoria.

The school has a broad socio-economic demographic and widely diverse cultural setting and responds to Language needs of new and emerging communities and to cater for changing demands/demographics.

The school faces increased demand for distance and online provision and places an increasing emphasis on Digital learning.

Commissioner's message

While we know that the overwhelming majority of individuals working with children have their best interests at heart, we continue to see children experience abuse and harm in some of our most trusted organisations.

Child Safe Standards are mandated to make sure organisations have robust policies and practices designed to keep children safe from abuse and harm. They work to build a culture in which children's safety is embedded in everyday thinking and practice.

Victoria was one of the first jurisdictions to introduce Child Safe Standards in 2016, after the Victorian Parliament's *Betrayal of Trust: Inquiry into the handling of child abuse by religious and other non-government organisations* revealed devastating accounts of children experiencing abuse and harm in organisational settings. The following year, the Royal Commission into Institutional Responses to Child Sexual Abuse recommended each state and territory move to introduce similar schemes, in line with nationally agreed principles – since titled the National Principles for Child Safe Organisations.

In light of this, Victoria has updated its Child Safe Standards to create greater consistency with the ten National Principles. These broadly require organisations to embed child safety in organisational culture and governance, have clear policies that promote child safety, to respect and acknowledge the diverse needs of children and engage effectively with children about their experiences of safety.

Following an Aboriginal-led development process, Victoria has introduced a new and additional Standard specifically focused on promoting the cultural safety of Aboriginal children across all organisations captured by the scheme. This Standard was recommended by the former Commissioner for Aboriginal Children and Young People, Justin Mohamed, recognising that respecting Aboriginal children's cultural rights is crucial to ensuring their safety and wellbeing.

Other changes arising from the updated Child Safe Standards include requirements to more closely involve families and the broader community in organisations' efforts to keep children safe and to take steps to manage the risk of child abuse in online environments. They also provide clearer guidance on the governance, practices and processes that organisations are expected to have in place, in order to meet minimum standards and keep children safe.

Noting Victoria's Child Safe Standards having been in operation for over five years, most organisations have done substantial work to develop and embed their child safe practices and recognise that they require ongoing review to ensure they continue to reflect best practice. However, we recognise that the updated Standards will require organisations to review and adjust their practices, and that child-centred cultural and behavioural change takes time and sustained effort – acknowledging that community-wide understanding of the risks of child abuse, and its impact, is still developing.

The Commission for Children and Young People stands ready to support organisations to adapt to these changes and will continue to provide advice, support and resources to help organisations large and small, employee-run or volunteer-run, to comply with the changes.

Children deserve to feel safe, nurtured and protected by the organisations they interact with. They need to feel confident to share their views and concerns and trust that these will be heard and taken seriously. The culture, practices and priorities of an organisation are critical to achieving this. We trust you will continue to work alongside us in embracing the new Child Safe Standards that help make your organisation safe and inclusive for all children.



Liana Buchanan
Principal Commissioner



The Child Safe Standards

IMPLEMENTING THE CHILD SAFE STANDARDS – MANAGING THE RISK OF CHILD ABUSE IN SCHOOLS

Ministerial Order No. 1359

PART 1 – PRELIMINARY

1. Objective

1.1 The objective of this Order is to specify the matters regarding which:

- a) a person or body applying for registration of a school or school boarding premises; and
- b) registered schools or registered school boarding premises must take action for the purposes of:
 - c) embedding a culture of ‘no tolerance’ for child abuse; and
 - d) complying with the Child Safe Standards as gazetted by the Minister for Child Protection; and
 - e) complying with the prescribed minimum standards for the registration of schools in section 4.3.1(6)(d) and school boarding premises in section 4.3.8C(1)(d) of the **Education and Training Reform Act 2006**.

Explanatory note: This Order describes a range of outcomes and actions that schools and school boarding premises must undertake to demonstrate compliance with the Child Safe Standards.

It is important to note that where this Order specifies the creation of a policy, statement, procedure or other document, effective implementation of that policy, statement, procedure or other document is necessary to achieve the outcomes of each Child Safe Standard.

This Order sets the minimum requirements for compliance with the Child Safe Standards for schools and school boarding premises. Schools and school boarding premises are encouraged to consider any additional actions consistent with each clause that will further contribute to the ongoing safety of children and students and the creation of child safe environments.

2. Authorising provisions and commencement

- 2.1 This Order is made under sections 4.3.1(6)(d), 4.3.8C(1)(d) and 5.10.4 of the **Education and Training Reform Act 2006**.
- 2.2 This Order comes into operation on 1 July 2022.

