

EDMUND RICE EDUCATION AUSTRALIA

Child Safeguarding Standards Framework



EDMUND RICE EDUCATION
AUSTRALIA




Edmund Rice Education Australia acknowledges with great sorrow the suffering endured by the victims and survivors of child abuse at the hands of those who were in positions of trust and who were supposed to protect them. Edmund Rice Education Australia further acknowledges their suffering was compounded by a failure to listen to their cry and to respond justly with belief and compassion. We also acknowledge the pain that families, friends and loved ones have endured.

Edmund Rice Education Australia is committed to creating a culture where the safety, wellbeing and participation of all children and young people is paramount.

Approved by the EREA Board 22 JULY, 2019

Endorsed by the EREA Council 31 JULY, 2019



EREA acknowledges the Aboriginal and Torres Strait Islander Peoples of Australia as the Traditional Owners of the Country/s on which our schools and offices are placed. We are inspired and nurtured by the wisdom, spiritualities and experiences of First Nations Peoples. Together we work actively for reconciliation, justice, equity and healing.

EDMUND RICE EDUCATION AUSTRALIA

Child Safeguarding Standards Framework



NURTURING THE WELLBEING OF ALL CHILDREN & YOUNG PEOPLE,

RESPECTING THEIR DIGNITY,

ENSURING THEIR SAFETY & PROTECTING THEM FROM ABUSE & OTHER HARM.

THIS IS EVERYONE'S RESPONSIBILITY.

MESSAGE FROM THE EXECUTIVE DIRECTOR

Edmund Rice Education Australia who has governance over 54 schools from Early Childhood Education to Primary and Secondary education and Flexible Learning Centres for marginalised young people is committed to doing all that it can to ensure the safety and wellbeing of all children and young people under our care. As such, I am pleased to present to you EREA's Child Safeguarding Standards Framework.

The EREA Child Safeguarding Standards Framework is designed to further enhance a culture within each of our schools wherein protecting children and young people from abuse and other harm, and the promotion of child safety, participation, empowerment and wellbeing is embedded in the everyday thinking and practice of leaders, staff and volunteers.

The purpose and intent of the Standards contained in this Framework is to embed a culture of child safety and wellbeing by demonstrating values in practice; nurturing the wellbeing of all children and young people, respecting their dignity, ensuring their safety and protecting them from abuse and other harm. This we do by at all times acting in the best interests of children and young people under our care.

As members of the EREA community we are guided by our Charter and the four Touchstones offering a liberating education based on Gospel spirituality, within an inclusive community, committed to justice and solidarity. It is in living out our Touchstones, remaining true to them and immersing ourselves in them that we can be authentic in our service to the children and young people under our care. It is through the lens of the Touchstones that we embrace children as Jesus did in honouring the gift they are to us as a reflection of the love of God.

To the children and young people in our schools, we encourage you to come forward if you have any concerns about your safety and know that you are protected at school and that you will be believed and supported.

To parents and carers, EREA acknowledges you as the first educators of your children and we want to work in partnership with you in the education of your children in a safe, caring and supportive environment.

To staff, together we all must take personal responsibility for the safety and wellbeing of all the children and young people under our care. It is with this commitment that we will further enhance our culture that nurtures the whole person in a protective environment that truly responds authentically to our identity as Catholic Schools in the Edmund Rice Tradition.

Dr Wayne Tinsey

Executive Director

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INTRODUCTION

Edmund Rice Education Australia (EREA) has developed a Child Safeguarding Standards Framework (the EREA Child Safeguarding Standards) to enhance the way that each EREA school creates and maintains a child safe environment.

The Standards aim to further develop a culture within each EREA school wherein protecting children and young people from abuse and other harm, and the promotion of child safety, participation, empowerment and wellbeing, is embedded in the everyday thinking and practice of leaders, staff, and volunteers.

The Standards are designed to consciously and systemically:

- > promote an environment where children and young people's safety and wellbeing are the centre of thought, values and actions
- > place emphasis on genuine engagement with and valuing of children and young people
- > create conditions that reduce the likelihood of harm to children and young people
- > facilitate circumstances that increase the likelihood of identifying harm
- > respond appropriately to any concerns, disclosures, allegations or suspicions of harm.

The Standards are consistent with the essential principles that govern the approach to child safety in all EREA schools. The Gospel imperatives of truth, justice, compassion, liberty and reconciliation underpin the Standards.

The heart of what EREA stands for in its mission is articulated in the *Charter for Catholic Schools in the Edmund Rice Tradition*. The four Touchstones encapsulate what we offer the children and young people under our care. *EREA offers a Liberating Education, based on Gospel Spirituality, within an Inclusive Community committed to Justice and Solidarity*. It is within this context that we embrace the child and young person as Jesus embraced the



children of his time. As John Honner states in his reflections on the Christian Theology of Children: 'In the Gospels the child is the exemplar, par excellence, of what God's world is meant to look like. In this view, the care of children and young people moves beyond compliance with safeguards to a greater openness to the divine. Children show the way on this because children are much more open to enchantment, much more open to the presence of God.

They belong among the people of the Beatitudes, among the ones for whom the Gospel is intended. Children reflect the love of God and every time we reverence them and come to be more child-like, we undergo conversion'. (*John Honner: The Child in Christian Thought: From Compliance to Conversion: Unpublished Article for the EREA Council, Board and Executive; 23 May, 2017, Pages 1 and 2*).

Honner states that 'the theology of children and vulnerable persons demands that we not only keep them safe, but that we also give them the first place in our hearts and in our society. We are challenged to learn to see reality through their eyes. Jesus expects us to welcome children and to serve them, because in serving children we serve and encounter Jesus' (*ibid, Pages 2 and 3*). It is in living out our Touchstones, remaining true to them and immersing ourselves in them that we can be authentic in our service to the children and young people under our care. It is through the lens of the Touchstones that we embrace children as Jesus did in honouring the gift they are to us as a reflection of the love of God.

The Standards are presented in the conviction that the rights of children and young people need to be promoted and protected, that they are all to be treated equitably with care and respect, and that their personal dignity is not to be compromised. EREA is committed to nurturing the wellbeing of all children and young people in its care, respecting their dignity, ensuring their safety, and protecting them from abuse and other harm.



Background to the EREA Child Safeguarding Standards

Each state and territory in Australia has its own suite of child protection laws and regulations, many of which have been developed in a relatively ad-hoc fashion over time in response to various commissions and inquiries. For organisations such as EREA, which provide services to children and young people in multiple jurisdictions, the disjointed and inconsistent nature of Australia's child protection laws requires compliance with a complex matrix of regulatory obligations. This complexity is exacerbated by the frequent ongoing changes to child protection laws in the various states and territories of Australia.

The Royal Commission into Institutional Responses to Child Sexual Abuse highlighted that, in spite of the multiplicity of child protection laws in Australia, historically there have been inadequate and inconsistent approaches to child safety in many organisations. In response to these inadequacies and inconsistencies, a number of state governments have developed state-based standards or principles to improve the way organisations that provide services for children, prevent and respond to child abuse and other harm. Key examples include the Victorian Child Safe Standards, the Queensland Child and Youth Risk Management Strategy requirements and the West Australian Commission for Children and Young People (CCYP) Child Safe Organisation Guidelines.

The Royal Commission released its Final Report in December 2017, consisting of 17 volumes and 409 recommendations. Of those 409 recommendations, approximately 44 are applicable to non-government schools in Australia (the remainder are directed at governments and non-education organisations).

The Australian Government and each state and territory accepted, or accepted in principle, the vast majority of the Royal Commission's recommendations. A key recommendation (recommendation 6.4) is for all child-related 'institutions' to implement the Child Safe Standards identified by the Royal Commission. Recommendation 6.6 sets out the 10 Standards that represent the Royal Commission's view as to best practice in child safe organisations in Australia.

In addition to its Recommendation for the Child Safe Standards themselves, the Royal Commission recommended that these standards be mandatory for all institutions engaging in child-related work, be embedded in state and territory legislation and that independent oversight bodies in each state and territory have responsibility for enforcing them. It also recommended that the Australian Government take a national leadership role by establishing a National Office for Child Safety, to drive national consistency in child safe institutions. The Australian Government accepted this recommendation and established the National Office for Child Safety, which commenced on 1 July 2018.

The Australian Government also took the lead on responding to the recommendation for national Child Safe Standards. The National Commissioner for Children, who sits on the Australian Human Rights Commission (AHRC), was tasked with leading the development of National Principles for Child Safe Organisations (the AHRC National Child Safe Principles). These Principles are based on the Royal Commission's Child Safe Standards, as well as the work of Australia's Children's Commissioners and Guardians and the 2005 National Framework for Creating Child Safe Environments for Children. The AHRC National Child Safe Principles have been endorsed by each Australian state and territory, through the Council of Attorneys General (COAG,) and are the national benchmark for consistent standards for child safe organisations.

Catholic Professional Standards Limited (CPSL) was established in November 2016 to develop, audit and publicly report on compliance with nationally consistent safeguarding standards for all Church activities governed by Australian Catholic Church authorities. CPSL released the final version of its National Catholic Safeguarding Standards (NCSS) in early 2019, which are aligned with the Royal Commission's Child Safe Standards and the AHRC National Child Safe Principles. All Catholic Authorities and their Entities must comply with the CPSL NCSS. Catholic Professional Standards Limited conducts compliance audits on a 3-year audit cycle.

EREA is committed to best practice in child safety and to meeting nationally consistent child safe



standards. As such, EREA has developed a set of Child Safeguarding Standards (the EREA Child Safeguarding Standards) that are based on the CPSL NCSS, as well as the AHRC National Child Safe Principles, the Royal Commission's Child Safe Standards and any additional requirements specific to EREA (Standard 11).

The EREA Child Safeguarding Standards enable each EREA school to comply with the CPSL NCSS as well as jurisdictional legal, regulatory and guideline requirements and applicable values and principles. This enables each EREA school to implement consistent, best practice child safeguarding practices as outlined by the CPSL NCSS.

In summary, the EREA Child Safeguarding Standards have been informed by and are in compliance with:

- > the Catholic Professional Standards Ltd National Catholic Safeguarding Standards
- > the Australian Human Rights Commission's National Principles for Child Safe Organisations
- > the Royal Commission's recommended Child Safe Standards
- > best practice child safety and wellbeing procedures drawn from various jurisdictions including:
 - > the Victorian Child Safe Standards
 - > the Queensland Blue Card System Child and Youth Risk Management Strategy
 - > the West Australian Commissioner for Children and Young People Child Safe Organisations WA: Guidelines
- > applicable child protection laws, regulations and guidelines specific to respective states and territories.

Scope and Application

The EREA Child Safeguarding Standards apply to all staff, volunteers and contractors within each EREA school. The school board and religious ministers are included in these categories.



Whilst compliance with the EREA Child Safeguarding Standards is mandatory, the obligations described are principle-based and designed to apply in a flexible way.

For clarity, because EREA schools operate in different jurisdictions and engage in different types of activities, it is not appropriate, or indeed possible, to take a 'one-size-fits-all' approach.

Rather, it is recognised that whilst each EREA school is required to comply with obligations within its jurisdiction, individual school obligations will vary according to the size and nature of its operations and the services it provides.

