

Welcome Page

Welcome to the *VRQA Child Safe Standards Readiness Tool*.

All schools will need to meet the child safe standards from 1 August 2016. Details of these standards are set out in Ministerial Order No. 870.

The VRQA will provide you with information and guidance in the lead up to 1 August to help prepare your school to meet the standards. Additional support will be provided directly by the Department of Education and Training, the Catholic Education Commission of Victoria, Seventh-day Adventist Schools (Victoria), Independent Schools Victoria and other school systems with which you may be affiliated.

About the Child Safe Standards Readiness Tool

We understand many schools already have arrangements in place to meet the child safe standards from 1 August 2016. However, for those schools not yet ready, this tool helps you identify your school's level of readiness as well as any gaps.

Completing and submitting the tool is voluntary. I encourage you to do so as it will help prepare your school to meet the child safe standards from 1 August 2016. Submitting your completed response also helps the VRQA identify and target the support materials needed by schools.

The responses to the tool are collected in a way that individual school responses cannot be identified. The information collected will not be used for any other purpose.

About the Child Safe Standards

The introduction of child safe standards form part of the Victorian Government's response to the recommendations of the Betrayal of Trust report, which found that more must be done to prevent and respond to child abuse in our community.

The standards will strengthen existing approaches to preventing and responding to child abuse, and provide for consistency in how these issues are managed in schools. They will promote a culture where protecting children from abuse is part of everyday thinking and practice in organisations. In meeting the standards, schools must be inclusive of the needs of all children, particularly children who are vulnerable due to Indigenous, cultural, or linguistic background.

I look forward to working with you to implement these important changes.

Lynn Glover

Director, VRQA

15 February 2016

About the survey structure

The readiness tool (survey) deals with each of the seven standards in the same order listed in Ministerial Order No. 870. Information regarding the inclusion principles, review and evaluation of policies, communication with the school community, and professional development appear in a number of the standards. They feature as separate questions at the end of the survey.

Schools that have responsibility for the welfare of students outside of school hours need to consider how they will comply with the standards in these settings.

A definition of key terms is included at the start of the survey to assist.

There are some general questions about your school at the start of the survey. This helps the VRQA identify if there are specific issues for certain school types and will shape the support available to schools.

For each standard the survey follows the same format:

- **Statement of intent:** a description of the intent of the standard
- **Ministerial Order requirements:** a listing of the requirements for each standard as set out in Ministerial Order No. 870
- **Meeting the Ministerial Order requirements:** some questions to help you identify how your school can demonstrate compliance with the child safe standards and whether these arrangements are in place now
- **Rate your readiness:** you are asked to use a five point scale to rate your school's current level of readiness to comply with the child safe standards
- **Further guidance/assistance:** you are asked to say whether your school requires further assistance to comply with the child safe standards requirements and identify the type of assistance required.

You can download a pdf copy of the survey questions from www.vrqa.vic.gov.au/documents/readiness.pdf. You may wish to discuss the survey with key staff and record your responses before completing the survey online. We suggest you keep the hard copy for your own records as the survey cannot be printed once completed. We also suggest that any key evidence that you have used to complete the survey is referenced on the hard copy as it will ensure your school can demonstrate compliance with the Child Safety Standards should this be required through a school review.

Schools with responsibility for the welfare of students outside of school hours

Your responses to meeting the Ministerial Order requirements should reflect your school's additional responsibilities to students outside of school hours and/or your school's main campuses, for example, if your school:

- arranges excursions and school camps outside of school hours/and or your school location
- provides before or after school care programs
- arranges student work experience programs
- arranges co-curricular activities, for instance, sport, music and drama activities outside school hours or your school location
- provides boarding school or other school residential facilities / campuses for students
- enrolls overseas students living with local host families
- hosts or sends students on 'sister school' and/or secondary student exchange programs arranged by the school

The survey takes around 35-45 minutes to complete - less if you have prepared your responses on a hard copy version beforehand. You may leave and re-enter the survey by using the link provided in the invitation email.

