



Child Safety Statement of Practice

Purpose

These procedures outline how St Michael's Primary School demonstrates its commitment to child safety, the ACT Child Safe Standards, and the National Principles for Child Safe Organisations. They ensure our school provides evidence of processes in place to protect and safeguard children and young people, and they operate alongside Catholic Education Canberra Goulburn (CECG) policies and procedures.

Our Commitment

St Michael's Primary School is committed to:

- Embedding the 10 Child Safe Standards in every aspect of school life.
- Promoting the safety, participation, and empowerment of children and young people.
- Providing clear processes for reporting concerns, complaints, and disclosures.
- Ensuring that leaders, staff, and volunteers always act in the best interests of children, with zero tolerance for abuse.
- Using the CECG Child Safe Standards Auditing Tool (see Appendix One) to guide reflection, collect evidence, and monitor compliance across all Standards.
- Meeting CECG's commitment to safeguarding, including compliance with:
 - [Child Safety Policy](#)
 - [Mandatory and Voluntary Reporting Policy ACT](#)
 - [Reportable Conduct Policy ACT](#)
 - [Professional Conduct when Working with Children and Young People Policy](#)
 - [Working with Vulnerable People Check Policy ACT](#)
 - [St Michael's WWVP Statement of Practice](#)



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

CHILD SAFEGUARDING COMMITMENT

The Archdiocese is committed to creating a safe environment and instituting procedures to prevent abuse whilst responding to allegations and disclosures of abuse.

All children and vulnerable people have a right to safety and freedom from abuse of any kind.

All adults working with children and vulnerable people have a responsibility to care for them, to promote their wellbeing and to protect them from any form of abuse.

The integrity of the family unit is respected but not to the detriment of the child or vulnerable person and the right of the child or vulnerable person to be heard.

The dignity of persons involved in situations where abuse is suspected or disclosed should be respected; they should be treated with fairness, sensitivity, dignity and respect. In the interests of justice, appropriate confidentiality must be maintained, with information that relates to suspected or disclosed abuse being provided only to those who have a right or a need to be informed.

When any action is taken to prevent or respond to any type of abuse, the welfare and wellbeing of the child or vulnerable person is the primary concern.



STANDARD 1: Leadership, Culture and Governance

Child safety and wellbeing is embedded in our organisational leadership, governance and culture.



STANDARD 2: Participation and Empowerment

Children and young people are informed about their rights, participate in decisions affecting them, and are taken seriously.



STANDARD 3: Family and Community Involvement

Families and communities are informed and involved in promoting child safety.



STANDARD 4: Equity and Diversity

Equity is upheld and diverse needs are respected in policy and practice.



**We are committed
to implementing
the Child Safe
Standards at
St Michael's
Primary
School**



STANDARD 5: Human Resource Management

People working with children and young people are suitable and supported.



STANDARD 6: Child-focused Complaints Process

Processes to respond to complaints of child abuse and concerns are child focused.



STANDARD 7: Training

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through continual education and training.



STANDARD 8: Physical and Online Environments

Physical and online environments promote safety and wellbeing while minimising the opportunity for abuse.



STANDARD 9: Continuous Review and Improvement

Implementation of the Child Safe Standards is continuously reviewed and improved.



STANDARD 10: Policies and Procedures

Policies and procedures document how our organisation is safe for children and young people.

For more details:
ACT Human Rights Commission
Office of the Children's Guardian

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Approach, Oversight and Leadership

The overarching responsibility for child safety at St Michael's Primary School is led by the Principal and supported by the Assistant Principal who in addition to their existing roles are our Child Safe Advocates.

Our school identifies key child safety areas of focus each year, in addition to our existing obligations.

In 2025-2026 our child safe focuses are:

Child Safe Focus	Reason for focus	Actions
Child Safe Standards	Deepen Understanding and Imbed the Child Safe Standards	Complete CECG Child Safe Standards Auditing Tool Complete Child Safe Standards Improvement Plan Inform Community Posters displayed
Child Safety Training	Strengthen Staff Capacity	All staff complete SALT Training – Child Protection and Mandatory Reporting Deliver Professional Learning
Child Safe Advocate	High Priority	Include Child Safety as a standing agenda item for Staff and Leadership Meetings

The Child Safe Advocates Role is to support and lead child safety efforts across the school. The role has three key focus areas:

1. Oversight of Child Safe Systems and Compliance

- Ensure the school is meeting its legal and policy obligations under the Child Safe Standards.
- Maintain up-to-date records for Working With Vulnerable People (WWVP) for all staff, volunteers, contractors, and external service providers.
- Monitor that all staff and volunteers have read and acknowledged the Professional Code of Conduct When Working with Children and Young People Policy and Child Safety Policy.
- Ensure child safety is embedded in the induction processes for new staff and volunteers.