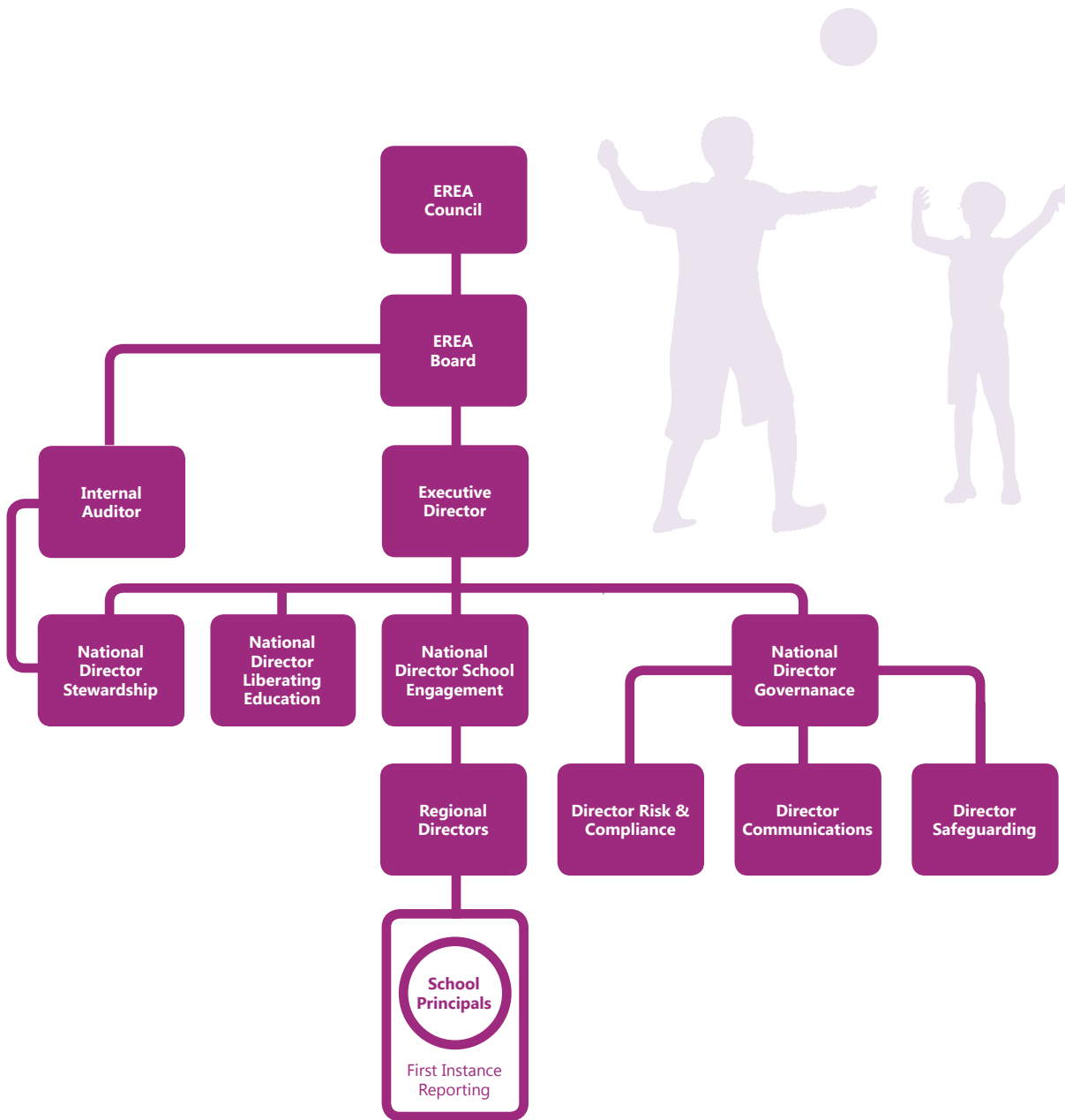
To assist each EREA school to comply with the EREA Child Safeguarding Standards, this document:

- > provides a description of each Standard
- > articulates the rationale for each Standard
- > outlines the core components in each Standard
- > stipulates Implementation outcomes for each Standard that will be considered evidence that a school has successfully met the Standard.

The implementation of the Standards, their Core Components and the Implementation Outcomes occur through EREA policies and procedures, staff learning systems, assurance processes and reporting at each EREA school.



EREA Governance Structure & Roles Supporting Safeguarding (as of 2020)



Monitoring and Compliance

The focus of the EREA Child Safeguarding Standards is to embed a culture that protects children and young people from abuse and other harm and promotes child safety, participation, empowerment and wellbeing in the everyday thinking and practice of leaders, staff, and volunteers at each EREA school.

EREA operates within a governance, risk and compliance framework. The framework is purposely designed to provide assurance to EREA that the activities carried out in each EREA school are compliant with relevant laws and regulations, and in accordance with any directives provided by EREA (such as the EREA Child Safeguarding Standards).



EREA is committed to best practice in child safety and encouraging a culture of shared responsibility in building a safe community for all.

As such, our approach is to empower each EREA school to take appropriate responsibility for its own operations and for engendering a culture of shared responsibility for the safety and protection of children and young people.

EREA takes a risk-based approach to monitoring and compliance. To this end, whilst acknowledging the responsibility of each EREA school's Principal to determine how they will achieve compliance, EREA requires each EREA school, on at least an annual basis, to:

- > complete a Child Safety Risk Self-Assessment and Review designed to test levels of compliance with the EREA Standards as well as with relevant federal and state/territory laws, regulations and guidelines; and
- > provide an annual Attestation of Compliance with the EREA Standards as well as with relevant federal and state/territory laws, regulations and guidelines.

Results of the Child Safety Risk Self-Assessment and Review are provided to EREA. Where material areas of non-compliance are identified, EREA will work with the relevant school to ensure that appropriate corrective action is undertaken. Compliance with the EREA Standards is also internally and/or externally audited by methods prescribed by EREA from time-to-time.



Adopting a Definition of Child Abuse and Other Harm

The definitions of child abuse and other harm and the different legal obligations with respect to reporting child abuse and other harm vary among Australian states and territories, and also vary within each state and territory's legislation. To simplify the process of compliance with local laws and to avoid conflict or confusion, it is an EREA requirement that EREA schools, at minimum, adopt definitions of child abuse and other harm that are based on the legal definitions that apply in their jurisdictions and incorporate these into their Child Safeguarding Programs.

Application of the EREA Child Safeguarding Standards to Staff

The EREA Child Safeguarding Standards apply to all EREA school staff including teaching and non-teaching staff, replacement teachers, part-time staff, casual staff, board members and religious ministers (for the purposes of the EREA Child Safeguarding Standards referred to as 'Staff').

Application of the EREA Child Safeguarding Standards to Volunteers

A Volunteer is a person who works without payment or financial reward. Volunteers make a considerable contribution to the school community by giving their time and sharing their skills and expertise with others.

EREA has identified three different categories of Volunteers, based on the level and frequency of their interaction with children and young people. The definitions for each category are set out in Appendix I. Volunteers' responsibilities and obligations under the EREA Child Safeguarding Standards Framework depend, for some Standards, on their category.

The categories of Volunteer are:

- > Direct Contact Volunteers
- > Regular Volunteers and
- > Casual Volunteers.



Where the term 'Volunteer' is used, the relevant Standard applies to 'Direct Contact Volunteers', 'Regular Volunteers' and 'Casual Volunteers'. Other Standards specify the category of Volunteer to whom that Standard applies.

Application of the EREA Child Safeguarding Standards to Contractors

On occasion it may be necessary for a school to engage outside, independent Contractors to perform specific tasks. These Contractors are not employees of EREA.

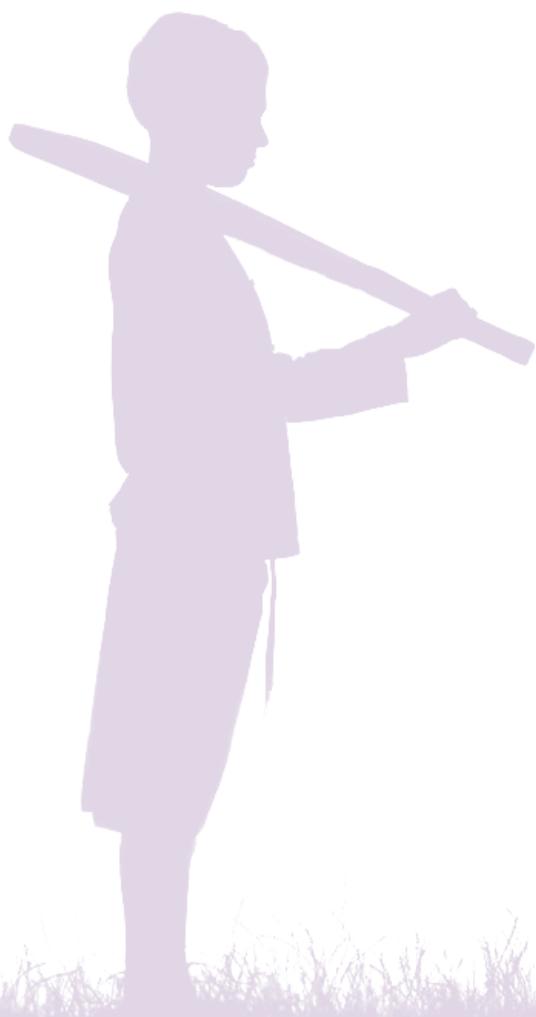
All Contractors engaged by EREA or a school are responsible for contributing to the safety and protection of children and young people in the school environment.

EREA has identified three different categories of Contractors, based on the level and frequency of their interaction with children and young people. The definitions of each category are set out in Appendix I. Contractors' responsibilities and obligations under the EREA Child Safeguarding Standards Framework depend, for some Standards, on their category.

These categories are:

- > Direct Contact Contractors;
- > Regular Contractors; and
- > Casual Contractors.

Where the term 'Contractor' is used, the relevant Standard applies to 'Direct Contact Contractors', 'Regular Contractors' and 'Casual Contractors'. Other Standards specify the category of Contractor to whom that Standard applies.



THE EREA CHILD SAFEGUARDING STANDARDS

Standard 1 :

Committed Leadership, Governance and Culture

Child safeguarding is embedded in the school's leadership, governance and culture.

Standard 2 :

Children and Young People are Safe, Informed and Participate

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

Standard 3 :

Partnering with Families, Carers and Communities

Families, Carers and communities are informed and involved in promoting child safety and wellbeing.

Standard 4 :

Equity is Promoted and Diversity Respected

Equity is upheld and diverse needs respected in policy and practice.

Standard 5 :

Robust Human Resource Management

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

Standard 6 :

Effective Complaints Handling

Processes for raising child safety concerns and complaints are responsive, understood, accessible and used by children and young people, families, carers, relevant communities, and staff.

Standard 7 :

Ongoing Education and Training

Staff and relevant Volunteers and Contractors are equipped with the knowledge, skills and awareness to keep children and young people safe through information, ongoing education and training.

Standard 8 :

Safe Physical and Online Environments

Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children and young people to be harmed.

Standard 9 :

Regular Review and Continuous Improvement

Implementation of the EREA Child Safeguarding Standards and of the school's Child Safeguarding Policies and Procedures is regularly reviewed and improved.

Standard 10 :

Policies and Procedures Support Child Safety

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

Standard 11 :

EREA Protocols and Requirements

EREA protocols and requirements support ongoing compliance with and reporting against the EREA Child Safeguarding Standards.



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Standard 1 :

Committed Leadership, Governance and Culture

Child safeguarding is embedded in the school's leadership, governance and culture.

Description

Each EREA school has strategies to embed and enhance a culture of child safety and wellbeing throughout the leadership, governance and culture of the school.

Rationale

The culture at EREA consists of the collective values and practices that guide the attitudes and behaviour of EREA school communities. A positive child-focused culture helps to keep children and young people safe. Leadership in EREA schools and at the EREA Head Office plays a critical role in creating and maintaining a culture where safety

and wellbeing of children and young people is central to the operation.

This is the responsibility of Staff, Volunteers and Contractors at all levels. Governance, or the systems, structures and policies that control the way that EREA and each EREA school operates, also strongly influences culture, practices and decision-making.