If you have any questions about the survey, please contact the VRQA staff listed in the next section.

Assistance with completing this survey

Queries about the standards and your responses to individual questions

Independent schools (including Seventh Day Adventist schools)	- Cecille Jeffery	Ph. 03 9032 1543
Catholic schools	- Mary Keary	Ph. 03 9032 1546
Government schools	- Delphine Petaia	Ph. 03 9032 1545

Or by email to: vrqa.schools@edumail.vic.gov.au

Technical queries (about completing the survey online)

Gemma Bowen Ph. 03 9032 1541

The Child Safe Standards

The Standards

To create and maintain a child safe organisation, organisations must have:

Standard 1 - strategies to embed an organisational culture of child safety, including through effective leadership arrangements

Standard 2 - a child safe policy or statement of commitment to child safety

Standard 3 - a code of conduct that establishes clear expectations for appropriate behaviour with children

Standard 4 - screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

Standard 5 - processes for responding to and reporting suspected child abuse

Standard 6 - strategies to identify and reduce or remove risks of child abuse

Standard 7 - strategies to promote the participation and empowerment of children.

In complying with the child safe standards organisations must include the following principles as part of each standard:

- o promoting the cultural safety of Aboriginal children
- o promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- o promoting the safety of children with a disability.

Some definitions

The following definitions are taken from Ministerial Order No. 870 (Child Safe Standards – Managing the Risk of Child Abuse in Schools). It is important that you understand these definitions as they clarify some key aspects of the requirements of the Ministerial Order and may have a broader scope than what many people might normally think, particularly in relation to **child-connected work, child abuse, child safety, school environment and school staff**.

ETR Act means the *Education and Training Reform Act 2006* as amended from time to time.

Child means a child enrolled as a student at the school.

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child abuse includes—

- (a) any act committed against a child involving—
 - (i) a sexual offence; or
 - (ii) an offence under section 49B(2) of the *Crimes Act 1958* (grooming); and
- (b) the infliction, on a child, of—
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school;
- (b) online school environments (including email and intranet systems); and
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

School staff means:

- (a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

Reference questions

How aware are you of the Ministerial Order Requirements for Child Safe Standards?

Not aware

Somewhat aware

Not sure

Mostly aware

Aware

* School type (select all that apply)

- Primary
- Secondary
- Specialist
- Specific Purpose

* School Sector

- Government
- Catholic
- Seventh-day Adventist
- Independent

* Enrolment Range

- 0≤100
- 101≤250
- 251≤500
- 501≤750
- >750

* Melbourne Metro or nearest regional centre

- Melbourne Metro
- Ballarat
- Benalla
- Bendigo
- Geelong
- Hamilton
- Horsham
- Mildura
- Moe

Standard 1 – Strategies to embed an organisational culture of child safety

Intent

The school governing authority has the responsibility to embed a culture of **child safety** and ensure that policies and procedures demonstrate zero tolerance of **child abuse** in the school.

Ministerial Order requirements

- (1) The school governing authority must:
- (a) develop strategies to embed a culture of **child safety** at the school;
 - (b) allocate roles and responsibilities for achieving the strategies;
 - (c) inform the school community about the strategies, and allocated roles and responsibilities;
 - (d) put the strategies into practice, and inform the school community about these practices; and
 - (e) periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.

Relevant Definitions

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

Child abuse includes—

- (a) any act committed against a child involving—
 - (i) a sexual offence; or
 - (ii) an offence under section 49B(2) of the *Crimes Act 1958* (grooming); and
- (b) the infliction, on a child, of—
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school;
- (b) online school environments (including email and intranet systems); and
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff means:

- (a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
 - (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act;
- or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

Meeting the Ministerial Order requirements

Schools can show how they meet this standard in many ways. This list, though not exhaustive, provides some statements to help you think about what your school is doing in this area and its current level of compliance with Standard 1:

Your school has a statement of philosophy which includes the vision, mission, values and objectives of the school.

