

EDMUND RICE EDUCATION AUSTRALIA

Child Safeguarding Standards Framework

Executive Summary and Resource Document

1st Edition April 2020



**EDMUND RICE EDUCATION
AUSTRALIA**



Edmund Rice Education Australia acknowledges with great sorrow the suffering endured by the victims and survivors of child abuse at the hands of those who were in positions of trust and who were supposed to protect them. Edmund Rice Education Australia further acknowledges their suffering was compounded by a failure to listen to their cry and to respond justly with belief and compassion. We also acknowledge the pain that families, friends and loved ones have endured.

Edmund Rice Education Australia is committed to creating a culture where the safety, wellbeing and participation of all children and young people is paramount.

The EREA Child Safeguarding Standards Framework was approved by the EREA Board on the 22nd July, 2019 and endorsed by the EREA Council on the 31st July, 2019

EREA acknowledges the Aboriginal and Torres Strait Islander Peoples of Australia as the Traditional Owners of the Country/s on which our schools and offices are placed. We are inspired and nurtured by the wisdom, spiritualities and experiences of First Nations Peoples. Together we work actively for reconciliation, justice, equity and healing.

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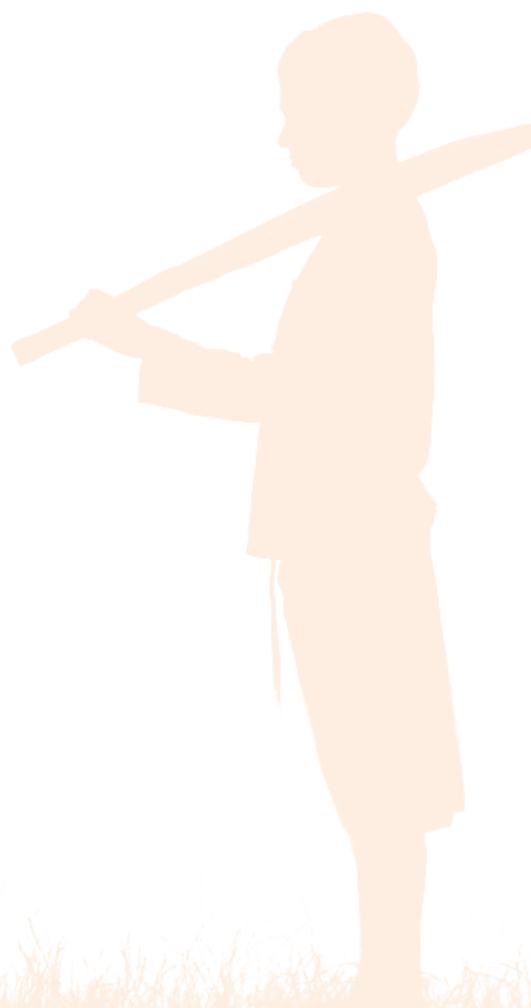


NURTURING THE WELLBEING OF ALL CHILDREN & YOUNG PEOPLE,
RESPECTING THEIR DIGNITY,
ENSURING THEIR SAFETY & PROTECTING THEM FROM ABUSE & OTHER HARM.
THIS IS EVERYONE'S RESPONSIBILITY.



CONTENTS

Introduction	1
Scope and Application	2
Reporting	2
The EREA Child Safeguarding Standards	3
Standard 1 : Committed Leadership, Governance and Culture	4
Standard 2 : Children and Young People are Safe, Informed and Participate	6
Standard 3 : Partnering with Families, Carers and Communities	8
Standard 4 : Equity is Promoted and Diversity Respected	10
Standard 5 : Robust Human Resource Management	12
Standard 6 : Effective Complaints Handling	14
Standard 7 : Ongoing Education & Training	16
Standard 8 : Safe Physical & Online Environments	18
Standard 9 : Regular Reviews and Continuous Improvement	20
Standard 10 : Policies and Safety Procedures Support Child Safety	22
Standard 11 : EREA Protocols and Requirements	24
Other Useful Resources to Support the Standards	26
Relevant EREA Policies, Guidelines and Resources	27
Important Child Protection Contacts	29



INTRODUCTION

Edmund Rice Education Australia (EREA) has developed a Child Safeguarding Standards Framework (the EREA Child Safeguarding Standards) to enhance the way that each EREA school creates and maintains a child safe environment. The Standards aim to further develop a culture within each EREA school wherein protecting children and young people from abuse and other harm, and the promotion of child safety, participation, empowerment and wellbeing, is embedded in the everyday thinking and practice of leaders, staff and volunteers.

The Standards are designed to consciously and systemically:

- > promote an environment where children and young people's safety and wellbeing are the centre of thought, values and actions
- > place emphasis on genuine engagement with and valuing of children and young people
- > create conditions that reduce the likelihood of harm to children and young people
- > facilitate circumstances that increase the likelihood of identifying harm
- > respond appropriately to any concerns, disclosures, allegations or suspicions of harm.

The Standards are consistent with the essential principles that govern the approach to child safety in all EREA schools. The Gospel imperatives of truth, justice, compassion, liberty and reconciliation underpin the Standards as does the *Charter for Catholic Schools in the Edmund Rice Tradition* and the *Christian Theology of Children*.

EREA Child Safeguarding Standards

The EREA Child Safeguarding Standards have been informed by and are in compliance with:

- > the Catholic Professional Standards Ltd National Catholic Safeguarding Standards
- > the Australian Human Rights Commission's National Principles for Child Safe Organisations
- > the Royal Commission's recommended Child Safe Standards
- > best practice child safety and wellbeing procedures drawn from various jurisdictions including:
 - the Victorian Child Safe Standards
 - the Queensland Blue Card System Child and Youth Risk Management Strategy
 - the West Australian Commissioner for Children and Young People Child Safe Organisations WA: Guidelines
- > applicable child protection laws, regulations and guidelines specific to respective states and territories.





Scope and Application

Whilst compliance with the EREA Child Safeguarding Standards is mandatory, the obligations described are principle-based and designed to apply in a flexible way. For clarity, because EREA schools operate in different jurisdictions and engage in different types of activities, it is not appropriate, or indeed possible, to take a ‘one-size-fits-all’ approach. Rather, it is recognised that whilst each EREA school is required to comply with obligations within its jurisdiction, individual school obligations will vary according to the size and nature of its operations and the services it provides.

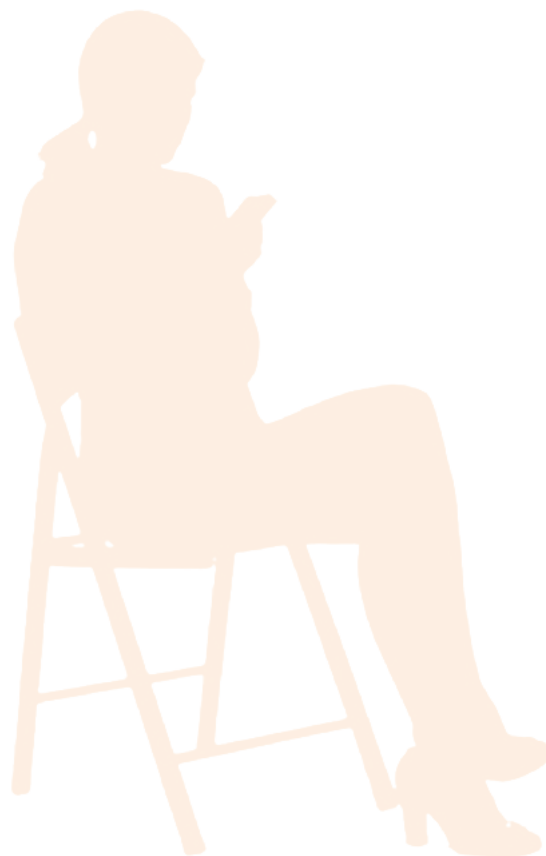
To assist each EREA school to comply with the EREA Child Safeguarding Standards, this document:

- > provides a description of each Standard
- > articulates the rationale for each Standard
- > outlines the core components in each Standard
- > stipulates implementation outcomes for each Standard that will be considered evidence that a school has successfully met the Standard
- > provides some useful resources to support the Implementation Outcomes relevant to each Standard.

The Implementation Outcomes for each Standard comes with a comprehensive checklist for the school’s use. Many of the implementation outcomes will have already been met as requirements for registration in your respective jurisdictions, complemented by the relevant Child Safeguarding Program on the Complispace PolicyPlus portal.

