CHILD PROTECTION

- We behave in ways that promote the safety, welfare and well-being of students. We comply with child protection guidelines and maintain appropriate and sexually, physically, and psychologically safe relationships with students at all times. We are aware of the specific guidelines for protecting and supporting children and young people and procedures for reporting suspected risk of harm to children and young people.
- We conduct ourselves professional and are committed to the safety, welfare and wellbeing of our students. We understand our responsibilities in responding to allegations against employees in the area of child protection. We also understand our responsibilities for the local management of less serious allegations in the area of child protection.
- We ensure that all staff and visitors to the school complete Prohibited Employment Declarations.
- We ensure that all staff have undergone a Working with Children Check.
- We review child protection policies and issues on an annual basis in professional learning sessions.
- We ensure that all students on placement and casual staff have the opportunity to read child protection policies.

CONTEXT
- Many of our students have experienced all forms of abuse.
- Child protection is a critical part of our work at this school.
- We need to work at all levels of prevention.
- We need to be aware of ensuring that students are not placed at risk in our environment and, so that we can work effectively, that we do not place ourselves at risk.

HOW WE RELATE TO STUDENTS
- Many of our students rely on the safe, supportive and warm environment we can provide.
- Supportive communication is an important part of our work with students.
- We need to take all opportunities to form warm, professional and helpful relationships with our students so that they come to see themselves positively.
- We emphasise that we all have the right to feel safe and nothing is so awful that we can't talk about it.
- Supportive physical contact is often an important part of our work with our students. We realise that refusing physical contact can be interpreted by our students as rejection of them.
- We work towards having students relate, both verbally and physically, to adults and each other in a situation appropriate way.
- Students will often communicate with us about difficult experiences that they have had/are having. The emotional safety of our students is critical at this time and we need to use one-step-removed language and protective interrupting.
- While we form close relationships with students these are always defined as educator-student. We are aware that relating outside this role can cause students to fantasize about the possibility of them becoming part of our personal family and this can be emotionally unsafe.
- We ensure that we follow our guidelines for discipline practices, including time-out and physical restraint, and ensure that the safety of children guides us when using these practices.
- Teachers are aware of their responsibilities and that school administrative and support staff should not be positioned where they are solely responsible for students.
- We use professional ethics as a guide to our work with students.

STUDENTS' ILPs
- We ensure that we follow student welfare and child protection policies in students' ILPs.
- We identify specific strategies for our ‘at risk’ students and share these at program and staff meetings.

TEACHING ABOUT CHILD PROTECTION
- Each teacher builds teaching/learning activities about child protection into their work with students.
- Child protection education needs to be delivered in a variety of ways using a range of resources.
- Child protection education needs to be delivered in a planned way on a regular, even weekly, basis.
- We ensure that we have a range of resources available to support child protection education.
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MAKING REPORTS AND SUPPORT
- Each staff member, including drivers, receives professional learning sessions and a copy of the current guidelines and signs the register as having received them.
- We follow Department of Education and Training guidelines.
- We update ourselves on the relevant policy materials each year.
- We raise issues of concern at debriefing meetings or with our supervisor.
- We immediately raise concerns about possible reports with the principal who makes a report on the central line if it is a new report and may discuss issues of concern with student's DCS case worker.

CONFIDENTIALITY
- We adhere to the principles of confidentiality in relation to child protection issues.
- In some cases understanding about the child protection issues of particular students can help us in our work with these students, particularly our 'at risk' students. Child protection matters about students are kept confidential to a limited number of relevant staff and not discussed unofficially outside the school.
- Any materials on reports is kept in a locked filing cabinet.
- A copy of the report is sent to area office and a copy is given to the school counsellor.

ENSURING THE SAFETY OF STUDENTS AND OURSELVES
- Because many of our students have experienced abuse we need to implement procedures at the school to ensure that students are safe and that we are safe from inappropriate contact with students or unfounded accusations from students.

TRANSPORTING STUDENTS
- Note our 'at risk' students.
- Avoid travelling alone with student.
- Have another adult in the car.
- Have another student in the car.
- Take a mobile phone with us.
- Note time left school in diary. Have another school staff member confirm arrival time.
- If problems, take student to Police station and have Police call parents/carers to collect.
- If visiting students’ home we ensure that principal is aware of this; try to ensure that parents/carers are aware that we are coming; try to take another staff member with us and take a mobile phone.

TIME-OUT AND PHYSICAL RESTRAINT
- Avoid using time-out and physical restraint with students.
- Note time-out and physical restraint policy.
- Note our 'at risk' students.
- Use 'neighbour' staff to let them know if teacher is out of classroom.
- Have another staff member with you.
- Have Senior School Assistant/Principal/available staff to observe.
- Be aware of having female staff member to assist male staff member.
- Ensure student’s name, length of time and staff member involved is entered into school diary.

TALKING WITH STUDENTS
- Staff avoid talking with students when they are unable to be observed.
- Note our ‘at risk’ students.
- Use ‘neighbour’ staff to let them know you are having a talk - stay in observable areas.
- Have another staff member in close proximity.

RELATIONSHIPS WITH AGENCIES
- We are aware of the roles and responsibilities of other agencies.
- We liaise as closely as possible with officers from DCS, Police and Health.
- We follow Department of Education and Training guidelines in relating to other agencies.
- We prepare relevant reports when asked ensuring that they are written as if any one could read them.
- We form close relationships with DCS case workers to maximise appropriate support for our students.