



Sacré Cœur

Child Safety and Wellbeing Policy

Introduction

In our Sacred Heart School there has been a long tradition of particular care for every student. It is the policy of Sacré Cœur to live out the goals that reflect its Sacred Heart tradition. These goals are embodied in the Goals of Sacred Heart Education, which are:

1. A personal and active faith in God
2. A deep respect for intellectual values
3. The building of community as a Christian value
4. A social awareness that impels to action
5. Personal growth in an atmosphere of wise freedom

Within these five Sacred Heart goals students, staff and parents of Sacré Cœur should foster and promote the core school values of respect, compassion, responsibility, perseverance, forgiveness and integrity. Protection for children and young people is based upon the belief that each person is made in the image and likeness of God and that the inherent dignity of all should be recognised and fostered. Sacré Cœur is entrusted with the holistic education of each student in partnership with her parents, guardians and/or caregivers. Sacré Cœur staff therefore have a duty of care to our students by taking reasonable care to avoid acts or omissions which they can reasonably foresee would be likely to result in abuse of the student and to work for the positive wellbeing of the student.

1. Purpose

At Sacré Cœur, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school (Catholic School on the Threshold of the Third Millennium, n9).

The purpose of this policy is to demonstrate the strong commitment of Sacré Cœur to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures actions and strategies that will be implemented to ensure that a child safe culture is championed and modelled at all level of the school, to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Child Safe Standards as set out in [Ministerial Order No. 1359](#). This policy applies to school staff, including school employees, volunteers, contractors and clergy.

It should be read in conjunction with the following related school policies and procedures:

1. Child Safety Code of Conduct
2. PROTECT - Identifying and Responding to Abuse – Reporting Obligations Policy
3. Reportable Conduct Policy
4. Engaging Families in Child Safety Policy

2. Principles

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe. The following principles underpin our commitment to child safety at Sacré Cœur:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection

- All students have the right to a thorough and systemic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing, to identify and mitigate risks related to child safety and wellbeing in the school environment and to protect them from any kind of harm or abuse
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people
- The policies and practices demonstrate compliance with legislative requirements and co-operation with the Church, governments, the police and human services agencies
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect
- All members of the school community (including students and their families) are kept informed of child safety and wellbeing matters (where appropriate) and are involved in promoting child safety and wellbeing
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety and wellbeing matters, knowing these will be taken seriously by school leadership
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally (including under legislated information sharing schemes being Child Information Sharing Scheme (CISS) or Family Violence Information Sharing Scheme (FVISS)) or pastorally

3. Definitions

Child means a child or young person who is under the age of 18 years.

Child abuse includes:

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

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures or allegations of child abuse (Ministerial Order No. 1359).

Child neglect includes a failure to provide the child with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health and physical development of the child is significantly impaired or placed at serious risk ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Child physical abuse generally consists of any non-accidental infliction of physical violence on a child by any person ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity. It can include a wide range of sexual activity and does not always involve physical contact or force ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later date. It can include communication and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/caregiver ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Mandatory reporting: The legal requirement under the *Children, Youth and Families Act 2005* (Vic.) to protect children from harm relating to physical and sexual abuse. The Principal, registered teachers and early childhood teachers, school counsellors, religious clergy, medical practitioners and nurses at a school are mandatory reporters under this Act ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Reasonable belief – mandatory reporting: When school staff are concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as forming a reasonable belief. A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof, but is more than mere rumour or speculation. A reasonable belief is formed if a reasonable person in the same position would have formed the belief on the same grounds ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Reasonable belief – reportable conduct scheme: When a person has a reasonable belief that a worker/volunteer has committed reportable conduct or misconduct that may involve reportable conduct. A reasonable belief is more than suspicion and there must be some objective basis for the belief. It does not necessitate proof or require certainty.

NOTE: The difference between the reasonable belief definitions under mandatory reporting and the reportable conduct scheme is the category of persons who are required to, or can, form the reasonable belief, which forms the basis for a report.

