

FORM 8: Child Safe Standards Implementation in Schools Checklist



CHILD SAFE STANDARDS IMPLEMENTATION IN SCHOOLS CHECKLIST

1. Purpose

This implementation checklist allows Child Safe Standards Implementation Teams to rate the status of features to enhance sustainability of CSS systems across the school. Teams use their results to develop action plans to embed an organizational culture of child safety.

2. Intended Users

Principals, Leadership Teams, Pastoral Wellbeing Leader/s, Child Safety Officer

3. Guidelines for Use

- Complete self-assessment at least annually as a leadership team using agreed-upon decision making rules.
- Based on results, develop measurable and actionable steps for high priority areas, including timelines and individuals responsible.

School: **Insert School Name**

Date Completed: **Insert date**

Team Members completing: **Insert names**

CES Ltd Pastoral Wellbeing Team Member: **Insert names**

CSS 1	Strategies to Embed an Organisational Culture of Child Safety	Not in Place	In Place
1.1	A school team maintains, reviews, and updates a detailed Child Safety implementation action plan to guide decision making.	<input type="checkbox"/>	<input type="checkbox"/>
1.2	School team meets at least monthly, agenda and minutes, decisions are identified, tasks allocated	<input type="checkbox"/>	<input type="checkbox"/>
1.3	School Child Safety implementation action plan is communicated to the community e.g., school council, website, staff meetings	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Principal actively participates on school team and provides policy and procedural authority	<input type="checkbox"/>	<input type="checkbox"/>
1.5	School team aligns/integrates CSS within new and existing school initiatives, interventions, programs and frameworks e.g., camps/excursions, SEL curriculum, building programs, events, OH &S, induction	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Principal and Team ensure roles are identified and allocated e.g., Child Safe Officer/s	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Ensure professional learning for allocated roles e.g., Child Safe Officer/s PROTECT training	<input type="checkbox"/>	<input type="checkbox"/>
1.8	All school personnel have an understanding of CSS and the role they play, school practices and procedures how/why they work	<input type="checkbox"/>	<input type="checkbox"/>
1.9	CSS standing item on agenda and minutes recorded, decisions are identified, and action plan developed e.g., leadership, staff, advisory council	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Child Safety strategies are communicated to the community e.g., newsletter, website, employment applications, events	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Members of the School Advisory Council participate in induction and ongoing learning in child safe standards.	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Ensure policies outline the steps staff, volunteers, children and families should take if they have concerns about the organisation's leadership in regard to child safety.	<input type="checkbox"/>	<input type="checkbox"/>
1.13	<p>The Implementation Plan includes an item ensures community messaging of Child Safety is reviewed and updated annually ready for the commencement of the school year including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> school signage <input type="checkbox"/> website – statement of commitment, CSS policy, CSS staff code of conduct, reporting processes, CSS Implementation plan <input type="checkbox"/> staff handbook <input type="checkbox"/> staff, volunteer, parent representative group induction <input type="checkbox"/> commencement processes 	<input type="checkbox"/>	<input type="checkbox"/>
1.14	The school has a system for making, securing and retaining records of compliance with child safe standards.	<input type="checkbox"/>	<input type="checkbox"/>

Insert date

CSS 2	Child Safety Policy or Commitment Statement to Child Safety	Not in Place	In Place
2.1	CES Limited and CECV statements of commitment to child safety are visible in the school and on school website	<input type="checkbox"/>	<input type="checkbox"/>
2.2	School has a Child Safety Policy with a review date	<input type="checkbox"/>	<input type="checkbox"/>
2.3	School's Child Safe Policy is accessible e.g., staff handbook, school website	<input type="checkbox"/>	<input type="checkbox"/>
CSS 3	Staff Child Safe Code of Conduct	Not in Place	In Place
3.1	School has a staff Code of Conduct that promotes child safety and sets standards for the school staff are expected to behave with children	<input type="checkbox"/>	<input type="checkbox"/>
3.2	The Staff Code of Conduct is publicly available e.g., website, staff handbook	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Parents/carers and students are made aware of the staff code of conduct.	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Leadership at the commencement of the school year use the Code of Conduct to set standards about the way in which school staff are expected to behave with children. At each presentation the agenda, minutes, decisions are recorded.	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Leadership prior to school community events use the Code of Conduct to set standards of expected staff behaviour with students e.g., graduation, performances, community BBQ, fetes. At each presentation the agenda, minutes, decisions are recorded.	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Leadership prior to high risk school events use the Code of Conduct to set standards of expected staff behaviour with students e.g., overnight camp, excursions, bus travel, sport team events. At each presentation the agenda, minutes, decisions are recorded.	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Leadership identify other high risks events or times when the Code of Conduct needs to be presented to set standards of expected behaviour with students e.g., remote learning, supervision of student on site during remote learning, return of staff member after extended leave, change of role. At each presentation the agenda, minutes, decisions are recorded.	<input type="checkbox"/>	<input type="checkbox"/>
3.8	Procedures for dealing with identified child safety risks or breaches of the code of conduct are clearly communicated and understood.	<input type="checkbox"/>	<input type="checkbox"/>
3.9	Leadership ensure all volunteers are presented with the Code of Conduct to set standards about the way in which volunteers are expected to behave with children. At each presentation the agenda, minutes, decisions are recorded.	<input type="checkbox"/>	<input type="checkbox"/>
3.10	Leadership ensure all contractors are presented with the Code of Conduct to set standards about the way in which contractors are expected to behave with children. At each presentation the agenda, minutes, decisions are recorded.	<input type="checkbox"/>	<input type="checkbox"/>
CSS 4	Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel	Not in Place	In Place
4.1	Leadership implements staff selection, supervision and management practices for a child safe environment.	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Leadership ensures staff selection, supervision and management practices for a child safe environment are aligned with and informed by the CECV Employee Relations Child Safety	<input type="checkbox"/>	<input type="checkbox"/>

