



HCCS

Hills Christian Community School

Faith • Nurture • Community • Learning

PARENT INFORMATION

Child Protection Policy

Summary Statement

This policy describes the commitment of The Hills Christian Community School to the safety and wellbeing of all children and young people in our school. It outlines the policies, procedures and responsibilities that are enacted in our school to establish and build an environment which is child-safe and child-friendly; where children are respected, valued and encouraged to reach their full potential.

HCCS will seek to ensure that everyone to whom this policy applies is aware of, has had the opportunity to read and understand the policy, and obtain further clarification on the policy and related documents.

Version 1

Publication Date September 2016

Review Date September 2017

Related Legislation and Regulatory Requirements UN Conventions of the Rights of the Child

Children's Protection Act 1993 (SA)

Equal Opportunity Act 1984 (SA)

Teacher Registration and Standards Act 2004 (SA)

Education and Early Childhood Services (Registration and Standards) Act 2011

Cross sector Guidelines (SA) Child Safe Environments: principles of good practice

Protective Practices for staff in their interactions with children and young people

Managing allegations of sexual misconduct in SA education and care settings

Responding to problem sexual behaviour in children and young people

Information Sharing Guidelines

Responsibility Principal

Written By AISSA

Approved by School Board **Date:** September 30th, 2016

Statement of Intent

HCCS acknowledges that being safe and supported at school is essential for student wellbeing, development and effective learning. The safety and wellbeing of our children is a paramount consideration in all that we do.

We acknowledge the vulnerability of children and young people in our care and take a proactive, preventative, and participatory approach to protecting them through:

- **the on-going development of a positive, child safe culture;**
- **the development, implementation and monitoring of rigorous policies and procedures;**
- **seeking to ensure that everyone is aware of their responsibilities, vigilant and, if required, prepared to respond in an appropriate and timely manner.**



Onkaparinga Valley Rd, Oakbank & Verdun
www.hccs.sa.edu.au (08) 8388 7811

We are committed to:

- **supporting the rights of the child as set out in the UN Conventions of the Rights of the Child**
- **acting without hesitation to seek to ensure a child-safe and child-focused environment is maintained at all times,**
- **valuing and embracing the opinions and views of children,**
- **abiding by all legislative and regulatory obligations, and striving for our practices to be regarded as best practice and 'beyond compliance,'**
- **empowering children with the skills and knowledge to keep themselves and others safe, taking whatever necessary action is required to protect children from physical, sexual, emotional and psychological abuse and neglect.**

Context

HCCS is an ELC to Year 11 school. ELC to Year 7 are at Verdun and Year 8 to 11 are located at Oakbank. The Oakbank campus is co-shared with Oakbank Area School.

Scope

This policy applies to all staff, volunteers, parents/carers, children and other individuals involved with the school, whether on a regular or occasional basis. It applies:

- **on the school premises**
- **at functions, excursions, trips or camps organised by the school**
- **when members of the school community are representing the school.**

Principles of Practice

1. A clear and accessible child safety policy

The HCCS Child Protection Policy is a clear and accessible statement of intent in regard to the School's commitment to being a highly regarded Child Safe School through promoting children's wellbeing and safeguarding all children from harm.

The policy is underpinned by the guiding principles of the National Safe Schools Framework and addresses the requirements of the Child Safe Environments: Principles of Good Practice (DECD 2012), as well as the National Quality Framework, Legislative and School Registration requirements.

The development of the policy has been a consultative process involving a wide cross section of the school community. As part of the annual review, at the beginning of the year, the policy will be appraised by the School Management Team to ensure its currency, review any issues and to guide any implementation, priorities, improvements and/or changes for the year ahead.

The School prides itself on our proactive and vigilant approach to protecting all students to the best of our ability. Child protection is a very high priority and embedded in our daily operations. Our policies and procedures are available to our community and feedback for improvement is welcomed and regularly sought.

2. Identify and analyse risk of harm

The School has developed and implements a risk management strategy that identifies, assesses and takes steps to minimize the risks of harm to children

Risk Management

- i. **identifying risks**
- ii. **assessing risks**
- iii. **minimising the risk of harm.**

Annual Review of Child Protection Policy and Procedures

The School Management Team conducts an annual review prior to the start of Term 1. A full review with community consultation is undertaken every three years. All changes are approved by the School Board.

