



Safeguarding Students and Children Policy

1. Purpose

Launceston Grammar is committed to the safety, wellbeing and protection of all students and children in our care. This commitment includes the provision of a safe and supportive learning environment for all students and requires all employees, volunteers and visitors to model and encourage exemplary behaviour that protects students from harm.

The School has a zero tolerance for child abuse, neglect and grooming and as such, is committed to meet certification and achieve and maintain the highest level of Safeguarding Children Accreditation.

There is an expectation that any employee or volunteer of Launceston Grammar, regardless of their level of responsibility, will act to safeguard children from harm by:

- delivering a caring, nurturing and safe learning environment for all students;
- promoting a culture where children and young people feel safe and have a voice in decisions that affect them;
- protecting students and children from all forms of abuse, bullying and exploitation by Launceston Grammar employees and volunteers;
- creating and maintaining a child safe culture that is understood, endorsed and put into action by all the individuals who work for, volunteer or access the School's programs and services.
- adopting the School's practices and behaviour standards when carrying out roles; and
- being vigilant and reporting any abuse or neglect of which they become aware, regardless of whether that abuse is being perpetrated by employees within the School, or by individuals inside or outside of the School community, including those from the child's family, extended family, their family's extended network or strangers. Abuse or neglect should be reported to:
 - management
 - external child protection authorities
 - Police

The School promotes equity and respect diversity by:

- actively anticipating children's diverse circumstances and responding effectively to those with additional vulnerabilities;
- giving all children and young people access to information, support and complaints processes; and

- paying particular attention to the needs of diverse, minority/marginalised children and those with additional vulnerabilities.

This policy has been adopted by the Launceston Church Grammar School Board.

2. Scope

This policy applies to all employees and volunteers working at Launceston Grammar.

3. Definitions

Refer to Appendix 1 – Definitions.

4. Responsibilities

The Launceston Church Grammar School Board is responsible for the development and endorsement of this policy.

The Board delegates the implementation of the policy to the Headmaster.

The role of each entity in relation to the development and compliance this policy is detailed in the table at Appendix 2 - Responsibilities.

5. Our Commitment

Launceston Grammar endorses and supports the principles of the United Nations Convention on the Rights of the Child 1989 (ratified in Australia in 1990). The Convention recognises that children under the age of 18 years need special care and protection.

In recognition of Launceston Grammar's support for the Convention on the Rights of the Child, the School makes the following commitments and expectations with the purpose to protect the children, young people and families who access school activities, programs, services and facilities:

A commitment to safeguarding children & young people

Through Launceston Grammar's Safeguarding Students and Children Policy, the School documents a clear commitment to safeguarding students and children from abuse and neglect. This commitment is communicated to all employees and each employee has access to the School's Child Protection Framework, including all policies and procedures.

Launceston Grammar employees know the behaviour we expect

The School ensures that every person involved in the delivery of services to students and children understands their role and the expectations around behaviour in relation to safeguarding students and children from abuse and neglect. Employees have detailed

position descriptions which clearly define safeguarding requirements.

Launceston Grammar's Staff Professional Code of Conduct is approved and endorsed by the School Board and outlines the School's expectations for behaviour towards students and children. All employees have access to the Code of Conduct and employees indicate, in writing, that they have read and are committed to the Code of Conduct.

The School minimises the likelihood of recruiting a person who is unsuitable

Appropriate measures are in place to minimise the likelihood that the School will recruit a person who is unsuitable to work or volunteer with students or children. Recruitment procedures ensure:

- the School's safeguarding commitment is communicated to all potential applicants;
- face-to-face interviews are conducted and include safeguarding-related questions;
- two professional reference checks are undertaken; and
- Applicants are appropriately screened, including identity, criminal record, working with children and qualification checks.