	and Reportable Conduct		
4.3	<p>Leadership ensures each job or category of jobs for school staff involving child related work has a clear statement that sets out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> job requirements, duties and responsibilities <input type="checkbox"/> job occupants essential or relevant qualifications, experience and attributes in relation to child safety <input type="checkbox"/> information about the school's child safety practices including Code of Conduct 	<input type="checkbox"/>	<input type="checkbox"/>
4.4	<p>Leadership ensures school processes are in place to make reasonable efforts to gather, verify and record information about a person whom it proposes to engage to perform child-connected work:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working with Children Check status, or similar check <input type="checkbox"/> Proof of personal identity <input type="checkbox"/> Proof of professional or other qualifications <input type="checkbox"/> Person's history of work involving children <input type="checkbox"/> Reference that address the person's suitability for the job and working with children 	<input type="checkbox"/>	<input type="checkbox"/>
4.5	<p>Leadership must ensure supervision or support arrangements are in place in relation to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Induction of new school staff into school's policies, codes, practices and procedures governing child safety and child-connected work <input type="checkbox"/> Induction of new school volunteer staff into school's policies, codes, practices and procedures governing child safety and child-connected work <input type="checkbox"/> Induction of new contractor staff into school's policies, codes, practices and procedures governing child safety and child-connected work <input type="checkbox"/> Induction of new school ministers of religion (clergy) and religious (sisters, brothers, monks, deacons) into school's policies, codes, practices and procedures governing child safety and child-connected work 	<input type="checkbox"/>	<input type="checkbox"/>
4.6	<p>Leadership must ensure supervision or support arrangements are in place in relation to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor and assess a job occupant's continuing suitability for child-connected work 	<input type="checkbox"/>	<input type="checkbox"/>
4.7	<p>Leadership must ensure supervision or support arrangements are in place in relation to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Satisfy*' the principal that people engaged in child-connected work perform appropriately in relation to child safety <p><i>*To be 'satisfied', it is not necessary that the school principal make each decision about the selection and supervision of school staff (including volunteers, contractor and religious) engaged in child-connected work. The principal needs to be satisfied of the appropriateness of the school's arrangements that would regulate or guide others who make decisions for or on behalf of the school about child safety matters and child-connected work.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
CSS 5	Processes for responding to allegations of suspected child abuse	Not in Place	In Place
5.1	School implements the <u>PROTECT Identifying and Responding to All Forms of Abuse in Victorian Schools</u> Policy	<input type="checkbox"/>	<input type="checkbox"/>
5.2	School use the <u>Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspensions of Child abuse (Four Critical Actions)</u>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	School procedures and practices to implement PROTECT – 4 Critical Actions are included in the Child Safety implementation action plan e.g., induction, professional learning, note	<input type="checkbox"/>	<input type="checkbox"/>