Documentation and Record-keeping

Accurate, up to date and confidential records are kept of the following:

- **staff and volunteer training**
- **Criminal History Checks**
- **reports of any abuse or neglect and associated documentation.**

3. Choose suitable employees and volunteers

The School is very diligent and prudent in ensuring that all reasonable actions are taken so that only suitable, appropriate and exemplary people are selected to work or volunteer with our students. This involves a combination of Criminal History, Referee and Background checks, face to face interviews and vigilance in observing their behaviour, attitudes and relationships with students.

Criminal History Checks

At our school all persons (staff and volunteers) who are in regular contact with children or who work in close proximity to children on a regular basis, or who supervise such persons, or who have access to children's records are required to present to the School a current Criminal History Check before commencing their duties and to keep currency, carried out at least every three years.

This process is managed in accordance with the principles and procedures contained in Child Safe Environments: Dealing with information obtained about the criminal history of employees and volunteers who work with children

All teachers are required to have current registration with the Teachers' Registration Board of SA. A DC&I Criminal History Check is a compulsory component of the Teacher Registration and it is the teacher's responsibility to maintain the currency of their teacher registration (every 3 years) and provide the HR Manager with a copy of their certificate prior to the expiration date.

Background and Referee Checks

As a key part of the recruitment, as well as Criminal History Checks, referees are contacted and other necessary background checks undertaken to ensure the suitability of all persons who are in regular contact with children or who work in close proximity to children on a regular basis, or who supervise such persons, or who have access to children's records

Face to face interviews

Whenever possible a face to face interview with the Principal or Business Manager will be conducted prior to the appointment of any staff member.

4. Expectations, Supervision, Codes of Conduct and Professional Boundaries for Staff and Volunteers

The school values all staff and volunteers. They are treated fairly and respectfully and are required to contribute to our students' safety and wellbeing in the following ways:

1. Provide safe, respectful and engaging environments where our students observe and are taught positive life skills and values. This helps our students to:
 - **develop and expect positive relationships with others**
 - **feel connected to the school community and beyond**
 - **be resilient and resourceful in dealing with stress and adversity**
 - **achieve their potential as learners and member of our community**
2. Be aware, vigilant and able to recognise when children and young people's wellbeing or safety is being compromised. They should be prepared to act and follow up on their concerns. This helps ensure:
 - **timely and relevant information is gathered and shared with other relevant persons**
 - **unsuitable individuals are not present at or involved with the school**
 - **students and their families are directed to support when they first show signs of needing it**
 - **fewer children and young people are harmed by violence, abuse and neglect**
3. Understand that the needs of children and young people who have been harmed through violence, abuse or neglect may require them to adapt their programs and support accordingly. They are to aim to help these children and young people stay connected to school and contribute to their recovery and their development of positive coping skills and learning success.

Supervision of Students

Students are actively supervised by staff at the appropriate ratio for the age of the students, purpose, type and location of the activity. Supervision requirements for practical lessons, counselling, yard duty, camps, excursions, travel, etc. are documented in the relevant policies and procedures of which all staff are made aware and required to follow.

Working One to One with Students

At times it may be necessary for staff to work one to one alone with a student. Guidelines for these situations are outlined in the Staff Code of Conduct as well as the Protective Practices for staff in their interactions with children and young people). Three essential rules are:

- **make it public (open and visible space)**
- **make it authorised (ensure you have your school leader's approval)**
- **make it timely (consider the appropriateness of the time of day and length of time.**

5. Support, train, supervise and enhance the performance

All volunteers and employees who work with children or their records have ongoing supervision, support and training such that their performance is developed and enhanced to promote the establishment and maintenance of a child safe environment.

Responding to Abuse and Neglect – Education and Care (RAN-EC) Training

All school staff must complete the full-day RAN training and then the regular (every three years) update training (online). A current certificate must be provided to the Business Office prior to the commencement of duties or the expiration date.

All teachers are required to undertake the full-day RAN-EC training to obtain their registration with the Teachers' Registration Board of SA, and undertake the update training to renew registration. A DCSI Criminal History Check is a compulsory component of the Teacher Registration process. It is the teacher's responsibility to maintain the currency of their teacher registration and provide the HR Manager with a copy of their certificate prior to the expiration date.

