



The Launceston Preparatory School

Truth and Happiness

Child Safety and Wellbeing Framework

The Launceston Preparatory School is committed to creating and maintaining a safe environment for its students.

The school has developed a variety of programs, policies and practices to create and maintain a safe environment for students. They include:

- a strong pastoral care program through which teachers build a rapport with students and attempt to create supportive relationships;
- small classes and a variety of teachers who work with them, to foster connectedness between students and teachers;
- weekly Resilience sessions where students are provided with strategies for dealing with problems and bolstered in their self-confidence;
- annual visits from external groups such as *Bravehearts* and *Everybody!* whose programs support students with knowledge, awareness and strategies;
- online safety education through the Digital Technologies curriculum;
- safety and wellbeing as a focus of the Health and Physical Education curriculum;
- regular information sharing between school and families, especially through the school's distribution of relevant articles from its *Parenting Ideas* subscription;
- regular review of teachers' responsibility to maintain their duty of care to students, foresee risk and minimise harm;
- a duty roster that reinforces staff members' duty of care through supervision outside the classroom and which keeps teachers and parents in close contact each day when students are collected from school; and
- a focus on wellbeing in our current School Improvement Plan.

Our commitment to creating and maintaining a safe environment for its students is underpinned by Article 3 of the United Nations' Convention on the Rights of the Child, namely

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

In working towards our goal of maintaining a safe environment for our students, we consider and implement the Child Safe Standards identified by the Royal Commission into Institutional Responses to Child Sexual Abuse.

These Child Safe Standards have been used to formulate the *National Principles for Child Safe Organisations* which we use to guide our culture and practices.

Principle 1: *Child safety and wellbeing is embedded in organisational leadership, governance and culture.*

We aim to achieve this by

- making publicly available school policies and procedures affecting child safety and wellbeing;
- modelling and reinforcing attitudes and behaviours that value children and a commitment to child safety, child wellbeing and cultural safety;
- keeping staff and students informed of children’s rights, including their rights to feel safe and be heard, and the accountabilities that accompany these rights; and
- promoting good practice and learnings about child safety and wellbeing.

Principle 2: *Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.*

We aim to achieve this by

- having programs and resources to educate children and young people on their rights including their right to safety and right to be listened to. These include the school’s Philosophy, Digital Technologies and Health curricula, Resilience sessions, policies, visits from external groups such as *Bravehearts*, and participation in events such as *Australia’s Biggest Child Safety Lesson*.
- being proactive in providing age-appropriate platforms to regularly seek children’s views and encourage participation in decision-making. These include our Socratic approach to teaching and learning, and active engagement of students in leadership including in relation to safety issues and risk identification;
- ensuring that teachers and aides have a good understanding of children and young people’s developmental needs;

- maintaining a school environment that is friendly and welcoming for children;
- helping children to identify trusted adults and friends; and
- engaging children in helping to ensure the safety and wellbeing of their peers.

Principle 3: *Families and communities are informed and involved in promoting child safety and wellbeing.*

We aim to achieve this by

- being responsive to the needs of families and communities, including being responsive to cultural safety aspects;
- creating opportunities for families and communities to be engaged in school activities, including encouraging their children’s participation and feedback;
- having clear and accessible information for families and communities about the our school’s operations and policies, including this child safety and wellbeing framework, relevant policies and the school’s Grievance Procedures;
- welcoming feedback from families and communities on issues of child safety and wellbeing; and
- supporting approaches that build cultural safety through partnerships and respectful relationships.

Principle 4: *Equity is upheld and diverse needs respected in policy and practice.*

We aim to achieve this by

- having policies and practices in place that promote equity and respect diversity for the safety and wellbeing of all children;
- championing attitudes and behaviours that respect the human rights of all children and young people, particularly through things like our Philosophy program, Resilience sessions, and student awards;
- being inclusive, well informed and responsive to diverse needs;
- encouraging staff members to reflect on how discrimination and exclusion, whether intentional or unintentional, may work against a safe and inclusive culture and developing proactive strategies to address this;
- offering to teachers and encouraging them to seek out the training they need to recognise and respond effectively to children and young people with diverse needs.

Principle 5: *People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.*

We aim to achieve this by

- emphasising our commitment to child safety and wellbeing when recruiting and screening staff and volunteers;

- having Position Descriptions and referee checks that demonstrate children are valued and respected, and reflect our school’s commitment to child safety and wellbeing;
- ensuring that staff and volunteers and visitors to our school site have current *Working with Vulnerable People* registration;
- ensuring that staff and volunteers understand the child safety policies and procedures of our school and meet their record keeping, information sharing and reporting responsibilities;
- offer ongoing staff support, supervision and information that involve child safety elements;
- maintaining suitable record-keeping systems and protocols for staff and volunteers; and
- having a range of tools and processes to monitor and mitigate risk.

