



Thomastown West Child Safety and Wellbeing Policy 2024 - 2026

The Thomastown West Primary School motto is **Together Working on Pathways to Success**. At Thomastown West Primary School, we want every child to achieve their full potential and we know that parents share this goal. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student safety, wellbeing and inclusion are key factors in a child's sense of belonging and are preconditions for every child achieving their full potential.



Help for non-English speakers

If you need help to understand the information in this policy, please contact Thomastown West Primary School on 03 9465 4317 or thomastown.west.ps@education.vic.gov.au.

PURPOSE

The Thomastown West Primary School Child Safety Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

SCOPE

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers.
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

DEFINITIONS

The following terms in this policy have **specific definitions**: <https://www.vic.gov.au/child-safe-standards-definitions>

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student
- volunteer



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STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES

Thomastown West Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

Thomastown West Primary School has zero tolerance for child abuse.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

At Thomastown West Primary School, our approach to creating and maintaining a child safe school environment is also guided by our school values. At Thomastown West Primary School our motto is Together Working on Pathways to Success. At Thomastown West Primary School, *we respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.*

- **Resilient:** Resilience is what helps you to cope, get through hard times and recover. Sometimes it makes you even stronger than you were before. It means we bounce back after difficult times.
- **Responsible:** Being responsible means, you do the things you are expected to do and accept the consequences (results) of your actions. It means you do what is right.
- **Empathetic:** Empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It means 'putting yourself in someone else's shoes.'
- **Respectful:** Respect is thinking and acting in a positive way about yourself and others. It means you behave in a way that shows you care about the feelings and wellbeing of other people.
- We will **strive to do our best:** Striving to be your best is the ability to keep working towards a goal, overcoming challenges and sticking with it even when it's hard. It means believing in your heart that you can make choices you are proud of, and always trying your best.



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CHILD SAFETY PRINCIPLES

In its planning, decision-making and operations, Thomastown West Primary School will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such concerns;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers
11. Conduct regular meetings, such as Student Support Groups for students identified as at risk
12. Promote student-led wellbeing and safety events such as R U OK Day, Harmony Day, NAIDOC Week, Sorry Day

Strategies to embed a child safe culture

Thomastown West Primary School's culture encourages staff, students, parents and the school community to raise, discuss and scrutinise child safety concerns. This makes it more difficult for abuse to occur and remain hidden.

ROLES AND RESPONSIBILITIES

School leadership team

Our school leadership team (comprising the Principal and Assistant Principal) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with **Ministerial Order 1359**.

Principals and Assistant Principals will:

- ensure effective child safety governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students



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- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- participate in child safety induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety policies and procedures
- act in accordance with our [Child Safety Code of Conduct](#)
- identify and raise concerns about child safety issues in accordance with our [Child Safety Responding and Reporting Obligations Policy and Procedures](#), including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School Council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety,
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe.



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Specific staff child safety responsibilities

Our principal and assistant principal are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The principal is responsible for monitoring the school's compliance with the Child Safety Policy. Anyone in our school community should approach the principal if they have any concerns about the school's compliance with the Child Safety Policy.
- The principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.
- **The Principal, Assistant Principal and Wellbeing Staff are Child Safety Champions**

Child Safety Champions

Keeping children safe is everyone's responsibility. **Sandi Young**, Principal, **Gita Peterson**, Metal Health and Wellbeing Coordinator and **Gurleen Gogia**, Student Welfare Officer, **are our school's Child Safety Champions**. However, all staff are responsible for the safety of all children but there needs to be one key person who will undertake the roles listed below.

Key activities of a TWPS Child Safety Champions

Provide authoritative advice

- Act as a source of support, advice and expertise to staff on matters of child safety.
- Liaise with the principal and school leaders to maintain the visibility of child safety.
- Lead the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety.

Raise awareness

- Ensure the school's policies are known and used appropriately.
- Ensure the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework.
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.

Being authoritative in providing advice by:



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- keeping their skills up to date with appropriate training carried out every two years
- having a working knowledge of how the Department of Families, Fairness and Housing (DFFH) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so
- be able to keep detailed, accurate, secure written records of concerns and referrals.
- ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part-time staff.
- make sure staff are aware of training opportunities and the latest DFFH and DET policies and guidance.