Whilst there are some common strategies that may be adopted, each EREA school is unique and must develop and implement strategies to embed or improve on a culture of child safety and wellbeing that meet its own circumstances.



Core Components

The core components of a child safe culture being embedded in and enhanced by the leadership, governance and culture of an EREA school are:

1. The school publicly commits to child safeguarding and takes a zero-tolerance approach to child abuse.
2. Child safeguarding is a shared responsibility and a child safe culture is championed and modelled at all levels of the school community, including from the top down and the bottom up.
3. Governance arrangements facilitate implementation of the school's child safeguarding strategies at all levels and across all of the school's activities.
4. Child Safe Codes of Conduct provide guidelines for Staff, Volunteers and Contractors on expected behavioural standards and responsibilities.
5. The school has risk management strategies focused on preventing, identifying and mitigating risks to children and young people.
6. Staff, Volunteers and Contractors understand their obligations with respect to mandatory reporting, information sharing and record keeping.

Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has clear strategies for embedding and improving a culture of child safety and wellbeing within the school and demonstrates a commitment to child safety and wellbeing, raising awareness with respect to child safety issues within the school community and assisting in the reporting of child safety incidents.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. The school publicly commits to child safeguarding and takes a zero-tolerance approach to child abuse.

- a. The school's child safeguarding strategies are approved and endorsed by the EREA Board and are publicly available and accessible. These include:
 - i. the EREA Child Safeguarding Standards Framework;
 - ii. the Child Safeguarding Policy;
 - iii. the Child Safe Codes of Conduct; and
 - iv. the Statement of Commitment to Child Safety.
- b. The school's Statement of Commitment to Child Safety is openly displayed at the school.



2. Child Safeguarding is a shared responsibility, and a child safe culture is championed and modelled, at all levels of the school community, including from the top down and the bottom up.

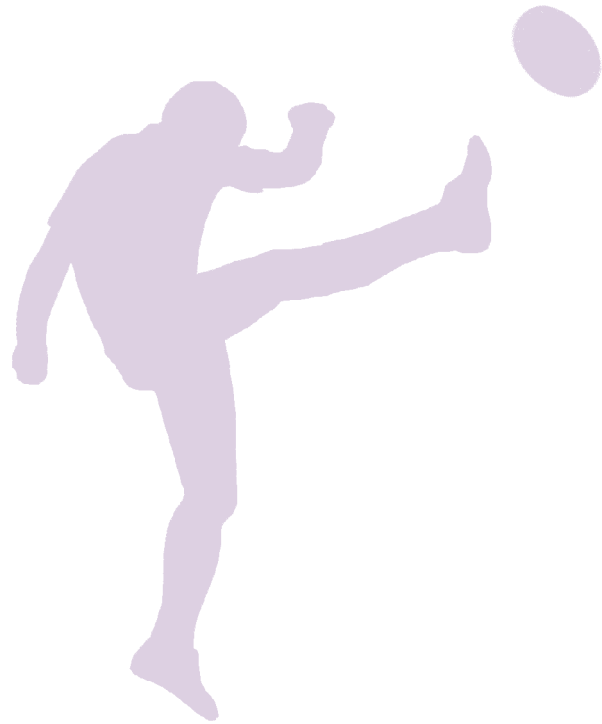
- a. The school's Leadership Team creates and maintains a culture of child safety at the school by:
 - i. promoting child safeguarding regularly;
 - ii. emphasising that child safeguarding is everyone's responsibility; and
 - iii. actively monitoring safeguarding compliance and risk management.

- b. A commitment to child safeguarding, and modelling and reinforcing attitudes and behaviours that value children and young people, is included in the Design for School Boards and in duty statements, performance agreements and review processes for Staff at all levels, as well as Direct Contact Volunteers and Direct Contact Contractors.
- c. Specific staff at the school, such as Child Safeguarding Officers (or equivalent), are allocated specific child safeguarding roles and responsibilities:

-
- i. to support the on-the-ground implementation of the EREA Child Safeguarding Standards;
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- ii. to promote a child safe culture within the school;
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- iii. to report to the Leadership Team about the school's Child Safeguarding performance; and
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- iv. to effectively manage, under the direction of the Principal, child safety incidents that occur.

- d. Staff, Direct Contact Volunteers/Contractors understand that child safeguarding is everyone's responsibility and are empowered to provide input on child safeguarding practices through:

-
- i. the provision of adequate information, including through induction and refresher training and additional training for Child Safeguarding Officers (or equivalent) and other staff who are allocated child safety roles and responsibilities, to enable Staff, Direct Contact Volunteers/Contractors to know, understand and discharge their responsibilities;
-
- ii. specific strategies to encourage, protect and support persons who bring forward any child safety concerns; and
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- iii. mechanisms that facilitate open discussion, allowing Staff, Direct Contact Volunteers / Contractors to voice concerns, views and opinions and to influence decision making.



Examples include: through representative attendance at an open forum or committee or through a contact person at the school who has a specific role to elicit feedback and to listen to concerns.

3. Governance arrangements facilitate implementation of the school's Child Safeguarding strategies at all levels and across all of the school's activities.

- a. Governance arrangements are transparent and include safeguarding roles and responsibilities, to ensure that accountability for child safeguarding at all levels of the school governance structure is clear.
- b. The school has Child Safeguarding policies and procedures that include values, principles and standards of behaviour designed to guide its work practices.
- c. The school is able to demonstrate adherence to its Child Safeguarding policies and procedures, including through appropriate record-keeping.
- d. The school is able to demonstrate compliance with applicable child protection laws, regulations and guidelines, including through appropriate record-keeping.





- e. Child safety and wellbeing is a standard meeting item agenda at Leadership Team meetings.

4. Child Safe Codes of Conduct provide guidelines for Staff, Volunteers and Contractors on expected behavioural standards and responsibilities.

- a. A Child Safe Adult Code of Conduct explicitly and equally applies to all adults in the school community, including all Staff, Volunteers, Contractors and parents/carers, and:
 - i. provides guidance on appropriate and expected standards of behaviour towards children and young people; and
 - ii. Sets out clear consequences if the Code of Conduct is breached.
- b. Additional Child Safe Codes of Conduct apply specifically to students and to those in the school community in positions of trust with students. They provide guidance on appropriate and expected behaviour between students and with respect to professional boundaries.
- c. The Child Safe Adult Code of Conduct and the Student Code of Conduct are written in accessible language and are communicated to all Staff, Volunteers, Contractors, children and young people, families and carers including through:
 - i. the Child Safe Adult Code of Conduct and the Student Code of Conduct which are published and publicly accessible;
 - ii. induction and refresher training provided to all Staff, and Direct Contact Volunteers/ Contractors regarding the Child Safe Adult Code of Conduct and the additional conduct requirements of professional boundaries; and
 - iii. modified induction and/or information provided to Regular and Casual Volunteers/ Contractors regarding the Child Safe Adult Code of Conduct and their responsibilities and obligations in relation to child safeguarding.

- d. The Child Safe Codes of Conduct take into account the diverse and complex needs of all children and young people, paying particular attention to Aboriginal and Torres Strait Islander children and young people, children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, and children and young people with particular vulnerabilities, for example, children and young people who can't live at home.

5. The school has risk management strategies that focus on preventing, identifying and mitigating risks to children and young people.

- a. The school has a clearly documented child safeguarding risk management plan, as part of its overall risk management strategy, which:
 - i. identifies all reasonably foreseeable risks to child safety and wellbeing occurring in all of the school's environments (e.g. physical and online, camps, tours, cultural immersions, excursions, sports, etc.); and
 - ii. considers children and young people with heightened vulnerability including those with disabilities or from culturally diverse backgrounds.



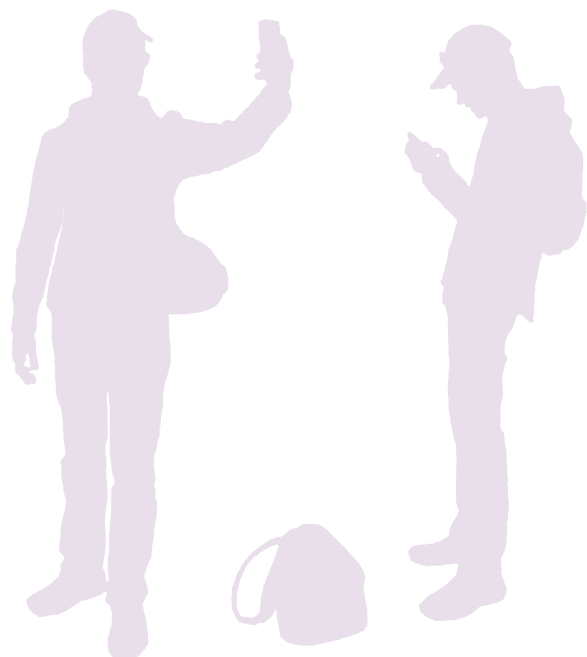
b. The school's Leadership Team, with the support of the School Board, manages child safeguarding risks. This will be evident through regular monitoring, reporting and review of risks, including:

- i. all risks that are identified are assessed and documented with regard to the likelihood of the risk event occurring and the potential consequences if it were to occur;
- ii. the school has appropriate systems to control identified risks; and
- iii. the school regularly reviews the overall effectiveness of the risk management strategies that have been implemented.

6. Staff, as well as Direct Contact Volunteers and Direct Contact Contractors understand their obligations regarding information sharing and record keeping.

- a. The school has documented information sharing and record keeping policies and procedures which are communicated to Staff and Direct Contact Volunteers/Contractors, including through induction and refresher training.
- b. The school's information sharing and record keeping policies and procedures relating to all aspects of child safeguarding, including child safety incidents, concerns, disclosures and complaints, include the following requirements:
 - i. complete and accurate records are created and maintained for all incidents, concerns, disclosures, complaints, responses and decisions;
 - ii. records are created at the time of, or as soon as practicable, following an incident, concern, disclosure, complaint, response or decision;
 - iii. records are titled, organised and filed logically;
 - iv. a master copy of each record is formally maintained to ensure duplicate records or multiple copies of the same record are kept to a minimum;

- v. records are maintained and disposed of in accordance with legislative and statutory requirements, or after a period of 50 years (refer to 6.1.7), whichever is longer;
- vi. information and/or records are treated as confidential and records are appropriately secured;
- vii. sharing or distribution of information and/or records is restricted to nominated personnel and is conducted in accordance with relevant legislative and statutory requirements; and
- viii. the rights of individuals to access, amend or annotate records about themselves are recognised to the fullest extent.





Standard 2 :

Children and young people are Safe, Informed and Participate

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

Description

Each EREA school has simple and accessible age-appropriate processes that:

- > enables children and young people to participate in decisions that affect them,
- > helps children and young people understand what to do if they want to report child safety concerns,
- > enables children and young people to understand their rights and responsibilities as part of the school community.

Rationale

Establishing an environment of trust and participation at the school is key to maintaining a child safe environment. When children and young people:

- > are engaged and involved in decisions that affect them,
- > can express their views and raise concerns,
- > have their views and opinions taken seriously,
- > are included in policy consultation and development, and
- > know their rights and responsibilities

they are more likely to be able to speak up to raise concerns about child safety. Children and young people need to feel that they will be safe and heard when reporting concerns or allegations of child abuse and other harm. Children and young people may not report abuse and other harm because they feel that they will not be heard or because they do not know how to raise their concerns. Children and young people also may not report abuse and other harm if the processes for doing so have not taken into account children and young people's views about their appropriateness. High levels of trust, awareness and simple, accessible processes are required to ensure that children and young people are empowered to disclose abuse and other harm, inappropriate behaviour or concerns about their own safety or the safety of their friends. Additionally, all Staff, Volunteers and Contractors must have an awareness and acceptance of the rights of children and young people and of adult responsibilities with respect to child abuse and other harm.