Reporting

Schools will be required to submit to EREA in November of each year an online *Self-Assessment and Action Plan* together with a single page *Attestation of Compliance* with the EREA Child Safeguarding Standards to be signed by the Principal. The *Self-Assessment and Action Plan* can be progressively populated by the person who has responsibility for the particular Standard. The *Self-Assessment and Action Plan* can be accessed through Complispace on the PolicyPlus portal and will remain a live document. Once submitted, a copy will be retained by the school through Complispace and will form the basis for updating in preparation for the next report as schools continue to focus on continuous improvement in child safeguarding.



THE EREA CHILD SAFEGUARDING STANDARDS

Standard 1 :

Committed Leadership, Governance and Culture

Child safeguarding is embedded in the school's leadership, governance and culture.

Standard 2 :

Children and Young People are Safe, Informed and Participate

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

Standard 3 :

Partnering with Families, Carers and Communities

Families, Carers and communities are informed and involved in promoting child safety and wellbeing.

Standard 4 :

Equity is Promoted and Diversity Respected

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

Standard 5 :

Robust Human Resource Management

People working with children and young people are suitable and supported to reflect child safeguarding values in practice.



Standard 6 :

Effective Complaints Handling

Processes for raising child safety concerns and complaints are responsive, understood, accessible and used by children and young people, families, carers, relevant communities and staff.

Standard 7 :

Ongoing Education and Training

Staff and relevant Volunteers and Contractors are equipped with the knowledge, skills and awareness to keep children and young people safe through information, ongoing education and training.

Standard 8 :

Safe Physical and Online Environments

Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children and young people to be harmed.

Standard 9 :

Regular Review and Continuous Improvement

Implementation of the EREA Child Safeguarding Standards and of the school's Child Safeguarding Policies and Procedures is regularly reviewed and improved.

Standard 10 :

Policies and Procedures Support Child Safety

Policies and procedures document how the school is safe for children and young people.

Standard 11 :

EREA Protocols and Requirements

EREA protocols and requirements support ongoing compliance with and reporting against the EREA Child Safeguarding Standards.



Standard 1 :

Committed Leadership, Governance and Culture

*Child safeguarding
is embedded
in the school's leadership,
governance and culture.*



Description

Each EREA school has strategies to embed and enhance a culture of child safety and wellbeing throughout the leadership, governance and culture of the school.

Rationale

The culture at EREA consists of the collective values and practices that guide the attitudes and behaviour of EREA school communities. A positive child-focused culture helps to keep children and young people safe.

Leadership in EREA schools and at the EREA Head Office plays a critical role in creating and maintaining a culture where safety and wellbeing of children and young people is central to the operation. This is the responsibility of Staff, Volunteers and Contractors at all levels. Governance, or the systems, structures and policies that control the way that EREA and each EREA school operates, also strongly influences culture, practices and decision-making.

Whilst there are some common strategies that may be adopted, each EREA school is unique and must develop and implement strategies to embed or improve on a culture of child safety and wellbeing that meet its own circumstances.

Core Components

The core components of a child safe culture being embedded in and enhanced by the leadership, governance and culture of an EREA school are:

1. The school publicly commits to child safeguarding and takes a zero-tolerance approach to child abuse.
2. Child safeguarding is a shared responsibility and a child safe culture is championed and modelled at all levels of the school community, including from the top down and the bottom up.
3. Governance arrangements facilitate implementation of the school's child safeguarding strategies at all levels and across all of the school's activities.
4. Child Safe Codes of Conduct provide guidelines for Staff, Volunteers and Contractors on expected behavioural standards and responsibilities.
5. The school has risk management strategies focused on preventing, identifying and mitigating risks to children and young people.
6. Staff, Volunteers and Contractors understand their obligations with respect to mandatory reporting, information sharing and record keeping.



< 4 >





Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has clear strategies for embedding and improving a culture of child safety and wellbeing within the school and demonstrates a commitment to child safety and wellbeing, raising awareness with respect to child safety issues within the school community and assisting in the reporting of child safety incidents.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here](#)>

1. The school publicly commits to child safeguarding and takes a zero-tolerance approach to child abuse (Ref Pg. 9: 1 a - b).
2. Child safeguarding is a shared responsibility and a child safe culture is championed and modelled at all levels of the school community, including from the top down and the bottom up (Ref Pgs. 9/10: 2 a - d).
3. Governance arrangements facilitate implementation of the school's child safeguarding strategies at all levels and across all of the school's activities (Ref Pgs. 10/11: 3 a - e).
4. Child Safe Codes of Conduct provide guidelines for Staff, Volunteers and Contractors on expected behavioural standards and responsibilities (Ref Pg. 11: 4 a - d).
5. The school has risk management strategies focused on preventing, identifying and mitigating risks to children and young people (Ref Pgs. 11/12: 5 a - b).
6. Staff, Volunteers and Contractors understand their obligations with respect to mandatory reporting, information sharing and record keeping (Ref Pg. 12: 6 a - b).

Some Useful Resources for this Standard:

- > Relevant registration requirements in your jurisdiction.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Safeguarding Children page on the EREA website.
- > [Support and Resource Documents. – Catholic Professional Standards Limited. Click Here](#) >
- > [Child Protection Toolkit, Child Protection Updates and Other Related Information. Moores Legal. Click Here](#) >
- > [The Wellbeing Framework for Schools – Public Schools NSW, Education and Communities, NSW Government. Click Here](#) >



Standard 2 :

Children and young people are Safe, Informed and Participate

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



Description

Each EREA school has simple and accessible age-appropriate processes that:

- > enable children and young people to participate in decisions that affect them,
- > help children and young people understand what to do if they want to report child safety concerns,
- > enables children and young people to understand their rights and responsibilities as part of the school community.

Rationale

Establishing an environment of trust and participation at the school is key to maintaining a child safe environment. When children and young people:

- > are engaged and involved in decisions that affect them,
- > can express their views and raise concerns,
- > have their views and opinions taken seriously,
- > are included in policy consultation and development, and
- > know their rights and responsibilities.

They are more likely to be able to speak up to raise concerns about child safety. Children and young

people need to feel that they will be safe and heard when reporting concerns or allegations of child abuse and other harm. Children and young people may not report abuse and other harm because they feel that they will not be heard or because they do not know how to raise their concerns. Children and young people also may not report abuse and other harm if the processes for doing so have not taken into account children and young people's views about their appropriateness. High levels of trust, awareness and simple, accessible processes are required to ensure that children and young people are empowered to disclose abuse and other harm, inappropriate behaviour or concerns about their own safety or the safety of their friends. Additionally, all Staff, Volunteers and Contractors must have an awareness and acceptance of the rights of children and young people and of adult responsibilities with respect to child abuse and other harm.

Core Components

The core components of children and young people's participation and empowerment within the school are:

1. Children and young people are informed about their rights, including those pertaining to safety, information and participation. They are participants in decisions affecting them.



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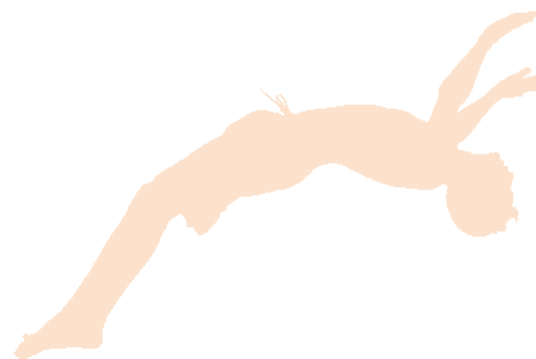
2. The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
3. Children and young people have access to child abuse and harm prevention programs and to relevant related information in an age-appropriate way.
4. The school facilitates child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns. Staff, as well as Direct Contact and Regular Volunteers/Contractors are attuned to signs of harm.

Implementation Outcomes

Successful implementation of this Standard should empower children and young people and allow them to participate in the school community, including by reporting any concerns or allegations of child abuse and other harm that they may have.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the *EREA Child Safeguarding Standards Framework* document. [Click Here](#)>

1. Children and young people are informed about their rights, including those pertaining to safety, information and participation. They are participants in decisions affecting them (Ref Pgs. 14/15: 1 a - e).
2. The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated (Ref Pg. 15: 2 a - c).
3. Children and young people have access to child abuse and harm prevention programs and to relevant related information in an age-appropriate way (Ref Pg. 15: 3 a - c).
4. The school facilitates child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns. Staff, as well as Direct Contact and Regular Volunteers/Contractors are attuned to signs of harm (Ref Pg. 15: 4 a - b).