	Agree	Disagree
Your school's statement of philosophy has specific reference to child safety , including all school environments and outside of school hours	<input type="radio"/>	<input type="radio"/>

Your school has governance arrangements which outline responsibilities and steps for **staff** to respond to the care, safety and welfare of students, including all **school environments** and outside of school hours.

	Agree	Disagree
Your school's governing authority plays a role in the development and implementation of a culture of child safety	<input type="radio"/>	<input type="radio"/>
Your school has a person/s with specifically identified responsibility for leading the development of a culture of child safety	<input type="radio"/>	<input type="radio"/>

What further actions do you propose to take to respond to Standard 1 (free text up to 1000 characters)

Rate your readiness

After thinking about your answers to these questions and the other things your school is doing, how would you rate your readiness for compliance with Standard 1?

Not ready	Somewhat ready	Not sure	Mostly ready	Ready
<input type="radio"/>				

Does your school require further guidance to meet Standard 1?

- Yes
- No

What other assistance would you require to help your school meet Standard 1?

- Provide resources to be accessed by the school community i.e. templates for communicating with Parents.
- Online training module
- Checklists / flowcharts
- Presentations / briefings
- Access to specialist advice
- Sample text to include in your strategic and policy documents
- Other (free text up to 1000 characters)

SCHOOLS USE ONLY

List evidence of compliance with this standard.

Standard 2 - A child safety policy or statement of commitment to child safety

Intent

A school's policies and procedures provide the foundation for and commitment to **child safety** in the school.

Ministerial Order requirements

- (1) The school governing authority must ensure that the school has a **child safety** policy or statement of commitment to **child safety** that details:
 - (a) the values and principles that will guide the school in developing policies and procedures to create and maintain a child safe **school environment**; and
 - (b) the actions the school proposes to take to:
 - (i) demonstrate its commitment to **child safety** and monitor the school's adherence to its **child safety** policy or statement of commitment;
 - (ii) support, encourage and enable **school staff**, parents, and children to understand, identify, discuss and report **child safety** matters; and
 - (iii) support or assist children who disclose **child abuse**, or are otherwise linked to suspected child abuse.
- (2) The **school governing authority** must inform the school community about the policy or statement, and make the policy or statement publicly available.

Relevant definitions

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

Child abuse includes—

- (a) any act committed against a child involving—
 - (i) a sexual offence; or
 - (ii) an offence under section 49B(2) of the *Crimes Act 1958* (grooming); and
- (b) the infliction, on a child, of—
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school;
- (b) online school environments (including email and intranet systems); and
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff means:

- (a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
 - (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act;
- or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

Meeting the Ministerial Order requirements

Schools can show how they meet this standard in many ways. This list, though not exhaustive, provides some statements to help you think about what your school is doing in this area and its current level of compliance with Standard 2:

The school's policy/ies for the care, safety and welfare of students includes a commitment to a culture of **child safety**.

	Agree	Disagree
Your school has a policy which provides a clear statement of commitment to a culture of child safety in the school, including a statement of zero tolerance of child abuse	<input type="radio"/>	<input type="radio"/>
Your school has clear procedures to implement the statement of commitment to a culture of child safety , including all school environments and outside of school hours	<input type="radio"/>	<input type="radio"/>

What further actions do you propose to take to respond to Standard 2 (free text up to 1000 characters)

Rate your readiness

After thinking about your answers to these questions and the other things your school is doing, how would you rate your readiness for compliance with Standard 2?

Not ready	Somewhat ready	Not sure	Mostly ready	Ready
<input type="radio"/>				

Does your school require further guidance to meet Standard 2?

- Yes
 No

What other assistance would you require to help your school meet Standard 2?

