



Cheder Child Safety and Wellbeing Policy (& Agreement)

*This document applies equally to the **Board Members, Staff, Contractors & Volunteers of both Cheder Levi Yitzchok Inc. including Bnos Chana and CLY Chinuch Inc.** To the extent that it is relevant to each group, **Board Members, Staff, Contractors & Volunteers** of both organisations are expected to adhere to the requirements of this policy.*

Purpose

The Cheder 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. Cheder also follows the guidelines of the Australian Student Wellbeing Framework. [The Australian Student Wellbeing Framework - Department of Education, Skills and Employment, Australian Government \(dese.gov.au\)](#)

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. Cheder's CHILD Safety & Wellbeing Policy is to be read in conjunction with the Victorian Child Safe Standards Ministerial Order 1359 and the National Principles for Child Safe organisations (National Principles)

Scope

- applies to all school staff, volunteers, visitors, and contractors whether or not they work in direct contact with students. It also applies to school Board members unless the Scope is expressly limited within the context of a given Policy where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by the school for a student's use (for example, a school camp) and those provided through third-party providers.

Cheder's Child Safe and Wellbeing Policy is to be read and understood in conjunction with, the [Victorian Child Safe Standards, Ministerial Order 1359](#) and the [National Principles for Child Safe Organisations \(National Principles\)](#) The Child Safe and Wellbeing Policy provides framework for:

- The implementation of the Victorian Child Safe Standards, Ministerial Order 1359 and the National Principles
- The development of work systems, practices, policies and procedures, consistent with [PROTECT Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse \(PROTECT Four Critical Actions\)](#) and [PROTECT Four Critical Actions for Schools. Responding to Student Sexual Offending \(Four Critical Actions: Student Sexual Offending\)](#), that promote child protection, safety and wellbeing within the school
- The creation of a safe and supportive School environment and a positive and robust child safe culture
- The promotion and open discussion of child safety issues within the school
- Compliance with all laws, regulations and standards relevant to child safety and wellbeing, including child protection, in Victoria.

Definitions

The following terms in this policy have [specific definitions](#) as defined by the

Victorian Government

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

Cheder's Statement of Commitment to Child Safety

Cheder Levi Yitzchok is committed to the safety and wellbeing of all children. The primary focus of our care and decision-making will be to protect every child from harm including all forms of abuse. Cheder Levi Yitzchok has a **zero tolerance** for child abuse. Cheder Levi Yitzchok is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard.

Roles and Responsibilities

Child safety and wellbeing is everyone's responsibility. All adults in the School community have a shared responsibility for contributing to the safety, wellbeing and protection of students.

Standards

In addition to implementing the Victorian Child Safe Standards, the School's commitment to child safety is based on the National Principles.

Requiring compliance with these additional Standards is one of the strategies employed by School Advisory Board to embed a culture of child safety at the School.

Cheder has also developed specific child safe principles and values relevant to its own specific circumstances that guide our work systems, practices, policies and procedures to protect students from abuse and harm.

The Victorian Child Safe Standards

The Victorian Child Safe Standards were originally developed in response to the Victorian Parliament's Inquiry into the Handling of Child Abuse by Religious and Other Organisations. They were replaced by a set of new Standards in 2022, to reflect the National Principles and to support greater national consistency.

There are 11 Victorian Child Safe Standards. They are:

1. Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
2. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
3. Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
4. Families and communities are informed and involved in promoting child safety and wellbeing.
5. Equity is upheld and diverse needs respected in policy and practice.
6. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
7. Processes for complaints and concerns are child focused.
8. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

9. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
10. Implementation of the Child Safe Standards is regularly reviewed and improved.
11. Policies and procedures document how the organisation is safe for children and young people.

The National Principles for Child Safe Organisations

The National Principles were developed by the Australian Human Rights Commission in response to recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. The National Principles are comprised of 10 Principles that were informed by, but go further than, the 10 Child Safe Standards recommended by the Royal Commission. They are:

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

Principles and Values

Cheder's Child Safe Values

1. All children have the right to feel safe
2. The welfare and best interests of the child

3. The views of a child and a child's privacy must be protected
4. Clear expectations of appropriate behaviour with children are established in our **Child Safe Code of Conduct** and staff and student Professional boundaries policy
5. The safety of children is dependent upon the existence of a child safe culture
6. Child safety awareness is promoted and openly discussed within our school community
7. Procedures are in place to screen all staff, Direct Contact Volunteers, Third Party Contractors and External Education Providers who have direct contact with children
8. Child Safety and protection is everyone's responsibility
9. **Child Safety** training is mandatory for all Advisory Board members, staff and Direct Contact Volunteers
10. Procedures for responding to all alleged or suspected incidents of child abuse are simple and accessible for all members of the **school** community
11. Children from culturally or linguistically diverse backgrounds, Aboriginal or Torres Strait Islander Children and other children who are vulnerable
12. Children who have any kind of disability have the right to special care and support

Managing risks to Child Safety and Wellbeing

Cheder's Policies

1. Culturally safe environments

(Child Safe Standard 1)

Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

At Cheder, we are committed to establishing an inclusive and culturally safe school where the strengths of all cultures, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. We acknowledge the link between Aboriginal culture and history, and the environment in which our school resides.

To comply with this standard, at minimum, schools must encourage and actively support a child or student's ability to express their culture and enjoy their cultural rights.

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

- Annual excursion to Birrarung Marr to experience the Aboriginal History River Walk
(korieheritagetrust.com.au)
- Our curriculum includes comparisons between our school community history of persecution and history of the Aboriginal community in Australia
- Acknowledgment of the traditional owners of the land our school resides: Yaluk-ut Weelam clan of the Boon Wurrung people of the Kulin Nation on a plaque in our reception entry area.

2. Statement of commitment to child safety

(Child Safety Standard 2)

Child safety and wellbeing is embedded in organisational leadership, governance and culture

Professional Learning is delivered annually to all staff including training about indicators which may identify harm and suspected abuse.

Roles and responsibilities

The School Advisory Board (SAB)

The School Advisory Board is Cheder's "school governing authority" for the purposes of Ministerial Order 1359.

It is responsible for ensuring that the School has appropriate resources to effectively implement the Victorian Child Safe Standard, Ministerial Order 1359 and our Child Safe Program.

The School Advisory Board is responsible for:

- championing and promoting a child safe culture within the School
- approving our Child Safe Program, including this Child Safety and Wellbeing Policy and the Child Safe Codes of Conduct ensuring that Child Safety is a regular agenda item at school Board meetings undertaking annual training on child safety,
- approving updates to, and acting in accordance with the Child Safety Code of Conduct to the extent that it applies to school Board employees and members

Principal and Executive Committee

The Principal is responsible, and will be accountable, for the operational management of the School, and the implementation of the Child Safety Program.

The School Executive Committee assists the Principal in this regard.

The Principal is responsible for:

- taking all practical measures to ensure that this Child Safe and Wellbeing Policy and the School's Child Safe Program is implemented effectively and followed
- ensuring that a strong and sustainable child safe culture is maintained within the School, including by:
 - modelling the Child Safe Code of Conduct, and reinforcing high standards of child safe behaviours between adults and students and between students

- facilitating the participation of students, families, Staff and other members of the School community in promoting and improving child safety and wellbeing at the School
- promoting regular and open discussion of child safety and wellbeing issues within the School community
- facilitating regular professional learning for Staff and relevant Volunteers and Contractors about child safety, cultural safety, student wellbeing and preventing and responding to child safety incidents and concerns
- creating an environment where child safety incidents, concerns and complaints are readily raised with the School and where no one is discouraged from reporting child safety incidents or concerns to relevant external authorities.

The Principal is the “head” of the School for the purposes of the Reportable Conduct Scheme.

The Principal is responsible for informing the school community about this policy, and making it publicly available.

School staff

All staff are required to comply with our Child Safety and Wellbeing Policy and Child Safe Codes of Conduct, be familiar with our Child Safe Program and understand their legal obligations with respect to the reporting of child abuse and other harm, and WWC Checks.

All staff are required to:

- Participate in child safety and wellbeing induction and training provided by the school, and always follow the school’s child safety and wellbeing policies and procedures
- Complete the CompliLearn Child Safe Module to show knowledge and understanding of Cheder’s Child Safety and Wellbeing Policy

- Revise and refresh this training on an annual basis
- 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 when making decisions that affect them
- Ensure students have avenues to communicate if they have concerns about decisions which impact their lives
- Implement inclusive practices that respond to the diverse needs of students.

Volunteers

A Volunteer is someone who performs work for the School in a School environment without remuneration or reward. Volunteers may be family members of students, or from the wider School or local community.

