

CHILD SAFETY AND WELLBEING POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office.

PURPOSE

The Mirniyan Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

SCOPE

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

DEFINITIONS

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school staff
- school governing authority
- student
- volunteer.

STATEMENT OF COMMITMENT TO CHILD SAFETY

Mirniyan Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer, questioning and asexual (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences. Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

ROLES AND RESPONSIBILITIES

School leadership team

Our school leadership team (comprising the Principal, Assistant Principals and Business Manager) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals, Assistant Principals and the Business Manager will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.
- ensure a child safe culture is championed and modelled at all levels of the school from the top down and bottom up.
- work with the staff and team to identify year-level specific practices and risks

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
https://www.mirniyanps.vic.edu.au/source/policies/MPS_ChildSafetyCodeofConduct.pdf

- identify and raise concerns about child safety issues in accordance with our Child Abuse (including grooming) – Identification and Response Policy and procedures [Child Abuse Identification & Response Policy](#) including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.
- students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, care and growth at every opportunity.

School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety, school council will use the Child Safe Standards School Council Training slide presentation available on [PROTECT](#).
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At our school, school council employment duties are delegated to the Principal who is bound by this policy.

Specific staff child safety responsibilities

Mirniyan Primary School has nominated the Assistant Principals as the student wellbeing coordinators to support the Principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities for the Assistant Principals are outlined at [Guidance for child safety champions](#). In addition to these roles, our Assistant Principals are also responsible for:

- managing the whole school wellbeing approach. This includes the proactive wellbeing strategies and programs the school will implement and processes and procedures for managing any wellbeing issues that arise.

Our Assistant Principals are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- the Assistant Principals are responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Assistant Principals if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- the Assistant Principals are responsible for informing the school community about this policy, and making it publicly available
- other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Abuse (including grooming)- Identification and Response Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Child Safety and Student Wellbeing Team and the SRC (Student Representative Council) on child safety. The Child Safety and Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Representative Council provides an opportunity for students to provide input into school strategies.

Our Risk Management / OHS Committee monitors the Child Safety Risk Register.

CHILD SAFETY CODE OF CONDUCT

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The Child Safety Code of Conduct [MPS ChildSafetyCodeofConduct.pdf](#) also includes processes to report inappropriate behaviour.

MANAGING RISKS TO CHILD SAFETY AND WELLBEING

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team together with the OHS team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

In addition, the Assistant Principals play a significant role in managing the whole school wellbeing approach. This includes the proactive wellbeing strategies and programs the school will implement and processes and procedures for managing any wellbeing issues that arise.

ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At Mirniyan Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

Mirniyan Primary School sets a new benchmark for embedding First Nations perspectives in education.

- Our approach is whole school, from the stories in our classrooms to the bricks in our walls.
- We improve outcomes for Aboriginal and Torres Strait Islander students by affirming identity and making culture visible, valued, and central.
- We embed First Nations perspectives with Aboriginal culture, history, and knowledge woven authentically through every learning area.
- We prioritise authentic partnerships, engaging families, Elders, and community voices in decision-making.
- Our programs and facilities are designed to place First Nations knowledge at the heart of education- not as an add-on, but as the foundation.

MIRNIYAN MINIFESTO

Mirniyan Primary School was founded on a clear and enduring vision: to be a place where First Nations culture is not an addition to the story, but the foundation of it. Every aspect and element of Mirniyan, from architecture to curriculum, from partnerships to pedagogy, from school sport houses to community connections has been intentionally designed to honour the Bunurong people and the broader First Nations community and reflect deep respect for Country.

From its earliest planning stages, Mirniyan was envisioned as a living, learning space that tells the story of the land it stands on. The architecture, landscape, and design elements celebrate connection to Country through meaningful symbols, colours, and textures drawn from the local wetlands. Native gardens, yarning circles, and outdoor learning spaces create daily opportunities for students to learn on and with Country, while acknowledging the ecological and cultural significance of Bunurong land.

At Mirniyan, First Nations perspectives are woven through every layer of learning. They are not reserved for specific weeks or events but embedded across the curriculum. Students encounter the works and knowledge of First Nations authors, scientists, artists, and musicians as part of their everyday learning. In Science, this means exploring Aboriginal ecological knowledge systems; in Literacy and the Arts, it means elevating Indigenous storytelling and creative expression as central to understanding identity and belonging.