Core Components

The core components of children and young people's participation and empowerment within the school are:

1. Children and young people are informed about their rights, including those pertaining to safety, information and participation. They are participants in decisions affecting them.
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. Children and young people have access to child abuse and harm prevention programs and to relevant related information in an age-appropriate way.
4. The school facilitates child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns. Staff, as well as Direct Contact and Regular Volunteers/Contractors are attuned to signs of harm.

Implementation Outcomes

Successful implementation of this Standard should empower children and young people and allow them to participate in the school community, including by reporting any concerns or allegations of child abuse and other harm that they may have.

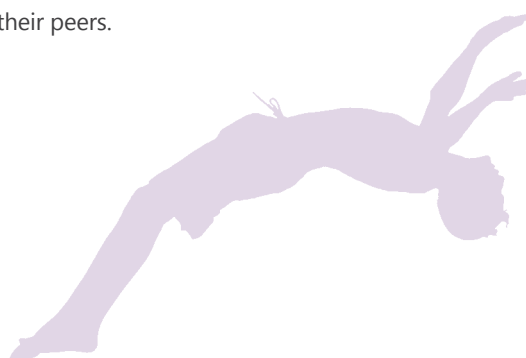
Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. Children and young people are informed about their rights, including those pertaining to safety, information and participation. They are participants in decisions affecting them.

- a. The school has multiple and age-appropriate platforms (for example through surveys, focus groups or student representatives) to regularly and proactively

i.	engage with children and young people;
ii.	seek children and young people's views;
iii.	consult children and young people about decisions that affect them; and
iv.	consult children and young people about what makes them feel safe and how this can be recognised and implemented by the school.

- b. Opportunities for children and young people's participation in decision-making are documented and regularly reviewed.
- c. The school provides age-appropriate programs to educate children and young people about their rights, including their rights to participation, information and to be safe from abuse and other harm. These programs also serve to advise children and young people who to contact if they have concerns about their safety or the safety of their peers.





- d. The school has simple, child-focused processes for children and young people to report child safety concerns that are accessible to all children and young people, including those from culturally and/or linguistically diverse backgrounds and those with disabilities.
- e. The school conducts regular reviews of the information and processes for children and young people to report child safety concerns, to take into account children and young people's views of reporting processes.

2. The importance of friendships is recognised and support from peers is encouraged.

- a. The school actively supports children and young people to develop and sustain friendships and documents how this support is provided (for example, through a 'buddy system').
- b. The school has an anti-bullying policy and a student code of conduct that provide guidance for children and young people on expected and unacceptable behaviour.
- c. The school provides children and young people with education and age-appropriate information about bullying, expected and unacceptable behaviour, and safe and respectful peer relationships including the use of social media.

3. Children and young people and their families have access to age appropriate child abuse and harm prevention programs and to relevant related information.

- a. The school provides children and young people and their families access to child abuse and harm prevention and e-safety education appropriate to the child's age, development, ability and level of understanding. Best practice is considered when providing or selecting providers of these materials.
- b. The school openly displays contact details for independent child advocacy and child helpline services.
- c. Child Safeguarding policies and procedures include the ability to offer and arrange referrals and support to children and young people and their families.

4. School Staff as well as Direct Contact and regular Volunteers/Contractors are attuned to the 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.

- a. Staff, as well as Direct Contact and Regular Volunteers/Contractors have the knowledge, skills and awareness to identify potential signs of harm and actively support children and young people to raise any concerns, including through:
 - i. induction training and refresher training being provided to all Staff, as well as Direct Contact Volunteers/Contractors in relation to recognising and responding to child abuse and other harm;
 - ii. information being provided to Regular Volunteers/Contractors in relation to recognising and responding to child abuse and other harm; and
 - iii. relevant Staff, as well as Direct Contact Volunteers/Contractors being provided with resources and training on empowering children and young people and encouraging children and young people's participation.
- b. The school environment is friendly and welcoming for children and young people.





Standard 3 :

Partnering with Families, Carers and Communities

Families, Carers and communities are informed and involved in promoting child safety and wellbeing.

Description

Each EREA school has processes that help parents/ carers and the relevant communities to contribute to and participate in developing a child safe culture, including cultural safety, at the school and to know what to do if they want to make a child safety complaint or report a child safety concern.



Rationale

Parents/carers are best placed to advise about their children's needs and capabilities.

Relevant communities, such as the local community in which the school operates or the culturally diverse communities that make up the school's student body can assist in identifying and addressing cultural safety needs as well as influence the culture of the school. Community and family members may also often be aware of child safety issues that might not otherwise be known to Staff.



Core Components

The core components of family and community involvement to promote child safety at the school are:

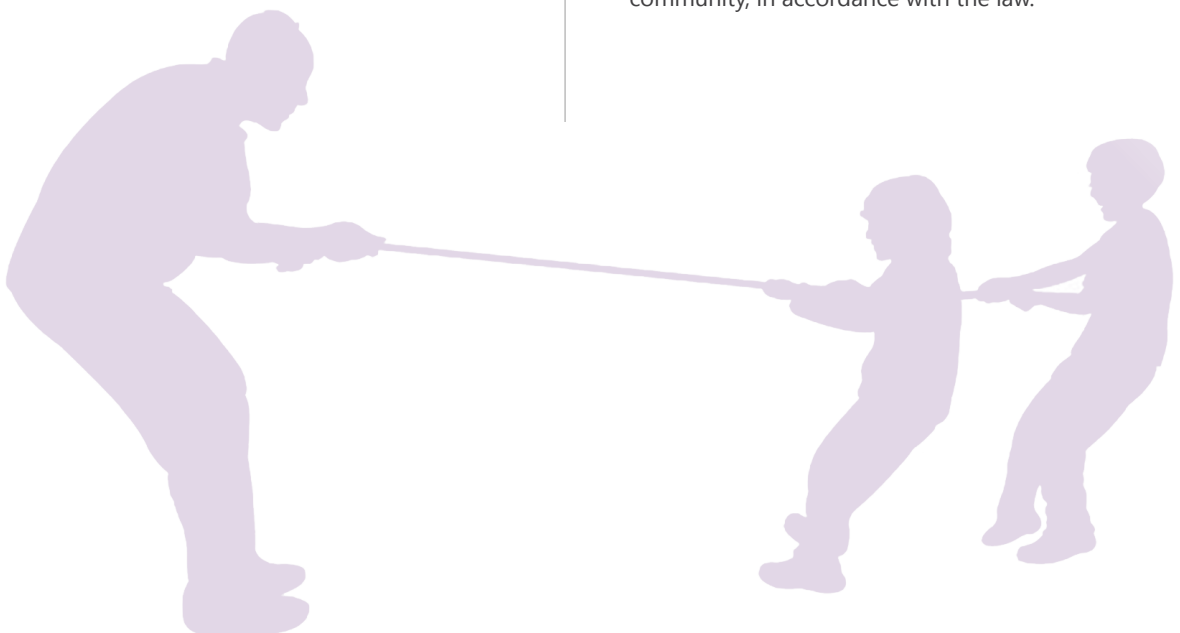
1. The school recognises that parents/carers have the primary responsibility for the upbringing and development of their child and ensures that they participate in decisions that affect their child.
2. The school engages and openly communicates with families, carers and relevant communities about its child safeguarding approach, and ensures relevant information is accessible.
3. Families and relevant communities have a say in the school's Child Safeguarding policies and practices.
4. Families and relevant communities are informed about the school's operations and governance.
5. The school takes a leadership role in raising community awareness of the dignity and rights of all children and young people.

Implementation Outcomes

Successful implementation of this Standard should empower families and communities to participate in the development of a child safe culture within the school and allow them to raise any concerns or allegations of child abuse and other harm that they may have.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. **The school recognises that parents/carers have the primary responsibility for the upbringing and development of their child and ensures that they participate in decisions affecting their child.**
 - a. Child Safeguarding policies and procedures clearly describe the roles and responsibilities of parents/carers, including their right to participate in decisions affecting their child.
 - b. Complaints handling and Child Safeguarding policies and procedures include requirements to keep parents/carers informed of progress and actions relating to any complaint and to discuss child safety incidents with the relevant parents/carers, and where appropriate the wider school community, in accordance with the law.





2. The school engages and openly communicates with families, carers and relevant communities about its child safeguarding approach, and ensures relevant information is accessible.

- a. The school promotes open dialogue and provides a range of ways for families, carers and relevant communities to contribute to discussions about its child safeguarding approach.
- b. The school provides families, carers and relevant communities with relevant safeguarding information including:

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- i. contact details of the Senior Child Safeguarding Officers (or equivalent);
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- ii. clear and accessible information is available to families and relevant communities about the school's Child Safeguarding policies and procedures, including its Child Safeguarding Policy, Child Safe Codes of Conduct and complaints and investigation processes; and
-
- iii. how, when and to whom complaints should be made.

- c. Child Safeguarding policies and procedures include engaging with relevant communities that build cultural safety through partnerships and respectful relationships.

3. Families, carers and relevant communities have a say in the school's Child Safeguarding policies and practices.

- a. Processes are in place to engage families, carers and relevant communities about their views on the school's Child Safeguarding policies and practices.

4. Families and relevant communities are informed about the school's operations and governance.

- a. Clear and accessible information is available to families and relevant communities about the school's governance and operations including the roles, responsibilities and identity of the Leadership Team and the roles and responsibilities of Staff, Volunteers and Contractors.
- b. The school creates opportunities for families and relevant communities to be involved in how the school operates (e.g. through P&F committees and advisory boards).

5. The school takes a leadership role in raising community awareness of the dignity and rights of all children and young people.

- a. The school actively promotes and participates in civic engagement activities and campaigns which promote whole of community awareness of children's rights and child abuse and other harm prevention.





Standard 4 :

Equity is Promoted and Diversity Respected

Equity is upheld and diverse needs respected in policy and practice.

Description

Each EREA school adjusts its practices to enable children, young people and families with diverse needs and circumstances to contribute to and participate in developing a child safe culture at the school, understand their rights and responsibilities as part of the school community, and know what to do if they want to report abuse and other harm, inappropriate behaviour or concerns about their safety.

Rationale

As a child safe institution, the school takes into account children and young people's diverse circumstances. Some children and young people are more vulnerable to child abuse and other harm than others, or may find it harder to speak up and be heard. Adjustments are necessary to equally protect all children and young people at the school. Procedures used by the school must be tailored to ensure these children and young people have fair access to the relationships, skills, knowledge and resources they need to be safe, in equal measure with their peers.





Core Components

The core components of upholding equity and meeting diverse needs of children and young people at the school are:

1. The school, and in particular all Staff, Direct Contact Volunteers and Direct Contact Contractors, actively recognises the diverse circumstances and backgrounds of children and young people and responds effectively to those who are vulnerable.
2. Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
3. The school is attentive to the needs of Aboriginal and Torres Strait Islander children and young people, children and young people with disability, children and young people from culturally and/or linguistically diverse backgrounds, children and young people who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.

Implementation Outcomes

Successful implementation of this Standard should enable children and young people, and their families, with diverse needs and circumstances to participate in the school community, including by reporting any concerns or allegations of child abuse and other harm that they may have.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. **The school, and in particular all Staff and Direct Contact Volunteers/Contractors, actively recognises the diverse circumstances and backgrounds of children and young people and responds effectively to those who are vulnerable.**

- a. The school's Child Safeguarding policies, procedures and practices reflect an understanding and identification of diverse circumstances and experiences that increase a child's vulnerability to abuse, including through:

- i. induction training and refresher training being provided to all Staff as well as Direct Contact Volunteers/Contractors in relation to recognising and responding effectively to circumstances that increase a child's vulnerability to child abuse or other harm;
- ii. consulting with a range of stakeholders, from diverse backgrounds and with the necessary expertise with families and communities, to develop and review strategies for addressing child safety; and
- iii. documenting and implementing strategies to embed or improve child safety for groups within its student population that have identified additional vulnerabilities. These may include boarding students or a group of students with particular disabilities for whom specific strategies for management are required.