Reportable conduct: Reportable conduct for the purposes of the Reportable Conduct Scheme is:

- a sexual offence committed against, with or in the presence of, a child, whether or not a criminal proceeding in relation to the offence has been commenced or concluded
- sexual misconduct, committed against, with or in the presence of, a child
- physical violence committed against, with or in the presence of, a child
- any behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child as defined in the Child Wellbeing and Safety Act 2005 (Vic)
- significant neglect

School environment means any of the following physical, online or virtual places used during or outside school hours:

- a campus of the school
- online or virtual school environments made available or authorised by Sacré Cœur for use by a child or student (including email, intranet systems, software, applications, collaboration tools and online services)
- other locations provided by the school or through a third-part provider for a child or student to use including, but not limited to, locations used for school camps, approved homestay accommodation, delivery of education and training, sporting events, excursions, competitions and other events) (Ministerial Order No. 1359)

School staff means an individual working in a school environment who is:

- directly engaged or employed by a school governing authority
- a contracted service provider engaged by Sacré Cœur (whether or not a body corporate or any other person is an intermediary) engaged to perform child-related work for Sacré Cœur a minister of religion, a religious leader or an employee or officer of a religious body (Ministerial Order No. 1359)
- a minister of religion, a religious leader or an employee or officer of a religious body associated with Sacré Cœur (Ministerial Order No. 1359).

Volunteer means a person who performs work without remuneration or reward for Sacré Cœur in the school environment

4. Policy Commitment

All students enrolled at Sacré Cœur have the right to feel safe and to be safe. The safety and wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with a disability, children who are unable to live at home, international students, and LGBTIQ+ students.

Our commitment to our students

- We commit to the safety and wellbeing of all children and young people enrolled in our school
- We commit to providing children and young people with positive and nurturing experiences
- We commit to encouraging and actively supporting Aboriginal and Torres Strait Islander children to express their culture and enjoy their cultural rights
- We commit to paying particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
- We commit to listening to children and young people and empowering them by ensuring that they understand their rights (including to safety, information and participation), and by taking their views seriously and addressing any concerns that they raise with us
- We commit to taking action to ensure that children and young people are protected from abuse or harm
- We commit to ensuring that the needs of all children and young people enrolled in our school are met, including those who are most vulnerable
- We commit to recognising the importance of friendships and to encouraging support from peers, to help children and students feel safe and less isolated
- We commit to developing a culture that facilitates and provides opportunities for children and student participation, and that strengthens the confidence and engagement of children and students by being responsive to their input
- We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing
- We commit to empowering children and educating them about their rights (including to safety, information and participation), how to raise concerns, how to maintain their personal safety and wellbeing, and how to support the safety and wellbeing of other children
- We commit to seeking input and feedback from students regarding the creation of a safe school environment

Our commitment to parents, guardians and carers

- We recognise that families are the first and ongoing educators of their children
- We commit to communicating honestly and openly with parents, guardians and carers about the wellbeing and safety of their children
- We commit to engaging with, and listening to, the views of parents, guardians and carers about our child-safety and wellbeing practice, policies and procedures
- We commit to transparency in our decision-making with parents, guardians and carers where it will not compromise the safety of children or young people
- We commit to open engagement and communication with parents and caregivers about our child safe approach and our operations and governance related to child safety and wellbeing
- We commit to ensuring that relevant information relating to child safety and wellbeing is accessible to parents, guardians and caregivers
- We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues
- We commit to continuously reviewing and improving our systems to protect children from abuse

Our commitment to our school staff (school employees, volunteers, contractors and clergy)

- We commit to providing all Sacré Cœur staff with the necessary support to enable them to fulfil their roles, and to ensure that staff are attuned to signs of harm and are able to facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns. This will include regular and appropriate learning opportunities
- We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and young people's protection and wellbeing. This will include annual training in the principles and intent of the Child Safety and Wellbeing Policy, Child Safety Code of Conduct and staff responsibilities to report concerns
- We commit to listening to all concerns voiced by Sacré Cœur staff, clergy, volunteers, and contractors about keeping children and young people safe from harm
- We commit to providing opportunities for Sacré Cœur staff, volunteers, contractors and clergy to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person

5. Privacy and Information Sharing

Our school is bound by the Australian Privacy Principles contained in the *Australian Privacy Act 1988* (Cth) and the Health Privacy Principles set out in the *Health Records Act 2001* (Vic).