The School is committed to appropriate induction and training

As part of the induction process, new employees are provided with information regarding the School's commitment to Safeguarding including copies of the School's Safeguarding Students and Children Policy, Code of Conduct and Mandatory Reporting Policy. The School also has procedures in place to ensure employees complete Safeguarding Children training prior to commencement and receives ongoing education and training opportunities.

The School encourages the involvement of children, young people and their parents

Launceston Grammar engages and communicates with students and children, and their families in developing a safe, inclusive and supportive school environment. Information (in the form of brochures, posters, handbook and guides) on the following is provided:

- our commitment to safeguarding children and their rights;
- the behaviour we expect of our employees and of themselves; and
- our policy about responding to child abuse.

Processes are in place to encourage two-way communication with children and families, with feedback sought and responded to. The School respects diversity and seeks to facilitate effective communication and involvement.

Employees understand their responsibility for reporting child abuse

Launceston Grammar's policy for responding to child abuse is approved and endorsed from the highest levels of the School and applies to all employees. The policy states that employees must:

- immediately report abuse or neglect and any concerns with policies, practices or the behaviour of personnel.
- meet any legislated mandatory reporting requirements
- follow a specified process when reporting abuse or neglect including who will receive reports. Failure to report is serious misconduct.

Employees are provided a copy of and have access to the policy and understand the implications of the policy for their role. Any allegation, disclosure or concern regarding child abuse is documented and responses to all allegations, disclosures or concerns are monitored.

Policies and practices are maintained and improved

The School is committed to maintaining and improving policies, procedures and practices to safeguard students and children from neglect and abuse. The Safeguarding Children Program Coordinator is responsible for maintaining and improving our policies and procedures.

This commitment is also demonstrated by:

- Communicating with employees to ensure policies are effective in the workplace and understood
- Employees and external providers to ensure appropriate practice and behaviour, and policies are followed.
- Employees must disclose convictions or charges affecting their suitability to work with students and children. Police records and Working with Vulnerable People (WWVP) checks are periodically reviewed.
- Formal reviews are undertaken to identify and document potential risks to students or children. Annual reviews form part of our ongoing compliance with safeguarding requirements.

6. Records and Documentation

Launceston Grammar retains archived records of changes to this document through policy procedures.

7. Communication

Launceston Grammar commits to ensuring this Policy is communicated to:

- Students and families
 - on our website
 - in the Student Handbook

- in age-accessible formats for students and children
- as part of enrolment forms and program information provided to parents and families
- via informal communication channels
- All 'involved' employees
 - on our website
 - via accessing Launceston Grammar's policies and procedures on Complispace
 - during recruitment and induction processes
 - in minimum compulsory training on safeguarding students and children policies and procedures
 - on agendas for team meetings
 - when there are any updates to this document

8. Monitoring and Review

This document will be reviewed at least every 3 years, after consultation. Some circumstances may trigger an early review, this includes but is not limited to legislative or organisational changes, incident outcomes and other matters deemed appropriate by the Board and/or Headmaster.

Launceston Grammar maintains records to document each review undertaken. Records may include minutes of meetings and documentation of changes to policies and procedures that result from a review.

External audit and verification based on a sample, conducted by the Australian Childhood Foundation shall occur at 3 yearly intervals.

9. Related Documentation

Launceston Grammar's full range of Child Safety policies and procedures must be considered when reviewing this policy. All School staff have access to approved policies via *Complispace PolicyConnect*.

10. Related legislation

In upholding this policy, the following legislation must be considered:

- Child, Youth and Families Act 2005
- Children, Young Persons and Their Families Act 1997.
- Equal Employment Opportunity Act 1987
- Family Law Act 1975
- The Anti-Discrimination Act 1998 or Tasmanian Anti-Discrimination Act 1998
- United Nations Convention on the Rights of the Child 1989
- Workplace Relations Act 1996
- Workplace Health and Safety Act 1995

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This document is required as part of Launceston Grammar's accreditation to Australian Childhood Foundation's Safeguarding Children Program.			

