



**Caloundra City
Private School**

Student Safety and Wellbeing Policy

Last Review: February 2026	Constructed / Reviewed by: Russell Kennedy Lawyers and CCPS Company Secretary
Next Review: February 2028 (and every two years thereafter in accordance with the School's review cycle, or more frequently as required)	Approval Required: CCPS Risk and Compliance Committee and CCPS Board of Directors
	Board Sign off date: 6 th March 2026 Implemented Date: 6 th March 2026

Statement of Context and Purpose

Caloundra City Private School (the **School** or **CCPS**) is committed to protecting its students from all aspects of harm, and has established strategies, practices, policies and procedures to uphold this public commitment.

The School takes a zero tolerance approach to any behaviours that jeopardise student safety and wellbeing (including child abuse and reportable conduct). The School regards its student safety and wellbeing responsibilities with the utmost importance as it delivers an educational program curriculum that promotes the School's values of Excellence, Integrity, Learning, Respect and Inclusiveness.

In addition, the School has a pastoral, moral and legal responsibility to create an inextricable connection between student safety and learning, especially in a personalised learning environment where the School discovers what motivates and inspires its students, and focuses on their strengths and ambitions.

This connection will be the foundation of all decisions made, and actions taken by the School when delivering a quality education to its students. At all times, the ongoing safety and wellbeing of its students will be at the forefront of mind, and the School's paramount consideration.

The School treats seriously its reporting obligations in relation to student safety matters, including to Queensland Police, the Department of Families, Seniors, Disability Services and Child Safety -through Child Safety Services Centres, the Queensland Family and Child Commission and the Queensland College of Teachers. The School recognises that whilst reporting obligations may differ depending on a person's position within the School, all staff are required to uphold the ethos of this policy by ensuring that student safety and wellbeing matters are reported internally, and externally where required.

Reflecting this context, this policy sets out how the School will meet its responsibilities and commitment to student safety and wellbeing, and is a child safety and wellbeing policy made in accordance with the *Child Safe Organisation Act 2024 (Qld)*, the child safe standards and regulation 16 of the *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)*.

1 Application

This policy applies to all Board members, the Principal, employees, volunteers, contractors, and other authorised personnel required to perform functions on the School's premises, or at school-organised activities and events. Collectively, these individuals are referred to as 'staff'.

This policy extends to any other person who is engaged in student-connected work at the School, or that otherwise has direct and regular contact with the School's students (whether supervised or not).

2 Related Documents

Legislation

- *Child Protection Act 1999 (Qld)*
- *Working with Children (Risk Management and Screening) Act 2000 (Qld)*
- *Education (General Provisions) Act 2006 (Qld)*

- *Education (General Provisions) Regulation 2017 (Qld)*
- *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)*
- *Child Safe Organisation Act 2024 (Qld)*
- *Education (Queensland College of Teachers) Act 2005 (Qld)*
- *Criminal Code Act 1899 (Qld)*
- *Public Records Act 2023 (Qld)*
- Code of Ethics for Teachers in Queensland

Schedules to this Policy

- Schedule 1: Student Safety and Wellbeing Definitions
- (a) Schedule 2: Student Safety and Wellbeing Responsibilities

Overview of Student Safety and Wellbeing policies and documents

Document	Overview
<i>Student Safety and Wellbeing Policy</i>	This policy sets out the School's overarching obligations and commitment to ensuring student safety and wellbeing, and summarises the School's strategies for achieving these. The policy also explains how the School's other student safety and wellbeing policies and procedures interact.
<i>Student Safety and Wellbeing - Staff Code of Conduct</i>	This code outlines staff behaviours which align with the School's commitment to student safety and wellbeing, and what behaviours are unacceptable.
Student Safety and Wellbeing - Raising and Responding to Concerns Policy	This policy outlines how members of the school community may raise concerns about child abuse, reportable conduct and other student safety and wellbeing matters. This policy sets out how the School will respond to such concerns (including by complying with the School's mandatory reporting obligations).
<i>Student Safety and Wellbeing – Recruitment and Employment Policy</i>	This policy outlines the School's approach to ensuring student safety and wellbeing is a paramount consideration in the School's recruitment and employment practices.