- Provide resources to be accessed by the school community i.e template for communicating with Parents
- Online training module
- Checklists / flowcharts
- Presentations / briefings
- Exemplar policies / procedures
- Access to specialist advice
- Sample text to include in your strategic and policy documents
- Other (free text up to 1000 characters)

SCHOOLS USE ONLY

List evidence of compliance with this standard.

Standard 3 – A child safety code of conduct

Intent

All **school staff** in the school environment must be covered by a code of conduct which addresses **child safety**.

Schools should recognise and consider existing professional codes of conduct when developing **child safety** codes of conduct.

Ministerial Order requirements

- (1) The **school governing authority** must develop, endorse, and make publicly available a code of conduct that:
 - (a) has the objective of promoting **child safety** in the **school environment**;
 - (b) sets standards about the ways in which **school staff** are expected to behave with children;
 - (c) takes into account the interests of **school staff** (including other professional or occupational codes of conduct that regulate particular **school staff**), and the needs of all children; and
 - (d) is consistent with the school's **child safety** strategies, policies and procedures as revised from time to time.

Relevant definitions

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school;
- (b) online school environments (including email and intranet systems); and
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff means:

- (a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

Meeting the Ministerial Order requirements

Schools can show how they meet this standard in many ways. This list, though not exhaustive, provides some statements to help you think about what your school is doing in this area and its current level of compliance with Standard 3:

Teachers and other professionals who work in your school already have a professional code of conduct

	Agree	Disagree
The school has a code of conduct for all staff , including non-teaching staff and all adults contracted, employed or engaged by the school, including all staff involved in child-connected work in all school environments and outside of school hours	<input type="radio"/>	<input type="radio"/>
The staff code of conduct sets standards about the ways they are expected to behave with children	<input type="radio"/>	<input type="radio"/>

What further actions do you propose to take to respond to Standard 3 (free text up to 1000 characters)

Rate your readiness

After thinking about your answers to these questions and the other things your school is doing, how would you rate your readiness for compliance with Standard 3?

Not ready	Somewhat ready	Not sure	Mostly ready	Ready
<input type="radio"/>				

Does your school require further guidance to meet Standard 3?

- Yes
- No

What other assistance would you require to help your school meet standard 3?

- Provide resources to be accessed by the school community e.g templates for communicating with Parents
- Online training module
- Checklists / flowcharts
- Presentations / briefings
- Access to specialist advice
- Exemplar code of conduct
- Other (free text up to 1000 characters)

SCHOOLS USE ONLY

List evidence of compliance with this standard.

Standard 4—School staff selection, supervision and management practices for a child-safe environment

Intent

Schools must ensure that recruitment processes are in place to manage and reduce the risk of **child abuse**. In addition, processes must be in place to ensure that there are appropriate **staff** induction programs, **staff** professional development and **staff** supervision arrangements to ensure a **child-safe environment**.

Ministerial Order requirements

- (1) Subject to the requirements of the ETR Act, the **school governing authority** must ensure that the school implements practices for a **child-safe** environment in accordance with this clause.
- (2) Each job or category of jobs for **school staff** that involves **child-connected work** must have a clear statement that sets out:
 - (a) the job's requirements, duties and responsibilities regarding **child safety**; and
 - (b) the job occupant's essential or relevant qualifications, experience and attributes in relation to **child safety**.
- (3) All applicants for jobs that involve **child-connected work** for the school must be informed about the school's **child safety** practices (including the code of conduct)
- (4) In accordance with any applicable legal requirement^[1] or school policy, the school must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform **child-connected work**:
 - (a) Working with Children Check status, or similar check;
 - (b) proof of personal identity and any professional or other qualifications;
 - (c) the person's history of work involving children; and
 - (d) references that address the person's suitability for the job and working with children.
- (5) The school need not comply with the requirements in clause 10(4), if it has already made reasonable efforts to gather, verify and record the information set out in clauses 10(4)(a) to 10(4)(d) about a particular individual within the previous 12 months.
- (6) The school must ensure that appropriate supervision or support arrangements are in place in relation to:
 - (a) the induction of new **school staff** into the school's policies, codes, practices, and procedures governing **child safety** and **child-connected** work; and
 - (b) monitoring and assessing a job occupant's continuing suitability for **child-connected work**.
- (7) The school must implement practices that enable the school governing authority to be satisfied that people engaged in **child-connected work** perform appropriately in relation to **child safety**.