	taking, record keeping, storage of hard and digital copies, storage of individual computers		
5.4	Ensure roles are identified and allocated e.g., Child Safe Officer/s	<input type="checkbox"/>	<input type="checkbox"/>
5.5	School ensures reporting procedures are publicly available e.g., website, posters	<input type="checkbox"/>	<input type="checkbox"/>
5.6	School ensures reporting procedures are accessible to children, school staff, and the wider community e.g., website, posters, staff handbook/portal	<input type="checkbox"/>	<input type="checkbox"/>
5.7	<p>Ensure those with identified and allocated child safety roles e.g., Principal, Pastoral Wellbeing Leader, Child Safe Officer/s receive regular training in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>PROTECT Identifying and Responding to All Forms of Abuse in Victorian Schools</u> Policy <input type="checkbox"/> <u>Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child abuse (Four Critical Actions)</u> <input type="checkbox"/> Ensure there are adequate numbers of staff trained at this level to cover all contingencies e.g., personal leave, sick leave, LSL, change of role, absence, unavailability <input type="checkbox"/> Reporting processes if the allegation involves 'reportable conduct'. 	<input type="checkbox"/>	<input type="checkbox"/>
5.8	<p>Ensure all staff are trained in the use of <u>Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child abuse (Four Critical Actions)</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> on a regular basis e.g., annually <input type="checkbox"/> complete eLearning Module by end of Term One annually 	<input type="checkbox"/>	<input type="checkbox"/>
5.9	Systems for making, securing and retaining records are in place and regularly reviewed.	<input type="checkbox"/>	<input type="checkbox"/>
5.10	Ensure 'processing for responding' has a regular system of review and updates e.g., review <u>Recording your actions: Responding to suspected child abuse</u> for fidelity & identify professional learning e.g., note taking, completing every box, internal and external reporting	<input type="checkbox"/>	<input type="checkbox"/>
5.11	Ensure a directory of 'services' relevant to the local area is kept, made available and updated regularly e.g., Child First, Orange Door, Lookout	<input type="checkbox"/>	<input type="checkbox"/>
CSS 6	Strategies to identify and reduce or remove the risks of child abuse	Not in Place	In Place
6.1	School staff, trained in risk management contribute to the Child Safe Implementation plan	<input type="checkbox"/>	<input type="checkbox"/>
6.2	A school child safe risk management strategy is part of the school's Child Safe Implementation Plan	<input type="checkbox"/>	<input type="checkbox"/>
6.3	School has a Child Safe Risk Register	<input type="checkbox"/>	<input type="checkbox"/>
6.4	School child Safe Risk Register includes Child Safe Situational Risk Assessments for school events e.g., fetes, school performance, beginning of year mass, excursions, incursions	<input type="checkbox"/>	<input type="checkbox"/>
6.5	Risks of child abuse associated with characteristics and needs of all children have been identified and strategies to reduce or remove risk developed and recorded	<input type="checkbox"/>	<input type="checkbox"/>
6.6	Risks of child abuse associated with all of the school's environments have been identified and strategies to reduce or remove risk developed and recorded	<input type="checkbox"/>	<input type="checkbox"/>
6.7	Risks of child abuse associated with all school staff roles have been identified and strategies to reduce or remove risk developed and recorded	<input type="checkbox"/>	<input type="checkbox"/>

6.8	The Child Safe Implementation plan includes regular monitoring of the child safe risk management strategy and the effectiveness of implementation of risk controls evaluated	<input type="checkbox"/>	<input type="checkbox"/>
6.9	At least annually, school staff receive appropriate guidance and training in: <ul style="list-style-type: none"> <input type="checkbox"/> their individual and collective obligations for managing the risk of child abuse <input type="checkbox"/> child abuse risks in the environment <input type="checkbox"/> school's current child safety standards 	<input type="checkbox"/>	<input type="checkbox"/>
CSS 7	Strategies to promote the participation and empowerment of children	Not in Place	In Place
7.1	Child Safe Implementation Plan includes standards of behaviour for students attending the school (see CES Ltd Behaviour Management Framework) e.g., PBIS	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Child Safe Implementation Plan includes appropriate education about healthy and respectful relationships (including sexuality) e.g., Resilience, Rights and Respectful Relationship program	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Child Safe Implementation Plan includes appropriate education about resilience e.g., Resilience, Rights and Respectful Relationship program	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Child Safe Implementation Plan includes appropriate education about child abuse awareness and prevention e.g., Resilience, Rights and Respectful Relationship program	<input type="checkbox"/>	<input type="checkbox"/>
7.5	Child friendly versions of child safe documents are accessible e.g., visible in school and on website	<input type="checkbox"/>	<input type="checkbox"/>
7.6	Pastoral Wellbeing programs are known to students e.g., students know how to access service Only include those items that are marked Not in Place	<input type="checkbox"/>	<input type="checkbox"/>

CHILD SAFE STANDARDS (CSS) Action Plan

Only include those items that are marked *Not in Place*

Activity	Activity Task Analysis (What)	Person/s Responsible (Who)	Timeframe (When)
CSS 1 Strategies to Embed an Organisational Culture of Child Safety	Insert Text	Insert Text	Insert date
CSS 2 Child Safety Policy or Commitment Statement to Child Safety	Insert Text	Insert Text	Insert date
CSS 3 Staff Child Safe Code of Conduct	Insert Text	Insert Text	Insert date
CSS 4 Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel	Insert Text	Insert Text	Insert date

Insert date

<p>CSS 5 Processes for responding to allegations of suspected child abuse</p>	<p>Insert Text</p>	<p>Insert Text</p>	<p>Insert date</p>
<p>CSS 6 Strategies to identify and reduce or remove the risks of child abuse</p>	<p>Insert Text</p>	<p>Insert Text</p>	<p>Insert date</p>
<p>CSS 7 Strategies to promote the participation and empowerment of children</p>	<p>Insert Text</p>	<p>Insert Text</p>	<p>Insert date</p>