- b. The school's Child Safeguarding and complaints handling policies and procedures for responding to child safety incidents, complaints and concerns demonstrate:

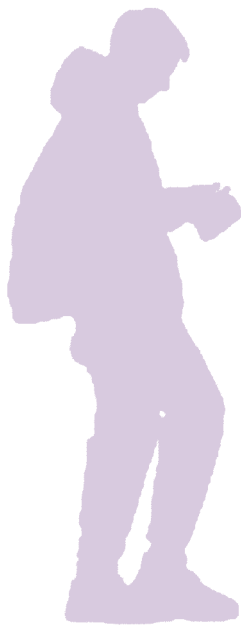
- i. an understanding of barriers that prevent children and young people from disclosing abuse;
- ii. an understanding of the barriers for adults recognising and/or responding to disclosures; and
- iii. the processes and strategies by which the school reduces barriers to disclosure.

- c. The school has specific policies that promote equity and respect for diversity throughout its operations.



2. Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

- a. The school produces child friendly material in accessible language and formats that promotes inclusion, takes into account different levels of English literacy and proficiency, modes of communication, languages and cognitive abilities and informs all children and young people of the support and complaints processes available to them.
- b. The school conducts regular reviews of the information and processes for children and young people and families to report child safety concerns, and seeks and takes into account expert advice (such as cultural or disability experts), as well as the views of children and young people and families about these processes.
- c. Child Safeguarding policies and procedures, including reporting and complaints processes, provide for the use of translation services and bicultural workers with knowledge of child safety and wellbeing issues, particularly to facilitate disclosure, reporting and complaint handling.



3. The school pays particular attention to the needs of Aboriginal and Torres Strait Islander children and young people, children and young people with disability, children and young people from culturally and/or linguistically diverse backgrounds, children and young people who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.

- a. Child Safeguarding policies, procedures and practices reflect attitudes and behaviours that respect the human rights of all children and young people and are inclusive and responsive to diverse needs including through:
 - i. induction and refresher training being provided to all Staff as well as Direct Contact Volunteers/Contractors in relation to Aboriginal and Torres Strait Islander cultures, disability, culturally and/or linguistically diverse backgrounds, and those with particular experiences or needs; and
 - ii. specific strategies, tailored to ensuring the safety, wellbeing and participation of Aboriginal and Torres Strait Islander children and young people, children and young people with disability, children and young people from culturally and/or linguistically diverse backgrounds and those with particular experiences or needs. These are documented and their outcomes monitored.
- b. The school strives for a workforce reflective of diverse cultures, abilities and identities.



Standard 5 :

Robust Human Resource Management

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

Description

Each EREA school implements robust, child safe human resources policies and work practices that are designed to reduce the risk of child abuse and other harm by Staff, Volunteers and Contractors.

Rationale

Each EREA school implements robust, child safe human resources policies and work practices that are designed to reduce the risk of child abuse and other harm by Staff, Volunteers and Contractors.

Core Components

The core components of child safe human resources management in each EREA school are:

1. Recruitment of Staff and relevant Volunteers and Contractors, including advertising, pre-employment screening and selection, emphasises child safeguarding.
2. Relevant Staff, Volunteers and Contractors have Working with Children Checks (or equivalent background checks).

3. Staff, Volunteers and Contractors receive an appropriate induction, or relevant information, so that they are aware of their Child Safeguarding responsibilities to children and young people, including reporting obligations, while at the school.
4. Ongoing supervision and people management is focused on child safeguarding.
5. The school has targeted programs for the screening, induction, professional supervision and development of overseas church personnel.

Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has robust human resources policies and work practices in place to support its Child Safeguarding strategies and to embed a culture of child safety at all levels of the school.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. Recruitment of Staff and relevant Volunteers and Contractors, including advertising, pre-employment screening and selection, emphasises child safeguarding.

- a. The school's Human Resources and Child Safeguarding policies and procedures document our approach to and emphasise our commitment to child safeguarding and a zero-tolerance approach to child abuse when advertising for, screening and selecting Staff, Direct Contact and Regular Volunteers and Direct Contact and Regular Contractors.
- b. All positions are assessed for the expected level of contact with children and young people. This is set out, along with clear expectations of each role with respect to child safeguarding, induction and training requirements, in documented job descriptions and/or duty statements. Appropriate child safeguarding recruitment procedures are implemented to meet these needs.

- c. Job descriptions/duty statements, selection criteria, referee checks and interview questions demonstrate:
 - i. that children and young people are valued and respected;
 - ii. a commitment to child safeguarding; and
 - iii. where appropriate to the role, an understanding of children and young people's developmental needs and culturally safe practices is demonstrated.
- d. Pre-employment screening policies and procedures require:
 - i. selection criteria and structured interviews that screen candidates for their attitudes to and application of child safety measures;
 - ii. stringent and careful reference checks that ascertain the candidates attitudes and behaviours in previous child-related roles; and
 - iii. verification of candidates identity, qualifications and professional registration (if relevant) commensurate with their role and responsibilities.

2. Relevant Staff, Volunteers and Contractors have Working with Children Checks (or equivalent background checks).

- a. The school has and effectively implements Human Resources and Child Safeguarding policies and procedures that:





- i. require that relevant Staff, Volunteers and Contractors have a current Working with Children Check (or equivalent background check) as required by legislation; and
- ii. take a risk-based approach to Staff, Volunteers and Contractors who are not required by legislation to have a current Working with Children Check (or equivalent background check), and set out requirements for screening, supervision and, where necessary, conducting other background checks for these Staff, Volunteers and Contractors.

b. The school keeps records and monitors the status of Working with Children Checks (or equivalent background checks) for all relevant Staff, Volunteers and Contractors, including through:

- i. the documentation and effective implementation of a system for monitoring currency of Working with Children Checks (or equivalent background checks) that builds in an allowance for revalidation.

3. Staff, Volunteers and Contractors receive an appropriate induction and are aware of their child safeguarding responsibilities, including reporting obligations, whilst at the school.

a. All Staff, as well as Direct Contact Volunteers/ Contractors, participate in a safeguarding induction program, which occurs as soon as possible after commencement and, ideally, before work with children and young people begins, and includes:

- i. the school's Child Safeguarding Policy and Child Safe Codes of Conduct,
- ii. children's rights;
- iii. respect for children and young people, regardless of their individual characteristics, cultural backgrounds and abilities;
- iv. the school's strategies to identify, assess and minimise risk of harm to children and young people;
- v. how to respond to a disclosure of harm from a child;

vi. complaints processes, including how to respond to a complaint about inappropriate behaviour towards children and young people;

vii. reporting obligations, including reporting to police, child protection authorities, reportable conduct schemes and any other relevant agencies;

viii. record keeping, confidentiality and privacy;

ix. e-safety training; and

x. processes for protecting and supporting those who come forward with child safety concerns, disclosures and complaints, including whistleblowers.

b. The school maintains records evidencing that all Staff, as well as Direct Contact Volunteers/ Contractors have attended and completed induction.

c. Regular and Casual Volunteers/Contractors receive modified induction, or the provision of relevant information, commensurate to their roles, ideally prior to their first engagement at the school, and that includes, at a minimum, information on:

- i. their child safeguarding responsibilities and obligations while they are at the school;
- ii. how to respond to child safety incidents or concerns; and
- iii. reporting obligations.

d. The school maintains records evidencing that Regular and Casual Volunteers/Contractors have received the modified induction or information.

e. The induction program and information provided to Staff, Volunteers and Contractors is regularly reviewed to ensure it keeps pace with legislative reforms, increasing expertise and other contemporary requirements.

4. Ongoing supervision and people management is focused on child safeguarding.

a. Support, oversight and supervision processes for Staff, as well as Direct Contact Volunteers/ Contractors, include child safeguarding through:



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- i. the possible use of probationary periods for all Direct Contact Volunteers and Direct Contact Contractors that are carefully monitored and managed to allow time to assess an applicant's suitability for the position;
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- ii. opportunities for Staff, Volunteers and Contractors to formally or informally raise concerns about harm or risk of harm to children and young people from other personnel;
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- iii. annual refresher and/or ongoing training, on the topics covered in induction, for all Staff as well as Direct Contact Volunteers/ Contractors; and
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- iv. adherence to the support, oversight and supervision requirements of teacher registration bodies for new and returning teachers.
- b. Annual performance reviews for Staff and relevant Volunteers and Contractors assess child safeguarding responsibilities relevant to their role, including through:
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- i. Human Resources and Child Safeguarding policies and procedures requiring that performance reviews of Staff, Direct Contact Volunteers and Direct Contact Contractors, include appraisal of their adherence to the Child Safe Codes of Conduct and Child Safeguarding policies and procedures;
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- ii. Human Resources and Child Safeguarding policies and procedures enabling children and young people and parents/carers to provide feedback on Staff, Direct Contact Volunteer and Direct Contact Contractor performance, where feasible and appropriate; and
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- iii. a structured process for professional supervision and professional development support for relevant Staff.
-
- 5. The school has targeted programs for the screening, induction, professional supervision and development of clergy and members of religious institutes, including overseas church personnel, who are engaged or proposed to be engaged at the school.**
- a. Staff, Volunteers or Contractors who are clergy or members of religious institutes, including those from overseas or other Australian jurisdictions, and irrespective of whether they are currently engaged by the same entity as, or a similar entity to, EREA, are subjected to the same selection and screening procedures as relevant Staff, Volunteers and Contractors at the school, and that include as a minimum:

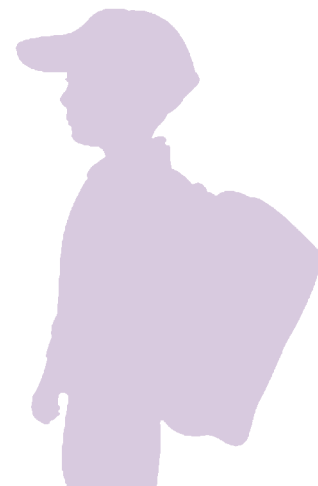
 - i. EREA obtaining screening information from the relevant international or Australian Church Authority;

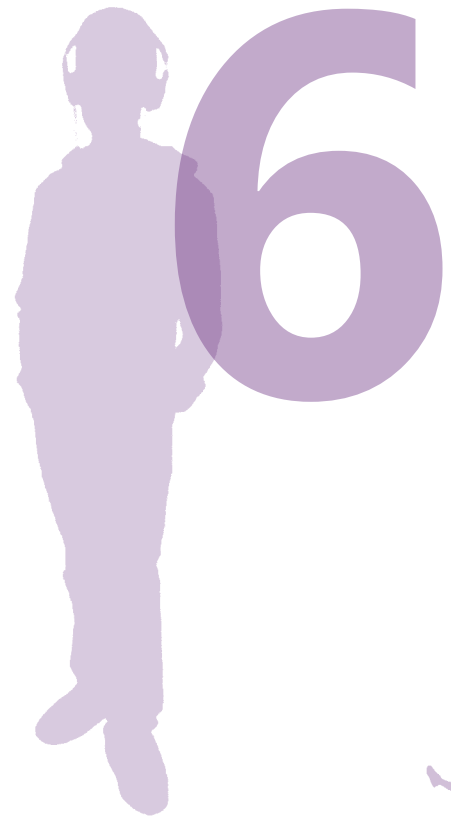
 - ii. participation in the safeguarding induction program, documented by the school, before work with children and young people begins;

 - iii. ongoing professional development, including refresher and ongoing training, and annual performance appraisals;

 - iv. overseas clergy and religious being provided with a suitable mentor for at least the first two years of their time in Australia, where this is not provided by another Church Authority; and

 - v. ensuring that overseas clergy and religious participate in a minimum of 12 hours mandatory professional supervision per year, where this is not provided by another Church Authority.