Volunteers are not “school staff” for the purposes of Ministerial Order 1359. All Volunteers at the School are responsible for contributing to the safety and protection of students in the School environment.

To meet these obligations all Volunteers must comply with our Child Safety and Wellbeing Policy and Child Safe Codes of Conduct.

Direct Contact Volunteers (and, if required by the School, other Volunteers such as Regular Volunteers who are engaged in “child-connected work”) must:

- participate in child safety and wellbeing induction and ongoing training provided by the School
- be aware of key indicators of child abuse and other harm

- understand their legal obligations with respect to the reporting of child abuse and other harm
- raise all child safety concerns with one of the School's Child Safety Officers.

Contractors

A Contractor is someone engaged by the School to perform specific tasks. Contractors are not employees of the School. However, Contractors who have direct contact with children are "school staff" for the purposes of Ministerial Order 1359.

Contractors may include maintenance and building personnel, consultants, music tutors, sports coaches, and cleaners as well as external education providers (organisations that the School has arranged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the School).

All Contractors are responsible for contributing to the safety and protection of students in the School environment. To meet these obligations:
All Contractors must comply with our Child Safety and Wellbeing Policy and Child Safe Codes of Conduct.

Direct Contact Contractors (and, if required by the School, other Contractors such as Regular Contractors who are engaged in "child-connected work") must:

- participate in child safety and wellbeing induction and ongoing training provided by the School
- be aware of key indicators of child abuse and other harm
- understand their legal obligations with respect to the reporting of child abuse and other harm
- raise all child safety concerns with one of the School's Child Safety Officers.

The School may include these requirements in the written agreement between it and the Contractor.

Senior Child Safety Officer

Cheder has nominated a Senior Child Safety Officer to support the Principal to implement our child safety policies and practices, including staff and volunteer training. Details of Cheder's Senior Child Safety Officer and other Child Safety Officers can be found [here](#).

Our Principal, and Child Safety Officer are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents. The responsibilities of the Child Safety Officer are outlined at [Guidance for child safety champions](#) as per the Victorian Government guidelines and include:

The Child Safety Officer is responsible for:

- Liaising with authorities where relevant and/or necessary
- Providing authoritative advice
- Raising awareness of our Policy
- Training with regard to Policy and regulatory changes
- Monitoring the Child Safety Risk Register
- Documenting and maintaining ongoing record of all Child Safety matters
- Ensuring concerns regarding child safety and actions taken to address concerns regarding child safety are fully documented
- Reporting the Concerns regarding Child Safety Log to the School Advisory Board on a monthly basis, and being able to identify how matters listed in the log have been addressed in accordance with Cheder's Child Safety and Wellbeing Policy.

Business Manager

The Business Manager is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Business Manager if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.

Other Staff

Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safe Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Child Safe Code of Conduct

Our Child Safe Codes of Conduct include a Child Safe Code of Conduct and a Staff and Student Professional Boundaries Policy. Together these Child Safe Codes of Conduct set the boundaries and expectations for appropriate behaviours between adults and students. It clarifies behaviours that are not acceptable in our physical, virtual and online environments. We also have a Student Child Safe Code of Conduct, which includes standards of behaviour for students relevant to child safety and wellbeing.

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

Child Safety Risk Management

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, excursions, and facilities or services we contract through third party providers for student use.

Our Child Protection Risk Register is used to record 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 Protection Risk Register at least quarterly.

Cheder's approach to promoting child safety and managing risk in physical and online environments is strengthened by:

- Risk Assessments (Incursions, Camps & Excursions)

- Regularly Maintained Grounds and Facilities, supported by a network of CCTV cameras.

3. Child and Student empowerment

(Child Safe Standard 3)

Example actions for Cheder on this standard

Respectful relationships are at the core of the Jewish value system. 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 whole school approach to respectful relationships, our Student Child Safety Code of Conduct, and our school values as well as the school's behavioural guidelines; the "STAR" system (see the school's 'Discipline Policy R20230519').

We inform students of their rights through our whole school approach to respectful relationships and educate them in 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 advise our students about 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 at Cheder's office by requesting to speak to the Principal.

When the school is gathering information in relation to a complaint about alleged misconduct or the 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.

We have developed the following strategies to promote student empowerment in our school community:

- Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented
- Our Student Child Safety Code of Conduct identifies our school's core values and rights and guides students to understand their rights and responsibilities.