Explanatory note: To be "satisfied", it is not necessary that the school governing authority make each decision about the selection and supervision of school staff engaged in child-connected work. The school governing authority needs to be satisfied about the appropriateness of the school's arrangements that would regulate or guide other people who make such decisions for or on behalf of the school about child safety matters and child-connected work.

References:

[1] - Please refer to the Working With Children Act 2005 which establishes a process to screen persons engaging or intending to engage in child-related work through a working with children check, and also sets out exemptions from that requirement for volunteers, parents and others.

Relevant definitions

Child abuse includes—

- (a) any act committed against a child involving—
 - (i) a sexual offence; or
 - (ii) an offence under section 49B(2) of the *Crimes Act 1958* (grooming); and
- (b) the infliction, on a child, of—
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

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- (a) a campus of the school;
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- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

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 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

Meeting the Ministerial Order requirements

Schools can show how they meet this standard in many ways. This list, though not exhaustive, provides some statements to help you think about what your school is doing in this area and its current level of compliance with Standard 4:

Your school has policies and procedures that apply to all **staff** involved in **child-connected work** in all **school environments** and outside of school hours. They include consideration of **child safety** for:

	Agree	Disagree
Recruitment	<input type="radio"/>	<input type="radio"/>
Induction	<input type="radio"/>	<input type="radio"/>
Professional development	<input type="radio"/>	<input type="radio"/>
Supervision of staff	<input type="radio"/>	<input type="radio"/>

Your school has job descriptions for **school staff**, including those involved in **child-connected work** in all **school environments** and outside of school hours which include a statement of expectations for duties and responsibilities related to **child safety**

Agree	Disagree
<input type="radio"/>	<input type="radio"/>

What further actions do you propose to take to respond to Standard 4 (free text up to 1000 characters)

Rate your readiness

After thinking about your answers to these questions and the other things your school is doing, how would you rate your readiness for compliance with Standard 4?

Not ready	Somewhat ready	Not sure	Mostly ready	Ready
<input type="radio"/>				

Does your school require further guidance to meet Standard 4?

- Yes
- No

What other assistance would you require to help your school meet Standard 4?

- Provide resources to be accessed by the school community e.g. templates for communicating to Parents
- Online training module
- Checklists / flowcharts
- Presentations / briefings
- Access to specialist advice
- Sample text to include in your strategic and policy documents
- Other (free text up to 1000 characters)

SCHOOLS USE ONLY

List evidence of compliance with this standard.

Standard 5 – Procedures for responding to and reporting allegations of suspected child abuse

Intent

The School's policies and procedures for reporting and responding to suspected **child abuse** must enable individuals to take the appropriate course of action to protect the safety of students.