3. Revocation

- 3.1 Ministerial Order 870 – Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises is revoked on 30 June 2022.

4. Definitions

4.1 In this Order:

child has the same meaning as in the **Child Wellbeing and Safety Act 2005**.

child-connected work means:

- a) work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present; or
- b) for the purposes of a school boarding premises, work authorised by the provider of school boarding services in a school boarding premises environment while children are present or reasonably expected to be present.

child-related work has the same meaning as in the **Worker Screening Act 2020**.

child abuse has the same meaning as it has in the **Child Wellbeing and Safety Act 2005**.

Child Safe Standards has the same meaning as it has in the **Child Wellbeing and Safety Act 2005**.

child safety includes matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures or allegations of child abuse.

ETR Act means the **Education and Training Reform Act 2006** as amended from time to time.

governing body has the same meaning as it has in the **Education and Training Reform Regulations 2017**.

proprietor has the same meaning as it has in the **Education and Training Reform Regulations 2017**.

school boarding environment means any physical, online or virtual space made available or authorised by the school boarding premises governing authority for a child or student boarding at a school boarding premises to use at any time, including:

- a) online or virtual school boarding environments (including email, intranet systems, software applications, collaboration tools, and online services);
- b) other locations provided by the provider of school boarding services or through a third- party provider for a child or student to use including, but not limited to, locations used for:
 - (i) camps;
 - (ii) approved homestay accommodation;
 - (iii) delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers or another school; or
 - (iv) sporting events, excursions, competitions or other events.

school boarding premises governing authority means:

- a) the provider of school boarding services;
- b) the governing body for a school boarding premises (however described) as authorised by the provider of school boarding services or the ETR Act.

Explanatory note: There are a wide range of governance arrangements among providers of school boarding services. Depending on the way a provider of school boarding services is constituted and operated, the governing body for a provider may be an individual, a group of individuals, a board, a body corporate or some other person or entity. The provider of school boarding services may share or assign responsibility for discharging the requirements imposed by the Order, in accordance with the provider's internal governance arrangements.

school boarding premises staff means:

- a) in a Government school boarding premises, an individual working in a school boarding premises environment who is:
 - (i) employed by the school boarding premises governing authority; or
 - (ii) a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school boarding premises governing authority to perform child-related work.
- b) in a non-government school boarding premises, an individual working in a school boarding environment who is:
 - (i) directly engaged or employed by the school boarding premises governing authority;
 - (ii) a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school boarding premises governing authority to perform child-related work; or
 - (iii) a minister of religion, a religious leader or an employee or officer of a religious body associated with the school.

school environment means any of the following physical, online or virtual places, used during or outside school hours:

- c) A campus of the school;

- d) Online or virtual school environments made available or authorised by the school governing authority for use by a child or student (including email, intranet systems, software applications, collaboration tools, and online services); and
- e) Other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for:
 - (i) camps;
 - (ii) approved homestay accommodation;
 - (iii) delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers or another school; or
 - (iv) sporting events, excursions, competitions or other events.

school governing authority means:

- a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor;
- b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There are a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by this Order, in accordance with the school's internal governance arrangements.

school staff means:

- a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the **ETR Act** in the Government teaching service;
 - (ii) employed under Part 2.3 of the **ETR Act**; or
 - (iii) a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school governing authority to perform child-related work.
- b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school governing authority to perform child-related work; or
 - (iii) a minister of religion, a religious leader or an employee or officer of a religious body associated with the school.

student means a person who is enrolled at or attends the school or a student at the school boarding premises.

volunteer means a person who performs work without remuneration or reward for the school or school boarding premises in the school environment or school boarding premises environment.

The New Child Safe Standards are as follows:

Child Safe Standard 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

Child Safe Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture

Child Safe Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

Child Safe Standard 4: Families and communities are informed, and involved in promoting child safety and wellbeing

Child Safe Standard 5: Equity is upheld and diverse needs respected in policy and practice

Child Safe Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Child Safe Standard 7: Processes for complaints and concerns are child focused

Child Safe Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

Child Safe Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Child Safe Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved

Child Safe Standard 11: Policies and procedures document how the organisation is safe for children and young people