Our four Houses, Kuunh (Fire), Biik (Land), Baanh (Water), and Laak (Sky) are named in Bunurong language and represent the elements of Country. They guide our school values of Respect, Care, and Growth, providing students with a sense of pride and cultural connection that extends beyond symbolism into daily action.

Strong partnerships with local Elders, Koorie Engagement Support Officers (KESOs), and community artists ensure that our work remains authentic, respectful, and co-created. Staff regularly participate in professional learning, such as the Bundjil's Nest Project, to deepen their cultural understanding and strengthen connections to place.

Our students are proud cultural ambassadors. They lead school tours, share the stories behind artworks and architectural choices, and celebrate knowledge of Country through assemblies, performances, and creative projects.

Mirniyan Primary School represents what it means to truly embed First Nations culture across every part of school life. We are not simply a school on Country — we are a school of Country, where every student learns, grows, and walks proudly in two worlds.

MIRNIYAN PRIMARY SCHOOL ACKNOWLEDGEMENT TO COUNTRY

Mirniyan Primary School acknowledges the Bunurong people as the traditional custodians of this land on which we live, work, learn, play and grow.

We acknowledge their spiritual connection to country and thank them for continuously caring for our natural environment and value the sharing of their wisdom, knowledge and stories. We pay our respects to elders past and present and to all First Nations people.

Our Mirniyan Learning Community is committed to nurturing a strong connection to country in us all and collective respect and care for our local and world environment.

FIRST NATIONS PERSPECTIVES AT MIRNIYAN PRIMARY SCHOOL

Mirniyan Primary School will continue to honour First Nation's culture, deepen understanding, embrace and keep the story of the design principles alive. We will ensure, as a learning community, that we continue to respect and be grateful to the Bunurong people who have always cared for and looked after country. We feel incredibly fortunate to be surrounded by a school environment that places culture and Country at the heart of our identity as we walk together towards a shared future.

Mirniyan (Mern-ee-yan) is the Bunurong word for moon.

We will commit to embedding a First Nations perspectives in all teachings and activities across the school. We will pride ourselves on developing in our students a strong connection to our natural world, our First Nation's culture and a strong commitment to sustainability.

We will investigate our local natural surrounds and embed many natural elements to our school environment as we develop and grow as a school. We will develop as a school that is closely aligned in environment and teaching approaches with our First Nation's peoples care and respect of country.

We will develop our indigenous gardens and natural spaces so our students can learn firsthand in natural spaces. We will include our school and wider community to develop a collective investment in learning about our First Nation's culture, our planets' biodiversity and encourage a firm commitment to preserving and saving our natural world. We will create a school where all are invested in educating our students and those around us about our First Nations peoples' culture and natural history, ensuring we nurture student's awe, love and wonder of the natural world and appreciation of how it contributes to our world.

We will investigate and access local natural resources to enrich our learning programs.

We will develop a strong and **embedded sustainability and First Nation's perspective** that will be woven through all our rich curriculum and visually evident throughout our school. Students will be taught about the history and culture of Australia's First Peoples as part of the teaching of the Victorian Curriculum.

- First Nations maps with nations/land/borders will be displayed around the school
- Our learning programs will include explicit teaching, texts and learning materials about First Nation's authors, artists, actors etc. First Nation's games incorporated in brain breaks and activities. First Nation's literature and artworks will be used in planning relevant **Inquiry units and research projects**.
- Science and Sustainability curriculum will have an embedded First Nations perspective acknowledging the strong connections to and care of the lands and waterways.
- **Reconciliation Week** will be embraced as a time to deepen our understanding and knowledge about how we can all contribute to achieving reconciliation in Australia that will lead to greater equality and equity for our Aboriginal and Torres Strait Islanders. It is a chance to learn, listen and act.
- **NAIDOC** week will be celebrated annually with a range of age-appropriate cultural activities to honour and deepen our understanding, knowledge and appreciation of our First Nation's history and culture.
- **We will engage First Nations people to enhance our learning programs through incursions and** participate in available excursions, projects and activities to enrich our learning. e.g. Connect with Willum Warrain Aboriginal Association
- We will connect with local Bunurong people to assist collaborate and create indoor and outdoor artworks with our students showing the history and culture of the Bunurong land that our school is built on and the beginning of Mirniyan Primary School. We will name our Learning Hubs and Stadium in Bunurong language and story in consultation with Uncle Josh.