2. Teaching-Focused Child Protection Leadership

- Provide on-the-ground leadership when responding to child protection concerns, including supporting staff with mandatory reporting processes.

- Act as the liaison between school staff and the CECG Child Protection Team, ensuring boundaries are respected between teaching-related and investigation-related roles.
- Coordinate teaching and learning adjustments for students affected by child protection concerns.
- Champion preventative education, including:
 - Protective behaviours programs
 - Mental health first aid (e.g. Non-Suicidal Self-Injury Training)
 - Supporting staff to teach about safety, consent, resilience, and student voice.

3. Child Safe Standards Auditing and Continuous Improvement

- Lead a full audit of all 10 Child Safe Standards annually using the CECG Child Safe Standards Auditing Tool.
- Collaborate with the Child Safe Standards Officer to:
 - Develop a school-specific Child Safe Improvement Plan.
 - Ensure the plan is reviewed and endorsed by the school executive.
 - Monitor and drive progress against the plan throughout the year.
- Support an annual review cycle to assess progress and make further improvements.

Additional Responsibilities

- Display and promote the Statement of Commitment to Child Safety within the school environment.
- Encourage student voice by facilitating opportunities for children and young people to provide feedback on safety and wellbeing.
- Promote the inclusion of diverse and vulnerable groups, ensuring child safety strategies meet the needs of:
 - Aboriginal and Torres Strait Islander students
 - Students with disability
 - CALD students
 - LGBTIQ+ students
 - Students with a history of trauma or abuse
- Ensure the school has a clear, accessible, and child-focused complaints process, and that students know how and where to speak up.
- Monitor the implementation of Child Safe training for staff and volunteers, ensuring completion and understanding.
- Work with leaders to plan risk management for high-risk activities (e.g. excursions, camps, therapy support, online learning).
- Help ensure policies, procedures and student-facing materials are accessible, inclusive, and age-appropriate.
- Model and promote safe and respectful behaviours among staff, volunteers, and visitors.
- Stay informed of emerging risks or systemic issues and escalate concerns as needed to leadership or the CECG Child Protection Team.

New Staff Inductions

The Principal & Child Safe Advocate are required to conduct a child safety related induction with all staff using resources provided by Catholic Education and contextualised for our school. This induction is required to be conducted prior to the new staff member interacting with children and young people. The induction focuses on the key areas of:

- Relevant Child Safety Policies and Procedures
- Guidelines for Working with Children and Young People and Code of Conduct Responsibilities
- Mandatory Reporting and Reportable Conduct obligations
- Duty of Care and Supervision responsibilities
- Behaviour Management

Ongoing Training and Capacity Building

Staff are required to complete the online SALT Child Protection Training annually and also participate in the annual face to face code of conduct training by the end of Term One.

New permanent staff are required to complete the online SALT Child Protection Training before commencing duties with students.

Casual staff are encouraged to complete the online SALT Child Protection Training before commencing duties with students.

Staff are required to review annually and in Term One the Child Safe Policies under “Our Commitment”.

Mandatory Reporting of Risk of Significant Harm

All school staff are mandated reporters and must make a mandatory report in a timely manner to ACT Child and Youth Protection Services if they believe a child or young person under the age of 18 years is suffering:

- Sexual Abuse.
- Physical Abuse
- Emotional abuse (including family violence)
- Neglect (including educational neglect)
- Non accidental Injury

What to do if you believe a child is in immediate danger or in a life threatening situation (at or outside school)?

- Telephone Police or Emergency Services on ‘000’ immediately.
- Advise CECG of your concerns and the actions taken
- Make a record of your concerns and actions taken
- If police attend and say they will report under Mandatory Reporting laws, workers should record the names, rank and station of the police for the CECG Mandatory Reporting

<p>Making a mandatory report</p>	<ul style="list-style-type: none"> • Access the ACT Mandatory Reporting Portal and complete the report • Alternatively mandated reporters can report online or contact <ul style="list-style-type: none"> ◦ ACT: Child and Youth Protection Services on 1300 556 728 or email childprotection@act.gov.au • Email a copy of the completed report to the Principal, Child Safe Advocate and the CE Child Protection Team at mandatoryreporting@cg.catholic.edu.au • Do not disclose to the child, parents, carers or other community members that you have made a mandatory report • Provide to CECG any relevant information which can assist the school review how they support the relevant student
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If any CECG worker has reason to believe a child is in immediate danger or in a life-threatening situation (at or outside school), telephone Police or Emergency Services on '000' immediately. If police attend and say they will report under Mandatory Reporting laws, workers should record the names, rank and station of the police for the CECG Mandatory Reporting.