Our [Privacy Policy](#) sets out the types of information that we collect about:

- students and prospective students, and their parents/caregivers
- job applicants, staff members, volunteers and contractors
- other people who come into contact with Sacré Cœur

It also sets out how and why our school collects, holds, uses, discloses, secures and stores the information.

Our school is a prescribed Information Sharing Entities (ISE). This means that we are able to collect and share confidential information with other ISEs to promote child wellbeing or safety under the Child Information Sharing Scheme (CISS) or Family Violence information Sharing Scheme (FVISS).

6. Recordkeeping

Our school creates full and accurate records of school activities and decisions relating to the safety and wellbeing of students. These records are maintained as per our ***Document Storage and Record Retention Policy*** and the child safety and wellbeing standards set by the Public Records Office of Victoria. These records are kept secure and protected from unauthorised access, amendment, misuse, disclosure, damage, deterioration, loss or destruction.

7. Responsibilities and Organisational Arrangements

Everyone employed or volunteering at Sacré Cœur has a responsibility to understand the important and specific role they play individually and collectively to ensure a child safe culture in which the wellbeing and safety of all students is at the forefront of all they do and every decision they make. The school has allocated roles and responsibilities for child safety as follows:

7.1 Guide to Responsibilities of School Leadership

The Principal, School Board members and the School's Leadership Team at Sacré Cœur recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety and wellbeing. Responsibilities include:

- Creating an environment for children and young people to be safe and to feel safe
- Upholding high principles and standards for all staff, clergy, volunteers, and contractors
- Promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- Ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff
- Ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to prevent, identify and address child safety matters
- Ensuring that the school has in place appropriate risk management strategies and practices that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the school environment

- Providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to child and young people's protection and wellbeing
- Ensuring the School meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359
- Ensuring the School takes specific action to protect children from abuse in line with the three new criminal offences introduced under the Crimes Act 1958 (Vic.) and in line with the PROTECT: Identifying and responding to all forms of abuse in Victorian schools.
- Ensuring the school understands and reports all matters that may constitute reportable conduct under the Reportable Conduct Scheme and in accordance with the School's reportable conduct policy
- Sharing information under legislated information sharing schemes (CISS and FVISS) in accordance with the School's prescribed role as an ISE
- Ensuring that the school monitors and reviews the risks related to child safety and wellbeing, including evaluating the effectiveness of the implementation of its risk controls, on an annual basis

7.2 Guide to Responsibilities of School Staff

Responsibilities of school staff (school employees, volunteers, contractors and clergy) include:

- Treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care
- Following the legislative and internal school policies, procedures and processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected
- Providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured
- Undertaking regular training and education in order to understand their individual responsibilities in relation to child safety, and the wellbeing of children and young people, including ways to prevent, identify and mitigate risks relating to child safety and wellbeing
- Assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse
- Following the School's Child Safety Code of Conduct
- Where risks of child abuse are identified, ensuring that action is taken to mitigate against those risks and that risks and actions are appropriately recorded

8. Organisational Arrangements

The Principal has the overall leadership role in monitoring and responding to the policy, procedures and practices for child safety and wellbeing in Sacré Cœur in accordance with this Policy. In addition, the School's organisational arrangements include the:

- Appointment of a Child Safety Officer who is the School's Director of Risk and Compliance
- Establishment of the School's Child Safeguarding Committee
- Budget allocation to enable regular training and education in order to understand the responsibilities of all staff in relation to child safety and the wellbeing of children and young people
- Participation in the diocesan child protection network
- Use of school website and newsletter to provide information to keep parents/caregivers information of child safety and wellbeing commitments, procedures and arrangements