- Our student HOUSES are named in Bunurong language:

Fire: Kuunh

Land: Biik

Water: Baanh

Sky: Laak

- Staff will be encouraged to participate in cultural programs to develop our knowledge and understandings of First Peoples perspectives, culture and history.
- Uncle Josh, from Bunurong Land Council conducted our new school opening with a Welcome to Country and a Smoking ceremony.
- **The Aboriginal flag** is permanently on display at the entrance to the office along with the Australian and Torres Strait Islander flags – they will also be displayed in the gym at each whole school assembly.
- **Acknowledgement of Country** Students read a student developed 'Acknowledgement of Country' to begin each assembly. All staff meetings begin with an 'Acknowledgment of Country'.
- **Our school environment** celebrates and displays our appreciation of our First Nations culture with **First Nations cultural art works on display throughout the school and grounds**. There will be labelled sites around the school that acknowledge the local Aboriginal heritage.

First Nation's Architectural Acknowledgements and Connections

Mirniyan Primary School proudly stands on **Bunurong Country**, a region that stretches from the northern part of Port Phillip Bay to the Mornington Peninsula, Western Port, and the area surrounding Wilsons Promontory.

Our school landscape and facilities are thoughtfully designed to honour and reflect the deep history, culture, and connection of the Bunurong people to this land. These design elements serve as both a tribute to First Nations heritage and as immersive learning opportunities for our students, fostering a sense of connection to nature and the cultural legacy of this region.

Honouring Bunurong History

The Bunurong people lived in harmony with the land, moving seasonally and creating a network of pathways that connected important sites for trade, ceremonies, and community gatherings. These pathways influenced many of the roads and tracks still in use today. Many parts of this region hold strong cultural associations for First Nation's people and formed places of connection for social and ceremonial gatherings, initiation and marriage.

Our school is likely located near some of these gathering places and pathways, and the design of our grounds reflects this heritage. Through thoughtful landscaping, materials, and colour palettes, we provide hints and evoke memories of the ancient gathering spaces and connecting trails used by the Bunurong for tens of thousands of years.

Celebrating the Ancient Landscape

The ancient landscape in the region surrounding Cranbourne, Clyde, and Pakenham once featured open plains, sandy rises, coastal scrub, saline estuaries, lagoons and wetlands teeming with life. Our school is built on what was once a freshwater wetland, and many features of our design remind us of this rich natural history.

Features Reflecting First Nations Connection

Our school environment incorporates elements inspired by the land and Bunurong culture to create meaningful and educational spaces for our community:

- **Learning Spaces:** Indoor and outdoor areas designed for diverse teaching and learning needs, reflecting the natural landscape.
- **Colour Palette:** The interior and exterior incorporate the palette of the unique landscape within the mood and feel. The intent is to explore the Bunurong Country and create a meaningful connection through materiality, texture and atmosphere. Inspiration was drawn from the traditional lands and the local rich and diverse landscape.
- Earthy tones represent the wetlands that the school is built upon and create a connection to the land in both interior and exterior spaces.
- The colour palette of soft earthy colours defines spaces and places within the building.
Vinyl- Eminent sand
Carpet- Freshwater neutral and Rainforest neutral
Carpet- Eucalyptus
- **Architectural Details:**
 - External façades feature swamp and wetland-inspired brick patterns.
 - High-level windows to provide connection to sky, while glazed wall in learning spaces allows connection with the surrounding nature.
- **Outdoor Features:**
 - External play areas are designed for story telling as a learning opportunity
 - **Pathways with Footprints:** Native animal footprints, such as Magpie Goose, Cape barren Goose, Black Scaped Bull Ant, Striped Marsh Frog and the Growling Grass Frog, guide students and visitors along key pathways.
 - A **native eel-shaped sandpit** symbolizes cultural significance and connection to water.
 - **Hardcourts** named in Bunurong language: *Nup Nup* (Goose) and *Wimba* (Wallaby).
 - **Laser-cut shade canopies** depict native flora and fauna.
 - **Outdoor yarning circles**, formed with boulders, provide spaces for storytelling, building respectful relationships, and passing on knowledge.
- **Planting and Gardens:**
 - Indigenous and native plants are featured throughout the grounds.
 - Bush tucker plants will be incorporated into kitchen gardens to deepen understanding of First Nations food sources.