Review of child safety practices

- 1.1 Schools must ensure that implementation of this Order is regularly reviewed and improved.
- 1.2 The school governing authority governing authority must, at a minimum:
 - a) review and evaluate the child safety and wellbeing policies, procedures and practices of the school or provider after any significant child safety incident, or at least every two years, and improve where applicable
 - b) ensure complaints, concerns and safety incidents are analysed to identify causes and systemic failures and inform continuous improvement
 - c) report on the outcomes of relevant reviews to school staff, volunteers, the school community or families and students

Implementation of child safety practices

- 1.3 Schools must have policies and procedures that document how schools are safe for children, young people and students.
- 1.4 The school governing authority must, at a minimum, ensure:
 - a) that the school or provider implements practices for a child-safe environment in accordance with this Order
 - b) that the policies and procedures and any other statements and records this Order requires:
 - (i) address all Child Safe Standards;
 - (ii) are understood and implemented by all relevant school staff, the governing body and volunteers;
 - (iii) are championed and modelled by leaders;
 - (iv) are documented and easy to understand; and
 - (v) are informed by best practice models and stakeholder consultation

Standard 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

In complying with Child Safe Standard 1 an organisation must, at a minimum, ensure:

- 1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- 1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
- 1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
- 1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
- 1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- A public commitment to the cultural safety of Aboriginal children is available and displayed for public access. (1.1, 1.4, 1.5 and links to 5.4)
- Policies and procedures relating to child safety and wellbeing, including the *Child Safety and Wellbeing Policy*, describe the VSL's commitment to respecting and valuing Aboriginal children. This includes that:
 - staff and volunteers must encourage and support children to express their culture and enjoy their cultural rights
 - staff and volunteers must actively support and facilitate participation and inclusion within the VSL by Aboriginal children and their families
 - racism will not be tolerated within the organisation and how the VSL will respond, including potential consequences
 - the VSL's leadership has a responsibility to help everyone involved with the school to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children (1.1, 1.2, 1.3, 1.4, 1.5)
- The *Child Safety Code of Conduct* and position descriptions outline expectations of staff and volunteer behaviour including:
 - zero tolerance of racism and expectations that staff and volunteers will act on incidents of racism
 - that children will be supported to express their culture and enjoy their cultural rights (1.1, 1.3)
- A plan of action sets out the steps the VSL will take by 1 July 2023 to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children are respected and valued. (1.1, 1.2, 1.3, 1.4, 1.5)
- Policies and procedures, including the *Child Safety and Wellbeing Policy*, describe the VSL's expectations and provide detailed guidance about actions staff, volunteers and leaders must take to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children are respected and valued. (1.5)

Actions

- Instances of racism are consistently identified and addressed. (1.3)
- The VSL identifies steps already taken to:

- support, guide or train staff and volunteers and leaders to understand, respect and value Aboriginal culture and to understand the importance of this to the wellbeing and safety of Aboriginal children (1.2 and links to 8.4)
 - actively support and facilitate participation and inclusion of Aboriginal children and their families (1.4)
 - recognise and celebrate Aboriginal peoples, their achievements, communities and cultures (1.2)
 - ensure racism within the VSL is identified and appropriately addressed (1.3)
 - create a culturally safe environment for Aboriginal children within the VSL (1.5 and links to 5.4)
- Identify actions the VSL needs to take to fully implement Standard 1, considering steps already taken and any gaps identified. A plan of action should identify the person or team responsible for taking action, the resources available and the timeframe. (1.1, 1.2, 1.3, 1.4, 1.5)
 - The VSL creates an inclusive and welcoming physical and online environment for Aboriginal children and their families by acknowledging and respecting Aboriginal peoples, communities, cultures and values. (1.2)
 - All children receive information from the VSL about cultural rights and the VSL takes active steps to encourage Aboriginal children to express their culture. When children express their culture, staff and volunteers in the VSL give them support. (1.1, 1.4 and links to 3.1)
 - The VSL takes steps to empower children at the school and provide them with opportunities to participate in a way that is culturally safe for Aboriginal children. (1.4 and links to 3.6)
 - The VSL creates an inclusive and welcoming physical and online environment for Aboriginal children and their families by acknowledging and respecting Aboriginal peoples, communities, cultures and values. (1.2)
 - All children receive information from the VSL about cultural rights and the school takes active steps to encourage Aboriginal children to express their culture. When children express their culture, staff and volunteers at the school give them support. (1.1, 1.4 and links to 3.1)
 - The VSL takes steps to empower children in the school and provide them with opportunities to participate in a way that is culturally safe for Aboriginal children. (1.4 and links to 3.6)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Student Wellbeing and Engagement Policy*
- *Bullying Prevention Policy*
- *Inclusion and Diversity Policy*
- *Aboriginal Learning, Wellbeing and Safety Victorian School of Languages Action Plan*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 2:

Child safety and wellbeing is embedded in organisational leadership, governance and culture

In complying with Child Safe Standard 2 an organisation must, at a minimum, ensure:

- 2.1 The organisation makes a public commitment to child safety.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up.
- 2.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels.
- 2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.
- 2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.
- 2.6 Staff and volunteers understand their obligations on information sharing and record keeping.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- A public commitment to child safety is available and displayed for public access. (2.1)
- The *Child Safety and Wellbeing Policy* sets out the VSL's expectations and practices in relation to each of the Standards. (2.3)
- A *Child Safety Code of Conduct* sets out expectations regarding behaviour of staff and volunteers with children and in promoting and maintaining child safety and wellbeing. (2.4)

Actions

- Leaders, staff, volunteers, members and children in the VSL champion and model a child safe culture. They express support for keeping children safe, take action when they have concerns about children's safety and prioritise the safety of children as part of everyday practice. (2.2)
- Leaders set clear expectations around child safety and ensure the *Child Safety and Wellbeing Policy* is implemented by staff and volunteers. (2.3)
- Leaders promote a culture of reporting. (2.2, 2.3)
- Governance arrangements mean senior leaders regularly review the VSL's performance in delivering child safety and wellbeing. (2.3 and links to 10.1)
- Governance arrangements mean senior leaders supervise whether risk assessment and management in the VSL is properly focused on identifying, preventing and reducing risks of child abuse and harm. (2.5 and links to 9.1, 9.3)
- Staff and volunteers understand their information sharing and record keeping obligations. (2.6)
- The *Child Safety Code of Conduct* is communicated to all staff and volunteers and leaders hold them to account to comply with it. (2.4)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Child Safety Code of Conduct*
- *Child Safe Standards Risk Register & Management plan*
- *Volunteers Policy*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 3:

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

In complying with Child Safe Standard 3 an organisation must, at a minimum, ensure:

- 3.1 Children and young people are informed about all of their rights, including to safety, information and participation.
- 3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
- 3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.
- 3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.
- 3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.
- 3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- Age-appropriate and easy to understand documents, in print or online, are easily accessible and support children to:
 - understand their rights, including to safety, information and participation
 - know how adults in the VSL should behave
 - understand the VSL’s complaints process and how to raise safety concerns for themselves, their friends or peers
 - know about support services aimed at children (3.1)
- The VSL’s policies and procedures:
 - promote children’s empowerment and participation
 - embed support for the rights of children (3.1, 3.4, 3.5, 3.6)

Actions

- Staff and volunteers in the VSL engage with children to help them to:
 - understand their rights, including to safety, information and participation
 - know how adults in the VSL should behave
 - understand the VSL’s complaints process and how to raise safety concerns for themselves, their friends or peers
 - know about support services aimed at children (3.1, 3.4)
- Practices at the VSL that disempower children are identified and action is taken to change them. (3.5, 3.6)
- Staff and volunteers are provided with information to help them understand, recognise and act on signs of child abuse or harm. (3.4)
- Where relevant, the VSL provides access to sexual abuse prevention programs and other relevant information to children in an age-appropriate and accessible manner. (3.3)
- The VSL creates opportunities for children to express their views and participate in decisions that impact them. What is heard and learnt from children influences how the VSL works. (3.5, 3.6)
- Staff and volunteers are supported to develop knowledge and skills to help children participate, express their views and raise their concerns. (3.4)
- The VSL supports children to develop social connections and friendships with their peers, build skills in children to support their peers and challenge bullying or isolating behaviour between children. (3.2)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Student Wellbeing and Engagement Policy*
- *Complaints Policy*
- *Volunteers Policy*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 4:

Families and communities are informed and involved in promoting child safety and wellbeing

In complying with Child Safe Standard 4 an organisation must, at a minimum, ensure:

- 4.1 Families participate in decisions affecting their child.
- 4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.

- 4.3 Families and communities have a say in the development and review of the organisation's policies and practices.
- 4.4 Families, carers and the community are informed about the organisation's operations and governance.