9. Expectations of our School Staff – Child Safety Code of Conduct

At Sacré Cœur, it is expected that school employees, volunteers, contractors and clergy are to proactively ensure the safety of students at all times, to identify concerns about child safety and wellbeing and to take appropriate action if there are concerns about the safety and wellbeing of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements. We have developed a Child Safe Code of Conduct which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers, contractors and clergy for appropriate behaviour with children in order to safeguard them against abuse and/or neglect. Our Child Safe Code of Conduct also protects school staff and volunteers through clarification of acceptable and unacceptable behaviour.

10. Student Safety and Participation

At Sacré Cœur, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them. We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report their concerns. We listen to and act on any concerns students, or their parents/caregivers raise with us.

The curriculum design integrates appropriate knowledge and skills to enhance students' understanding of being safe, as well as their understanding of their rights to safety, information and participation. Teaching and learning strategies that acknowledge and support student agency and voice are implemented. We ensure that students are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

We have developed appropriate education about:

- Standards of behaviour for students attending our school
- Healthy and respectful relationships (including sexuality)
- Resilience
- Child abuse awareness and prevention

We have also developed curriculum planning documents that detail the strategies and actions the school takes to implement its obligations to ensure that:

- Children and students are informed about all of their rights, including to safety, information and participation
- The importance of friendship is recognised and support from peers is encouraged, to help children and students feel safe and be less isolated
- Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns
- We have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and students
- We provide opportunities for children and students to participate and is responsive to their contributions to strengthen confidence and engagement
- Students are offered access to sexual abuse prevention programs and to relevant information in an age-appropriate way

11. Reporting and Responding

Our school creates records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and maintains and disposes of those records in accordance with security and privacy requirements and [Public Record Office Victoria Recordkeeping Standards](#) (including minimum retention periods). The School complies with legal obligations that relate to managing the risk of child abuse under the *Children, Youth and Families Act 2005* (Vic.), the *Crimes Act 1958* (Vic.) and the recommendations of the [Betrayal of Trust](#) report. Child protection reporting obligations fall under separate pieces of legislation with differing reporting requirements.

Our school's PROTECT - Identifying and Responding to Abuse – Reporting Obligations Policy, updated in November 2025, sets out the actions required under the relevant legislation when there is a reasonable belief that a child at the School is in need of protection or a criminal offence has been committed, and provides guidance and procedures on how to make a report.

Our policy assists staff, volunteers and families to:

- Identify the indicators of a child or young person who may be in need of protection
- Understand how a 'reasonable belief' is formed under the reportable conduct scheme as well as mandatory reporting
- Make a report of a child or young person who may be in need of protection
- Comply with mandatory reporting obligations under child protection law, and their legal obligations relating to child abuse and grooming under criminal law
- Understand and comply with information sharing and recordkeeping obligations
- Comply with obligations under the reportable conduct scheme including obligations to report and investigate allegations of reportable conduct

Our school has also established internal procedures and processes to help ensure that appropriate action is taken to prevent, identify and respond to concerns about the wellbeing and/or safety of a student.

Our school is a prescribed Information Sharing Entity (ISE) meaning that, where legislated requirements are met, it is able to share confidential information with other ISEs to promote child wellbeing or safety under the CISS or FVISS.

At Sacré Cœur, if any member of our school community has concerns for a child's safety they need to discuss, they can notify the school Principal, the Deputy Principal or the designated Child Safety Officer (who is also the School's Director of Risk and Compliance).

If the Principal or Child Safety Officer is not available, then it should be discussed with a member of the school leadership team. Alternatively, any member of the school community may report directly to the responsible authority.

The staff member, supported by the Principal or designated Child Safety Officer will follow the step-by-step guide to making a report as outlined in the [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).