Through these thoughtful designs, Mirniyan Primary School invites students, staff, and the community to embrace and engage with the history, culture, and caring of Country through shared experience while paying respect to the Bunurong people as custodians of this land—past, present, and future.

The designs and features remind us of our shared responsibility to listen, learn and act, and visually acknowledges First Nations' peoples as the custodians of the land on which we learn and grow.

We have developed the following strategies to promote cultural safety in our school community:

- **Family and community perspectives and feedback** – Actively seek participation and feedback from Koorie students, families and community by:
 - acknowledging the existing knowledge of Koorie students and their families and seeking their feedback on decisions that affect them, and on how well we are meeting their needs, through initial enrolment meetings, Student Support Groups, during the development of Individual Education Plans and ongoing emails to families and carers.
 - working with our regional Koorie Engagement Support Officers (KESOs) for advice on how we can create a culturally inclusive learning environment and to build our capacity to provide support for individual Koorie students attending our school
 - working with Bunurong Land Council and other aboriginal organisations including Dandenong Aboriginal Co-operative to seek feedback and advice on existing and new actions we can take to support the diverse and unique identities and experiences of Aboriginal students and children in our community.
 - families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through website, newsletters, information sessions and school council.
- **Training and professional development of staff** – To ensure our staff are equipped with the skills and knowledge necessary to create and maintain a positive and inclusive school environment we:
 - ensure staff participate in [Community Understanding and Safety Training \(CUST\)](#) training
 - provide tailored training and professional development each year to build knowledge for specific staff based on any emerging or current areas of need
 - ensure training and professional development equips teaching staff to deliver Aboriginal and Torres Strait Islander perspectives within the classroom curriculum
 - support teachers to work in their Professional Learning Communities (PLCs) to map and develop teaching and learning activities within the Victorian Curriculum priorities to enable staff to build their confidence with Aboriginal and Torres Strait Islander content and to recognise opportunities to draw upon Aboriginal pedagogies and practices within their classrooms
 - ensure training and professional development equips staff with an understanding and appreciation of the strengths of Aboriginal and Torres Strait Islander culture and its importance to the wellbeing and safety of Koorie children and students.
 - staff are encouraged to participate in local Cultural programs and events such as Echoes of Country and Bunjil's Nest festival.
- **Curriculum and learning** - Mirniyan Primary School supports the development of high expectations and individualised learning for Koorie students and creates a learning environment for all students that acknowledges, respects and values Aboriginal and Torres Strait Islander cultures and identities. This includes:
 - implementing the Department of Education's [Koorie Education Policy](#)
 - ensuring that all Koorie students have individual education plans developed in partnership with students, families, and KESOs.
 - Student Support Group (SSG) meetings held for Koorie students each term/semester or more frequently if required
 - further engage the KESOs to work with the school and support families where needed.
 - we have a strong and embedded First Nations lens that is woven through all of our rich curriculum and visually evident throughout our school. Students are taught about the history and culture of Australia's First Peoples as part of the teaching of the Victorian Curriculum through all curriculum areas and explicitly in Inquiry programs. Students are explicitly taught about First Nation's history and culture including authors, artists, actors and spirit stars etc. First nations literature and artworks are used for Inquiry units.
 - First nation's cultural art works on display throughout the school and grounds
 - NAIDOC Week is celebrated annually with a range of age-appropriate cultural activities.

- recognition days such as Sorry Day are a part of the curriculum and communicated to the school community through newsletters and other communication channels.
- display of Aboriginal Nations map of Australia and map of languages.
- using Early Years Koorie Literacy and Numeracy support funding to provide additional learning resources (including human resources) to support the student in line with the goals and targets of their IEP
- being mindful of cultural sensitivity when presenting lessons and activities, for example considering that hearing recordings, seeing images or the names of deceased persons may cause sadness or distress for Koorie students and, in some cases, offend against strongly.
- speaking with respect and confidence about Koorie culture, knowledge systems and people.
- implementing the Koorie Education Policy to create a learning environment for all students that acknowledges, respects and values Koorie cultures and identities
- **Assemblies and other school events and activities** - We ensure our school events and activities acknowledge and celebrate Aboriginal and Torres Strait Islander culture by:
 - student leaders open assembly with an Acknowledgement to Country
 - staff acknowledgement of Country and Traditional Owners of the land on which our school is located, Bunurong land at the start of every school assembly and meeting
 - arranging Welcome to Country and a smoking ceremony by local Bunurong Elders at the school opening ceremony and major school events
 - arranging incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture
- **Built and digital environment** - We ensure our built environment and website demonstrates an appreciation and acknowledgment of Aboriginal and Torres Strait Islander culture through:
 - the Aboriginal flag is permanently on display at the entrance to the office and in the gym along with the Australian and Torres Strait Islander flags
 - displaying a plaque embedded in a rock from Bunurong land outside our main entrance that Acknowledges Country and Traditional Owners
 - including an Acknowledgement of Country and Traditional Owners and detailed information about our local Bunurong country that our school site is built on on our website page.
 - consulting with local Traditional Owners, represented by the local Bunurong people to endorse the design of this new school. We sought feedback and advice on:
 - our sport house names
 - local Indigenous plantings
 - cultural stories and histories
 - translations of Indigenous words
 - design elements including artwork that enhance cultural education and understanding