Some Useful Resources for this Standard:

- > Relevant registration requirements in your jurisdiction.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > *Empowering Student Voice and Participation – Edition 1 April 2020*, Edmund Rice Education Australia and Moores Legal. [Click Here](#) >
- > *Support and Resource Documents – Catholic Professional Standards Limited*. [Click Here](#) >
- > *Child Protection Toolkit*. Child Protection Updates and Other Related Information. Moores Legal. [Click Here](#) >
- > *Protective Participation: The Voice of Young People on Safety*. Catholic Education Melbourne and Australian Catholic University. [Click Here](#) >
- > *Protection through Participation*. Australian Institute of Family Studies, Australian Government. [Click Here](#) >
- > *Children and Young People Participation Strategy*. 'Department of Child Safety, Youth and Women' Queensland Government. [Click Here](#) >
- > *Engagement and Participation Guide*. Advocate for Children and Young People (NSW). [Click Here](#) >
- > *Save the Children Resources*. [Click Here](#) >



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Standard 3 :

Partnering with Families, Carers and Communities

Families, Carers and communities are informed and involved in promoting child safety and wellbeing.

Description

Each EREA school has processes that help parents/carers and the relevant communities to contribute to and participate in developing a child safe culture, including cultural safety, at the school and to know what to do if they want to make a child safety complaint or report a child safety concern.

Rationale

Parents/carers are best placed to advise about their children's needs and capabilities. Relevant communities, such as the local community in which the school operates or the culturally diverse communities that make up the school's student body can assist in identifying and addressing cultural safety needs as well as influence the culture of the school. Community and family members may also often be aware of child safety issues that might not otherwise be known to Staff.



Core Components

The core components of family and community involvement to promote child safety at the school are:

1. The school recognises that parents/carers have the primary responsibility for the upbringing and development of their child and ensures that they participate in decisions that affect their child.
2. The school engages and openly communicates with families, carers and relevant communities about its child safeguarding approach, and ensures relevant information is accessible.
3. Families and relevant communities have a say in the school's Child Safeguarding policies and practices.
4. Families and relevant communities are informed about the school's operations and governance.
5. The school takes a leadership role in raising community awareness of the dignity and rights of all children and young people.

Implementation Outcomes

Successful implementation of this Standard should empower families and communities to participate in the development of a child safe culture within the school and allow them to raise any concerns or allegations of child abuse and other harm that they may have.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here >](#)

1. The school recognises that parents/carers have the primary responsibility for the upbringing and development of their child and ensures that they participate in decisions that affect their child (Ref Pg. 17: 1 a - b).
2. The school engages and openly communicates with families, carers and relevant communities about its child safeguarding approach, and ensures relevant information is accessible (Ref Pg. 18: 2 a - c).
3. Families and relevant communities have a say in the school's Child Safeguarding policies and practices (Ref Pg. 18: 3 a).
4. Families and relevant communities are informed about the school's operations and governance (Ref Pg. 18: 4 a - b).
5. The school takes a leadership role in raising community awareness of the dignity and rights of all children and young people (Ref Pg. 18: 5 a).

Some Useful Resources for this Standard

- > Relevant registration requirements in your jurisdiction.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > [Support and Resource Documents – Catholic Professional Standards Limited.](#)
[Click Here >](#)
- > [NAPCAN.](#) [Click Here >](#)
- > [Advancing Partnerships - Parent and Community Engagement Framework.](#) Department of Education, Qld. [Click Here >](#)
- > [Connections.](#) Hunter Institute of Mental Health, Early Childhood Education. [Click Here >](#)
- > [Working with Aboriginal People and Communities.](#) NSW Department of Community Services. [Click Here >](#)
- > [Opening the School Gate: Engaging Migrant and Refugee Families.](#) Centre for Multicultural Youth, VIC. [Click Here >](#)
- > [Family - School Partnerships Framework.](#) Department of Education, Employment and Workplace Relations, Australian Government. [Click Here >](#)
- > [Disability Standards for Education: A Practical Guide for Individuals, Families and Communities.](#) NCCD. [Click Here >](#)



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Standard 4 : Equity is Promoted and Diversity Respected

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



Description

Each EREA school adjusts its practices to enable children, young people and families with diverse needs and circumstances to contribute to and participate in developing a child safe culture at the school, understand their rights and responsibilities as part of the school community, and know what to do if they want to report abuse and other harm, inappropriate behaviour or concerns about their safety.

Rationale

As a child safe institution, the school takes into account children and young people's diverse circumstances. Some children and young people are more vulnerable to child abuse and other harm than others, or may find it harder to speak up and be heard. Adjustments are necessary to equally protect all children and young people at the school. Procedures used by the school must be tailored to ensure these children and young people have fair access to the relationships, skills, knowledge and resources they need to be safe, in equal measure with their peers.

Core Components

The core components of upholding equity and meeting diverse needs of children and young people at the school are:

1. The school, and in particular all Staff, Direct Contact Volunteers and Direct Contact Contractors, actively recognises the diverse circumstances and backgrounds of children and young people and responds effectively to those who are vulnerable.
2. Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
3. The school is attentive to the needs of Aboriginal and Torres Strait Islander children and young people, children and young people with disability, children and young people from culturally and/or linguistically diverse backgrounds, children and young people who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.



Implementation Outcomes

Successful implementation of this Standard should enable children and young people, and their families, with diverse needs and circumstances to participate in the school community, including by reporting any concerns or allegations of child abuse and other harm that they may have. This involves the participation of those within the broader community who have the necessary expertise when developing and reviewing strategies for addressing child safety.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here >](#)

1. The school, and in particular all Staff, Direct Contact Volunteers and Direct Contact Contractors, actively recognises the diverse circumstances and backgrounds of children and young people and responds effectively to those who are vulnerable (Ref Pg. 20: 1 a - c).
2. Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand (Ref Pg. 21: 2 a - c).
3. The school is attentive to the needs of Aboriginal and Torres Strait Islander children and young people, children and young people with disability, children and young people from culturally and/or linguistically diverse backgrounds, children and young people who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people (Ref Pg. 21: 3 a - b).

Some Useful Resources for this Standard

- > Relevant registration requirements in your jurisdiction, if applicable.

- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > [Catholic Professional Standards Limited – Support and Resource Documents Criterion 4.3. Click Here >](#)
 - Cultural Safety for Aboriginal and Torres Strait Islander Children and Young People
 - Safety of Children and Young People with a Disability.
- > Relevant Aboriginal and Torres Strait Islander Consultative Groups. (Check Websites).
- > [Safety of Children from Culturally and Linguistically Diverse Backgrounds.](#) Commission for Children and Young People, Victoria. [Click Here >](#)
- > [Working with Culturally and Linguistically Diverse \(CALD\) Families.](#) Childcare/Early Childhood Education, Royal Children's Hospital. [Click Here >](#)
- > [Online Safety: Support for Parents and Families.](#) Australian Government; Australian Institute of Family Studies. [Click Here >](#)
- > [Child Protection and Aboriginal and Torres Strait Islander Children.](#) Australian Government; Australian Institute of Family Studies; Child Family Community Australia (Background Reading). [Click Here >](#)





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Standard 5 :

Robust Human Resource Management

People working with children and young people are suitable and supported to reflect child safeguarding values in practice.



Description

Each EREA school implements robust, child safe human resources policies and work practices that are designed to reduce the risk of child abuse and other harm by Staff, Volunteers and Contractors.

Rationale

Robust human resources management practices, in areas such as advertising, recruiting, screening, inducting and ongoing performance management of Staff, Direct Contact Volunteers and Direct Contact Contractors play an important role in protecting children and young people from harm.

Working with Children Checks (or equivalent background checks) can only detect a subset of people who are unsuitable to work with children and young people. They are a baseline requirement that must be complemented by other essential human resources management practices.

Core Components

The core components of child safe human resources management in each EREA school are:

1. Recruitment of Staff and relevant Volunteers and Contractors, including advertising, pre-employment screening and selection, emphasises child safeguarding.
2. Relevant Staff, Volunteers and Contractors have Working with Children Checks (or equivalent background checks).
3. Staff, Volunteers and Contractors receive an appropriate induction, or relevant information, so that they are aware of their Child Safeguarding responsibilities to children and young people, including reporting obligations, while at the school.
4. Ongoing supervision and people management is focused on child safeguarding.
5. The school has targeted programs for the screening, induction, professional supervision and development of overseas church personnel.

Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has robust human resources policies and work practices in place to support its Child Safeguarding strategies and to embed a culture of child safety at all levels of the school.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here>](#)



1. Recruitment of Staff and relevant Volunteers and Contractors, including advertising, pre-employment screening and selection, emphasises child safeguarding (Ref Pg. 23: 1 a - d).
2. Relevant Staff, Volunteers and Contractors have Working with Children Checks (or equivalent background checks) (Ref Pgs. 23/24: 2 a - b).
3. Staff, Volunteers and Contractors receive an appropriate induction, or relevant information, so that they are aware of their Child Safeguarding responsibilities to children and young people, including reporting obligations, while at the school (Ref Pg. 24: 3 a - e).
4. Ongoing supervision and people management is focused on child safeguarding (Ref Pgs. 24/25: 4 a - b).
5. The school has targeted programs for the screening, induction, professional supervision and development of overseas church personnel (Ref Pg. 25: 5 a).

Some Useful Resources for this Standard

- > Relevant registration requirements in your jurisdiction.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > One page WWCC/WWVP Guideline relevant to your jurisdiction on your Complispace PolicyPlus portal.
- > WWC Exemption Volunteer and Contractor Declaration Form (Copy on your Complispace PolicyPlus portal)
- > Record keeping template for maintaining WWCC/WWVP records found on your Complispace PolicyPlus portal.

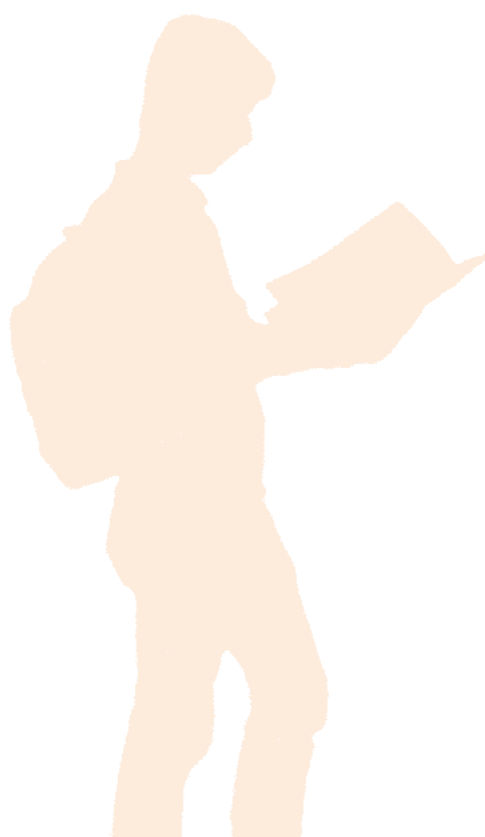
- > Training module for those responsible for processing WWCC/WWVP checks found on the Staff Learning System (SLS).
- > Child Safeguarding Declaration for applicants for employment to complete (Copy on your Complispace Policy Plus Portal).
- > [Catholic Professional Standards Limited – Support and Resource Documents.](#)
[Click Here >](#)

CPSL Tools and Guides include:

- Advertising Text (Core Component 5.1)
- Child Safe Application Declaration (Core Component 5.1)
- Interview Questions (Core Component 5.1)
- Referee Checks (Core Component 5.1)

Resources includes:

- Application Form and Declaration (Uniting Church Synod of Vic & Tas) (Core Component 5.1)
- links to the Australian Institute of Family Studies – Pre-employment screening (Core Component 5.2)
- Graduate Diploma and Certificate courses in Supervision – Delivered by Jesuit College of Spirituality (Core Component 5.4 and 5.5)





Standard 6:

Effective Complaints Handling

Processes for raising child safety concerns and complaints are responsive, understood, accessible and used by children and young people, families, careers, relevant communities and staff.



Description

Each EREA school has developed, communicated and effectively implemented child-focused processes to respond to child safety-related complaints and concerns.

Rationale

Ensuring that processes for receiving child safety related complaints, and for responding to child safety incidents, complaints and concerns are effective is an important strategy for helping and encouraging children and young people, families, staff and others to raise any concerns about child safety. Policies and procedures for responding to child safety incidents, complaints and concerns should be clear, comprehensive, accessible, and responsive to and understood by children and young people, families, Staff, Volunteers and Contractors. The school's Leadership Team needs to be aware of any and all incidents, complaints or concerns of abuse, harm or other child safety concerns that involve the school and/or school Staff, Volunteers and Contractors, and all Staff, Volunteers and Contractors must be supportive of children and young people, parents/carers and others who have made a complaint or raised a concern, or who have witnessed a child safety incident.

Core Components

The core components of effective complaints handling processes for and responses to child safety incidents, concerns and complaints are:

1. The school has effective Child Safeguarding and complaints handling policies and procedures which clearly outline roles and responsibilities, approaches to dealing with different types of child safety incidents, complaints and concerns, reporting obligations and record keeping requirements.
2. The school has a child-focused complaints handling system that is understood by children and young people, families, Staff, Volunteers and Contractors.
3. All child safety incidents, complaints and concerns are taken seriously, and responded to promptly and thoroughly.
4. The school's policies and procedures address reporting of incidents, complaints and concerns to relevant authorities, whether or not the law requires reporting. The requirement to cooperate with investigating authorities is also explicit.
5. The school's policies and procedures for responding to child safety incidents, complaints and concerns ensure that the school, and its Staff, Volunteers and Contractors, meet their external reporting, privacy and employment law obligations.
6. The school has mechanisms in place to support parents/carers or adults who are former students who make complaints about child safety incidents or concerns involving the school or its Staff, Volunteers and Contractors.

7. The school has mechanisms in place to monitor and support Staff, and relevant Volunteers and Contractors, facing child safety allegations.

Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has established and effectively implemented an accessible, robust and child-focused set of policies and procedures for responding to and reporting (internally and externally) child safety-related complaints and other child safety-related concerns.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here](#)>

1. The school has effective Child Safeguarding and complaints handling policies and procedures which clearly outline roles and responsibilities, approaches to dealing with different types of child safety incidents, complaints and concerns, reporting obligations and record keeping requirements (Ref Pgs. 27/28: 1 a - b).
2. The school has a child-focused complaints handling system that is understood by children and young people, families, Staff, Volunteers and Contractors (Ref Pg. 28: 2 a - d).
3. All child safety incidents, complaints and concerns are taken seriously, and responded to promptly and thoroughly (Ref Pg. 28: 3 a - c).
4. The school's policies and procedures address reporting of incidents, complaints and concerns to relevant authorities, whether or not the law requires reporting. The requirement to cooperate with investigating authorities is also explicit (Ref Pg. 29: 4 a - b).
5. The school's policies and procedures for responding to child safety incidents, complaints and concerns ensure that the school, and its Staff, Volunteers and Contractors, meet their external reporting, privacy and employment law obligations (Ref Pg. 29: 5 a - d).
6. The school has mechanisms in place to support parents/carers or adults who are former students who make complaints about child safety incidents or concerns involving the school or its Staff, Volunteers and Contractors (Ref Pg. 29: 6 a - b).
7. The school has mechanisms in place to monitor and support Staff, and relevant Volunteers and Contractors, facing child safety allegations (Ref Pg. 30: 7 a - b).

Some Useful Resources for this Standard

- > Relevant registration requirements in your jurisdiction. Also check the website of the relevant child protection authority in your jurisdiction for information on effective complaints handling procedures.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > [Catholic Professional Standards Limited – Support and Resource Documents.](#) [Click Here](#) >
Included are links to Moores Legal: *Child Safety Toolkit* and Berry Street Childhood Institute: *Not in Isolation: The Importance of Relationships and Healing in Childhood Trauma* (both are free downloads).
- > [Complaints Handling, Record Keeping, Reporting and Corrective Action.](#) School Governance. [Click Here](#) >
- > [Effective Complaints Handling Guidelines.](#) NSW Ombudsman. [Click Here](#) >
- > [Complaints Management Framework.](#) SA Ombudsman. [Click Here](#) >
- > [Complaint Handling Guide \(Reference Guide\).](#) National Office of Child Safety [Click Here](#) >



< 15 >





< 16 >



Standard 7 :

Ongoing Education and Training

Staff, and relevant Volunteers and Contractors, are equipped with the knowledge, skills and awareness to keep children and young people safe through information, ongoing education and training.



Description

Each EREA school has documented policies and procedures to ensure that all Staff, and relevant Volunteers and Contractors, are able to identify indicators of child abuse and other harm, respond effectively to children and young people and their parents/carers and support other Staff, Volunteers and Contractors.