Fact sheets

- [Laws targeting sexual offences against children | Queensland Government](#)
- [Child Protection Guide | Department of Families, Seniors, Disability Services and Child Safety](#)
- [Reporting and referring concerns | Department of Families, Seniors, Disability Services and Child Safety](#)

- [Children and young people in care | Department of Families, Seniors, Disability Services and Child Safety](#)
- (b) [Child Protection Guide | Department of Child Safety, Youth and Women](#)
- (c) [Reportable Conduct Scheme | Queensland Family and Child Commission](#)

3 Overarching Values and Principles

The School's approach to student safety and wellbeing is guided by a number of overarching principles and values (which are set out below) that guide the development and regular review of strategies, practices, policies and procedures to uphold our commitment to protect students from all forms of harm:

- All students at the School have a right to be safe and to feel safe.
- The safety and wellbeing of students is the School's paramount consideration.
- The safety and wellbeing of students is dependent upon the existence of a student safe culture.
- Student safety and wellbeing is everyone's responsibility.
- Student safety and wellbeing awareness is embodied, promoted and openly discussed within our school community.
- Families can participate in decisions affecting their child and they, and the school community, are engaged and informed about the School's approach to student safety and wellbeing.
- Staff have regard to a student's diverse circumstances, needs, and vulnerabilities so that they can provide support and respond to those who are vulnerable and to ensure equity is upheld in policy and practice.

4 A Student Safety and Wellbeing Culture

Creating and maintaining a student safety and wellbeing culture requires input from the entire school community. Our aim is to provide a safe environment that aligns with the School's mission and values.

To achieve this, we promote a progressive education model that motivates, nurtures and prepares each generation for the demands of its time.

Through our processes and practices, we also ensure that a student safety and wellbeing culture is championed and modelled at all levels of the School, from the top down to the bottom up. Accordingly, student safety and wellbeing are embedded in our school leadership, governance and culture.

We achieve this by setting clear expectations regarding student safety and wellbeing for our school community (including staff and students), and ensuring that at all times, our governance arrangements facilitate the implementation of this policy (including by making student safety and wellbeing a standing agenda item and reviewing the School's student safety and wellbeing processes across all levels).

5 Support and Engagement of All Students

The School appreciates that a student safety and wellbeing environment looks different for every student, and in delivering this, supports and respects the cultural safety of Aboriginal and Torres Strait Islander students, students from culturally and/or linguistically diverse backgrounds, as well as students with a disability or who are otherwise vulnerable (including students who identify as LGBTIQ+ and those with challenging home situations).

The School also appreciates that a student safe environment is contingent on a culturally safe environment, which requires proactive and ongoing efforts to maintain.

Our primary focus in delivering personalised education and thorough decision-making, is that all students are safe, feel safe, and are able to create and develop a range of strategies and skills, which can be used flexibly to flourish in all aspects of their lives. As such, we support and encourage students to talk openly and share their views, particularly about matters that directly impact them.

The School will aim to ensure students (and their parents) are provided with the necessary skills and knowledge to understand and maintain a student's own personal safety and wellbeing, including:

- (a) Understanding, identifying, discussing and reporting student safety and wellbeing matters.
- (b) Standards of behaviour for students attending the School.
- (c) Healthy and respectful relationships. (including those relating to gender and sexuality).
- (d) Resilience.

The School will aim to ensure that staff are provided with the necessary skills and knowledge to understand and maintain a student and culturally safe environment, including through:

- (a) Actively supporting and encouraging Aboriginal and Torres Strait Islander students, students from culturally and/or linguistically diverse backgrounds and their families to:
 - (i) Express their culture and enjoy their cultural rights.
 - (ii) Facilitate participation and inclusion in all aspects of school life.
- (b) Implementing and embedding strategies within the school community that acknowledge and appreciate the strengths of Aboriginal and Torres Strait culture and understand its importance to the safety and wellbeing of Aboriginal and Torres Strait children and students.
- (c) Cultural training to improve understanding and respect (particularly with regard to Aboriginal and Torres Strait Islander culture), appreciation of culturally sensitive issues, including using appropriate language when referring to individuals or communities, and to equip staff to build culturally safe environments for children and young people.
- (d) Identifying, confronting and addressing incidences of racism seriously (noting it will not be tolerated), with the appropriate consequences and where appropriate with the involvement of Aboriginal and Torres Strait Islander students, students from culturally and/or linguistically diverse backgrounds, and their families.