Appendix

Appendix 1 - Definitions

<p>Staff</p>	<ul style="list-style-type: none"> • All persons with responsibility for delivering services to students or children; • Anyone involved in dealing with reports or allegations of child abuse or with access to children’s or young people’s records; • All Board Members, the Headmaster, Senior Management Staff and staff including those whom we employ directly, those we employ indirectly through other groups or organisations, and all those who are involved as volunteers.
<p>Bullying</p>	<p>Bullying is repeated, unreasonable behaviour directed towards a child that creates a risk to health and safety. 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> <ul style="list-style-type: none"> • Verbal (name calling, put downs, threats); • Physical (hitting, punching, kicking, scratching, tripping, spitting); • Social (ignoring, excluding, ostracising, alienating); and/or • Psychological (spreading rumours, stalking, dirty looks, hiding or damaging possessions).
<p>Child</p>	<p>A person under the age of eighteen years.</p>
<p>Staff Professional Code of Conduct</p>	<p>Launceston Grammar’s Staff Professional Code of Conduct aims to identify and prevent behaviour that may be harmful to the students and children in the Launceston Church Grammar School Community. The Code of Conduct outlines what is, and what is not acceptable behaviour or practice when working with or engaging with students and children.</p>
<p>Direct role in providing activities, programs and services to students and children</p>	<p>A direct role is considered one that has contact with students and children that is not incidental, but normally part of providing a service, program or activity for students and children. This direct delivery may require regular physical contact and forms of ongoing communication. For example, coaching, bus drivers.</p>

<p>Emotional or psychological abuse</p>	<p>Emotional or psychological abuse occurs when a child does not receive the love, affection or attention they need for healthy emotional, psychological and social development. Such abuse may involve repeated rejection or threats to a child. Constant criticism, teasing, ignoring, threatening, yelling, scapegoating, ridicule and rejection or continual coldness are all examples of emotional abuse. These behaviours continue to an extent that results in significant damage to the child's physical, intellectual or emotional wellbeing and development.</p>
<p>Family Violence</p>	<p>Family violence is defined as violence between members of a family or extended family or those fulfilling the role of family in a child or young person's life.</p> <p>Family violence occurs when children are forced to live with violence between adults in their home. It is harmful to children. It can include witnessing violence or the consequences of violence. Exposure to family violence places students and children at increased risk of physical injury and harm and has a significant impact on their wellbeing and development.</p>
<p>Grooming</p>	<p>Grooming is a term used to describe what happens when a perpetrator of abuse builds a relationship with a child with a view to abusing them at some stage. Grooming can take place in any setting where a relationship is formed, such as leisure, music, sports and religious activities, or in internet chatrooms, in social media or by other technological channels. There is no set pattern in relation to the grooming of children. For some perpetrators, there will be a lengthy period of time before the abuse begins. The child may be given special attention and, what starts as an apparently normal display of affection, such as cuddling, can develop into sexual touching or masturbation and then into more serious sexual behaviour. Other perpetrators may draw a child in and abuse them relatively quickly. Some abusers do not groom children but abuse them without forming a relationship at all.</p>
<p>Harm</p>	<p>Harm to a child is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:</p> <ul style="list-style-type: none"> • physical, psychological or emotional abuse or neglect; • sexual abuse or exploitation; • a single act, omission or circumstance; and • a series or combination of acts, omissions or circumstances.