Reportable Conduct

All staff are required to notify in a timely manner a member of the School Executive or CECG where they identify reportable conduct. This may be identified from something that a person is directly or indirectly becomes aware of. Where a possible reportable conduct incident has been identified, staff are required to:

- Make detailed notes of the incident and any relevant evidence (such as observations, what they heard, persons present etc)
- Secure these notes and provide these, when requested to Catholic Education Staff
- Not investigate the alleged conduct themselves
- Not discuss the alleged conduct with other staff members, unless this is part of participating in the investigation

Physical and Online Environments

St Michael's ensures that physical and online environments promote safety and minimise the opportunity for harm:

Physical environments

- Supervision plans and timetables ensure two adults are present in high-risk activities (e.g., excursions, counselling, toileting).
- Learning spaces and offices are designed to maximise visibility and natural lines of sight, with glass panels or open doors where appropriate.
- Risk assessments are mandatory for all excursions, camps, and external activities, with dynamic risk assessments conducted to address emerging risks.
- Clear procedures guide staff supervision of change rooms, playgrounds, and other higher-risk spaces.

Online environments

- Staff and student Acceptable Use of ICT Policies set clear expectations for safe digital engagement.
- Students are explicitly taught digital citizenship, protective behaviours, and online safety strategies.
- Online platforms (e.g., Teams, Google Classroom) are monitored to ensure safe communication and compliance with policy.
- Parent communications and student wellbeing programs reinforce safe online practices.

Protective Behaviours and Respectful Relationships

Protective Behaviour units are taught twice a year according to the St Michael's Scope & Sequence Document. Content is aligned to the Australian Curriculum. Teachers use resources from specific programs, NSW Department of Education Child Protection Units, eSafeKids, Daniel Morcombe Foundation, Esafety commissioner resources and Family Life Educator: Things are changing program.

Emergency Management

St Michael's Primary School has an Emergency Management Plan and Emergency Management Procedures which outlines how emergency incidents are responded to and managed. Staff are required to meet the Assistant Principal to discuss these plans and procedures prior to commencing duties at the school. This is to ensure they are able to respond appropriately in the event of an emergency incident.

Incident Management

Where an incident of concern occurs which may be considered to be a reportable incident per [Incident and Emergency Policy](#) staff are required to advise the Principal in a timely manner. This is to allow an appropriate response, support and reporting.

Records of Student Incidents

Where it is necessary to make a record of student behaviour/incident this is required to be made in a timely and detailed manner in Compass. Where a staff member does not have access to the Compass System the record should be made by the staff member and emailed to the Principal.

Administration of Medication and First Aid

The Office Manager is the school's First Aid Officer. The first aid room is located next to the Front Office. Any medication can only be administered by the Office Manager/First Aid Officer.

Transportation of Students

Staff are only permitted to transport students where there has been approval jointly provided by The Principal/Assistant Principal and the parent/carer. There should always be two staff members present unless there are exceptional reasons as to why this is not possible.

Appendix One – CECG Child Safe Standards Auditing Tool

Overview of the Auditing Tool

Catholic Education Canberra Goulburn (CECG) has developed the Child Safe Standards Auditing Tool to help schools, Early Learning Centres, and system leaders:

- Self-assess against each of the 10 Child Safe Standards.
- Gather, record, and track evidence that demonstrates compliance.
- Identify areas for improvement through reflection questions and evidence prompts.
- Provide assurance to regulatory bodies that the school is meeting its obligations under the National Principles for Child Safe Organisations and the ACT Child Safe Standards.

The tool is structured around the 10 Child Safe Standards and includes:

- Guiding questions (e.g., “How confident are you that staff and volunteers can listen and respond appropriately when children raise concerns?”).
- Examples of evidence by setting (Early Learning, Primary, Secondary, Organisation-level).
- Rating scales (e.g., Not Started, Beginning, Progressing, Met).
- Space for schools to upload or reference documentation that proves implementation.

Review Process

St Michael's uses the tool as part of a continuous improvement cycle:

1. Annual Self-Assessment – Leadership and Child Safe Advocates complete the tool, reflecting on practice, culture, and evidence across all 10 Standards.
2. Evidence Collection – Policies, training logs, minutes, communication samples, and risk assessments are uploaded or recorded.
3. Gap Identification – Areas marked “Beginning” or “Progressing” are flagged for development in the Child Safe Standards Improvement Plan.
4. Leadership & Staff Engagement – Child safety is a standing agenda item at leadership, staff, and community meetings to ensure transparency and accountability.
5. External Compliance Review – Evidence from the auditing tool forms the basis of compliance reporting to the ACT Education Directorate and the ACT Human Rights Commission where required.
6. Continuous Review – Evidence is updated annually (e.g., staff training completion, induction records, student voice initiatives) to ensure practices remain current and responsive.

The Child Safe Standards Auditing Tool and Improvement Plan can be found on the Child Safe Advocate Portal:

- [Child Safe Standards Auditing Tool](#)
- [Child Safe Standards Improvement Plan \(template and example\)](#)
- [Child Safe Standards Improvement Plan](#)