- (e) Ensuring that the School's strategies, practices, policies and procedures create a culturally safe and inclusive environment which values and respects the diverse and unique identities and experiences of Aboriginal and Torres Strait Islander children, young people and students, (including their families), as well as others from culturally and linguistically diverse backgrounds.
- (f) Providing particular attention to the needs of students with a disability (or otherwise, additional needs), students from culturally and linguistically diverse backgrounds, international students, students who identify as LGBTIQ+ (or who are otherwise gender diverse), and those students who are unable to live at home.
- (g) The School will promote its student safety and wellbeing practices to students in ways that are readily accessible, easy to understand and user-friendly, including by:
 - (a) The appointment of Student Safety Officers who champion student safety and wellbeing (see below).
 - (b) Training staff to recognise the indicators of harm to students, including harm caused by not only adults but also other children and young people, and harm in an online environment.
 - (c) Collaborating with parents to ensure that they are provided with the information necessary to maintain consistent messaging about child abuse and reportable conduct.
 - (d) Encouraging students to identify safe and unsafe environments and situations (including in an online environment).
 - (e) Setting clear student safety and wellbeing standards so that staff, students and the school community are aware of the standards that are expected, and those which fall short of the School's expectations.
 - (f) Distributing child-friendly publications. Clearly communicating where students can access support, make a report about safety or wellbeing concerns, or otherwise obtain information.
 - (i) Ensuring that students have identified safety and wellbeing, and support, networks to overcome any barriers that may prevent disclosure of safety or wellbeing concerns.
 - (ii) Ensuring staff are trained and supported to effectively implement this policy.

6 Raising and Responding to Student Safety and Wellbeing Concerns

The School takes all allegations or disclosures of suspected child abuse and reportable conduct seriously, and responds to such allegations and disclosures promptly and thoroughly.

All instances of suspected child abuse or reportable conduct, allegations of child abuse or reportable conduct, or other student safety and wellbeing concerns and complaints, must be reported to the Principal, a member of the Senior Leadership Team, or a Student Safety Officer, and will be treated very seriously and consistently according to the School's and individual staff member's internal and external reporting procedures and obligations.

The School has a *Student Safety and Wellbeing – Raising and Responding to Concerns Policy*, available on the School's website, which sets out:

- How concerns about actual and suspected child abuse and reportable conduct may be raised with the School.
- (a) Who such concerns can be raised with at first instance (including the Principal, the Senior Leadership Team and the School's Student Safety Officers).
- How such concerns will be dealt with by the School (including by complying with any mandatory reporting obligations, and the School's expectations of staff regarding information sharing and record keeping).
- How the School will support or assist students (and their families) who disclose such concerns, or who are otherwise linked to such concerns.
- The School's procedure for addressing concerns raised by staff or members of the School community of non-compliance by the School or staff with the School's student safety and wellbeing processes, including how such concerns may be raised and with whom, and how they will be addressed, in accordance with section 16(5) of the *Education (Accreditation of Non-State Schools) Regulation 2017* (Qld).

The School will ensure that the procedures contained in the *Student Safety and Wellbeing – Raising and Responding to Concerns Policy* is student-focused, and can be easily understood by the school community, in particular students.

If you believe a student is at immediate risk of child abuse, immediately phone 000.

Other concerns may be raised by members of the school community in accordance with the *Grievance Policy (Community)*.

7 Reporting a Sexual Offence: Failure to Protect Offence

Failure by a person in authority to protect a child under the age of 16 from criminal sexual abuse is an offence under section 229BB of Schedule 1 of the *Criminal Code Act 1899* (Qld).

This applies where there is significant risk that a child under the care, supervision or control of the School (including a student of a school) will become a victim of a sexual offence by an adult associated with the School.

The person in a position of authority may be guilty of an offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but wilfully or negligently fail to do so.

The offence requires an associated person to reduce or remove a 'significant' risk. It is not a criminal offence to fail to eliminate every possible risk that a sexual offence may be committed against a child. However, there are a number of factors to assist associated persons in identifying risks which amount to 'significant' risks. These include:

- The likelihood or probability that the child will become the victim of a sexual offence.
- The nature of the relationships between a child and the adult who may pose a risk to the child.
- The background of the adult who may pose a risk to the child, including any past or alleged misconduct.
- Any vulnerabilities particular to a child, which may increase the likelihood that they may become the victim of a sexual offence.