- Our Complaints Policy details how students or their families can raise complaints and concerns and is available on the school website, or at the school reception
- Students are provided with age-appropriate sexual abuse prevention programs and relevant information through culturally appropriate and sensitive sessions to all year levels by individuals trained to present the relevant teaching and learning materials in relation to resilience, rights and respectful relationships
- Students are educated about their rights through policies outlined in our family handbook and website, through classroom discussion and by posters displayed around the school
- Friendship and peer support are promoted through co-curricular programs, group activities, whole school assemblies and playground interactions.

4. Family engagement

(Child Safe Standard 4)

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

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 Cheder 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 engage experts in the field to present parent information and education sessions annually. We do this by:

- Ensuring all of our child safety policies and procedures will be available for students and parents on our website and from our School Reception Office.
- Displaying PROTECT Child Safety posters will be displays across the school including a Statement of Commitment to child safety in the Foyer
- Engaging external organisations to provide Board, leadership team, staff, parent and student Child Safety education and training.

5. Diversity and equity

(Child Safe Standard 5)

Example actions for Cheder on this standard

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 all children regardless of all circumstances.

We have developed the following strategies to further promote diversity and equity in our school community:

- Cheder's Values and 'STAR' Expectations - **Safety**, **Torah** (Learning and Morality), **Ahavas Yisroel** (Love of one's fellow), and **Respect** - are promoted and monitored to ensure cultural safety and uphold diversity and equity within our community
- Staff induction, training and coaching support provided to uphold cultural safety, equity and community diversity
- Child safety information, support and complaints processes are culturally safe, accessible and easy to understand.

6. Suitable staff and volunteers

(Child Safe Standard 6)

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

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

Staff recruitment

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 if the person is required to have a clearance under the Act)
- proof of the person's identity and any professional or other qualifications person's history of working with children references that address suitability for the job and working with children.

Staff induction

All newly appointed staff, regardless of role or responsibility, including Board members/appointees, 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 (including Mandatory Reporting training) 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 regular performance reviews (professional development plan process).

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

Volunteers

Our Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision.

Volunteers who are not supervised by a teacher or other qualified staff member are required to produce a WWC Check.

Volunteers engaged to assist in school productions, sports days, cooking sessions, uniform shop, and excursion supervision or other activities may be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children.

Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff.

Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing.

7. Complaints and reporting processes

(Child Safe Standard 7)

Processes for complaints and concerns are child focused

Cheder 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 [Management of Grievance Policy](#). Management of Grievance Policy can be found on our website and from our Reception.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school Board members) must follow our Responding and Reporting Child Safety Concerns.

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 for complaints and concerns relating to student sexual offending

Communications

Cheder is committed to communicating our child safety strategies to the school community through:

- ensuring key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document)
- the Child Safe Codes of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure displaying PROTECT posters
- responding to incidents, disclosures and suspicions of child abuse responding to student sexual offending
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school Board meetings.

Privacy and information sharing

Cheder 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 Cheder's Privacy Policy.

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing, and we manage our records with care, with clear system, and as required by law.

8. Child safety knowledge, skills and awareness

(Child Safe Standard 8)

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

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
- Completing the CompliLearn Child Safe Program module as part of an initial induction program for new employees, volunteers and contractors and annually thereafter or following significant updates.
- 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 Advisory Board - training and education

In addition to the above, to ensure our school Board 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 Board 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.

9. Child Safety in Physical and Online Environments

(Child safe Standard 9)

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

We commit to providing a school setting and experience that prioritises the safety of our students. We foster a Child Safe culture amongst all who are associated with Cheder.

The physical environment is guided by our Onsite and Offsite Supervision policies that outline supervision processes and requirements with a focus on child safety.

- Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including the cubby house, behind the trees and cars in the parking lot.
- Any unsupervised areas of the school, i.e., admin offices, cleaning and sports shed are locked when not in use.
- For infrequent evening programs all outdoor lighting is activated and kept on until students have left the premises.
- Students receive hall passes for bathroom use so staff know the whereabouts of the children. Bathrooms are located in a central location and the hallways are monitored by CCTV footage
- Bathroom facilities for students and adults are separated and student bathrooms are allocated to particular year levels
- Risk audits are conducted for any external sites under the schools site for camps
- Independent camp sites are required to issue risk assessments prior to camps

At Cheder, our program of learning does not require the children to independently engage with the internet and media. Use of electronic devices is guided by Cheder's Internet Use, Technology and Electronic Device Policy.

