

CHILD SAFE STUDENT WELLBEING POLICY

*The Currajong School takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all **Child Safe Standards as specified in Ministerial Order No. 1359 (2022)***

COMMITMENT STATEMENT

We are committed to the participation and empowerment of students by promoting high standards of expected behaviour, healthy and respectful relationships, resilience, and an awareness of child safety in ways that are accessible and easily understood.

RATIONALE

The Currajong School is fully committed to promoting the cognitive, emotional, social, and physical wellbeing of students in a context of 'best practice' teaching and learning. All members of the school community work toward a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

PURPOSE

The purpose of this policy is to inform The Currajong School community of strategies to support students' wellbeing and ensure that children's rights to be safe are maintained and each child is protected against physical and sexual abuse and neglect.

SCOPE

The policy applies to the School Board, Principal, staff, volunteers, and contractors at The Currajong School.

IMPLEMENTATION

The reference point for this policy is The Australian Student Wellbeing Framework.

Leadership commitment to a safe school

The School's Board, Principal and Leadership Team implement systems to maintain a learning and working environment which is welcoming and inclusive and where all students feel safe, supported, and valued. They play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. Through their leadership, they will:

- Develop the school's vision and values, building on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community.

- Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes.
- Communicate the priorities for student learning, safety and wellbeing and encourage collaborative partnerships to enact the school's vision and values.
- Collaboratively develop school policies, plans and structures for protecting the safety and promoting the wellbeing of staff, students, and families.
- Regularly monitor and review school capacity to address the safety and wellbeing of the whole school community in order to identify areas of strength and those requiring improvement.

Student voice and agency

The School believes that students should be active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe. The school community will:

- Provide opportunities for authentic student decision-making over matters that affect them.
- Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness.
- Actively engage students through the use of evidence-informed, strengths-based approaches to enhance their own learning and wellbeing.
- Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum.
- Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships. To do this, the school community will:

- Recognise and value the contribution of staff, students and families in building and sustaining school connectedness.
- Respect the diversity of the school community and implement proactive strategies to build a cohesive and culturally safe school.
- Teach, model and promote values and behaviour to create and maintain supportive and safe learning environments.
- Foster and maintain positive, caring and respectful student-peer, student-teacher, teacher-parent/guardian and teacher-teacher relationships.
- Engage in professional learning to build capacity for enhancing the social, emotional and learning outcomes of all students and to promote staff wellbeing.

Partnerships

Families and communities collaborate as partners with the School to support student learning, safety and wellbeing. To achieve this, the School will:

- Proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.
- Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive.
- Build partnerships with Aboriginal and Torres Strait Islander families and community organisations to ensure a culturally safe environment and a reciprocal exchange of knowledge on wellbeing issues.
- Build links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support for all students and families, including those from vulnerable groups.
- Regularly monitor and review school capacity to respond to specific instances of student and family need to protect their safety and wellbeing within the context of the School's urban location.

Support

School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning. The School will:

- Actively seek the involvement of school staff, students and families in the promotion and recognition of positive behaviour.
- Embed wellbeing and support for positive behaviour strategies that are evidence-informed, promote resilience and align with the needs of the school community.
- Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families.
- Engage in professional learning to support the consistent implementation of the school's plan for wellbeing and support for positive behaviour.
- Critically analyse and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families.

FURTHER INFORMATION

Australian Government Department of Education

[The Australian Student Wellbeing Framework](#)

EVALUATION AND VERSION HISTORY

This policy will be reviewed every two years or more often if necessary, due to changes in regulations or circumstances.

Version	Approval date:	Approved by:	Next review:	Modifications	Owner/ Implementor
2	December 2023	School Board	December 2025	Reviewed	Principal
3	December 2025	School Board	December 2027	Edited	Principal



The Currajong School acknowledges the traditional owners of this country throughout Australia and their continuing connection to land and community. We pay our respects to them and their cultures and to the Elders past, present and emerging.