CHILD SAFETY CODE OF CONDUCT

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The [Child Safety Code of Conduct](#) also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

At Thomastown West Primary School, we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Establishing a culturally safe environment

At Thomastown West Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.



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We have developed the following strategies to promote cultural safety in our school community:

- Begin all whole school assemblies with a Welcome to Country as a standing agenda item.
- Display the Aboriginal and Torres Strait Islander flags in our school foyer.
- Express zero tolerance of racism in our statement of commitment to child safety included in our Child Safety Policy and other documents.
- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and that an inclusive school culture is fostered to prevent incidents from occurring.
- Undertake Community Understanding Safety Training for staff.

Student empowerment

To support child safety and wellbeing at Thomastown West Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships and Restorative practices and operationalising our school values through School-wide Positive Behaviour Support (SWPBS).

We inform students of their rights through our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at school reception and the school website at: <https://www.thomwestps.vic.edu.au/page/101/Reports-and-Policies-for-the-School-Community> or <https://www.thomwestps.vic.edu.au/articles/15>

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

Furthermore, we will:

- inform students about all their rights, including their rights to safety, information and participation
- recognise the importance of friendships and encourage support from peers, to help students feel safe and be less isolated
- make sure staff and volunteers:
- are attuned to signs of harm



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- facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns
- to develop a culture that encourages participation and responds to what students say
- give students opportunities to participate, and respond to their contributions to strengthen confidence and engagement
- offer students access to sexual abuse prevention programs and related information in an age-appropriate way. School boarding premises are required to offer sexual abuse prevention programs and related information where it is relevant to the setting or context
- develop curriculum planning documents or other documentation that details how the school will address these requirements.

Family engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Thomastown West Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- communicating through the parent portal, school website, weekly newsletters, school council, subcommittees of school council, student, staff, and parent meetings.
- all of our child safety policies and procedures will be available for students and parents at <https://www.thomwestps.vic.edu.au/articles/15>
- releasing weekly newsletters to inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- displaying PROTECT Child Safety posters across the school

Diversity and equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:



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- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our [Student Wellbeing and Engagement Policy](#) provides more information about the measures we have in place to support diversity and equity.

Suitable staff and volunteers

At Thomastown West Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management](#).

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
 - ✓ proof of the person's identity and any professional or other qualifications
 - ✓ the person's history of working with children
 - ✓ references that address suitability for the job and working with children.
 - ✓ references that address suitability for the job and working with children.

Staff induction

All newly appointed staff and casual relief teachers will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.



Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by Victorian Institute of Teaching monitoring and assessment and regular performance reviews.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Suitability of volunteers

All volunteers are required to comply with our [Volunteers Policy](#), which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing [the Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and **recordkeeping** obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.



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School Council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Thomastown West Primary School child safety and wellbeing policies, procedures, codes and practices

COMPLAINTS AND REPORTING PROCESSES

Thomastown West Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's [Concerns & Complaint Policy](#)

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our [Child Safety Responding and Reporting Obligations Policy and Procedures](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our [Student Wellbeing and Engagement Policy](#) and [Bullying Prevention Policy](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

COMMUNICATIONS

Thomastown West Primary School is committed to communicating our child safety strategies to the school community through:



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- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school weekly newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

Thomastown West Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#)

Related policies and procedures

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)



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- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

POLICY STATUS AND REVIEW

Review of child safety practices

At Thomastown West Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- the review will include input from students, parents, carers and the school community
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

EVALUATION

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every two years. The review will include input from students, parents/carers and the school community.

Date Implemented	2016; 2020; 2022; 2024
Author	Principal Assistant Principal Student Wellbeing Team
Approved By	TWPS Principal Sandi Young
Date Reviewed	October 2016; May 2020; June 2022; June 2024
Responsible for Review	Principal
Review Date	20/06/2026
References	Victorian Government Schools Policy Advisory Guide

Appendix A



CHILD SAFETY
RESPONDING AND REPORTING PROCEDURES
AT THOMASTOWN WEST PRIMARY SCHOOL

I have the right to learn and feel safe at school

**If I feel WORRIED or CONCERNED about my SAFETY,
or another child's SAFETY...**

WHO CAN I TALK TO?