Action Completed to meet the requirements of the Ministerial Order: Documents

- The VSL's policies reflect the importance of family and community involvement and describe ways this involvement can occur. (4.3)
- The *Complaints policy* include procedures for keeping families informed and provide guidance on how to do this while complying with obligations regarding confidentiality and privacy. (4.2 and links to 7.2)

Actions

- The VSL supports families and communities to take an active role in promoting and maintaining child safety and wellbeing by communicating about their role in child safety and wellbeing within the school. (4.4 and overall outcome)
- The VSL is open and transparent with families and communities by:
 - providing accessible information about the VSL's child safety and wellbeing policies and practices (4.2 and 4.4)
 - providing information about the VSL's governance and operations, how complaints are handled and how the school manages disciplinary actions and child safety risks (4.4)
- Families have an opportunity to participate in decisions made by the VSL that impact the safety and wellbeing of their child. Communication with families supports the full diversity of families to participate. (4.1)
- Opportunities are created for families and community members to provide feedback on the VSL's policies, procedures and practices including the school's approach to child safety and wellbeing. (4.3)
- The VSL takes the feedback and involvement of families and communities seriously and takes their views into account. (4.3 and links to 7.3)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Complaints Policy*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 5:

Equity is upheld and diverse needs respected in policy and practice

In complying with Child Safe Standard 5 an organisation must, at a minimum, ensure:

- 5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.
- 5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
- 5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.
- 5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

Action Completed to meet the requirements of the Ministerial Order: Documents

- The *Child Safety and Wellbeing Policy* describes:
 - the VSL's commitment to equity and inclusion (5.1)

- how the VSL will recognise and respect the diverse needs of all children (5.1)
- how the VSL provides avenues for children or their families to identify their individual needs (5.1)
- how the VSL will provide children with access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand (5.2)
- how the VSL will support equity and make reasonable changes to support participation by all children and respond to all children’s needs (5.1, 5.3, 5.4)
- how the VSL upholds equity for all children and prevents child abuse and harm resulting from discrimination based on disability, race, ethnicity, religion, sex, intersex status, gender identity or sexual orientation (5.1, 5.3, 5.4)

Actions

- The VSL takes steps to understand the diverse circumstances and needs of children who engage, or may engage, with it. (5.1, 5.3)
- Staff and volunteers:
 - are provided with information and guidance about children’s diverse circumstances, how to identify factors that can increase a child’s vulnerability to harm, and how to promote equity and safety for all children
 - take action to support and respond to children who are experiencing vulnerability, including making inquiries and responding where there are signs of increased vulnerability
 - take action to uphold equity for all children, promote children’s safety and prevent child abuse and harm (5.1, 5.3, 5.4)
- Leaders set clear expectations around achieving equity and respect for diversity. (5.1 and links to 2.2)
- The VSL ensures all children are reasonably supported to participate. (5.1)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Student Wellbeing and Engagement Policy*
- *Bullying Prevention Policy*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 6:

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

In complying with Child Safe Standard 6 an organisation must, at a minimum, ensure:

- 6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing.
- 6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks.
- 6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.
- 6.4 Ongoing supervision and people management is focused on child safety and wellbeing.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- Employment advertising includes the VSL’s commitment to child safety and wellbeing. (6.1)
- Position descriptions set clear expectations about the role’s requirements, duties and responsibilities regarding child safety and wellbeing. (6.1)
- VSL recruitment, human resources and volunteering policies describe:
 - recruitment practices that support the VSL to appoint people who are suitable to work with children (6.1)

- pre-employment screening practices including interviewing, referee checks, Working with Children Clearance and other registration or background checking (6.2)
- requirements for an induction about the VSL’s child safety practices (6.3)
- how supervision and people management practices will support ongoing assessment of a person’s suitability to work with children (6.4)
- Induction documents for staff and volunteers include:
 - the *Child Safety Code of Conduct*
 - the *Child Safety and Wellbeing Policy*
 - information about the VSL’s child safety practices and complaints process as well as reporting, record keeping and information sharing obligations (6.3 and links to 8.1)