12. Screening and Recruitment of School Staff

Sacré Cœur will apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. The School's commitment to child safety and wellbeing and our screening requirements are included in all advertisements for such employee, contractor and volunteer positions, and all applicants are provided with copies of the School's Child Safety Code of Conduct and the Child Safety and Wellbeing Policy.

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we ensure that we gather, verify and record the following information about any person we propose to engage:

- Confirm the applicant's Working with Children Check and National Police Check status and/or professional registration (as relevant)
- Obtain proof of personal identity and any relevant professional or other qualifications
- Verify the applicant's history of work involving children
- Obtain references that address the applicant's suitability for the job and working with children.

We will also ensure that appropriate supervision or support arrangements are in place in relation to the induction of new school staff into the School's policies, codes, practices and procedures governing child safety and wellbeing and child-connected work.

We have procedures and processes for monitoring and assessing the continuing suitability of school staff and volunteers to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

13. Child Safety and Wellbeing – Education and Training for School Staff

Sacré Cœur provides employees, volunteers and clergy with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety and wellbeing matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

At least annually, our professional learning and training addresses:

- Staff's individual and collective obligations and responsibilities for managing the risk of child abuse
- Preventing, identifying and mitigating child abuse risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities

- The reportable conduct scheme
- Our School's current child safety standards (including this Policy, the Child Safety Code of Conduct and any other policies and procedures relating to child safety and wellbeing, including in relation to managing complaints and concerns related to child abuse)
- Guidance on recognising indicators of child harm including harm caused by other children and students
- Guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- Guidance on how to build culturally safe environments for children and students
- Guidance on their information sharing and recordkeeping obligations, including under the [Public Record Office Victoria Recordkeeping Standards](#).
- Completion of all child safety eLearning modules during induction and on an ongoing annual basis

14. Diversity and Equity – Strategies and Actions

At Sacré Cœur, we are committed to ensuring that equity is upheld, and that diverse needs are respected in policy and practice. We aim to ensure that:

- All school staff and volunteers understand the diverse circumstances of children and students
- Our school provides support and responds to vulnerable children and students
- Children, students, staff, volunteers and the school community have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand
- The school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and LGBTIQ+ students (please refer to the School's Diversity Policy for more information)
- The school pays particular attention to the needs of Aboriginal students and provides and promotes a culturally safe environment for them.

15. Family Engagement – Strategies and Actions

Sacré Cœur ensures that families, carers and other members of the school community are informed about relevant child safety and wellbeing matters and are involved in the promotion of child safety and wellbeing at the school. We aim to ensure that:

- Families participate in decisions relating to child safety and wellbeing which affect their child
- We engage and openly communicate with families, carers and other members of the school community about our child safe approach
- All members of the school community have access to information relating to child safety and wellbeing
- Families, carers and other members of the school community have the opportunity to provide input into the development and review of the School's Child Safety and Wellbeing Policy and practices
- Families, carers and other members of the school community are informed about the operations and governance of the school in relation to child safety and wellbeing.

The strategies and actions we will take to implement these family engagement obligations, include, but not limited to:

- Inviting parents, guardians or carers to attend the School's Child Safeguarding Committee
- Engaging relevant parents, guardians or carers in the review and endorsement of relevant child safety and wellbeing related policies

16. Risk Management

At Sacré Cœur, we are committed to proactively and systematically identifying and assessing risks to student safety across the whole school environment, and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and annually review our risks and risk management strategies for child safety and wellbeing, evaluate the effectiveness of the implementation of our risk controls and ensures that the strategies change as needed and as new risks arise.