Rationale

Child safe organisations emphasise the importance of information, ongoing education and training for all Staff, as well as for relevant Volunteers and Contractors. The school promotes and provides regular ongoing development opportunities for its Staff, as well as for Direct Contact Volunteers/ Direct Contact Contractors through education and training, beginning with induction and, for staff, continuing throughout their professional development. This ensures Staff, as well as Direct Contact Volunteers/Contractors develop cultural and child safety awareness and insights into their attitudes towards children and young people and have a contemporary understanding of child development, safety and wellbeing. Regular and Casual Volunteers and Contractors also receive relevant information to support their awareness of child safety and their role in promoting a child safe culture whenever they are engaged by the school.

Core Components

The core components of Staff, as well as Volunteer and Contractor ongoing education and training are:

1. Staff, as well as Direct Contact Volunteers/ Contractors are regularly trained and supported to effectively implement the school's Child Safeguarding policies and procedures.
2. The Induction and Refresher training for Staff, as well as Direct Contact Volunteers/ Contractors, includes training to recognise the nature and indicators of child abuse and other harm, including harmful behaviours by a child towards another child.
3. The Induction and Refresher training for Staff, as well as Direct Contact Volunteers/ Contractors, and the modified training or information for Regular and Casual Volunteers/Contractors, includes training and/or information to enable them to respond effectively to child safeguarding risks, incidents, complaints and concerns of child abuse and other harm.
4. Staff, as well as Direct Contact Volunteers/ Contractors, receive training and information on how to build culturally safe environments for children and young people.

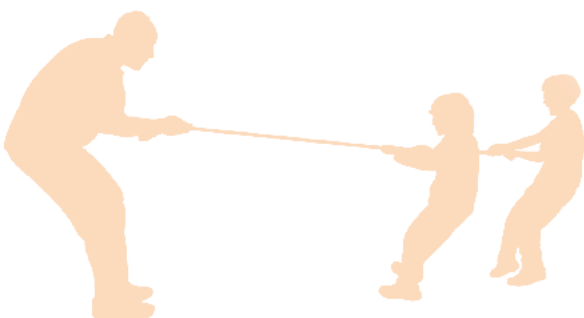


Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has developed and effectively implemented policies and procedures for providing child safe education and training to all Staff, as well as relevant Volunteers and Contractors.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here](#)>

1. Staff, as well as Direct Contact Volunteers/ Contractors are regularly trained and supported to effectively implement the school's Child Safeguarding policies and procedures (Ref Pgs. 32/33: 1 a - h).
2. The Induction and Refresher training for Staff, as well as Direct Contact Volunteers/ Contractors, includes training to recognise the nature and indicators of child abuse and other harm, including harmful behaviours by a child towards another child (Ref Pg. 33: 2 a - b).
3. The Induction and Refresher training for Staff, as well as Direct Contact Volunteers/ Contractors, and the modified training or information for Regular and Casual Volunteers/Contractors, includes training and/ or information to enable them to respond effectively to child safeguarding risks, incidents, complaints and concerns of child abuse and other harm (Ref Pgs. 33/34: 3 a - b).
4. Staff, as well as Direct Contact Volunteers/ Contractors, receive training and information on how to build culturally safe environments for children and young people (Ref Pg. 34: 4 a - b).



Some Useful Resources for this Standard

- > Relevant registration requirements in your jurisdiction.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > Relevant training programs that you are currently using in your respective jurisdiction.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Training module for those responsible for processing WWCC/WWVP checks found on the Staff Learning System (SLS).
- > [Catholic Professional Standards Limited – Support and Resource Documents.](#)
[Click Here](#) >

Resources include:

- Office of the Children's Guardian (NSW): *e-learning* (Core Component 7.1).
- Christianity Today: *Sex Offenders Groom Churches Too* (Core Component 7.2).
- Act for Kids: *Signs of child abuse and neglect* (Core Component 7.2).
- Victorian Department of Education: *Identifying signs of child abuse* (Core Component 7.2).
- South Australian Government: *Signs of child abuse and neglect* (Core Component 7.2).
- Aboriginal Health Council of WA: *Cultural safety training* (Core Component 7.4).
- Victorian Aboriginal Community Controlled Health Organisation: *Aboriginal cultural safety training* (Core Component 7.4).
- National Aboriginal & Torres Strait Islander Catholic Council: *Resources hub* (Core Component 7.4).
- Booroongen Djugun Ltd: *Cultural Safety training* (Core Component 7.4).



Standard 8 : Safe Physical and Online Environments

Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children and young people to be harmed.



Description

Each EREA school takes a risk-based approach to child safety by identifying and considering their child safe risks. This is based on a range of factors including the nature of the services it provides, the nature of the children and young people to whom it provides services, its activities and physical and online environments. It includes 'business as usual' risks as well as risks posed by specific activities such as camps, tours or excursions. Where risks are identified, the school institutes measures to reduce or remove them.

Rationale

Risk management is part of a school's core responsibility with respect to its duty of care to protect students, as well as its legal obligation with respect to workplace health and safety. Certain physical and online environments can pose a risk of harm to children and young people. The school can improve the safety of children and young people by analysing and addressing these risks, reducing opportunities for abuse and other harm, increasing the likelihood that perpetrators would be caught. By taking a risk management approach to child safety the school can better target its use of resources and build a stronger, more effective, child safe culture.

Core Components

The core components of a child safe physical and online environment are:

1. Risks in the physical and online environment are identified and mitigated without compromising a child's right to privacy, access to information, social connections and learning opportunities.
2. The online environment is used in accordance with the school's Child Safe Codes of Conduct and relevant policies.
3. Risk management plans consider risks posed by organisational settings, activities and physical environments.
4. The school has procurement policies for contracting facilities and services from and to third parties that ensure the safeguarding of children and young people.

Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school is taking a proactive approach to identifying and effectively controlling its situational and organisational child safety risks.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow

the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here](#)>

1. Risks in the physical and online environment are identified and mitigated without compromising a child's right to privacy, access to information, social connections and learning opportunities (Ref Pg. 36: 1 a - d).
2. The online environment is used in accordance with the school's Child Safe Codes of Conduct and relevant policies (Ref Pg. 36: 2 a - c).
3. Risk management plans consider risks posed by organisational settings, activities and physical environments (Ref Pg. 37: 3 a - b).
4. The school has procurement policies for contracting facilities and services from and to third parties that ensure the safeguarding of children and young people (Ref Pg. 37: 4 a - b).

Some Useful Resources for this Standard

- > Relevant registration requirements in your jurisdiction.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > Endorsed by the Staff at Indooroopilly Montessori Children's House (IMCH), Kirra Pendergast from *Safe on Social Media* was an outstanding presenter on cyber safety; very engaging and comes highly recommended. See Kirra's website and/or speak with Erin at IMCH.
[Safe on Social Media Cyber Safety Education & Training](#). Kirra Pendergast. [Click Here](#) >
- > [eSafety Commissioner.: Education Resources](#). [Click Here](#) >
- > [National Centre Against Bullying](#). [Click Here](#) >

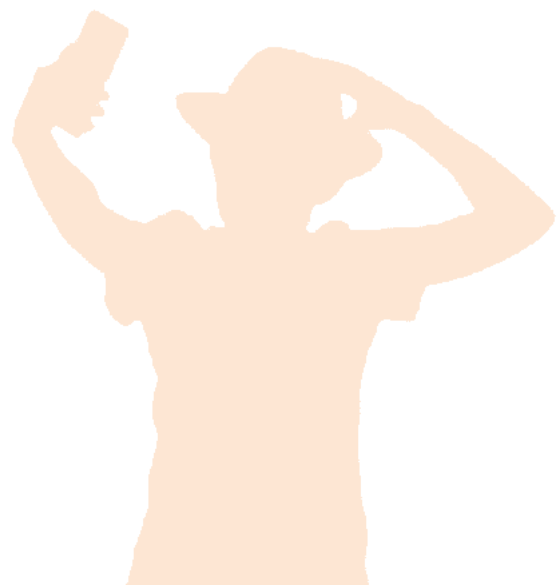
- > [Student Wellbeing Resources - Bullying](#). QCEC. [Click Here](#) >
- > [Moores Legal](#). Rena Ou Yang (Lawyer). [Click Here](#) >
- > [eSafe Program. 3rd Degree Consulting](#). Chris Miller (Consultant). [Click Here](#) >
- > [Catholic Professional Standards Limited – Support and Resource Documents](#). [Click Here](#) >

Resources include:

- Risk Management Plan Template
- Form for use of church/school property (adapt)
- Australian Human Rights Commission check list for online safety
- My Safety Buddy – An app (Core Component 8.1)
- Catholic Archdiocese of Adelaide – Risk Assessment Checklist Tool (Core Component 8.1)
- eSafety Office – A guide to dealing with the sharing of explicit material at your school (Core Component 8.2)
- Australian Human Rights Commission – Checklist for online safety (Core Component 8.2)
- National Council of Churches Australia – Registration Form (Core Component 8.3)



< 19 >





Standard 9 : Regular Reviews and Continuous Improvement

*Implementation
of the EREA Child Safeguarding
Standards and of the school's
Child Safeguarding Policies
and Procedures is regularly
reviewed and improved.*

Description

Each EREA school maintains vigilance by putting in place systems to frequently monitor and improve performance against the EREA Child Safeguarding Standards.

