



# Child Safety and Wellbeing Policy



## Help for non-English speakers

If you need help to understand the information in this policy, please contact Narrarrang Primary School General Office.

## PURPOSE

The Narrarrang 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

Narrarrang 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 and Assistant Principal) 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 and Assistant Principals 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.

### **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*
- identify and raise concerns about child safety issues in accordance with our *Child Safety Responding and Reporting Obligations Policy and Procedures*, 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.

### 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
- 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
- ensure that selection, supervision, and management practices are child safe when hiring school council employees. At our school, school council employment duties are delegated to the Principal who is bound by this policy.

### Specific staff child safety responsibilities

Narrarrang Primary School has nominated a child safety champion to support the Principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#).

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

- The Assistant Principal is responsible for monitoring the school's compliance with the *Child Safety and Wellbeing Policy*. Anyone in our school community should approach the Assistant Principal if they have any concerns about the school's compliance with the *Child Safety and Wellbeing Policy*.
- The Assistant Principal is 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 Safety Responding and Reporting Obligations Policy and Procedures*, and *Child Safety Risk Register*.

Our school will establish a Wellbeing and Engagement team and a Student Representative Council (SRC) (SRC to commence from 2027) to discuss child safety. The Wellbeing and Engagement team and SRC meet regularly to identify and respond to any ongoing matters relating to child safety and wellbeing. The SRC provides an opportunity for students to provide input into school strategies.

Our school council and Wellbeing and Engagement team 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* 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 will monitor and evaluate the effectiveness of the actions in the *Child Safety Risk Register* at least annually.

In addition, our Wellbeing and Engagement team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

## ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At Narrarrang 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.

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

- engaging regularly with our Koorie Engagement and Support Officer (KESO) to review individual student goals and supports, as well as school wide resources and programs
- providing teaching and learning opportunities for staff, students and families around culture, identity and safety
- 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 (SSG), and during the development of Individual Education Plans (IEP)
- partnering with *Bunurong* community groups 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 the newsletter and school council
- 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
- using the [Koorie Literacy and Numeracy Program \(KLNP\)](#) guidelines - for eligible First Nation primary students in both Early Years KLNP (EYKLNP) from F-3 and Extended KLNP (E-KLNP) for students in years 4-6, to obtain additional supports and funding to improve literacy/numeracy outcomes in line with goals and targets of individualised IEPs
- speaking with respect about Koorie culture, knowledge systems and people
- 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
- acknowledging the Country and Traditional Owners of the land on which our school is located, *Bunurong*, at the start of every school assembly
- arranging incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture

- flying the Aboriginal and Torres Strait Islander flags on school grounds.
- displaying plaques/signs outside our main entrance that Acknowledge Country and Traditional Owners
- including an Acknowledgement of Country and Traditional Owners on our website
- our *Action Plan – Aboriginal Learning, Wellbeing and Safety* outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children, students and their families. This plan links to the Department of Education's [Marrung Aboriginal Education Plan](#)
- our school was named in consultation with Traditional Owner Groups
- consulting with local Traditional Owners, represented by the local Bunurong people to endorse the design of this school. We sought feedback and advice on:
  - local Indigenous plantings
  - cultural stories and histories to be included in lessons and yarning circles
  - translations of Indigenous words related to our school name
  - design elements including artwork that enhance cultural education and understanding

## STUDENT EMPOWERMENT

To support child safety and wellbeing at Narrarrang 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 and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our school values, Positive Classroom Management Strategies, Respectful Relationships curriculum, and our student Code of Conduct.

We inform students of their rights through our school values and our whole school approach to 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 via the school website and General Office or alternatively referencing the schools *Child Safety Responding and Reporting Obligations policy* and procedures and/or the *Complaints policy* on the school's website.

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/carers, as appropriate) informed about progress.

Other ways our school empowers children and students:

- we provide avenues for all students to take on leadership roles within the school, fostering a sense of ownership and empowerment.
- via our schools Student Representative Council (SRC) students are given the opportunity to provide input into school strategies in addressing any ongoing matters related to child safety and wellbeing
- we deliver a wellbeing program focused on developing students' self-awareness, social awareness, decision-making and promote student agency and student voice
- students engage in student surveys to provide their perspective on how they feel in relation to their school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity, and their general wellbeing at school
- friendship and peer support are promoted through Respectful Relationships program, our buddy/mentoring program for new students, our school assemblies, and explicit teaching aligned with our school values and social and emotional learning experiences
- make sure staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns

- students are provided with age-appropriate sexual abuse prevention programs and relevant related information through [Resilience, Rights and Respectful Relationships teaching and learning materials](#)

## 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 Narrarrang 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:

- seeking input from families and the community through school council, subcommittees of school council, newsletters, parent/carer forums
- ensuring all our child safety policies and procedures will be available for students and parents/carers on the school website, and on request from the General Office
- ensuring newsletters 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
- displaying PROTECT Child Safety posters across the school
- providing frequent opportunities for parents/carers to engage with staff to discuss their children's experiences at school
- creating a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our *Communicating with School Staff policy*
- arranging a staff member such as an EAL teacher or Wellbeing Leader to meet with any new EAL student families
- offering multilingual communication and resources to ensure information is accessible
- involving families with homework and other curriculum-related activities
- providing parent/carer volunteer opportunities so that families can contribute to school activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in SSG and developing IEPs 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+.

