

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

GUIDING VALUES

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RESPONSIBILITIES

Safeguarding children and young people is a shared responsibility within our School. It is the responsibility of all at Scotch College including the School Council, the School Executive, employees, volunteers and contractors to:

- protect children and young people from all forms of abuse and neglect by our people;
- be alert to incidents of child abuse and neglect occurring outside the scope of our operations and services that may have an impact on the children and young people to whom we provide a service; and
- create and maintain a child safe culture that is understood, endorsed and put into action by all the individuals who work for, volunteer, support or access our School activities, programs and services.

We expect all within our School, regardless of their role or level of responsibility, to act to safeguard children and young people from such harm by:

- adopting appropriate safeguarding practice and behaviour set within our policy and procedural guidelines, when carrying out their roles, and
- reporting any abuse and neglect of which they become aware through our internal reporting process and, if serious in nature, to the Principal who then becomes the point of contact if required for reporting to external authorities responsible for child protection or to the Police, regardless of whether that abuse is being perpetrated by personnel, extended network or strangers.

We expect all within our School to promote equity and respect diversity by:

identifying and addressing additional vulnerabilities

informing children and young people of their rights and giving all children and young people access to information, support and complaints processes

respecting the rights of children and young people to participate in decision-making, paying appropriate attention to the needs of the following groups:

- o Aboriginal and Torres Strait Islanders
- o Children and young people with a disability
- o Children and young people from culturally and linguistically diverse backgrounds
- o LGBTQI+ (Lesbian, gay, bisexual, transgender, queer and intersex)
- o Children and young people who are unable to live at home

The responsibility of each role in relation to the development and compliance of the Scotch College Safeguarding Children and Young People Policy is detailed on page 6 of this policy.

SAFEGUARDING GOVERNANCE

Our School has a safeguarding children and young people goMC /P MCID 21-BDC q0.0000885 0 59.56 842.04 reS people gosl



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We require our personnel to disclose criminal convictions or charges affecting their suitability to work with children and young people both prior and subsequent to their employment, and we review police records and Working With Children Check or equivalent periodically.

We comply with legislation regarding elimination of discrimination in the recruitment process, and strive for inclusion and equal opportunity, as per our Equal Opportunity Policy.

Induction and training is part of our commitment

We have an induction process ensuring all new personnel are informed and supported to understand and follow the council's policies and procedures.



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APPENDIX 1

CHILD PROTECTION COMMITMENT STATEMENT

As we grow as a School, we grow in our awareness of the ways in which we can best support our children and young people.

Scotch College exists for educational purposes in connection with the Presbyterian Church of Victoria, and Christian teachings are fundamental to all that we do. We value the independent spirit of each child and young person, and seek to equip all children and young people with an enduring empathy for the needs and views of others.

The School aims to develop the innate and acquired potential of each child and young person, and so prepare them for a place in the world and for a purpose greater than themselves. We seek to do this in an exciting, relational environment which nurtures self-expression and self-worth, while promoting the unique

We want Scotch children and young people to feel a sense of belonging, of trust and of confidence in their immediate world, in themselves, and in their relationships.

We understand that when children feel cared for by adults who set clear boundaries, and who are sensitive, open and uncomplicated in their expectations, they feel safe. And it is within such an environment of safety that they are empowered to be their best.

All Scotch personnel are required to understand the important responsibility they have, to:

- be alert to and report incidents of child abuse and neglect occurring both within and beyond the scope of our facilities, operations, services and activities;
- be alert to and report incidents of child abuse and neglect occurring both within and beyond the scope of our facilities, operations, services and activities, that may have an impact on the children and young people for whom we provide a service; and,
- create and maintain a child-safe culture that is understood, endorsed and put into action by all the individuals who work for, volunteer or access our programs and services.

This Commitment Statement and our Safeguarding Reporting Policy have been authorised by the School Council and adopted by the School. They articulate our commitment to the safeguarding of children, of children, of by 0 59.56 842.04 reW

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WE ACT ON ALL CONCERNS RELATING TO CHILD PROTECTION IN OUR COMMUNITY

Any person who believes on reasonable grounds that a child is in need of protection may report their belief and the grounds to Child Protection or the Police. Requirements of Scotch Coll

The grounds on which a child is in need of protection include:

- where the child has been abandoned by his or her parents or carers and, after reasonable enquiries, the parents or carers cannot be found, and no other suitable person can be found who is willing and able to care for the child;
- where the child has suffered or is likely to suffer significant harm as a result of physical injury or sexual abuse, and the
- where the child has suffered or is likely to suffer emotional or psychological harm of such a kind that his or her emotional or intellectual development is, or is likely to be, significantly impaired;
- where the child is in need of medical attention, or is likely to be, and the parents or carers have not arranged for, or are unlikely to arrange for, basic care or effective medical, surgical or other remedial

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APPENDIX 2

DEFINITIONS

The following definitions are applicable across all environments, including in-person and online.

Term	Definition
Bullying	<p>Bullying involves the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time. Bullying has been described by researchers as taking many forms which are often interrelated and include:</p> <p>Verbal (name calling, put downs, threats);</p> <p>Physical (hitting, punching, kicking, scratching, tripping, spitting);</p> <p>Social (ignoring, excluding, ostracising, alienating); and/or</p> <p>Psychological (spreading rumours, stalking, dirty looks, hiding or damaging possessions).</p>
Child or young person	<p>A person under the age of eighteen years.</p> <p>Extends to include persons over the age of 18 while enrolled at the School</p>
Code of Conduct	<p>The Child Safety Code of Conduct aims to identify and prevent behaviour that may be harmful to children and young people in our communities. The Child Safety Code of Conduct outlines what is, and what is not acceptable behaviour or practice when working with or engaging with children and young people.</p>

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DEFINITION REFERENCE AND SOURCES

Australian Institute of Health and Welfare (AIHW), 2018
 World Health Organization, (2006)
 Child Family Community Australia (CFCA), (2016).
 Australian eSafety Commissioner, (2020).

Reference	Date approved	Date last amended	Date of next review	Status
	Endorsed by: Risk Committee of Council 26 th August 2021		October 2023	Endorsed by ACF 25 th May 2021 Approved by: School Council 04/10/2021