Principle 6: *Processes to respond to complaints and concerns are child-focused.*

We aim to achieve this by

- keeping staff and volunteers well-informed about their roles and responsibilities, reporting and privacy obligations, and processes for responding to disclosures;
- regular review and discussion of the school’s Code of Conduct by staff and Board members;
- having a complaints handling procedure that prioritises the safety and wellbeing of children and recognises the role of families in understanding and using the procedures;
- having policies and procedures that demonstrate procedural fairness to all parties to a complaint or investigation and that include support and information as appropriate;
- helping teachers and aides to have a good knowledge of the different ways children express concerns or distress and disclose harm;
- ensuring that all complaints and concerns, including breaches of relevant policies or the Code of Conduct, are recorded and analysed, and that systemic issues are identified and mitigated through this process;
- ensuring that our students know who to talk to if they are feeling unsafe and know how their concerns will be or have been managed; and
- providing timely feedback to children, families, staff members and volunteers who raise concerns or complaints. (This includes reporting back on incidents, concerns and complaints.)

Principle 7: *Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.*

We aim to achieve this by

- ensuring that staff members have a sound understanding of their legal requirements for Mandatory Reporting in relation to *Children, Young Persons and their Families Act 1997*;
- providing regular opportunities to educate and train staff on child safety and wellbeing policies and procedures and evidence-based practice;
- providing a supportive and safe environment for staff and volunteers who disclose harm or risk to children and young people;
- providing training in relation to records being created about children that preserve children's rights and privacy, and the way those records are used and maintained;
- encouraging staff to recognise the range of indicators of child harm; and
- responding effectively when issues of child safety and wellbeing or cultural safety arise.

Principle 8: *Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.*

We aim to achieve this by

- having a risk management strategy that addresses physical and online risks, including risks arising from child-to-child and adult-to-child interactions and the state and nature of physical spaces;
- implementing policies that promote the use of safe online applications for students to learn;
- considering ways in which the physical environment might promote cultural safety, when planning redevelopments;
- reminding teachers to be proactive in identifying and mitigating physical and online risks;
- ensuring that staff members access and use online environments in line with our school's Code of Conduct and other relevant policies;
- informing children and their families about the use of technology and safety tools; and
- ensuring that external providers of learning programs have appropriate measures in place to ensure the safety and wellbeing of children.

Principle 9: *Implementation of the national child safe principles is regularly reviewed and improved.*

We aim to achieve this by

- regularly reviewing this framework and other child safety and wellbeing policies, procedures and practices.

Principle 10: *Policies and procedures document how the organisation is safe for children and young people.*

We aim to achieve this by

- ensuring that our school's Child Safety and Wellbeing Framework is comprehensive and addresses all ten of these principles;
- documenting and discussing our school's Child Safety and Wellbeing Framework and procedures in a language and format that is easily understood and accessible to staff, volunteers, families and children;
- ensuring that audits of our school's policies and procedures provide evidence of how our school is child safe through its governance, leadership and culture;
- ensuring that practice within our school is consistent across the board and compliant with child safe policies and procedures, including culturally safe work practices;
- ascertaining that interviews or surveys of children, families and community members demonstrate confidence in and awareness of our school's policies and procedures on promoting a child safe culture; and
- ensuring that discussions with staff members demonstrate high levels of understanding of policies, procedures and practice requirements of our school.

Related information:

[A Student Guide to Making a Complaint.pdf](#)

[A Whole School Approach to Bullying.pdf](#)

[Absconded or Lost child.pdf](#)

[Allergy Awareness Policy.pdf](#)

[Behaviour Policy.pdf](#)

[Critical Incident Policy, Management Plan and Procedures.pdf](#)

[Death of a student or worker policy.pdf](#)

[Duties of supervision.pdf](#)

[Excursion Policy.pdf](#)

[Mandatory Reporting Policy.pdf](#)

[Procedure for dealing with children under stress \(not injured\).pdf](#)

[School Rules.pdf](#)

[Staff Code of Conduct.pdf](#)

[Volunteer protocols.pdf](#)

[Abandoned child.pdf](#)

[Accident.Incident.Injury Reporting .pdf](#)

[Asthma Policy.pdf](#)

[Cyber Safety Framework.pdf](#)

[Drug Policy.pdf](#)

[Evacuation \(Fire\) Procedure.pdf](#)

[Health policy.pdf](#)

[Risk Management Policy.pdf](#)

[Sexual Harassment Policy.pdf](#)

[Sunsmart Policy August 2019 Revised.pdf](#)

[Work health and safety policy.pdf](#)