Rationale

The school seeks to continuously improve its delivery of child safe services and the school's broader operations. Regular reviews of the school's performance against the EREA Child Safeguarding Standards ensures that its policies and procedures, including record keeping practices, are being implemented by Staff, Volunteers and Contractors. The school reports on the findings of its reviews, shares good practice and learnings back to the school community on a regular basis, and addresses new challenges or child safe concerns that arise.

Core Components

The core components of continuous review and improvement of Child Safeguarding practices are:

1. The school regularly reviews and improves Child Safeguarding policies, procedures and practices.
2. The school analyses complaints and reports of child safety concerns to identify causes and systemic failures to inform continuous improvement.
3. The school reports on the findings of relevant reviews to Staff, Volunteers, Contractors, children and young people, families and relevant communities



Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school seeks to continuously assess and improve its delivery of services and operations in a child safe environment.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here](#)>

Core Components

1. The school regularly reviews and improves Child Safeguarding policies, procedures and practices (Ref Pg. 39: 1 a - g).
2. The school analyses complaints and reports of child safety concerns to identify causes and systemic failures to inform continuous improvement (Ref Pg. 39: 2 a - c).
3. The school reports on the findings of relevant reviews to Staff, Volunteers, Contractors, children and young people, families and relevant communities (Ref Pg. 40: 3 a - b).

Some Useful Resources for this Standard

- > Relevant registration requirements in your jurisdiction.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.

- > The Child Safeguarding Standards Compliance Self-Assessment and Action Plan template provided on the Complispace PolicyPlus portal to assist schools in monitoring their own progress against the Standards and with their annual reporting to EREA.

- > [Using the Plan, Do, Check, Act Cycle to Support Continuous Improvement](#) Can be adapted to improve school related issues. [Click Here](#) >

- > [The Plan, Do, Check, Act Cycle; YouTube.](#) Dr Rich Schuttler. [Click Here](#) >

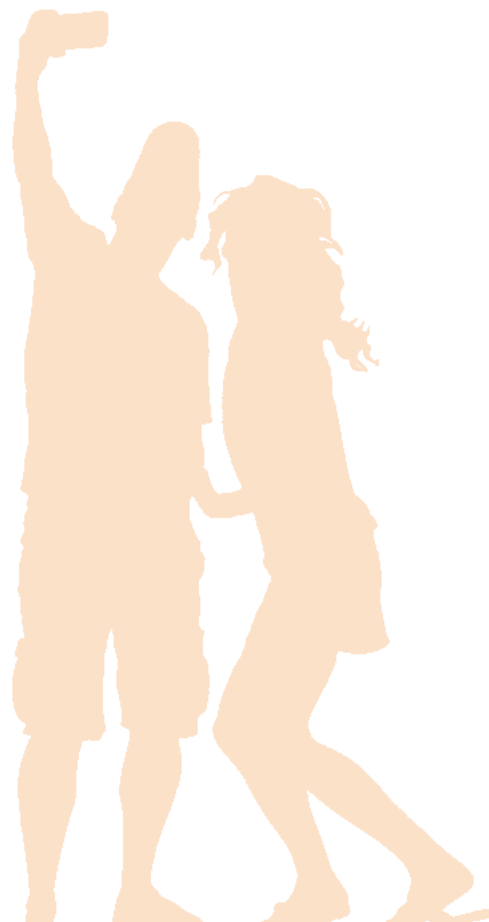
- > [Catholic Professional Standards Limited – Support and Resource Documents.](#) [Click Here](#) >

Resources include:

- Sample Continuous Improvement Framework (Core Component 9.2)
- Transparency and Audits – video (Core Component 9.3)



< 21 >





Standard 10 :

Policies and Procedures Support Child Safety

Policies and procedures document how the school is safe for children and young people.



Description

Each EREA school has clearly documented Child Safeguarding policies and procedures that detail how the school meets its obligations under the law, regulation and EREA Child Safeguarding Standards to create an environment that is safe for children and young people.

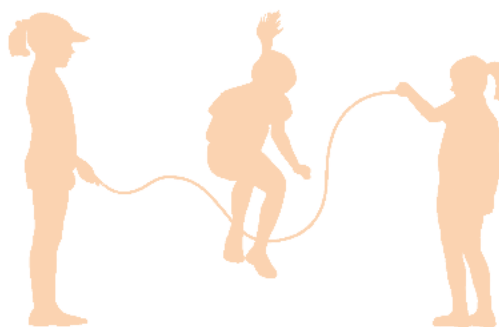
Rationale

Documenting policies and procedures ensures consistent application of Child Safeguarding practices across the school. It also enables the school to examine, through review processes, adherence to child safety principles, practices, law and regulation.

Core Components

The core components of policies and procedures in a child safe organisation are:

1. Policies and procedures address all EREA Child Safeguarding Standards and comply with relevant child protection law and regulation.
2. Policies and procedures are accessible and easy to understand.
3. Accepted best practice and school community consultation informs the development of policies and procedures.
4. Leaders champion and model compliance with policies and procedures.
5. Staff, Volunteers and Contractors understand and implement the policies and procedures.



Implementation Outcomes

Successful implementation of this Standard should ensure that each EREA school has localised policies and procedures that set out how it maintains a child safe environment and complies with its legal and regulatory obligations.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here](#)>

1. Policies and procedures address all EREA Child Safeguarding Standards and comply with relevant child protection law and regulation (Ref Pg. 42: 1 a - b).
2. Policies and procedures are accessible and easy to understand (Ref Pg. 42: 2 a - b).
3. Accepted best practice and school community consultation informs the development of policies and procedures (Ref Pg. 42: 3 a - b).
4. Leaders champion and model compliance with policies and procedures (Ref Pg. 42: 4 a - c).
5. Staff, Volunteers and Contractors understand and implement the policies and procedures (Ref Pg. 42: 5 a - d).

Some Useful Resources for this Standard

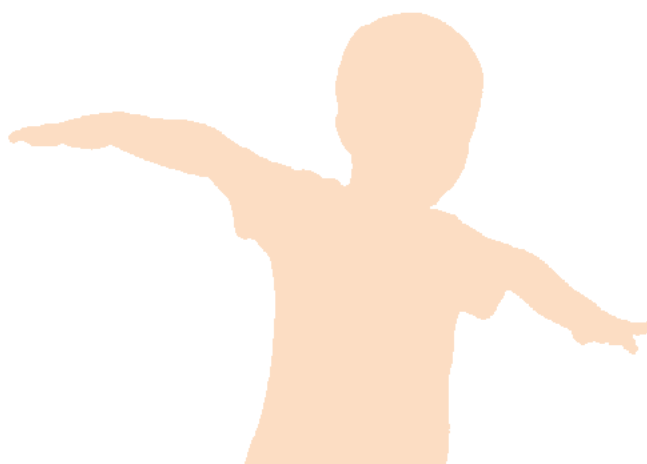
- > Relevant registration requirements in your jurisdiction.
- > Your Child Safeguarding Program on the Complispace PolicyPlus portal updated to support the EREA Child Safeguarding Standards.
- > Implementation Outcomes Checklist found on your Complispace PolicyPlus portal.
- > The Child Safeguarding Standards Compliance Self-Assessment and Action Plan template provided on the Complispace PolicyPlus portal to assist schools in monitoring their own progress against the Standards and with their annual reporting to EREA.
- > [Catholic Professional Standards Limited – Support and Resource Documents.](#)
[Click Here](#) >

Resources include:

- Sample Policy Review Schedule
(Core Component 10.3)



< 23 >



Standard 11 :

EREA Protocols and Requirements

EREA protocols and requirements support ongoing compliance with and reporting against the EREA Child Safeguarding Standards.