- Any other relevant fact which may indicate a significant risk of a sexual offence being committed against a child.

8 Student Safety and Wellbeing Employment Practices

The School believes that the safety and wellbeing of students is dependent on the existence of a student safe culture. Establishing that culture requires effective staff recruitment, supervision and management practices.

All positions at the School that involve student-connected work will have a position description, which clearly sets out:

- The position's requirements, duties and responsibilities regarding student safety and wellbeing.
- The applicant's essential or relevant qualifications, experience and attributes in relation to education and student safety and wellbeing.
- How the School will support those who make disclosures.

(a) The School's values and commitment in respect of student safety and wellbeing.

Student safety and wellbeing is a paramount consideration during the recruitment process. All staff working with children and young people must be suitable and reflect the School's values and commitment to student safety and wellbeing in practice.

The School assesses the suitability of staff to undertake student-connected work through screening (including identity checks), qualification verifications, values-based interviews, work history checks and referee checks.

All prospective staff will be informed about the School's student safety and wellbeing practices (including but not limited to this policy, the *Student Safety and Wellbeing - Staff Code of Conduct*, the School's and individual staff member's record keeping, information sharing and reporting obligations), and be subject to student safety and wellbeing screening in accordance with the School's obligations under legislation.

A successful applicant cannot commence at the School until written clearance in respect of student safety and wellbeing screening is obtained. A current QCT registration or Blue Card (WWCC) (or equivalent) must be sighted and verified by the School, and appropriately recorded before staff can engage in student-connected work.

Appropriate and mandatory induction regarding the School's student safety and wellbeing practices (including policies and procedures) will follow any successful appointment or engagement.

The School requires that staff act professionally, and in a way that embodies the School's public commitment to student safety and wellbeing throughout their time at the School. The School has a Student Safety and Wellbeing - Staff Code of Conduct, available on the School's website, which provides guidelines for staff on expected behavioural standards and responsibilities, and sets out examples of appropriate and inappropriate behaviours. The School will take appropriate disciplinary action where a staff member is found to have acted contrary to that Code, or the School's other policies and procedures regarding appropriate standards of behaviour.

At least annually, the School will ensure that appropriate guidance and training is provided to relevant staff (including the Board) engaged in student-connected work about:

- Individual and collective obligations and responsibilities for identifying and managing the risk of child abuse and reportable conduct.
- (b) Child abuse and reportable conduct risks in the school environment (including the online environment).
- The School’s current student safety and wellbeing standards and practices.
- (c) The HR Officer is responsible for taking reasonable steps to ensure all staff complete the School’s mandatory student safety and wellbeing training modules and briefings.

The School will ensure that privacy and employment law obligations are met when responding to student concerns and complaints.

Staff will otherwise be subject to regular supervision, training and periodic student safety and wellbeing checks, including to ensure their ongoing suitability for student-connected work.

9 Student Safety Officers (“SSO”)

The School has appointed Student Safety Officers as a first point of contact to provide advice and support to students, parents, and staff regarding the safety and wellbeing of students at the School.

The following Student Safety Officers may be contacted to provide advice and support:

Name	Position	Contact details
Mr Leon van Niekerk	Principal	lvanniekerk@ccps.qld.edu.au
Mr Kris Naiker	Deputy Principal -Students	knaiker@ccps.qld.edu.au
Ms Kylie Lush	7/8 Year Level Coach	klush@ccps.qld.edu.au
Ms Meghan Kostas	9/10 Year Level Coach	mkostas@ccps.qld.edu.au
Mr Sasha Juric	Year 6 & E-Learning Coordinator	sjuric@ccps.qld.edu.au
Student Safety Officers can also be contacted via Enrolments Registrar & Executive Assistant on 07 5437 5800		

Student Safety Officers are able to act as a source of support, advice and expertise to staff on matters of student safety and wellbeing and liaise with the Principal and the Senior Leadership Team to maintain the visibility of student safety and wellbeing.

Staff are encouraged to speak with one of the Student Safety Officers should they hold any concerns relating to student safety and wellbeing.