Standard 6:

Effective Complaints Handling

Processes for raising child safety concerns and complaints are responsive, understood, accessible and used by children and young people, families, carers, relevant communities, and staff.

Description

Each EREA school has developed, communicated and effectively implemented child-focused processes to respond to child safety-related complaints and concerns.

Rationale

Ensuring that processes for receiving child safety related complaints, and for responding to child safety incidents, complaints and concerns are effective is an important strategy for helping and encouraging children and young people, families, staff and others to raise any concerns about child

safety. Policies and procedures for responding to child safety incidents, complaints and concerns should be clear, comprehensive, accessible, and responsive to and understood by children and young people, families, Staff, Volunteers and Contractors. The school's Leadership Team needs to be aware of any and all incidents, complaints or concerns of abuse, harm or other child safety concerns that involve the school and/or school Staff, Volunteers and Contractors, and all Staff, Volunteers and Contractors must be supportive of children and young people, parents/carers and others who have made a complaint or raised a concern, or who have witnessed a child safety incident.



Core Components

The core components of effective complaints handling processes for and responses to child safety incidents, concerns and complaints are:

1. The school has effective Child Safeguarding and complaints handling policies and procedures which clearly outline roles and responsibilities, approaches to dealing with different types of child safety incidents, complaints and concerns, reporting obligations and record keeping requirements.
2. The school has a child-focused complaints handling system that is understood by children and young people, families, Staff, Volunteers and Contractors.
3. All child safety incidents, complaints and concerns are taken seriously, and responded to promptly and thoroughly.
4. The school's policies and procedures address reporting of incidents, complaints and concerns to relevant authorities, whether or not the law requires reporting. The requirement to cooperate with investigating authorities is also explicit.
5. The school's policies and procedures for responding to child safety incidents, complaints and concerns ensure that the school, and its Staff, Volunteers and Contractors, meet their external reporting, privacy and employment law obligations.
6. The school has mechanisms in place to support parents/carers or adults who are former students and who make complaints about child safety incidents or concerns involving the school or its Staff, Volunteers and Contractors.
7. The school has mechanisms in place to monitor and support Staff, and relevant Volunteers and Contractors, facing child safety allegations.



Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has established and effectively implemented an accessible, robust and child-focused set of policies and procedures for responding to and reporting (internally and externally) child safety-related complaints and other child safety-related concerns.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. The school has effective Child Safeguarding and complaints handling policies and procedures which clearly outline roles and responsibilities, approaches to dealing with different types of child safety incidents, complaints and concerns, reporting obligations and record keeping requirements.

- a. The school's Child Safeguarding and Complaints Handling policies, procedures and practices must at a minimum:

- i. link to the Child Safe Codes of Conduct and definitions of various forms of child abuse and other harm;
- ii. require and ensure that all mandatory reporting obligations are met;
- iii. provide step-by-step guidance on how to respond and what actions to take for different types of child safety incidents, complaints and concerns, including:
 - suspicions, disclosures, complaints or concerns about current or historic child safety incidents,
 - breaches of the Child Safe Code of Conduct or other policy breaches where the subject of the incident, complaint or concern is a Staff member, Volunteer, Contractor, parent/ carer or other family member, another child or other person associated with EREA or the school;



- iv. set out clear procedures for identifying and mitigating conflicts of interest in complaint management and in responding to child safety incidents, complaints or concerns;
- v. require that the school works in cooperation with relevant organisations and seeks specialist advice from statutory child protection services and/or law enforcement when necessary;
- vi. identify key roles and responsibilities in relation to responding to and handling child safety incidents, complaints and concerns;
- vii. differentiate, where appropriate, between a child victim and an adult bringing forward a complaint of abuse suffered as a child; and
- viii. provide guidance on when and how to report back to children and young people, parents/carers, staff, and others who raise concerns or complaints.

- b. A process is in place to record all child safety incidents, complaints (including suspicions, allegations, and disclosures), concerns & referrals.
 - i. the system must be secure so that confidential information is stored, protected and retained for 50 years.

2. The school has a child-focused complaints handling system that is understood by children and young people, families, Staff, Volunteers and Contractors.

- a. The complaints handling system prioritises the safety and well-being of children and young people, including through:
 - i. offering a variety of avenues for children and young people to make complaints; and
 - ii. conducting regular reviews of complaints handling information and processes, and seeks and takes into account the views of children and young people, families, & expert advice (such as cultural or disability experts).

- b. The school provides information about its complaints handling processes, including how to make a complaint and what to expect, using accessible, age-appropriate and meaningful formats, mindful of the diverse characteristics, cultural backgrounds and abilities of children and young people, families, Staff, Volunteers and Contractors at the school.
- c. Induction training and refresher training are provided to all Staff, as well as Direct Contact Volunteers/Contractors in relation to Child Safeguarding and complaints handling policies and procedures for responding to child safety incidents, complaints and concerns.
- d. Up-to-date information is provided to Regular and Casual Volunteers/Contractors in relation to Child Safeguarding and complaints handling policies and procedures for responding to child safety incidents, complaints and concerns.

3. All child safety incidents, complaints and concerns are taken seriously, and responded to promptly and thoroughly.

- a. All child safety incidents, complaints and concerns, and the school's responses to these, are documented regardless of whether the incident, complaint or concern meets statutory reporting thresholds.
- b. Child Safeguarding and complaints-handling policies and procedures provide detailed guidance on how the Leadership Team, Staff, Volunteers and Contractors should respond to child safety complaints, including steps for reporting externally as required by law and/or the school's complaint handling processes, record keeping practices, and when and how to report back to children and young people, families, Staff, and others who raise child safety concerns or complaints.
- c. Information, support and care are provided to those who have experienced or are alleging abuse or other harm.



4. Complaints handling policies and procedures include detailed guidance on reporting child safety complaints.

- a. Policies and procedures set out the steps that Staff, Volunteers, Contractors, children and young people and families can take to report child safety concerns to relevant authorities, even when such reporting is not required by law.
- b. When child safety complaints have been reported to external authorities, policies and procedures provide guidance on how Staff, Volunteers and Contractors should provide information to investigating authorities. These include roles and responsibilities of the Leadership Team, Staff, Volunteers and Contractors in providing information and the interaction between information-sharing arrangements and privacy law.



5. The school's policies and procedures meet external reporting, privacy and employment law obligations.

- a. Policies and procedures treat personal information arising from complaints handling in accordance with the law.
- b. The school's information sharing and record keeping practices are in accordance with the law.
- c. Induction training and refresher training is provided to all Staff, as well as Direct Contact Volunteers/ Contractors in relation to mandatory reporting obligations, the interaction between information sharing arrangements and privacy law, and employment law obligations related to child safety.
- d. Relevant information is provided to Regular and Casual Volunteers/Contractors outlining their reporting obligations and privacy law related to child safety.

6. The school has mechanisms in place to support parents/carers or adults who are former students who make complaints about child safety incidents or concerns involving the school or its Staff, Volunteers and Contractors.

- a. The school's Child Safeguarding and complaints handling policies, procedures and practices ensure that the school offers appropriate pastoral care to adult complainants, particularly those who are former students or parent/carers, which recognises their unique needs, including an offer from EREA to meet the complainant in person.
- b. The school facilitates adult complainants' access to appropriately trained personnel whose clearly defined roles are to listen to and represent the pastoral needs of the complainant, including through referrals to independent support and/or advocacy bodies.

7. The school has mechanisms in place to monitor and support Staff, Volunteers and Contractors facing allegations of child safety incidents or concerns.

- a. The school's Child Safeguarding and Human Resources policies, procedures and practices enable Staff, and relevant Volunteers and Contractors, who are the subject of child safety complaints or concerns access to appropriately trained support persons, whose clearly defined roles are to listen to and represent the pastoral needs of the respondent.
- b. The school's Child Safeguarding and Human Resources policies, procedures and practices ensure that:
 - i. the person subject to the allegation is afforded natural justice during any internal investigation of and response to the complaint or concern; and
 - ii. arrangements are in place for the monitoring and support of a respondent, where there is a plausible child safety complaint, until (and if) the school no longer has responsibility for monitoring the respondent.





Standard 7 :

Ongoing Education and Training

Staff, and relevant Volunteers and Contractors are equipped with the knowledge, skills and awareness to keep children and young people safe through information, ongoing education and training.

Description

Each EREA school has documented policies and procedures to ensure that all Staff, and relevant Volunteers and Contractors, are able to identify indicators of child abuse and other harm, respond effectively to children and young people and their parents/carers and support other Staff, Volunteers and Contractors.

Rationale

Child safe organisations emphasise the importance of information, ongoing education and training for all Staff, as well as for relevant Volunteers and Contractors. The school promotes and provides

regular ongoing development opportunities for its Staff, as well as for Direct Contact Volunteers/ Direct Contact Contractors through education and training, beginning with induction and, for staff, continuing throughout their professional development. This ensures Staff, as well as Direct Contact Volunteers/ Contractors develop cultural and child safety awareness and insights into their attitudes towards children and young people and have a contemporary understanding of child development, safety and wellbeing. Regular and Casual Volunteers and Contractors also receive relevant information to support their awareness of child safety and their role in promoting a child safe culture whenever they are engaged by the school.

Core Components

The core components of Staff, as well as Volunteer and Contractor ongoing education and training are:

1. Staff, as well as Direct Contact Volunteers/Contractors are regularly trained and supported to effectively implement the school's Child Safeguarding policies and procedures.
2. The Induction and Refresher training for Staff, as well as Direct Contact Volunteers/Contractors includes training to recognise the nature and indicators of child abuse and other harm, including harmful behaviours by a child towards another child.
3. The Induction and Refresher training for Staff, as well as Direct Contact Volunteers/Contractors, and the modified training or information for Regular and Casual Volunteers/Contractors, includes training and/or information to enable them to respond effectively to child safeguarding risks, incidents, complaints and concerns of child abuse and other harm.
4. Staff, as well as Direct Contact Volunteers/Contractors receive training and information on how to build culturally safe environments for children and young people.

Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has developed and effectively implemented policies and procedures for providing child safe education and training to all Staff, as well as relevant Volunteers and Contractors.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. **Staff, as well as Direct Contact Volunteers/Contractors are regularly trained and supported to effectively implement the school's Child Safeguarding policies and procedures.**
 - a. Staff, as well as Direct Contact Volunteers/Contractors receive training on effectively implementing the school's Child Safeguarding policies and procedures through:

- i. induction; and
 - ii. annual refresher training.
- b. This aspect of the induction and refresher training must at a minimum cover:
- i. the school's Child Safeguarding Policy and Child Safe Codes of Conduct,
 - ii. children's rights;
 - iii. respect for children and young people, regardless of their individual characteristics cultural backgrounds and abilities;
 - iv. the school's strategies to identify, assess and minimise risk of harm to children and young people;
 - v. complaints handling policies and procedures;
 - vi. internal and external reporting processes and obligations, including reporting to police, child protection authorities, reportable conduct schemes and any other relevant agencies;
 - vii. information sharing (including confidentiality and privacy) and record keeping policies and procedures; and
 - viii. processes for protecting and supporting those who come forward with child safety concerns, disclosures and complaints, including whistleblowers.

- c. Staff who have specific child safeguarding responsibilities, such as the Principal and Child Safeguarding Officers (or equivalent), receive additional training, support and professional development relevant to their child safeguarding role and responsibilities.