Actions

- The child safety and wellbeing requirements of each role are assessed before recruitment of new staff and volunteers. These include:
 - qualifications, experience and attributes required
 - duties and responsibilities with children
 - measures required to manage any child abuse or harm risks including screening, training and supervision requirements (6.1)
- Information and guidance are provided to recruiting staff on how to prioritise child safety in the recruitment process, including how to identify and manage any child safety concerns raised through the application, interview and screening process. (6.1)
- Recruitment processes include:
 - a range of values-based interview questions to establish suitability to work with children
 - pre-employment screening practices including referee checks, Working with Children Clearance and other registration or background checking
 - verification that required qualifications, registrations and Working with Children Clearance are valid and up-to-date
 - keeping records of the recruitment process (6.1)
- Supervision and people management includes regular reviews to check whether staff are following Codes of Conduct and other child safe policies. (6.4)
- Guidance is provided for people managers on steps to take when managing staff or volunteers whose behaviour raises child safety concerns. (6.4)
- Qualifications, Working with Children Clearance and other registration or ongoing screening checks are regularly reviewed for changes and that they are still valid. Action is taken to manage the risks to children when a person’s qualifications, Working with Children Clearance or other registration or ongoing screening check are no longer valid (6.2)
- Staff and volunteers receive an induction adjusted to each role’s requirements, duties, risks and responsibilities in relation to child safety and wellbeing. The induction covers the VSL’s child safety practices and complaints process as well as reporting, record keeping and information sharing obligations. (6.3)
-

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Volunteers Policy*
- *Visitors Policy*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 7:

Processes for complaints and concerns are child-focused

In complying with Child Safe Standard 7 an organisation must, at a minimum, ensure:

- 7.1 The organisation has an accessible, child-focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the *Child Safety Code of Conduct* and obligations to act and report.
- 7.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe.
- 7.3 Complaints are taken seriously and responded to promptly and thoroughly.
- 7.4 The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement.
- 7.5 Reporting, privacy and employment law obligations are met.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- The *Complaints policy* is easy to understand, culturally safe, accessible and child-focused. The *Complaint policy*:
 - includes information on how adults and children can make a complaint and how the VSL will respond to and investigate complaints in a prompt and thorough way (7.1, 7.2, 7.3)
 - creates a complaints process that is accessible to the full diversity of children, staff, volunteers, families and communities (7.1)
 - covers alleged abuse and harm of children by adults and by other children (7.1, 7.4)
 - covers breaches of the VSL's *Child Safety Code of Conduct* (7.1)
 - sets out what support and assistance will be provided for those making a complaint (7.1)
 - outlines how risks to children will be managed when a complaint is raised and an investigation is underway (links to Standard 9)
 - covers record keeping obligations (7.2 and links to 2.6)
 - supports privacy and employment law obligations to be met (7.5)
- Documents, in print or online, describe the complaints process for staff, volunteers, children, families and communities. (7.1, 7.2)
- Policies and procedures include information about when complaints should be reported to authorities, including Victoria Police, Child Protection and the Commission for Children and Young People. (7.5)
- Disciplinary policies support the VSL to take action when a complaint is raised. (7.1)

Actions

- The VSL makes information about how to make a complaint available and accessible to everyone involved with the school. (7.2, 7.4)
- The VSL provides staff and volunteers with support and information on what and how to report, including to authorities outside the school. (7.1, 7.3, 7.4)
- Complaints are taken seriously, meaning the VSL consistently:
 - identifies and manages any risks to children
 - responds to complaints promptly and thoroughly
 - prioritises the safety of children and also meets privacy and employment law obligations
 - supports everyone involved in the complaints process
 - reports complaints of alleged abuse or harm of children and concerns about child safety to the authorities and cooperates with law enforcement (7.1, 7.3, 7.4, 7.5 and links to Standard 9)

- Records are kept of complaints made to the VSL, including concerns raised about the safety of children and disclosures about alleged abuse or harm of children, and actions taken to respond. (7.3 and links to 2.6)
- Children, families and communities are consulted when designing and reviewing complaint handling policies and procedures. (7.2 and links to 4.3)
- The VSL reviews complaint handling policies and procedures at regular intervals. (7.1 and links to 10.1)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Child Safety Responding and Reporting Obligations Policy and Procedures*
- *Child Safety Code of Conduct*
- *Complaints Policy*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 8:

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

In complying with Child Safe Standard 8 an organisation must, at a minimum, ensure:

- 8.1 Staff and volunteers are trained and supported to effectively implement the organisation's *Child Safety and Wellbeing Policy*.
- 8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.
- 8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.
- 8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- A training action plan for staff and volunteers includes training on:
 - the *Child Safety and Wellbeing Policy* (8.1)
 - identifying indicators of child abuse and harm (8.2)
 - how to support a person making a disclosure about harm to a child (8.3)
 - how to respond to issues of child safety including internal and external reporting requirements, notifying families and carers and managing risks to children (8.3)
 - how to support cultural safety (8.4)
- Guidance materials (such as policies, procedures, guidelines, information sheets and posters) for staff and volunteers provide guidance about:
 - identifying indicators of child abuse and harm, including where caused by other children (8.2)
 - how to respond to issues of child safety including internal and external reporting requirements, notifying families and carers and managing risks to children (8.3)
 - how to support a person disclosing harm to a child (8.3)
 - how to create culturally safe environments at the VSL (8.4)
- A training register records completion of training by staff and volunteers. (8.1, 8.2, 8.3, 8.4)