Staff, students and parents can contact the Student Safety Officer for further information regarding student safety and wellbeing, and for any questions or concerns or reports of suspected or alleged child abuse or reportable conduct..

10 Risk Management

The School will develop and implement risk management strategies regarding student safety and wellbeing, both online and in the physical school environment without compromising a student's right to privacy, access to information, social connections and learning opportunities.

These strategies will identify, control, remove and otherwise focus on preventing and reducing, the risk(s) of child abuse, reportable conduct and otherwise, risks to student safety and wellbeing by taking into account the nature of the environment, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all students expected to be present in that environment.

In addition, these strategies will place a positive responsibility on ensuring that student safety and wellbeing is actively promoted at school.

Where the School identifies risks of actual or suspected child abuse or reportable conduct occurring in the online or physical school environment, the School will make a written record of those risks and determine the action(s) it will take to remove or otherwise reduce the risks (risk controls and risk treatments).

The School will monitor, review and evaluate the effectiveness of the implementation of its risk controls and risk treatments annually, and update these where required.

The School will ensure it creates, maintains and disposes of any records about student safety and wellbeing in line with applicable recordkeeping requirements, including minimum retention periods. In addition, the School will detail its information sharing and record-keeping processes and ensure all staff (including volunteers) understand their relevant obligations.

11 Student Participation and Empowerment

The School recognises that a student safe culture is also contingent upon the participation and empowerment of students themselves.

Consistent with this understanding, the School will ensure:

- That students are informed about all their rights, including to safety, information and participation (for example, those in the United Nations Convention on the Rights of the Child).
- That the importance of friendships is recognised and support from peers is encouraged to help students feel safe and be less isolated.
- Where relevant, that students are offered access to child abuse (including sexual abuse) and reportable conduct prevention programs and other relevant information in an age-appropriate way.
- Staff are attuned to the signs of harm (including that caused by child abuse and reportable conduct) and facilitate child-friendly ways for students to express their views, participate in decision making and raise their concerns.

- The School has strategies and curriculum planning documents in place to develop a culture that facilitates participation and is responsive to the input of students.
- The School provides opportunities for students to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

12 Reflection and Continuous Improvement

The School is committed to continual improvement that is responsive to emerging thinking, evidence and practice, so as to eliminate (where practicable) the possibility of student safety and wellbeing risks occurring in the first place. Where the School can improve, it will strive to do so. The School will report on the outcomes of any relevant review to the school community.

13 Student Safety and Wellbeing Responsibilities

Society as a whole shares responsibility for promoting the safety and protection of students from child abuse and reportable conduct. In the School context, all members of the school community have a role to play.

However, specific responsibilities in respect of student safety and wellbeing are assigned to:

- a) The Board.
- b) The Principal.
- c) The Senior Leadership Team Student Safety Officers.
- d) Staff.
- e) Students and parents.

For further information, please refer to **Schedule 2: Student Safety and Wellbeing Responsibilities**.

14 Breach of this Policy

The School emphasises the need for staff to fully comply with the requirements of this policy.

Staff found to be in breach of the requirements of this policy may be subject to disciplinary action, up to and including termination of employment or engagement (as the case may be). Breaches may also result in notifications to appropriate authorities and/or the Police.

15 Communication and Implementation

Communication

The School Board is responsible for ensuring:

- (a) the School's staff and students, and students' parents and guardians, are made aware of the School's student safety and wellbeing policies and practices; and
- (b) the processes are readily accessible by staff, students, parents and guardians.

The School complies with these obligations by:

- (a) making this policy publicly available on the School's website; and

- (b) making this policy available to staff as part of the School's and the Board's internal policies and procedures. Aspects of (and updates to) the School's student safety and wellbeing framework, including this policy will be addressed in the School's professional development updates, training programs and newsletters.

Implementation

The School Board is responsible for ensuring:

- (a) staff are trained annually in implementing the School's student safety and wellbeing policies and practices; and
- (b) the School is implementing the processes.