The School enacts this commitment through:

- The Risk and Compliance Framework
- The Child Safety Risk Framework

- The Child Safeguarding Committee
- The Risk Appetite Statement
- The Risk Register and Incident Register
- The ongoing review of the School's risk register including controls, actions and monitoring
- Risk assessments
- Review of policies, procedures and processes
- Quarterly reporting to the Risk Subcommittee and School Board

17. Relevant Legislation

- Children, Youth and Families Act 2005 (Vic.)
 - Working with Children Act 2005 (Vic.)
 - Worker Screening Act 2020 (Vic.)
 - Education and Training Reform Act 2006 (Vic.)
 - Education and Training Reform Regulations 2017 (Vic.)
 - Equal Opportunity Act 2010 (Vic.)
 - Privacy Act 1988 (Cth)
 - Crimes Act 1958 (Vic.) - Three new criminal offences have been introduced under the Crimes Act 1958 (Vic.):
- 1) [Failure to disclose offence](#): Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence.
 - 2) [Failure to protect offence](#): The offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
 - 3) [Grooming offence](#): This offence targets predatory conduct designed to facilitate later sexual activity with a child. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

18. Related Policies

School Policies

- Child Safety Code of Conduct
- PROTECT - Identifying and Responding to Abuse – Reporting Obligations Policy
- Reportable Conduct Policy
- Engaging Families in Child Safety Policy



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Document Control

Document Details

Document Name	Child Safety and Wellbeing Policy
Document created by	Director of Risk and Compliance / Child Safety Officer
Document Approval	School Board, School Principal, School Leadership and the Child Safeguarding Committee
Relevant to:	All Teaching Staff, General Staff, School Board members, Volunteers, Visitors, Clergy, Third Party Contractors and External Education Providers
Related documents include, but not limited to:	<ul style="list-style-type: none"> • PROTECT – Identifying and Responding to Abuse - Reporting Obligations Policy (2025) • Reportable Conduct Policy (2025) • Engaging Families in Child Safety Policy (2025) • Child Safety Code of Conduct (2025) • Diversity Policy (2022) • Alcohol Policy (2019) • Staff Wellbeing Policy (2019) • Complaints Policy (2023) • Grievance Policy (2019) • Parent/Caregiver Code of Conduct (2020) • Student Code of Conduct (2023) • Psychologist Policy (2023) • Teacher Parent Communication Protocol (2019) • Against Bullying Policy (2022)
Related Legislation, but not limited to:	<ul style="list-style-type: none"> • Ministerial Order 1359 (2022) • The Child and Young Persons Act (2005) • Privacy Act Cth (1988) / Australian Privacy Principles (2014) • Crimes Act 1958 • Children, Youth and Families Act 2005 (Vic) • Working with Children Act 2005 (Vic) • Education and Training Reform Act 2006 (Vic) • Equal Opportunity Act 2010 (Vic.) • Child Wellbeing and Safety Act (2005) • Occupational Health and Safety Act (2004) • Human Rights and Equal Opportunity Commission Act (1986)
Review:	The Policy shall be reviewed on an annual basis by the School Board, School Principal, School Leadership and the School's Child Safeguarding Committee. The next review of this Policy is due November 2026.

Change History

Author	Date	Change Description	Version
W Ross	May 2017	Original policy created, approved by Leadership, communicated to all staff and published	V1
W Ross/N Visic	Jan 2019	Policy reviewed and updates made	V2
W Ross/N Visic	Feb 2019	Policy reviewed and endorsed by Leadership Team and School Board with changes and communicated to all staff via ELMO Learning.	V2
N Visic	Apr 2020	Updated Policy reviewed and endorsed by the Leadership Team and School Board. Updated Policy communicated to school community, updated to ELMO Learning and published on website.	V3
N Visic	Jul 2022	Policy updated (in line with MO1359), policy reviewed and endorsed by the School Board, School Principal, School Leadership Team and Child Safeguarding Committee. New Policy communicated to school community, updated to ELMO Learning and published on website.	V4
N Visic	Nov 2024	Document review conducted with some material changes. Document reviewed and endorsed by the School Board, Leadership and Child Safeguarding Committee and updated versions updated on School Website.	V5
N Visic	Nov 2025	Document review conducted with some material changes linked to MACS and CECV, Document reviewed and endorsed by the School Board, Leadership and Child Safeguarding Committee and updated versions updated on School Website.	V6