Actions

- Leaders communicate to staff and volunteers that child safety training is mandatory. (8.1, 8.2, 8.3, 8.4)

- Training is provided to staff and volunteers on the *Child Safety and Wellbeing Policy* on induction and at regular intervals. (8.1)
- Training is provided to staff and volunteers that supports their ability to:
 - identify signs of child abuse and harm (8.2)
 - respond to issues of child safety including internal and external reporting requirements, notifying families and carers and managing risks to children (8.3)
 - support a person disclosing child harm (8.2, 8.3)
 - create culturally safe environments at the VSL (8.4)
- Training and guidance on child safety is:
 - appropriate to the organisation’s engagement with children and the needs of children in the organisation
 - trauma-informed
 - offered on a regular basis to enable staff and volunteers to keep their skills and knowledge up-to-date
 - regularly reviewed and updated to remain effective (8.1, 8.2, 8.3, 8.4)
- Supervision and management of staff and volunteers includes identifying child safety training needs (8.1, 8.2, 8.3, 8.4)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Volunteers Policy*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 9:

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

In complying with Child Safe Standard 9 an organisation must, at a minimum, ensure:

- 9.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child’s right to privacy, access to information, social connections and learning opportunities.
- 9.2 The online environment is used in accordance with the organisation’s Code of Conduct and Child Safety and Wellbeing Policy and practices.
- 9.3 The *Child Safe Standards Risk Register & Management plans* consider risks posed by organisational setting, activities and the physical environment.
- 9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- A risk assessment (*Child Safe Standards Risk Register & Management Plan*) identifies risks of child abuse and harm in both physical and online environments connected with the VSL. (9.1, 9.3)
- The *Child Safe Standards Risk Register & Management Plan* lists the actions the VSL will take to prevent or reduce each identified risk of child abuse and harm. (9.3)
- The *Child Safety Code of Conduct* and *Child Safety and Wellbeing Policy* identifies how the VSL will keep children safe in physical and online environments, with specific reference to higher-risk activities. (9.2, 9.3)
- Procurement policies about engaging third-party contractors set out processes to protect children from risks of child abuse and harm, such as requiring compliance with the VSL’s *Child Safety Code of Conduct* and *Child Safety and Wellbeing Policy*. (9.4)

Actions

- The *Child Safe Standards Risk Register & Management Plan* is informed by and responsive to the views and concerns of staff, volunteers and children. Plans show that the VSL has balanced the need to manage the risk of harm and abuse against children's rights to privacy, access to information, social connections and learning opportunities. (9.1, 9.3)
- Staff and volunteers are provided with the *Child Safe Standards Risk Register & Management Plan* so they are aware of risks of child abuse and harm and know what action they need to take to prevent and reduce them. (9.1)
- Action is taken by staff and volunteers in the VSL to prevent and reduce risks of child abuse and harm when identified. (9.1)
- The *Child Safe Standards Risk Register & Management Plan* is regularly reviewed to keep it up-to-date and include lessons from complaints, concerns and safety incidents. (9.1, 9.2)
- The VSL's leadership and governance arrangements ensure risk assessment and management are focused on identifying, preventing and reducing risks of child abuse and harm. (links to 2.5)
- When negotiating contracts with third parties, contracts include terms that allow the organisation to take action if the third party does not meet expected child safety and wellbeing standards. (9.4)
- When third-party contractors are engaged, action is taken by the organisation to assess whether, and the extent to which, the engagement of third-party contractors poses risks of child abuse and harm. (9.4)
- Depending on the level of risk posed by third-party contractors, the VSL should take actions to prevent or reduce risks of child abuse or harm. Appropriate actions may include:
 - requiring third-party contractors to comply with the VSL's policies and procedures
 - monitoring compliance by third-party contractors with the Child Safe Standards and/or the VSL's policies and procedures
 - working with third-party contractors to identify, prevent and reduce risks of child abuse and harm
 - where the VSL is unable to adequately manage risks of child abuse and harm posed by third-party contractors, consider terminating the contract or take other appropriate action to protect children. (9.4)
- If appropriate, staff, volunteers, parents, carers and children are provided with information about online safety and risks in the online environment, such as online grooming, cyber bullying and sexting. Support is given to reporting negative experiences or concerns. (9.2)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Child Safe Standards Risk Register & Management Plan*
- *Child Safety Code of Conduct*
- *Digital Learning (Internet, Social Media and Digital Devices) Policy- includes Acceptable Use agreements*
- *Camps and Excursions Policy*