Ministerial Order requirements

- (1) The **school governing authority** must have a clear procedure or set of procedures for responding to allegations of suspected **child abuse** in accordance with this requirement and other legal obligations.
- (2) The **school governing authority** must ensure that the procedure is:
 - (a) sensitive to the diversity characteristics of the school community;
 - (b) made publicly available; and
 - (c) accessible to children, **school staff**, and the wider community.
- (3) The procedure must:
 - (a) cover all forms of '**child abuse**' as defined in the ETR Act;
 - (b) apply to allegations or disclosures of **child abuse** made by or in relation to a **child, school staff**, visitors, or other persons while connected to a **school environment**;
 - (c) identify the positions of the person or people who are responsible for:
 - (i) promptly managing the school's response to an allegation or disclosure of **child abuse**, and ensuring that the allegation or disclosure is taken seriously;
 - (ii) responding appropriately to a child who makes or is affected by an allegation of **child abuse**;
 - (iii) monitoring overall school compliance with this procedure; and
 - (iv) managing an alternative procedure for responding to an allegation or disclosure if the person allocated responsibility under clause (3)(c)(i), above cannot perform his or her role;
 - (d) include a statement that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a **child** is at risk of **child abuse**;
 - (e) clearly describe the actions the school will take to respond to an allegation of **child abuse**, including actions to:
 - (i) inform appropriate authorities about the allegation (including but not limited to mandatory reporting);
 - (ii) protect any **child** connected to the alleged **child abuse** until the allegation is resolved; and
 - (iii) make, secure, and retain records of the allegation of **child abuse** and the school's response to it.
- (4) The procedure must not:
 - (a) prohibit or discourage **school staff** from reporting an allegation of **child abuse** to a person external to the school;
 - (b) state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation;
 - (c) require staff to make a judgment about the truth of the allegation of **child abuse**; or
 - (d) prohibit staff from making records in relation to an allegation or disclosure of **child abuse**.

Relevant definitions

Child means a child enrolled as a student at the school.

Child abuse includes—

- (a) any act committed against a child involving—
 - (i) a sexual offence; or
 - (ii) an offence under section 49B(2) of the *Crimes Act 1958* (grooming); and
- (b) the infliction, on a child, of—
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school;
- (b) online school environments (including email and intranet systems); and
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff means:

- (a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

Meeting the Ministerial Order requirements

Schools can show how they meet this standard in many ways. This list, though not exhaustive, provides some statements to help you think about what your school is doing in this area and its current level of compliance with Standard 5:

Your school's

Agree

Disagree

governing authority has a procedure/s for responding to allegations of suspected **child abuse** in accordance with this requirement and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report

policies and procedures for reporting and responding to suspected **child abuse** apply to all **staff** involved in **child-connected work** in all **school environments** and outside of school hours

policies and procedures for reporting and responding to suspected **child abuse** enable individuals to take the appropriate course of action to protect the safety of students

What further actions do you propose to take to respond to this Standard 5 (free text up to 1000 characters)

Rate your readiness

After thinking about your answers to these questions and the other things your school is doing, how would you rate your readiness for compliance with Standard 5?

Not ready

Somewhat ready

Not sure

Mostly ready

Ready

Does your school require further guidance to meet Standard 5?

Yes

No

What other assistance would you require to help your school meet the standard?

- Provide resources to be accessed by the school community e.g. templates for communicating to Parents
- Online training module
- Checklists / flowcharts
- Presentations / briefings
- Access to specialist advice
- Sample text to include in your strategic and policy documents
- Other (free text up to 1000 characters)

SCHOOLS USE ONLY

List evidence of compliance with this standard.

Standard 6 - Strategies to identify and reduce or remove risks of child abuse

Intent

The **school governing authority** must develop, implement, monitor and evaluate risk management strategies to ensure **child safety in school environments**.

Ministerial Order requirements

(1) The **school governing authority** must develop and implement risk management strategies regarding **child safety in school environments**.

(2) The school's risk management strategies regarding **child safety** must identify and mitigate the risk(s) of **child abuse in school environments** by taking into account the nature of each **school environment**, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children expected to be present in that environment.

(3) If the **school governing authority** identifies risks of **child abuse** occurring in one or more **school environments** the authority must make a record of those risks and specify the action(s) the school will take to reduce or remove the risks (risk controls).

Explanatory note: Different risk controls may be necessary for particular groups of children depending on the nature of the risk and the diversity characteristics of children affected by the risk.

(4) As part of its risk management strategy and practices, the **school governing authority** must monitor and evaluate the effectiveness of the implementation of its risk controls.