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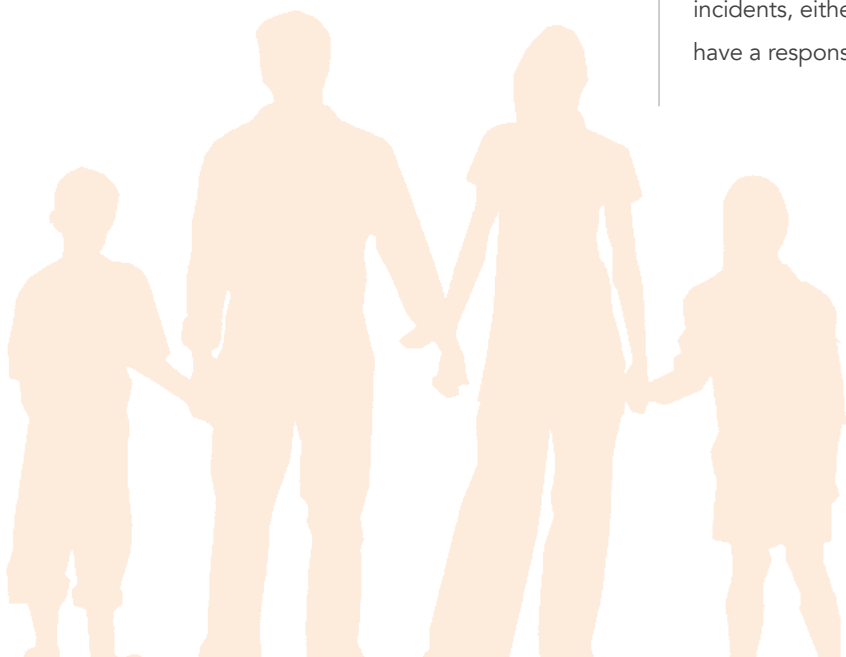


Description

EREA, through its Board, seeks assurance that EREA itself, as well as each EREA school, complies with all relevant child protection legislation and regulations, the requirements set out in the EREA Child Safeguarding Standards and relevant requirements of the Catholic Church.

Rationale

The EREA Board is the means through which EREA discharges its governance responsibilities with respect to the implementation of these Child Safeguarding Standards in each EREA school. In accordance with this authority, EREA requires regular assurance from each EREA school on the overall effectiveness of its Child Safeguarding policies and procedures and the management of child safety incidents, either current or historical. The EREA Board have a responsibility for ensuring this.



Core Components

The core components of compliance with the EREA Child Safeguarding protocols and requirements are:

1. EREA models compliance with the EREA Child Safeguarding Standards at its highest level of leadership.
2. Governance arrangements facilitate implementation of EREA's child safeguarding strategies at all levels and across all of EREA's activities.
3. EREA monitors and oversees the effective implementation of child safeguarding policies, procedures and practices, including the Child Safeguarding Policy and related procedures and practices at all EREA schools.
4. EREA monitors child safeguarding compliance and risk management at each EREA school through annual risk assessments and attestations of compliance that are provided by each EREA school.

Implementation Outcomes

This Standard is directed at EREA in terms of its governance responsibilities as the parent body. Much of the compliances contained in this section will be the responsibility of the Director of Safeguarding to monitor and support.

Successful implementation of this Standard should provide governance assurance on the overall effectiveness of the Child Safeguarding policies and procedures established and implemented within each EREA school and ensure that all reportable matters are brought to the attention of EREA.

To find the evidence required to meet this Standard as demonstrated within each EREA school, follow the related page references below as listed under the Implementation Outcomes for each of the Core Components in the [EREA Child Safeguarding Standards Framework](#) document. [Click Here >](#)

1. EREA models compliance with the EREA Child Safeguarding Standards at its highest level of leadership (Ref Pg. 44: 1 a).
2. Governance arrangements facilitate implementation of EREA's child safeguarding strategies at all levels and across all of EREA's activities (Ref Pg. 44 2 a - d).
3. EREA monitors and oversees the effective implementation of child safeguarding policies, procedures and practices, including the Child Safeguarding Policy and related procedures and practices at all EREA schools (Ref Pg. 45: 3 a - d).
4. EREA monitors child safeguarding compliance and risk management at each EREA school through annual risk assessments and attestations of compliance that are provided by each EREA school (Ref Pg. 45: 4 a - b).

Some Useful Resources for this Standard

- > EREA Child Safeguarding Standards Framework.
- > EREA Website: Safeguarding Children page.
- > The Child Safeguarding Standards Compliance Self-Assessment and Action Plan template provided on the Complispace PolicyPlus portal to assist schools in monitoring their own progress against the Standards and with their annual reporting to EREA.
- > Checklist detailing the Implementation Outcomes for the Core Components in each of the Standards.
- > The EREA Child Safeguarding Committee.
- > EREA Leadership Team Statement on their roles and responsibilities for Child Safeguarding and how they model the expectations contained in the EREA Child Safeguarding Standards.



< 25 >





< 26 >



Other Useful Resources to Support the Standards

Personal Safety Education for Children and Young People (Standard 2 & 8)

Bravehearts Australia. [Click Here >](#)

Peer-Led Education on Consent. Empowered Together. [Click Here >](#)

Moore's Legal: Child Protection. [Click Here >](#)

Protective Behaviours: A Personal Safety Program 'Be You' Beyond Blue. [Click Here >](#)

Keeping Kids Safe Resources for Schools. The Daniel Morcombe Foundation. [Click Here >](#)

Protective Behaviours. Protective Behaviours Consulting Group of NSW Inc. [Click Here >](#)

Talking to young people with cognitive disabilities about sex. Better Health; Victorian Government. [Click Here >](#)

Planting Seeds of Safety. Kidpower International. [Click Here >](#)

Protective Behaviours. WA Government; Department of Health. [Click Here >](#)

Representing the voice of children and young people with an out-of-home care experience. CREATE Foundation Australia. [Click Here >](#)

Sexualised Behaviour Among Children and Young People

Problematic Sexual Behaviour Among Young Children. University of South Australia. [Click Here >](#)

Children and Young People with Problematic and Harmful Sexualised Behaviour. NSW Government; Health. [Click Here >](#)

Sexual Behaviour in Children and Young People. Kidsheath, New Zealand. [Click Here >](#)

Age Appropriate Sexual Behaviour in Children and Young People. South Eastern CASA, Victoria. [Click Here >](#)

Sexualised Behaviour of Concern - Children and Young People with intellectual Disability and ASD. Department of Health and Human Resources, Victoria. [Click Here >](#)

A Continuum of Responses for Harmful Sexual Behaviour. Australian Centre for Child Protection. [Click Here >](#)

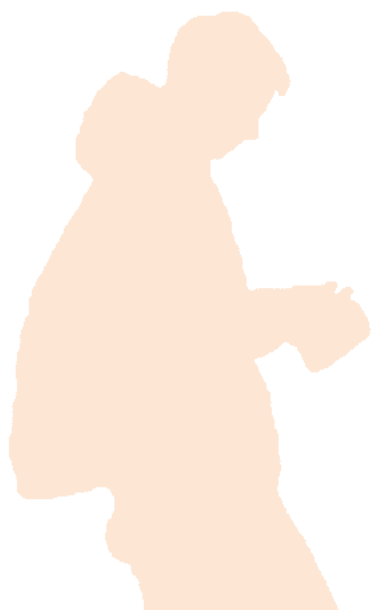
Children with Sexualised Behaviour. Australian Institute of Family Studies; Resource links. [Click Here >](#)

Problem Sexual Behaviour. Education and Training, Victoria State Government. [Click Here >](#)

Harmful Sexual Behaviour. Commission for Children and Young People, WA. [Click Here >](#)

Traffic Lights Framework for Sexual Behaviours in Children. Department of Education, Training and Employment, Queensland Government. [Click Here >](#)

Traffic Lights - Sexual Behaviour of Children and Young People: App. Family Planning, Queensland. [Click Here >](#)



Relevant EREA Policies, Guidelines and Resources



Standard 1

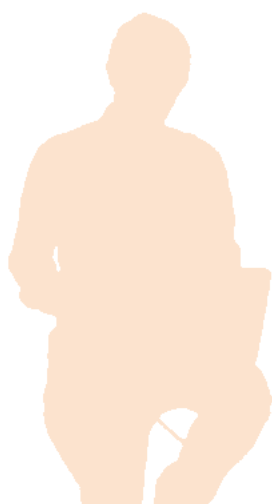
- > EREA Child Safeguarding Standards Framework
- > EREA Commitment to Child Safety
- > Child Safeguarding Policy
- > EREA Code of Conduct
- > EREA Child Safe Code of Conduct
- > Student Wellbeing Policy
- > The Design for School Boards
- > Risk Policy and Framework
- > Incident Notification and Management Framework
- > Records Retention and Disposal Policy
- > Archive Policy
- > Archive Policy Guidelines