From 2017, volunteers can undertake an in-school face to face session (PowerPoint presentation and course handbook) facilitated by the Deputy Principal or their delegate at the beginning of each year and be provided with their certificate by the school. Alternatively, volunteers can choose to complete the online Education and Care Induction for Volunteers Module (20 minutes) and print their certificate upon completion. Volunteers must undertake the training before commencing their role.

Regular training and updates are provided to employees and volunteers in regard to: School policies, practices, Codes of Conduct, Protective Practices for staff and volunteers, legal obligations and mandatory notification.

Staff Induction

All new staff undergo an induction process. The school's child protection principles, policies and procedures, as well as their role and responsibilities, form an integral component of the induction. It is essential that new staff not only develop a thorough understanding of the legislative, administrative, social and educational requirements to protect children but that they also engage with our proactive and positive child-safe ethos, culture and practices.

6. Report and respond appropriately to suspected abuse and neglect

Reporting Procedure

All staff and volunteers are regularly reminded of their obligation to and how to make timely and accurate reports of suspected abuse or neglect. It is an expectation of the school that any person who, in the course of their work or volunteering, suspects on reasonable grounds that a child is being or has been abused or neglected must report their suspicion to the Child Abuse Report Line: CARL 131478. This includes even persons who are not mandated to report suspected child abuse or neglect under the legislation.

All teachers, staff and volunteers need to also inform the Principal of any mandatory notifications, to ensure that the Principal can take any appropriate action to support the child. If the notification concerns the Principal, then the *Chair of the School Board would be informed not the Principal.

The School Mandatory Notification Procedure details the requirements and process to make a report and these must be followed precisely.

Responding to Reports of Suspected Abuse and Neglect

The School will act promptly and responsibly in dealing with any reports and allegations of abuse or neglect.

- **All reports will be managed by the Principal (or the Chair of the School Board – see above*).**
- **The care, safety and welfare of the student is the paramount consideration.**
- **Where appropriate other external authorities will be notified e.g. SAPOL, Teachers' Registration Board, AISSA.**
- **The Guidelines provided in the SA cross-sector document**

Managing allegations of sexual misconduct in SA education and care settings (2013) when required will be followed.

- **If the report involves a staff or community member, the Principal will also follow the guidelines in the Critical Incident Procedure.**

Responding to problem sexual behaviour involving children and young people

The Guidelines provided in the SA cross-sector document: Responding to problem sexual behaviour involving children and young people: guideline for staff in education and care settings (2013) are to be followed in all circumstances where a child or young person is alleged to have engaged in problem sexual behaviour. The responsibilities staff members have in these circumstances are significantly different from those involving allegations of sexual misconduct by adults. They reflect the different rights and needs of children and young people and the different legislation within which staff must operate.

Record Keeping and Documentation

Documentation of any incident and follow up actions, e.g. reports, records of interviews and meetings must be stored in a locked, confidential file.

7. Empower and promote the participation of children in developing and maintaining child safe environments

Curriculum

In 2016 HCCS trialled the school-wide implementation of the Keeping-Safe Child Protection Curriculum (KS:CPC) enabling a cohesive, consistent and clear approach to developing 4 key aspects:

- **the right to be safe**
- **relationships**
- **recognising and reporting abuse**
- **protective strategies.**

In 2017 Keeping-Safe Child Protection Curriculum will be embedded in our teaching, learning and pastoral care across all year levels. It is a school expectation that all teaching staff undertake the full day KS:CPC training and then maintain currency through completing the online course every three years.

Pastoral Program

Our Pastoral Program is fully integrated throughout the teaching and learning and structural organisation to effectively meet the personal, social, wellbeing and academic needs of students. A greater understanding of themselves and others is nurtured; they develop resilience and gain confidence to manage and cope with the opportunities and challenges of real life. A focus on positive psychology and wellbeing empowers students to keep themselves and others safe.

SRC and Student Voice

We believe our students have unique perspectives on learning, teaching, and schooling, and we encourage them to actively shape their own education. Student voice and SRC allows students to engage, participate, lead and learn. We foster in our students a sense of social justice and develop their self-confidence and the skills to stand up for what they believe is just and fair.