All the above policies can be accessed at: www.vsl.vic.edu.au

Standard 10:

Implementation of the Child Safe Standards is regularly reviewed and improved

In complying with Child Safe Standard 10 an organisation must, at a minimum, ensure:

- 10.1 The organisation regularly reviews, evaluates and improves child safe practices.
- 10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.
- 10.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families, and children and young people.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- All policies and procedures have a regular review period indicated in the document. (10.1)
- Reports document any child safety and wellbeing reviews and findings. (10.3)

Actions

- Records are kept of complaints, concerns, allegations and actions taken to respond. (10.1, 10.2, 10.3)
- Complaints, concerns, safety incidents or significant breaches of policy (such as the *Child Safety Code of Conduct*) are examined to understand what caused the problem and whether there are any flaws in the VSL's policies, procedures and practices that contributed to the problem. Where flaws or failings are identified, improvements are made to prevent the problem from happening again. (10.1, 10.2)
- The VSL regularly reviews policies, procedures and child safe practices, and makes improvements considering:
 - analysis of complaints, concerns, safety incidents and significant breaches of policy
 - feedback sought from staff, volunteers, children, families and communities
 - whether the VSL has fully implemented each of the Child Safe Standards (10.1, 10.2 and links to Standard 3 and 4.3)
- Reports about the findings and actions taken in response to reviews of the VSL's child safe practices are shared with staff, volunteers, children, families and communities. (10.3)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*

The above policy can be accessed at: www.vsl.vic.edu.au

Standard 11:

Policies and procedures document how the organisation is safe for children and young people

In complying with Child Safe Standard 11 an organisation must, at a minimum, ensure:

- 11.1 Policies and procedures address all Child Safe Standards.
- 11.2 Policies and procedures are documented and easy to understand.
- 11.3 Best practice models and stakeholder consultation informs the development of policies and procedures.
- 11.4 Leaders champion and model compliance with policies and procedures.
- 11.5 Staff and volunteers understand and implement policies and procedures.

Action Completed to meet the requirements of the Ministerial Order:

Documents

- A *Child Safety and Wellbeing Policy* sets out the VSL's expectations, practices and approach in relation to each of the Child Safe Standards. (11.1, 11.2 and links to 2.3)
- A *Child Safety Code of Conduct* sets out the expectations for behaviour and responsibilities of staff and volunteers. (11.1, 11.2 and links to 2.4)
- The *Child Safe Standards Risk Register & Management Plan* addresses risks of child abuse and harm. (11.1, 11.2 and links to 9.1 and 9.3)
- The *Complaints Policy* and processes address how the VSL will respond and all internal and external reporting obligations. (11.1, 11.2 and links to Standard 7)
- VSL recruitment, human resources and volunteering policies have a clear child safety focus. (11.1, 11.2 and links to Standard 6)
- When the VSL contracts facilities and/or services from third parties, procurement policies ensure the safety of children. (11.1, 11.2 and links to 9.4)

Actions

- Regular consultation on child safety with everyone involved at the VSL is undertaken. (11.3 and links to Standards 3 and 4)
- The VSL uses input from consultations and available information about creating child safety and wellbeing to help develop, review and update policies and procedures related to child safety. (11.3)
- The VSL's policies and procedures cover all the Child Safe Standards and address the risks to the safety of children that are specific to the VSL and its environment. (11.1)
- Policies and procedures are easy to understand and can be accessed easily. (11.2)

VSL Policies that support this Standard:

- *Child Safety and Wellbeing Policy*
- *Child Safety Code of Conduct*
- *Child Safe Standards Risk Register & Management Plan*
- *Volunteers Policy*
- *Complaints policy*

All the above policies & other relevant policies can be accessed at: www.vsl.vic.edu.au

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Social Media

For recent news in our curriculum initiatives, students' achievements or attending the next school/Centre event you'll find appropriate information on the following:

VSL website (News and Blog): www.vsl.vic.edu.au

Facebook: www.facebook.com/VictorianSchoolofLanguages