Standard 2

- > Empowering Student Voice and Participation

Standard 4

- > EREA Aboriginal and Torres Strait Islander Education Policy
- > Student Inclusion Policy
- > Student Inclusion Policy Guidelines



Standard 5

- > EREA Recruitment of Senior Leaders Guidelines
- > Role Statements
 - Principal
 - Network Principal Flexis
 - Deputy Principal
 - Head of Campus Flexis
 - Business Manager
- > Child Safe Applicant Declaration
- > Sample Record Keeping Registers
- > Working with Children Check Guidelines for each jurisdiction
- > Working with Children Check Training – SLS Complispace
- > Working With Children Declaration Form

Standard 6

- > Complaints Handling Policy and Guidelines

Standard 7

- > EREA Whistleblower Policy Guidelines
- > Sample Information Sheet for Visitor, Volunteers, Contractors

Relevant EREA Policies, Guidelines and Resources

Standard 8

- > Online Learning Safeguarding Resources
 - Online Learning – Staff Code of Conduct
 - Online Learning – Student Code of Conduct
 - FAQs for Teachers
 - FAQs for Senior Students
- > FAQs for Flexi Schools
 - FAQs for Leadership teams
 - Leadership Report regarding Remote Learning
 - Parent Guidance – Junior Students
 - Parent Guidance – Senior Students

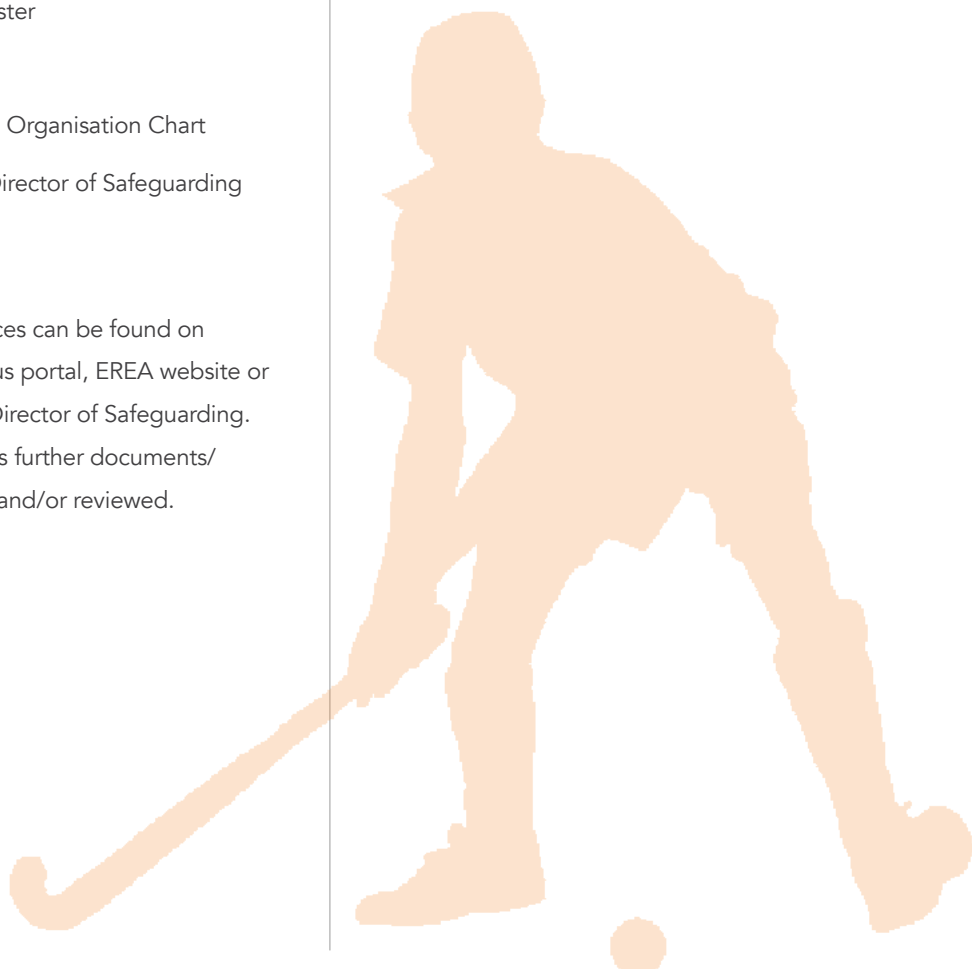


Standard 11

- > EREA Compliance Policy
- > CPSL Training Register
- > EREA Charter
- > Child Safeguarding Organisation Chart
- > Role Statement – Director of Safeguarding

Note:

These documents/resources can be found on the Complispace PolicyPlus portal, EREA website or by contacting the EREA Director of Safeguarding. This list will be updated as further documents/resources are developed and/or reviewed.



Important Child Protection Contacts

QLD

Department of Child Safety, Youth and Women

Brisbane	1300 682 254
Central Queensland	1300 703 762
Far North Queensland	1300 684 062
North Coast Queensland	1300 703 921
North Queensland	1300 706 147
South East Queensland	1300 679 849
South West Queensland	1300 683 390
After hours Child Safety Services Centre (24 hours).....	1800 177 135 or (07) 3235 9999

Child Protection and Investigation Unit - QLD Police

(Contact your relevant Police District Command)

NSW

Department of Community and Justice Services

General Public line (24 hours)	13 21 11
Mandated Persons line (24 hours)	13 36 27

NSW Ombudsman's Office 1800 451 524 or (02) 9286 1000

Office of the Children's Guardian

WWCC Customer Service.....	(02) 8219 3777 or
Switchboard	(02) 8219 3600

NSW Police – Child Abuse and Sex Crimes Squad

All Emergencies	000
Non-Emergencies	131 444

ACT

Office for Children, Youth and Family Support

General Public line (24 hours)	1300 556 729
Mandated Persons line (24 hours)	1300 556 728

ACT Police – Sexual Assault and Child Abuse Team (SACAT) Phone line (02) 6256 7777





< 30 >



TAS

Department of Communities – Children and Youth Services

Advice and Referral Line 1800 000 123

Commission for Children and Young People

Phone line: (03) 6166 1366

Tasmanian Police

All Emergencies 000

Non-Emergencies 131 444

SA

Department for Child Protection

Child Abuse Report Line (24 hours) 13 14 78

South Australian Police

All Emergencies 13 14 78

VIC

Department of Health and Human Services

During business hours – contact the appropriate local government area:

Northern Division 1300 664 977

Eastern Division 1300 360 391

Southern Division 1300 655 795

Western Division – Rural 1800 075 599

Western Division – Metro 1300 664 977

Child FIRST

Check numbers for your Local Government Area on the Child FIRST web page on the DHHS website.

After hours and to report concerns about the immediate safety of a child: 13 12 78

Child Protection Crisis Line (24 hours)

Victoria Police – Sexual Offences and Child Abuse Investigation Team (SOCIT)

Contact the appropriate local Multi-Disciplinary Centre (MDC):

North-West Metropolitan (Wyndham) (03) 9216 0566

Southern Metropolitan (Dandenong) (03) 8769 2200

Western Victoria (Bendigo) (03) 5444 6752

Eastern Victoria (Morwell) (03) 5120 0351

Commission for Children and Young People (CCYP)

Contact the Commission by filling out the notification form : Click Here > : 1300 782 978

or via phone

NT

Territory Families

Child Protection Hot Line (24 hours)..... 1800 700 250

Northern Territory Police

All Emergencies 000

Non-Emergencies 131 444

WA

Department of Communities, Child Protection and Family Support

General Public line (24 hours)

Business hours:..... 1800 622 258

After hours:..... 1800 199 008

Mandated Persons line (24 hours) 1800 708 704

Western Australia Police – Sexual Assault Squad

Phone line: (08) 9428 1600



The background features stylized, abstract graphics in shades of yellow and orange. On the left, there are silhouettes of three people standing and holding hands, suggesting a community or group. On the right, there is a large, stylized sun or flower-like shape with curved petals. The overall design is warm and positive.

*Edmund Rice Education Australia offers a
liberating education, based on a gospel spirituality,
within an inclusive community committed to
justice and solidarity.*

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