- d. The school maintains records evidencing that all Staff, as well as Direct Contact Volunteers/Contractors have attended and completed induction and refresher training, and any additional training required for their role.
- e. Regular Volunteers and Contractors receive modified induction and refresher training, or the regular provision of relevant information, commensurate to their roles, that includes, at a minimum, information on:
-
- i. the school's Child Safeguarding Policy and Child Safe Codes of Conduct; and
-
- ii. internal and external reporting obligations.
- f. The school maintains records evidencing that Regular Volunteers/Contractors have received the modified induction or refresher training or information.
- g. All Child Safeguarding training and supporting resources, tools and information are accessible, easy to use and are tailored to meet the needs of Staff, Volunteers and Contractors in different roles.
- h. All Child Safeguarding training and information content is regularly reviewed to ensure it keeps pace with legislative reforms, organisational change, increasing expertise and other contemporary requirements.



2. The Induction and Refresher training for Staff, as well as Direct Contact Volunteers/Contractors includes training to recognise the nature and indicators of child abuse and other harm, including harmful behaviours by a child towards another child.

- a. This aspect of the induction and refresher training must equip Staff, as well as Direct Contact Volunteers/Contractors to:
-
- i. understand the nature and impact of child abuse and other harm;
-
- ii. understand the nature, factors and impact of institutional abuse;
-
- iii. identify risk factors, such as grooming behaviours;
-
- iv. understand factors that may create additional vulnerabilities in some children and young people;
-
- v. understand e-safety and the nature of online risks; and
-
- vi. understand, identify and respond to harmful behaviours by a child towards another child.
- b. The school considers best practice and expertise when selecting providers for educational programs about child abuse and other harm education.

3. The Induction and Refresher training for Staff, as well as Direct Contact Volunteers/Contractors, and the modified training or information for Regular and Casual Volunteers/Contractors, includes training and/or information to enable them to respond effectively to child safeguarding risks, incidents, complaints and concerns of child abuse and other harm.

a. This aspect of the induction and refresher training must equip Staff, as well as Direct Contact Volunteers/Contractors to:

- i. understand the various forms that child safety disclosures or complaints can take;
- ii. understand the school’s internal processes, as well as to have the necessary practical skills, to appropriately respond to and support those bringing forward child safety complaints or concerns, including children and young people, third parties (such as other students, families, former students, relevant community members) and other Staff, Volunteers and Contractors;
- iii. understand information sharing and record keeping policies and procedures; and
- iv. be aware of their external reporting obligations including reporting to police, child protection authorities, reportable conduct schemes and any other relevant agencies.

b. Modified induction and refresher training for, or the provision of information to, Regular and Casual Volunteers/Contractors includes at a minimum information on:

- i. their child safeguarding responsibilities and obligations while they are at the school;
- ii. how to respond to child safety incidents or concerns; and internal and external reporting obligations.

4. Staff, as well as Direct Contact Volunteers/ Contractors receive training and information on how to build culturally safe environments for children and young people.

a. This aspect of the induction and refresher training must equip Staff, as well as Direct Contact Volunteers/Contractors to:

- i. understand cultural and other barriers to disclosure and to making complaints faced by Aboriginal and Torres Strait Islander children and young people and families, those with disability and children and young people and families from culturally and linguistically diverse backgrounds; and
 - ii. have the necessary skills to respond to and support those bringing forward child safety complaints or concerns in a culturally appropriate way.
- b. The school engages with relevant communities and experts to deliver this training.





Standard 8 :

Safe Physical and Online Environments

Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children and young people to be harmed.

Description

Each EREA school takes a risk-based approach to child safety by identifying and considering their child safe risks.

This is based on a range of factors including the nature of the services it provides, the nature of the children and young people to whom it provides services, its activities and physical and online environments.

It includes 'business as usual' risks as well as risks posed by specific activities such as camps, tours or excursions.

Where risks are identified, the school institutes measures to reduce or remove them.

Rationale

Risk management is part of a school's core responsibility with respect to its duty of care to protect students, as well as its legal obligation with respect to workplace health and safety. Certain physical and online environments can pose a risk of harm to children and young people. The school can improve the safety of children and young people by analysing and addressing these risks, reducing opportunities for abuse and other harm, increasing the likelihood that perpetrators would be caught. By taking a risk management approach to child safety the school can better target its use of resources and build a stronger, more effective, child safe culture.

Core Components

The core components of a child safe physical and online environment are:

1. Risks in the physical and online environment are identified and mitigated without compromising a child's right to privacy, access to information, social connections and learning opportunities.
2. The online environment is used in accordance with the school's Child Safe Codes of Conduct and relevant policies.
3. Risk management plans consider risks posed by organisational settings, activities and physical environments.
4. The school has procurement policies for contracting facilities and services from and to third parties that ensure the safeguarding of children and young people.

Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school is taking a proactive approach to identifying and effectively controlling its situational and organisational child safety risks.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

- 1. Risks in the physical and online environment are identified and mitigated without compromising a child's right to privacy, access to information, social connections and learning opportunities.**
 - a. The school's child safeguarding risk management plan addresses physical and online risks, including risks arising from child to child and adult to child interactions and the nature of physical spaces at the school and in school-related environments.
 - b. The school's policies provide for the use of safe online applications for children and young people to learn, communicate and seek help.
 - c. Staff, Volunteers and Contractors are proactive in identifying and mitigating physical and online risks to children and young people.

- d. The school's Child Safeguarding policies and procedures require that one-to-one interactions between an adult and a child wherever possible are conducted either in an open space or in the line of sight of another adult.

2. The online environment is used in accordance with the school's Child Safe Codes of Conduct and relevant policies.

- a. Staff, Volunteers and Contractors access and use the school's online environments in line with the school's Child Safe Codes of Conduct and relevant communication protocols.
- b. Children and young people and their families are informed, in culturally appropriate ways, about the use of the school's technology and safety tools and about expected and unacceptable behaviour when online, including the use of mobile devices during school hours and during school excursions, camps, retreats, immersion experiences and sanctioned school activities out of school hours.
- c. The school routinely monitors the online environment and reports and responds to breaches of its Child Safe Codes of Conduct or other relevant Child Safeguarding policies in accordance with the school's disciplinary, complaints handling, Student Duty of Care or other relevant policies and processes





3. Risk management plans consider risks posed by the school's settings, activities and physical environments.

- a. The school assesses and mitigates, including through random checks of physical environments, child safeguarding risks in the physical environments under its control and/or management, including buildings, structures, open spaces, grounds, camps, etc.
- b. Where the school becomes aware that a person (other than Staff, Volunteers or Contractors) attending any of its activities is the subject of a substantiated complaint of child abuse or harm, or has been convicted of an offence relating to child sexual abuse, the school has in place and implements a process for assessing and managing the risks posed to children and young people by the person's ongoing involvement in the activity.

4. The school has procurement policies for contracting facilities and services from and to third parties that ensure the safeguarding of children and young people.

- a. The school considers the risks posed to children and young people arising from any third parties engaged by the school and conducts sufficient due diligence to ensure that the third party has appropriate child safeguarding policies and practices in place.
- b. The school has conducted sufficient due diligence on all third parties who use the entity's facilities to ensure child safeguarding policies and practices are in place.





Standard 9 :

Regular Reviews and Continuous Improvement

Implementation of the EREA Child Safeguarding Standards and of the school's Child Safeguarding Policies and Procedures is regularly reviewed and improved.

Description

Each EREA school maintains vigilance by putting in place systems to frequently monitor and improve performance against the EREA Child Safeguarding Standards.



Rationale

The school seeks to continuously improve its delivery of child safe services and the school's broader operations. Regular reviews of the school's performance against the EREA Child Safeguarding Standards ensures that its policies and procedures, including record keeping practices, are being implemented by Staff, Volunteers and Contractors. The school reports on the findings of its reviews, shares good practice and learnings back to the school community on a regular basis, and addresses new challenges or child safe concerns that arise.



Core Components

The core components of continuous review and improvement of Child Safeguarding practices are:

1. The school regularly reviews and improves Child Safeguarding policies, procedures and practices.
2. The school analyses complaints and reports of child safety concerns to identify causes and systemic failures to inform continuous improvement.
3. The school reports on the findings of relevant reviews to Staff, Volunteers, Contractors, children and young people, families and relevant communities.

Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school seeks to continuously assess and improve its delivery of services and operations in a child safe environment.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. The school regularly reviews and improves Child Safeguarding policies, procedures and practices

- a. The school has a clearly documented Safeguarding Implementation Plan which:
 - i. outlines the monitoring and continual improvement of child safeguarding policies, procedures and practices; and
 - ii. is regularly reviewed, its progress is tracked and actions/strategies updated.
- b. The school's Child Safeguarding policies, procedures and practices are reviewed at least every 3 years or sooner if legislative change dictates.

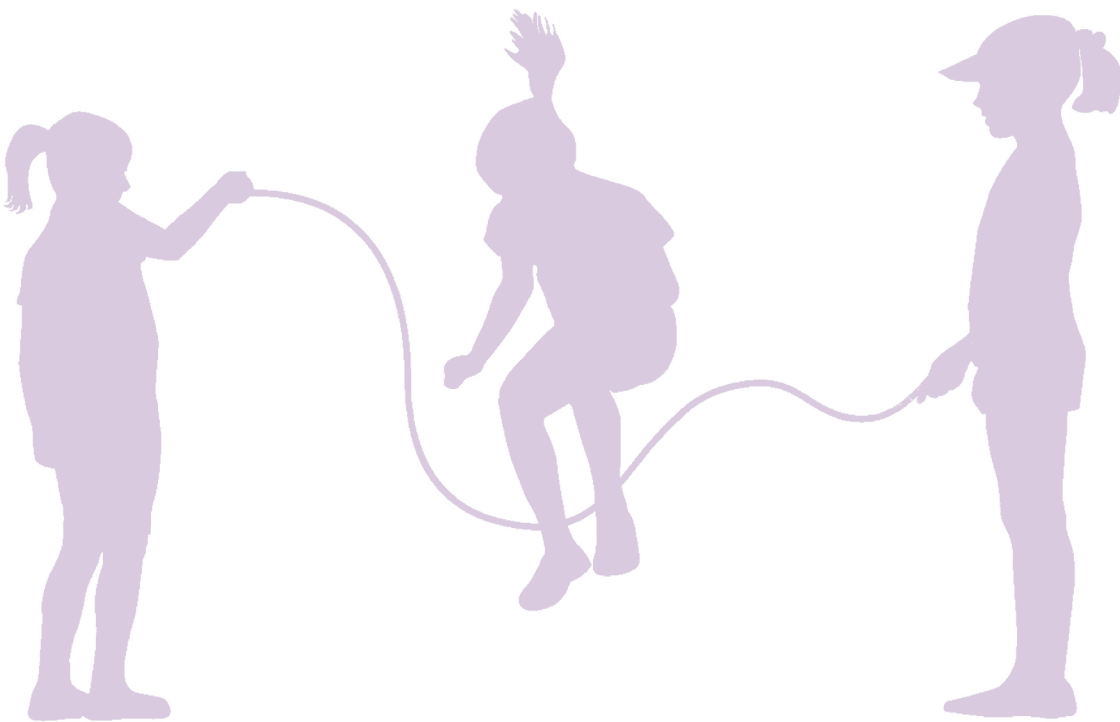
- c. The school seeks the participation of children and young people, families and relevant school communities in its reviews of its Child Safeguarding policies, procedures and practices.
- d. Review outcomes are considered and implemented to improve Child Safeguarding practices.
- e. The school maintains a culture of awareness to ensure that its Child Safeguarding policies and procedures are regularly implemented and routinely reviewed, especially when Staff changes occur.
- f. The school considers evolving best-practice in relation to the safety of children and young people, and particularly children and young people who are at risk, more vulnerable or hard to reach, when reviewing child safeguarding policies, procedures and practices at school.
- g. The school is regularly audited for compliance with all of the EREA Child Safeguarding Standards, either internally or externally by an independent specialist agency, to test the veracity of the Attestation of Compliance in 9.3(a) below.