Neglect	<p>Neglect is the persistent failure or deliberate denial to provide the child with the basic necessities of life. Such neglect includes the failure to provide adequate food, clothing, shelter, adequate supervision, clean water, medical attention or supervision to the extent that the child's health and development is, or is likely to be, significantly harmed. Categories of neglect include physical neglect, medical neglect, abandonment or desertion, emotional neglect and educational neglect.</p> <p>The issue of neglect must be considered within the context of resources reasonably available</p>
Personnel	<p>All staff and volunteers who work for the organisation whether in a paid or unpaid capacity.</p>
Physical abuse	<p>Physical abuse occurs when a person subjects a child to non-accidental physically aggressive acts. The abuser may inflict an injury intentionally or inadvertently as a result of physical punishment or the aggressive treatment of a child. Physically abusive behaviour includes (but is not limited to) shoving, hitting, slapping, shaking, throwing, punching, biting, burning, excessive and physically harmful over training, and kicking. It also includes giving children harmful substances such as drugs, alcohol or poison. Certain types of punishment, whilst not causing injury can also be considered physical abuse if they place a child at risk of being hurt.</p>
Sexual abuse	<p>Sexual abuse occurs when an adult or a person of authority (e.g. older) involves a child in any sexual activity. Perpetrators of sexual abuse take advantage of their power, authority or position over the child or young person for their own benefit. It can include making sexual comments to a child, engaging children to participate in sexual conversations over the internet or on social media, kissing, touching a child's genitals or breasts, oral sex or intercourse with a child. Encouraging a child to view pornographic magazines, websites and videos is also sexual abuse. Engaging children to participate in sexual conversations over the internet is also considered sexual abuse.</p>
Sexual exploitation	<p>Sexual exploitation occurs when children are forced into sexual activities that are then recorded in some way and/or used to produce pornography. Such pornography can be in the form of actual photos or videos or published on the internet. Exploitation can also involve children who are forced into prostitution.</p>

Appendix 2 - Responsibility

<p>Headmaster</p>	<ul style="list-style-type: none"> • Promote the commitment to this Policy and its expectations. • Support policy review on an annual cycle as a minimum or at a time governed by legislation, regulations, or organisational learnings that promote a change to the Policy and all relevant policy or procedural guidelines. • Ensure compliance to the Policy via an inbuilt review mechanism. • Ensure adequate resources are allocated to allow for the development and effective implementation of this policy. • Develop opportunities for regular discussion at all levels to support a culture of openness and continued improvement and accountability to child protection and member welfare. • Advocate and promote child rights, empowering and engaging students and children in support of this Policy and its expectations.
<p>Senior Management Team</p>	<ul style="list-style-type: none"> • Ensure all involved staff understand their obligations in accordance with this Policy and any relevant policy and procedural documentation. This includes induction, a minimum of one compulsory training session, and regular discussion and guidance at supervision and team meetings. • Ensure this Policy is implemented and adhered to amongst relevant member stakeholders. • Ensure the development and implementation of required internal policy/work procedures and guidelines are in place to support child protection practice in accordance with the expectations of this Policy. • Ensure adequate resources are allocated to allow effective implementation of this Policy. • Ensure to support Personnel in a joint way with a decision to initiate any form of action to protect a child from abuse, neglect, grooming or exploitation. • Ensure appropriate supports, such as counselling and formal debriefing, are provided for any Staff member involved in a matter relating to or responding to a concern for the safety and wellbeing of a child or young person. • Advocate and promote child rights, empowering and engaging students and children in support of this Policy. • Proactively share resources and experience in the development of child safe initiatives as they are identified. • Develop opportunities for regular discussion at all levels to support a culture of continuous improvement and accountability of child protection and member welfare. • Ensure that our staff are aware of the appropriate recruitment, screening and employment practices in relation to individuals with

	<p>specific roles in working, coaching or volunteering with children and families.</p>
<p>Staff</p>	<ul style="list-style-type: none"> • Maintain a full understanding of the commitments and expectations of this Policy, as well as all other policies relevant to safeguarding students and children. • Undertake any induction and training anticipated in this Policy, in relation to policies and procedures relevant to safeguarding students and children. • Seek guidance from a supervisor or manager if there is ever any lack of understanding in relation to the commitments and expectations as set out in this Policy. • Take action to protect students and children from all forms of abuse, bullying and exploitation. • Assist in creating and maintaining a child safe culture and a culture of inclusion and safety.