School's responsibilities:

At Cheder Levi Yitzchok, we offer a diverse program of learning which does not require the children to engage independently with the internet, the media, or to use electronic devices. To encourage skills development and deeply immersive learning, our programs draw upon the community's rich cultural heritage, the community's global reach and the profound cache of books to explore philosophy, life, family relations and society. Creative expression is enabled through drama, art, writing and music.

A broad range of life's experiences and age-appropriate knowledge will be explored through investigative play and discovery, through the children's interactions with each other, and through their interactions with staff.

The school sees that it has a responsibility to provide a foundation in technical computer literacy skills to assist students with their study and to enhance their employability in later years. As such Cheder Levi Yitzchok will support students to learn commonly used software programs such as Microsoft Word, Excel and/or other content-neutral tools.

Staff responsibilities:

- Staff email addresses are not to be provided to students.
- Staff are not to assign homework or study which requires students to access the internet.
- Staff are not to be on their phone during work hours (unless on a break or on an excursion), and when possible, not in the sight of students.
- Staff are to use the school computers responsibly, accessing only appropriate sites directly connected to the topics of learning.
- Staff are not to use school computers for personal use.
- If staff would like to play students a YouTube clip or similar from the internet, it must first be vetted and approved by the Principal / Head of Jewish Education and then provided to students by way of predownloaded files on safe computers (fully supervised) or on USB sticks.
- Staff are not to show or play students anything from their personal devices

Student's responsibilities:

- Personal phones/iPads and other similar electronic devices are not to be brought to school.

- Non “smart” phones may be brought to school but not for use during school hours.
- Any phones brought to school by a student must be deposited at Reception upon arrival and may be collected upon departure.
- Except in the case of an emergency, if a student is on a phone or other electronic device during school hours without permission, the phone or device will be confiscated and returned at the discretion of the Principal.
- Repeated violation will incur more prolonged confiscations, and ultimately a request for a parent meeting.
- Students may not use their own USB sticks unless they have been checked by a staff member.

Cheder Mobile Phone Agreement

Students and Parents/Carers are required to sign [Cheder's Mobile Phone Agreement](#) if a student is required to bring a phone to school.

10. Review of child safety practices

(Child Safe Standard 10)

Implementation of the Child Safe Standards is regularly reviewed and improved

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

We will:

- review and adjust our policy every year, when directed by law or after any significant child safety incident analyse 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

- conduct regular facility reviews to monitor the implementation of child safety practices in the physical environment and report these outcomes to school Board and staff where applicable.

Following each review, the Child Safety and Wellbeing Policy will be ratified by the SAB, re-communicated to all staff and volunteers and made available at our School Reception and on Cheder's website.

11. Implementation of child safety practices

(Child Safe Standard 11)

Policies and procedures that document how Cheder is safe for children, young people and students

Cheder actively encourages all children and young people to openly express their views and feel comfortable about giving voice to the things that are important to them. Children and young people are taught what they can do if they feel unsafe which enables them to understand, identify, discuss and report their concerns. Concerns raised by students, or their families, carers or guardians, will be heard and acted upon as required. 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. Cheder will ensure that children and young people are offered access to sexual abuse prevention programs and to relevant information in an age-appropriate way.

Policy status and review

The Child Safety and Compliance Officers are responsible for reviewing and updating the Child Safety and Wellbeing Policy on an annual basis and communicating to stakeholders.

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

To be signed by Staff, Contractors and Volunteers:

I certify that I have read the Cheder Child Safety and Wellbeing Policy and I understand the requirements thereof.

- I am aware of my reporting obligations under the Child Safe Standards and who I can speak to internally to for guidance and support in making a report
- I am required to behave in accordance with this Code of Conduct
- I understand that a failure to comply with the Cheder Online Child Safe Code of Conduct may result in disciplinary action; and
- If I observe a breach of the Cheder Online Child Safe Code of Conduct, I am required to report it to a Child Safety Officer, the Principal or a member of the School Advisory Board.

Name: _____

Position: _____ Signature: _____

Date: _____

Approval

Current Version:	Child Safety and Wellbeing Policy 20240530
Consultation with:	Executive Committee, School Advisory Board
Endorsed by:	Senior Child Safety Officer
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