2. The school analyses complaints and reports of child safety concerns to identify causes and systemic failures to inform continuous improvement.

- a. Processes are in place to analyse individual incidents/complaints relating to child safeguarding practices or failures.
- b. The school regularly analyses child safety complaints and concerns to identify systemic issues and/or patterns relating to child safeguarding practices or failures and to drive continuous improvement.
- c. The school maintains evidence to show the ways in which policies and practices have changed when the need for improvement is identified.

3. The school reports on the findings of relevant reviews to Staff, Volunteers, Contractors, children and young people, families and relevant communities.

- a. The school provides an annual Attestation of Compliance with the EREA Child Safeguarding Standards to EREA.
- b. The school reports on findings of relevant reviews of Child Safeguarding policies, procedures and practices to its stakeholders.





Standard 10 :

Policies and Procedures Support Child Safety

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

Description

Each EREA school has clearly documented Child Safeguarding policies and procedures that detail how the school meets its obligations under the law, regulation and EREA Child Safeguarding Standards to create an environment that is safe for children and young people.

Rationale

Documenting policies and procedures ensures consistent application of Child Safeguarding practices across the school. It also enables the school to examine, through review processes, adherence to child safety principles, practices, law and regulation.

Core Components

The core components of policies and procedures in a child safe organisation are:

1. Policies and procedures address all EREA Child Safeguarding Standards and comply with relevant child protection law and regulation.
2. Policies and procedures are accessible and easy to understand.
3. Accepted best practice and school community consultation informs the development of policies and procedures.
4. Leaders champion and model compliance with policies and procedures.
5. Staff, Volunteers and Contractors understand and implement the policies and procedures.



Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has localised policies and procedures that set out how it maintains a child safe environment and complies with its legal and regulatory obligations.

Evidence of meeting this Standard should be demonstrated within each EREA school as follows:

1. Policies and procedures address the EREA Child Safeguarding Standards and child protection law and regulation.

- a. The school's Child Safeguarding policies and procedures address the EREA Child Safeguarding Standards, based on the Australian Human Rights Commission's 10 National Child Safe Principles.
- b. Policies and procedures are consistent with state or territory legislation and regulations.

2. Policies and procedures are accessible and easy to understand.

- a. The school's Child Safeguarding policies and procedures are documented in a language and format that is easily understood and accessible to Staff, Volunteers, Contractors, children and young people, families and relevant communities.
- b. Key Child Safeguarding policies and procedures are readily and publicly accessible (e.g. the Child Safeguarding Policy and Child Safe Codes of Conduct).

3. Accepted best practice and school community consultation informs policies and procedures.

- a. Discussions with or surveys of children and young people, families and community members demonstrate confidence and awareness of the school's Child Safeguarding policies and procedures in promoting a child safe culture.
- b. The school's Child Safeguarding policies and procedures have been developed in accordance with policy management best practice.

4. Leaders champion and model compliance.

- a. Leaders in the school have access to appropriate experts/mentors when dealing with child safety complaints or concerns.
- b. The school's leaders develop collaborative relationships with key stakeholders to share knowledge about implementing practical child safety measures, and 'lead from the front' in terms of practical compliance with the school's Child Safeguarding policies and procedures.
- c. The regular audits of the school's compliance with the Child Safeguarding Standards include audits of the Child Safeguarding policies and procedures, and provide evidence of how the school is child safe through its governance, leadership and culture.

5. Staff, Volunteers and Contractors understand and implement the policies and procedures.

- a. Surveys of EREA directors, Staff, Volunteers and Contractors demonstrate understanding of Child Safeguarding policies, procedures and practices in the school.
- b. Staff, as well as Direct Contact Volunteers and Direct Contact Contractors are provided with Child Safeguarding training at induction, and on an ongoing basis, to ensure their continued understanding of the school's Child Safeguarding policies and procedures, including their legal reporting obligations.
- c. Staff, Volunteers and Contractors are regularly informed of who they can approach at the school with child safety concerns or questions.
- d. The regular audits of the school's compliance with the Child Safeguarding Standards include audits of practice within school, to ensure policies and procedures are followed in practice, consistently across the school community.





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Standard 11 :

EREA Protocols and Requirements

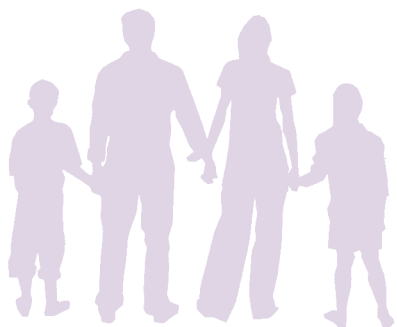
EREA protocols and requirements support ongoing compliance with and reporting against the EREA Child Safeguarding Standards.

Description

EREA, through its Board, seeks assurance that EREA itself, as well as each EREA school, complies with all relevant child protection legislation and regulations, the requirements set out in the EREA Child Safeguarding Standards and relevant requirements of the Catholic Church.

Rationale

The EREA Board is the means through which EREA discharges its governance responsibilities with respect to the implementation of these Child Safeguarding Standards in each EREA school. In accordance with this authority, EREA requires regular assurance from each EREA school on the overall effectiveness of its Child Safeguarding policies and procedures and the management of child safety incidents, either current or historical. The EREA Board have a responsibility for ensuring this.



Core Components

The core components of compliance with the EREA Child Safeguarding protocols and requirements are:

1. EREA models compliance with the EREA Child Safeguarding Standards at its highest level of leadership.
2. Governance arrangements facilitate implementation of EREA's child safeguarding strategies at all levels and across all of EREA's activities.
3. EREA monitors and oversees the effective implementation of child safeguarding policies, procedures and practices, including the Child Safeguarding Policy and related procedures and practices at all EREA schools.
4. EREA monitors child safeguarding compliance and risk management at each EREA school through annual risk assessments and attestations of compliance that are provided by each EREA school.

Implementation Outcomes

Successful implementation of this Standard should provide governance assurance on the overall effectiveness of the Child Safeguarding policies and procedures established and implemented within each EREA school and ensure that all reportable matters are brought to the attention of EREA.



Evidence of meeting this Standard should be demonstrated as follows::

1. EREA models compliance with the EREA Child Safeguarding Standards at its highest level of leadership.

- a. EREA publicly commits to child safeguarding and a zero tolerance approach to child abuse and harm through:
 - i. a Child Safeguarding policy that is approved by the Board and publicly available and accessible; and
 - ii. a publicly available Child Safe Code of Conduct that provides guidelines for all EREA employees on expected child safeguarding behavioural standards and responsibilities.

2. Governance arrangements ensure that child safeguarding is a shared responsibility. They facilitate implementation of EREA's child safeguarding strategies at all levels and across all of EREA's activities

- a. EREA appoints a Safeguarding Committee at the highest level of EREA's leadership to monitor and oversee the effective ongoing implementation of child safeguarding practices, including the Child Safeguarding Policy and related procedures and practices, across all EREA activities and at all EREA schools.
- b. EREA appoints and promotes the role of a Director of Safeguarding, a senior leader at EREA with clearly defined responsibilities for safeguarding children and young people.
- c. The Director of Safeguarding and all members of the EREA Council, Board Chair and Executive Director attend Catholic Professional Standards Ltd training on the National Catholic Safeguarding Standards within 4 months of commencement in their roles.
- d. EREA has a child safeguarding risk management plan as part of its overall risk management strategy for its own operations.





3. EREA oversees the effective implementation of child safeguarding policies and procedures, including the Child Safeguarding Policy and related policies, procedures and practices, at all EREA schools.

- a. A delegate of EREA approves the Child Safeguarding policies and procedures for each EREA school within their region, after the policies and procedures have been considered and endorsed by the School's Board.
- b. A delegate of EREA conducts regular reviews of the implementation of each EREA school's Child Safeguarding policies and procedures.
- c. Each EREA school regularly reports to the EREA Board on key child safety matters, including through:
 - each EREA school submitting an annual written report to EREA on the overall effectiveness of their Child Safeguarding policies and procedures;
 - each EREA school submitting a summary to EREA of reportable incidents at their school; and
 - each EREA school notifying a delegate of EREA as soon as reasonably practicable (and in any event within 12 hours) of the school's becoming aware of a child safety incident (either current or historical) that relates to abuse or other harm, or potential abuse or other harm, by a member of Staff (including Staff, Volunteers, Contractors, religious personnel) of the school.
- d. There are clear mechanisms, such as through a whistleblower program, that enable EREA personnel to raise incidents, complaints and concerns about child safeguarding (including about the management of child safety incidents or complaints) at EREA.

4. EREA monitors child safeguarding compliance and risk management at each EREA school through annual risk assessments and attestations of compliance.

- a. Each EREA school undertakes an annual child safety risk assessment of its services, activities, environments and policies and procedures.
- b. Each EREA school provides an annual Attestation of Compliance with the EREA Child Safeguarding Standards and relevant federal and state/territory laws, regulations and guidelines.



Appendix I :

Volunteer & Contractor Categories

Volunteers

Direct Contact Volunteers are individuals who provide volunteer services to any EREA school or college where in the normal course of providing the services they are likely to have direct contact with children, in circumstances where they:

- > are likely to be left alone, one-on-one, with a child; or
- > a reasonable person would consider the contact may enable the individual to form a relationship of trust with a child; or
- > a reasonable person would consider the contact to create a potential risk to the safety of a child.

Regular Volunteers are individuals who provide volunteer services to any EREA school or college, at or exceeding the minimum frequency for a Working with Children Check (or equivalent) and are not a Direct Contact Volunteer.

Casual Volunteers are individuals who provide volunteer services to any EREA school or college for less than the minimum frequency for a Working with Children Check (or equivalent) during which they may have some contact with children, but only in circumstances where they:

- > are not likely to be left alone, one-on-one, with a child; or
- > a reasonable person would not consider the contact to enable the individual to form a relationship of trust with a child; or
- > a reasonable person would not consider the contact to create a risk to the safety of a child.

Examples of Casual Volunteers include individuals who, in the circumstance described above, volunteer less than the minimum frequency for a Working with Children Check (or equivalent):

- > on a stall at a school fair;
- > on a school BBQ at a sporting event;
- > in a school canteen; or
- > in the school administrative office.

Contractors

Direct Contact Contractors are individuals who provide contractor services to any EREA school or college where, in the normal course of providing their services, they are likely to have direct contact with children, in circumstances where they:

- > are likely to be left alone, one-on-one, with a child; or
- > a reasonable person would consider the contact may enable the individual to form a relationship of trust with a child; or
- > a reasonable person would consider the contact to create a risk to the safety of a child.

Examples of Direct Contact Contractors may include:

- > regular contracted maintenance workers;
- > consultants;
- > tutors;
- > specialist music or drama teachers;
- > sporting team coaches;
- > outdoor education specialists; or
- > physical education service providers.





Regular Contractors are individuals who provide contractor services to any EREA school or college at or exceeding the minimum frequency for a Working with Children Check (or equivalent), and are not Direct Contact Contractors.

Casual Contractors are individuals who provide contractor services to any EREA school or college for less than the minimum frequency for a Working with Children Check (or equivalent), during which they may have some contact with children, but only in circumstances where they:

-
- > are not left alone, one-on-one, with a child or young person; and
-
- > a reasonable person would not consider the contact to enable the individual to form a relationship of trust with a child or young person; and
-
- > a reasonable person would not consider the contact to create a risk to the safety of a child or young person.

Casual Contractors include individuals who, in the circumstances described above, have less than the minimum frequency for a Working with Children Check (or equivalent). They may:

-
- > provide one-off emergency maintenance work at a school
-
- > give a speech, performance or presentation at a school
-
- > provide assistance with activities at school sports days (e.g. lifeguards).
-

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Edmund Rice Education Australia offers a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity.

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