Our *Student Wellbeing and Engagement Policy* and *Inclusion and Diversity Policy* provides more information about the measures we have in place to support diversity and equity.

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

- our English as an additional language (EAL) students are supported through our EAL program, and all cultural and linguistically diverse (CALD) students are supported to feel safe and included in our school. This includes English language support classes, cultural orientation programs, bilingual resources and an EAL Teacher, responsible for liaising with students and families
- we support learning and wellbeing outcomes of students from refugee background by providing the student with a buddy, provide support through the EAL program (if required) and by utilising resources to improve their wellbeing, achievement and engagement outcomes.
- 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](#)
- all students in Out-of-Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#). This includes being appointed a Learning Mentor and Student Support Group (SSG), in addition to having an Individual Education Plan (IEP). Students are also referred to Student Support Services (SSS) for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, SSG and IEPs
- integrating culturally responsive teaching approaches that honour and celebrate the cultures, languages, and histories of Indigenous students. This includes incorporating Indigenous perspectives and knowledge into the curriculum and fostering connections with local Indigenous communities
- referring to the Department's [Preventing and Addressing Racism in schools](#) policy which provides an extensive list of resources to strengthen our schools culture and practices to prevent and address racism, also supporting compliance with Victoria's Child Safe Standards.

## SUITABLE STAFF AND VOLUNTEERS

At Narrarrang 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'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 Safety Responding and Reporting Obligations 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**

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:

- ongoing performance and development reviews, formally and informally as required
- regular classroom observations and coaching mentoring sessions provided by Leadership team
- Assistant Principal/Wellbeing Leader to manage and support school's implementation of Child Safe Standards and support facilitation of training
- conducting leadership walk throughs
- early intervention to provide feedback to staff and correct any concerning or unsafe behaviour
- deliver both structured and responsive professional development.

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.

Other ways our school will ensure only suitable people work with children include:

- annual staff (including contractors) and school council induction and training include:
  - the Child Safe Standards Training PowerPoint slides information on key child safety policies and practices including Code of Conduct and responsibilities.
  - Copies of training materials will be emailed to school councillors (e.g. PROTECT slides)
  - how to contribute to identifying, removing or reducing risks
  - responsibilities to children and students, information sharing, reporting obligations and record-keeping obligations
- child safety is a regular agenda item on staff wellbeing, leadership and school council agendas
- assigning a child safety champion to manage and support the school's implementation of the schools Child Safe Standards.

### **Suitability of volunteers**

All volunteers are required to comply with our Volunteers 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, 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
- Narrarrang Primary School child safety and wellbeing policies, procedures, codes and practices

### COMPLAINTS AND REPORTING PROCESSES

Narrarrang Primary School fosters a culture that encourages staff, volunteers, students, parents/carers, 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.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our *Child Safety Responding and Reporting Obligations Policy and Procedures*. 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* and *Bullying Prevention Policy* cover complaints and concerns relating to student physical violence or other harmful behaviours.

### COMMUNICATIONS

Narrarrang 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 Safety Responding and Reporting Obligations Policy and Procedure*
- displaying PROTECT 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

Narrarrang 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's policy: [Records Management – School Records](#)

## REVIEW OF CHILD SAFETY PRACTICES

At Narrarrang 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 Safety Responding and Reporting Obligations Policy and Procedures*
- *Child Safety Code of Conduct*
- *Complaints Policy*
- *Acceptable Use Agreement*
- *Inclusion and Diversity Policy*
- *Student Wellbeing and Engagement Policy*
- *Visitors Policy*
- *Volunteers Policy*

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](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Preventing and Addressing Racism 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](#)

## 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

<b>Created date</b>	July 2025
<b>Consultation</b>	Consultation with students, staff and parents/carers and/or School Council to take place in Term 1, 2026 (or as soon as the School Council is appointed)
<b>Endorsed by</b>	Principal
<b>Endorsed on</b>	July 2025
<b>Next review date</b>	Term 1, 2026 To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter*

\*The *Child Safety and Wellbeing Policy* will be reviewed earlier if a significant incident occurs or due to legislative changes.