To comply with these obligations:

- (a) The Board and Principal will review this policy and the School's student safety and wellbeing practices at least every two years (or more frequently after a significant student safety and wellbeing incident) and implement improvements where applicable.
- (b) Families and the school community will be afforded the opportunity to contribute to the review and development of the School's student safety and wellbeing policies and practises (including this policy).
- (c) Annual training and refresher sessions on this policy are provided to all staff.
- (d) The Principal is responsible for monitoring staff compliance with this policy. All staff must ensure that they abide by this policy and assist the School implementing this policy.
- (e) All staff must be familiar with and abide by this policy, and assist the School in the implementation of this policy.

16 Concerns regarding compliance with this policy

If a person believes that the School, or any staff member responsible for student safety and wellbeing, is not complying with the School's student safety and wellbeing policies or procedures, they should raise the concern in accordance with. [2026 Grievance Policy \(Student\).pdf](#) [2026 Grievance Policy \(Staff\)](#) [Grievance Policy \(Community\)](#)

For the avoidance of doubt, where a complaint concerns non-compliance by the Principal, the complaint must be directed to the Chair of the School Board.

Where non-compliance with the processes outlined in this policy is established, the School will take appropriate remedial action. Such action may include, depending on the circumstances:

- (a) providing support to any impacted person;
- (b) making changes to relevant School policies or procedures;
- (c) delivering professional development or coaching for staff members; and
- (d) taking disciplinary action where appropriate.

Schedule 1: Student Safety and Wellbeing Definitions

1 Introduction

This Schedule sets out the key definitions used in the School's *Student Safety and Wellbeing* policies.

2 Definitions

Behaviour that causes **emotional or psychological harm to a child** includes sexual offences, sexual misconduct, physical violence and significant neglect. However, other types of behaviours can also cause emotional or psychological harm including, for example, severe or sustained instances of verbal abuse; coercive or manipulative behaviour; hostility towards, or rejection of, a child; and humiliation, belittling or scapegoating.

Blue Card (WCCC) means a Working with Children Check.

Child means a child under the age of 18 years, except in the case of certain mandatory reporting obligations which may define a child to be under a different age.

Child abuse means all forms of child abuse and includes:

- Any act committed against a child involving a sexual offence or grooming.
- The infliction on a child, of physical violence or serious emotional or psychological harm.
- Serious neglect of a child.

Child in need of protection means a child who has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and does not have a parent able and willing to protect the child from the harm.

CP Act means the *Child Protection Act 1999* (Qld), as amended from time to time.

CSO Act means the *Child Safe Organisation Act 2024* (Qld), as amended from time to time

Grooming is defined in the *Criminal Code Act 1899* (Qld) and refers to conduct in relation to a child, or a person who has care of a child, with intent to facilitate the procurement of the child to engage in a sexual act, or expose, without legitimate reason, the child to any indecent matter. Grooming may be identified by attempts being made at establishing an intimate relationship with, befriending or influencing a child (or, in some circumstances, members of the child's family). In this respect, grooming involves psychological manipulation that is usually very subtle, drawn out, calculated, controlling and premeditated).

Harm means any detrimental effect of a significant nature on a child's physical, psychological, or emotional wellbeing. Harm may arise in any manner, regardless of the cause.

It is immaterial how the harm is caused.

It may result from physical, psychological, or emotional abuse or neglect, or sexual abuse or exploitation. Harm may occur as a single incident or through a series or combination of acts, omissions, or circumstances.

Mandatory reporter has the meaning given to it by section 13E of the CP Act. It includes but is not limited to registered teachers (including early childhood teachers), staff with post-secondary qualifications employed in the care, education or minding of children, school principals, registered nurses, students in training to become teachers (who have been granted permission to teach under relevant legislation), registered psychologists, out of home care workers, early childhood workers and any other person referred to in section 13F of the CP Act.

Neglect refers to an individual's failure to meet their obligations and responsibilities to keep a child safe and well, and can include:

- Supervisory neglect, which is the absence or inattention of a staff member which places the child at risk of physical harm or injury, sexual abuse or allows other criminal behaviour to occur.
- Physical neglect, which is the failure to provide basic physical necessities for a child, such as adequate food, clothing, housing or medical attention.

Parent includes a guardian or carer, and 'parents' has a corresponding meaning.

Physical violence includes an act that causes physical injury or pain. Examples of physical violence can include:

- Hitting, kicking and punching.
- Pushing, shoving, grabbing, throwing and shaking.
- Using an object to hit or strike.
- Using inappropriate restraint/excessive force.