(5) At least annually, the **school governing authority** must ensure that appropriate guidance and training is provided to the individual members of the **school governing authority** and **school staff** about:

- (a) individual and collective obligations and responsibilities for managing the risk of **child abuse**;
- (b) **child abuse** risks in the school environment; and
- (c) the school's current **child safety** standards.

Relevant definitions

Child abuse includes—

- (a) any act committed against a child involving—
 - (i) a sexual offence; or
 - (ii) an offence under section 49B(2) of the *Crimes Act 1958* (grooming); and
- (b) the infliction, on a child, of—
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school;
- (b) online school environments (including email and intranet systems); and
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff means:

- (a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

Meeting the Ministerial Order requirements

Schools can show how they meet this standard in many ways. This list, though not exhaustive, provides some statements to help you think about what your school is doing in this area and its current level of compliance with Standard 6:

Your school

	Agree	Disagree
governing authority develops and implements risk management strategies regarding child safety in school environments	<input type="radio"/>	<input type="radio"/>
risk management strategies include the needs of all children in your school's environments and the activities to be undertaken	<input type="radio"/>	<input type="radio"/>
draws on external expertise or resources to reflect on the adequacy of its risk management approaches	<input type="radio"/>	<input type="radio"/>

Your school's risk management strategies regarding **child safety** identify and mitigate the risk(s) of **child abuse** for

	Agree	Disagree
all campuses, including (where applicable) child safety outside of school hours	<input type="radio"/>	<input type="radio"/>
online school environments (including email and intranet systems), including (where applicable) child safety outside of school hours	<input type="radio"/>	<input type="radio"/>
all other location provided by the school for a child's use (including locations used for school camps, sporting events, excursions, competitions and other events), including (where applicable) child safety outside of school hours	<input type="radio"/>	<input type="radio"/>

What further actions do you propose to take to respond to Standard 6 (free text up to 1000 characters)

Rate your readiness

After thinking about your answers to these questions and the other things your school is doing, how would you rate your readiness for compliance with Standard 6?

Not ready	Somewhat ready	Not sure	Mostly ready	Ready
<input type="radio"/>				

Does your school require further guidance to meet this Standard 6?

- Yes
- No

What other assistance would you require to help your school meet Standard 6?

- Provide resources to be accessed by the school community e.g. templates for communicating with Parents
- Online training module
- Checklists / flowcharts
- Presentations / briefings
- Access to specialist advice
- Sample text to include in your strategic and policy documents
- Other (free text up to 1000 characters)

SCHOOLS USE ONLY

List evidence of compliance with this standard.

Standard 7 - Strategies to promote child empowerment and participation

Intent

Schools must ensure that children feel safe to report **abuse** and have processes in place to ensure that students are empowered to raise any **child safety** concerns.

Schools must support students to develop appropriate knowledge and skills so that children can identify and communicate when they don't feel safe.

Ministerial Order requirements

- (1) The **school governing authority** must develop strategies to deliver appropriate education about:
 - (a) standards of behaviour for students attending the school;
 - (b) healthy and respectful relationships (including sexuality);
 - (c) resilience; and
 - (d) **child abuse** awareness and prevention.
- (2) The school governing authority must promote the **child safety** standards required by this Order in ways that are readily accessible, easy to understand, and user-friendly to children.