STUDENT EMPOWERMENT

To support child safety and wellbeing at Mirniyan Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced, we encourage strong friendships and peer support in the school to ensure a sense of belonging and develop strong student agency and voice through implementing our whole school approach to Respectful Relationships, our student Code of Conduct, our school values, learner dispositions and mindframes.

We aim to develop our students into confident learners who have curious and inquiring minds and a lifelong love and joy of learning. Students who thrive and flourish with highly developed and strong learner agency and voice that empowers them to impact positive change in their own lives and in the world around them. We educate our students to have a strong and confident voice and the Assistant Principals will ensure that all students are aware of the adults they can talk to and 'Who can I talk to' posters will be

unpacked, discussed and displayed in all classrooms and around the school to ensure all students are aware of the avenues to seek help, assistance or advice from adults in the school. To further empower our students, we provide opportunities for students to provide us with feedback through different avenues including student forum groups, anonymous feedback box, and student surveys which provide student perspective on how they feel in relation to their school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity, and life in general.

Students with high levels of learner agency are actively involved in partnership with staff in identifying and addressing issues in their learning environments to ensure their learning and wellbeing needs are met.

Our school values, vision, mission, learner dispositions, student mindframes and pedagogical principles as outlined in our Student Wellbeing and Engagement Policy and Curriculum and Student Learning Overview enable our students to actively participate in creating a culture that is safe for them and their peers and feel confident to raise concerns about their safety or wellbeing of their peers.

We inform students of their rights through our whole school Wellbeing approach including the implementation of Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns by contacting the school office or alternatively referencing the school's Child Abuse- Identification and Response Policy and Procedures, Child Safety Code of Conduct and/or the Complaints policy on the school's website. [Policies](#)

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

FAMILY ENGAGEMENT

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Mirniyan Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- all of our child safety policies and procedures will be available for students and parents on our school website and at the school office
- newsletters will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety and an invitation to provide feedback.
- regular newsletter articles about specific aspects of child safety and wellbeing (e.g. use of devices, social media issues, bullying etc.)
- PROTECT Child Safety posters will be displayed across the school
- Consultation with school council and parent information sessions
- Create and maintain a register of feedback received from students / families
- analysing and being responsive to school data such as parent survey data
- welcoming all parents/carers and being responsive to them as partners in learning
- supporting CALD students and families with MEA support and translation support services to assist with communicating and explaining enrolment, transition and school information.
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.

- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

DIVERSITY AND EQUITY

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- children and young people who identify as LGBTIQ+.

Other ways our school will implement school strategies and actions for diversity and equity are:

- whole school events will celebrate diversity and inclusion. These will include Harmony Day, days celebrating culturally significant days e.g. Diwali, Ramadan, Chinese Lantern Festival and others such as Autism Recognition Day, Resilience Day, National Sorry Day, Reconciliation Day, Anti-racism Day, Wear it Purple Day, National Day of Action against Bullying and Violence Day, R U OK Day, and Human Rights Day. These days will be celebrated in all classrooms, acknowledged through newsletters and some will involve cross level/age rotational activities and community and parental involvement in parades and performances.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school. These students will be provided with additional support measures as outlined in individual and cultural plans. Culturally and Linguistically Diverse (CALD) students with extra needs will be supported by classroom teachers setting and monitoring appropriate learning goals using the EAL continuum. Interpretation services will be engaged to translate and interpret school documents and processes into different family languages so all families can readily access school information.
- we support learning and wellbeing outcomes of students from refugee background through participation in the Refugees Education in Schools Program. (RESP)
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ+ Student Support](#) including a dedicated day of celebrating diversity.
- supporting CALD students and families with translation support services to assist with communicating and explaining enrolment, transition and school information.
- library books and resources that have diverse characters and settings
- displaying flags and languages of the world
- communication of translation services (in accordance with the Interpreting and Translation Services policy)
- images and visual representation of people with diverse characteristics
- art and music reflective of diverse cultures
- school materials and publications (e.g. Handbook and websites) representative of diverse students and families