**Mrs Young
or Mr Crotti**

Mrs Sheean

**Mr Fielding or
Mrs Colakovski**

**My classroom
teacher**

**What
happens
next?**

*The staff member you have spoken to
will take further steps to make sure that
you and other students are safe*



Sandi Young
Principal



James Crotti
Assistant Principal



Margot Sheean
Leading Teacher



Josh Fielding
Mental Health &
Wellbeing Strategies



Violeta Colakovski
Disability
Inclusion



Appendix B



THOMASTOWN WEST PRIMARY SCHOOL
CHILD SAFETY REPORTING PROCESS

CALL 000 IF A CHILD IS IN IMMEDIATE DANGER

FOR HELP OR SUPPORT CONTACT

Principal	Sandi Young	Ext. 203
Assistant Principal	James Crotti	Ext. 204
Leading Teacher	Margot Sheean	Ext. 151
Mental Health & Wellbeing Strategies	Joshua Fielding	Ext. 115
Disability & Inclusion	Violeta Colakovski	Ext. 207

Who must make a report if they believe a child is at risk?

All TWPS staff

CRTs, psychologists
Mentors, Counselors

Hub staff and volunteers

What to report?

You are obligated to report if you believe a child has suffered, or is likely to suffer significant harm as a result of:

- Physical injury
- Sexual abuse
- Emotional or psychological harm
- Neglect



Sandi Young
Principal



James Crotti
Assistant Principal



Margot Sheean
Leading Teacher



Josh Fielding
Mental Health &
Wellbeing Strategies



Violeta Colakovski
Disability
Inclusion



How?

1. If you form a belief of suspicion that a child is at risk
2. Seek immediate consultation with the **Principal, Assistant Principal, Student Wellbeing Officer, Mental Health and Wellbeing Coordinator or Leading Teacher.**
3. Depending on the nature of the disclosure or risk communicate with the following agencies:

DHHS (Northern Division)	1300 664 977
VIC Police (Mill Park)	03 9407 3333
DET Incident Support	1300 126 126
Employee Conduct Branch	03 9637 2595

In order to keep the child safe, seek recommendations from the above agencies about arrangements for after school hours.

Who can support me?

At Thomastown West Primary School at least one of the following staff members is to be consulted when a student has been identified as at risk: Primary Wellbeing Officer, Mental Health and Wellbeing Coordinator, Assistant Principal, Principal, Leading Teacher.

What happens next?

The Principal, Assistant Principal, Primary Welfare being Officer, Mental Health and Wellbeing Coordinator or Leading Teacher will:

- offer to support to the child.
- decide, in accordance with legal requirements and duty of care, whether the matter should/must be reported to the police or Child Protection and make report as soon as possible if required.
- offer support to and engage with the family (where and when appropriate).
- offer support to you. (The Employee Assistance Program (EAP) can be accessed 24 hours, 7 days a week. To access the service, call **1300 361 008** to make an appointment.)
- contact DET Security Services **1800 126 126** (and Principal, Assistant Principal, Primary Welfare Officer, Mental Health and Wellbeing Coordinator or Leading Teacher and/or other relevant agency) to notify them of a report.
- complete necessary confidential documentation on Compass.

Outcome

Report made to DFFH. It is recommended that the staff member who raised concerns completes the phone call with the Principal, Assistant Principal, Primary Wellbeing Officer, Mental Health and Wellbeing Coordinator or Leading Teacher.

Follow up

Follow up will be directed by DFFH (Department of Families, Fairness and Housing) intake. Refer to FLOW CHART for more specific follow up procedure.

Note: Follow up comments on Compass.

Appendix C

Posters located in school google Drive

 <h3>Need to talk?</h3> <p>At Thomastown West Primary School you can talk to:</p> <ul style="list-style-type: none"> ✓ Your Teachers ✓ Teacher Aides ✓ Office staff ✓ Mr Crotti ✓ Mrs Young   <p>Everyone has the right to be safe and be protected from abuse.</p> <p>Tell a teacher or any adult at your school if you feel unsafe.</p>	 <h3>Need to talk?</h3> <p>At Thomastown West Primary School you can talk to:</p> <ul style="list-style-type: none"> ✓ Your Teachers ✓ Teacher Aides ✓ Office staff ✓ Mr Crotti ✓ Mrs Young   <p>Everyone has the right to be safe and be protected from abuse.</p> <p>Tell a teacher or any adult at your school if you feel unsafe.</p>
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