Relevant definitions

Child abuse includes—

- (a) any act committed against a child involving—
 - (i) a sexual offence; or
 - (ii) an offence under section 49B(2) of the *Crimes Act 1958* (grooming); and
- (b) the infliction, on a child, of—
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) a campus of the school;
- (b) online school environments (including email and intranet systems); and
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School governing authority means:

- (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- (b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- (c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

Meeting the Ministerial Order requirements

Schools can show how they meet this standard in many ways. This list, though not exhaustive, provides some statements to help you think about what your school is doing in this area and its current level of compliance with Standard 7:

Your school has

	Agree	Disagree
child safe practices that promote children's awareness of acceptable and unacceptable behaviour	<input type="radio"/>	<input type="radio"/>
processes in place to support students understand their rights and enable students to raise child safety concerns in all school environments and outside of school hours	<input type="radio"/>	<input type="radio"/>
processes in place for the implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality)	<input type="radio"/>	<input type="radio"/>
processes in place that are inclusive of the needs of all children, particularly children who are vulnerable due to age, family circumstances, abilities or Indigenous, cultural, or linguistic background.	<input type="radio"/>	<input type="radio"/>

What further actions do you propose to take to respond to Standard 7 (free text up to 1000 characters)

Rate your readiness

After thinking about your answers to these questions and the other things your school is doing, how would you rate your readiness for compliance with Standard 7?

Not ready	Somewhat ready	Not sure	Mostly ready	Ready
<input type="radio"/>				

Does your school require further guidance to meet Standard 7?

Yes

No

What other assistance would you require to help your school meet Standard 7?

Provide resources to be accessed by the school community e.g. templates for communicating to Parents

Online training module

Checklists / flowcharts

Presentations / briefings

Access to specialist advice

Sample text to include in your strategic and policy documents

Other (free text up to 1000 characters)

SCHOOLS USE ONLY

List evidence of compliance with this standard.

Requirements which are included in a number of Standards

Ministerial Order No. 870 includes a number of requirements for a school

- to ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background; and
- to develop policies and procedures to implement the child safe standards, communicate information about them to the school community; including staff, parents and students and conduct appropriate professional development activities.

The following questions are designed to help you assess compliance with these requirements.

Supporting the needs of all students, particularly those who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background, and their families

The school's child safety strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.

Yes

No

What further actions do you propose to take to respond to these requirements (free text up to 1000 characters)

Review and evaluation

How often does your school review, evaluate and update as appropriate its policies and procedures?

- Annually
- Every three years
- Every five years
- No specific timeframe
- After an event

Can this process be adapted to incorporate the requirements of the child safe standards?

- Yes
- No
- No change required

Communication

How often does your school communicate to the school community its policies and procedures for the care safety and welfare of students?

- More than once a term
- Once a term
- Twice a year
- Once a year
- No specific timeframe
- After an event

Can this process be adapted to incorporate the requirements of the child safe standards?

- Yes
- No
- No change required

Professional development

How often does your school undertake professional development to ensure that board members, staff and volunteers understand its policies and procedures for the care safety and welfare of students

- More than once a term
- Once a term
- Twice a year
- Once a year
- No specific timeframe

Can this process be adapted to incorporate the requirements of the child safe standards?

- Yes
- No
- No change required

SCHOOLS USE ONLY

List evidence of compliance

Overall readiness

Rate your overall readiness

After thinking about your answers to all of the questions in this survey, and the other things your school is doing, how would you rate your OVERALL readiness for compliance with these standards?

Not ready

Somewhat ready

Not sure

Mostly ready

Ready

If you would like further assistance from the VRQA specific to your school or wish to nominate an additional contact person at the school, please complete the relevant details on the next page.

Assistance

Further advice and assistance

Is there any other assistance that the VRQA can provide to assist your school becoming compliant with the standards, other than details already provided? (free text up to 1000 characters)

If the VRQA ran a presentation or briefing on compliance with the child safe standards in your region, are you likely to attend?

- Yes
- No

Optional additional contact person

You may choose to nominate an additional contact within your school to receive further information from the VRQA regarding the child safe standards.

Full Name	<input type="text"/>
Job Title	<input type="text"/>
Email Address	<input type="text"/>

Thank you

Thank you for completing this survey.

Your responses will help the VRQA in its development of guidance material and professional development resources to help schools implement the child safe standards. The VRQA will provide ongoing advice in this area to Principals and Chairs of School Governing Bodies.