- accessing and providing families information on Disability supports and wellbeing services

Our Student Wellbeing and Engagement Policy and Inclusion and Diversity Policy [Student Wellbeing & Engagement Policy](#) , [Inclusion & Diversity Policy](#) provides more information about the measures we have in place to support diversity and equity.

SUITABLE STAFF AND VOLUNTEERS

At Mirniyan Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management.](#)

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.

Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Abuse (including grooming) – Identification and Response Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

Our school will ensure ongoing professional standards are upheld through:

- Interview processes that address the suitability of candidates including specific questions about child safety.
- Reference checks that specifically ask about child safety
- Regular professional learning in child safety and mandatory reporting
- Professional learning for leadership in dealing with areas of concern in relation to child safety.
- Assigning Assistant principals as child safety champions to manage and support the school's implementation of the schools Child Safe Standards

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by:

- regular classroom observations and coaching mentoring sessions provided by Learning Specialists who report to Assistant Principal and Principal.
- Assistant Principals to support facilitation of annual child safety training programs for staff and volunteers
- Assistant Principals to manage and support the school's implementation of the schools Child Safe Standards
- delivering both structured / responsive professional development to address any issues / risks arising
- conducting regular performance reviews and evaluations to assess staff performance and behaviours towards children
- conducting leadership walk throughs and ensuring there is visibility to all learning spaces
- early intervention to provide feedback to staff and correct any concerning or unsafe conduct to prevent harm before it occurs.
- establishing increased supervision where required
- provide cautioning and counselling in response to concerning behaviour
- developing a culture of safety and collective responsibility in which staff are aware of and practice expected conduct (so that inappropriate conduct stands out and is called out)

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy [Volunteer Policy](#), which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

CHILD SAFETY KNOWLEDGE, SKILLS AND AWARENESS

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, complaint procedures and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Mirniyan Primary School child safety and wellbeing policies, procedures, codes and practices
- school council members will be provided with the PROTECT slide presentation and a follow up discussion will be an agenda item at the following school council meeting.
- ensuring that child safety is a regular agenda item at school council meetings.

COMPLAINTS AND REPORTING PROCESSES

Mirniyan Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found on our school website. [Complaints Policy](#)

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our Child Abuse (including grooming) – Identification and Response Policy and Procedures [Child Abuse Identification & Response Policy](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our Student Wellbeing and Engagement Policy [Student Wellbeing & Engagement Policy](#) and Bullying Prevention Policy [Bullying Prevention Policy](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

COMMUNICATIONS

Mirniyan Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Abuse (including grooming) – Identification and Response Policy and Procedure
- displaying PROTECT and 'Who can I talk to' posters around the school
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

PRIVACY AND INFORMATION SHARING

Mirniyan Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

RECORDS MANAGEMENT

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy:

[Records Management – School Records](#)

REVIEW OF CHILD SAFETY PRACTICES

At Mirniyan Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

The Principal will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

RELATED POLICIES AND PROCEDURES

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- [Bullying Prevention Policy](#)
- [Child Abuse Identification & Response Policy](#)
- [Child Safety Code of Conduct](#)
- [Complaints Policy](#)
- [Digital Learning Policy](#)
- [Inclusion & Diversity Policy](#)
- [Student Wellbeing & Engagement Policy](#)
- [Visitors Policy](#)
- [Volunteer Policy](#)
- [Aboriginal Learning and Wellbeing](#)

Related Department of Education policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Child Abuse \(including grooming\) – Identification and Response](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)

- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)
- [PROTECT](#)

POLICY STATUS AND REVIEW

The Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the school community.

APPROVAL

Created date	August 2026
Consultation	School Council and School Community
Endorsed by	Principal
Endorsed on	August 2026
Next review date	August 2028 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years thereafter.