Physical violence does not include lawful behaviour. For example:

- Reasonable steps taken to protect a child from immediate harm, such as taking their arm to stop them from going into oncoming traffic.
- Medical treatment given in good faith by an appropriately qualified staff member, such as a senior first aid officer administering first aid.

Threats of physical violence that do not cause physical injury or pain may still amount to behaviour that causes emotional or psychological harm.

QCT means the Queensland College of Teachers.

QFCC means the Queensland Family and Child Commission.

Reasonable belief means a belief that would lead a reasonable person in the same position as you, and with the same information as you to form a belief that child abuse (including sexual abuse) or reportable conduct is occurring or may occur. There must be some objective basis for the belief. However, it is not necessary to have proof to form a reasonable belief, nor do you need to make a judgement about the truth of an allegation. However, a reasonable belief is more than suspicion, mere rumour or speculation.

For example, a 'reasonable belief' about a sexual offence might be formed when:

- A student states that they have been sexually abused.
- A student states that they know someone who has been sexually abused (because sometimes the student may be talking about themselves).
- Someone who knows a student states that the student has been sexually abused.
- Professional observations of the student's behaviour or development leads a professional to form a belief that the student has been sexually abused.
- Signs of sexual abuse lead to a belief that the student has been sexually abused.

It is permissible to ask a person raising a concern with you, sufficient questions to establish a reasonable belief. However, care should be taken not to ask the person any suggestive or leading questions.

Staff who are not sure whether they have a reasonable belief must consult with a SSO or a member of the Senior Leadership Team.

Reportable allegation means an allegation or other information that leads a person to form a reasonable belief that a staff member has committed:

- (a) reportable conduct; or
- (b) misconduct that may involve reportable conduct.

For this definition, it is irrelevant whether the conduct or misconduct is alleged to have occurred in the course of the worker performing work for the School.

Reportable conduct means:

- A child sexual offence
- Sexual misconduct, committed in relation to, or in the presence, of a child.
- Ill treatment of a child.
- Significant neglect of a child.
- Physical violence committed in relation to, or in the presence of, a child.
- Behaviour that causes significant emotional or psychological harm to a child.

Reportable conviction means a conviction for an offence committed by a staff member against a law of a State or the Commonwealth that may involve reportable conduct.

A conviction includes:

- (a) finding of guilt, and the acceptance of a plea of guilty, by a court, whether or not a conviction is recorded;
- (b) a spent conviction, or a conviction that has become spent under a law of another State or the Commonwealth.

Reportable suspicion (for the mandatory reporting regime) means a suspicion formed on reasonable grounds that a child:

- has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and
- may not have a parent able and willing to protect the child from the harm.

School means **Caloundra City Private School** or **CCPS**. **School community** means all those who are directly and indirectly involved with the School, including students, parents, carers and alumni, as well as businesses, charitable organisations and locals that are affiliated with the School.

Senior Leadership Team refers to the Principal, Deputy Principal-Operations, Deputy Principal-Students and Business Manager.

Sexual misconduct means conduct that is sexual in nature, other than conduct that constitutes a child sexual offence. Examples of conduct that may be sexual misconduct includes behaviour, physical contact or speech or other communication of a sexual nature (including inappropriate touching, grooming behaviour and voyeurism).

Other examples of sexual misconduct include:

- Developing an intimate relationship with a student, for example, through regular contact with the student without the knowledge or approval of the School;
- Inappropriately discussing sex and sexuality with a student; or
- Other overtly sexual acts that could lead to the School taking disciplinary or other action.

Sexual offence means:

(a) a child sexual offence under section 207A of the *Criminal Code Act 1899* (Qld);

(b) an offence of a sexual nature committed in the presence of a child;

(c) an act or omission committed outside Queensland that would be an offence mentioned in (a) or (b) if it were committed in Queensland.

Sexual offences include sexual assault (including rape and attempted rape), indecent acts, possession of child abuse material, exposure to pornography, and grooming.

Any sexual activity between a child and an adult can be a sexual offence. In certain circumstances, sexual activity between children can also be a sexual offence, and also between two adults (particularly when one is a student).

Significant, in relation to harm or neglect, means that the harm is more than trivial or insignificant, but need not be as high as serious and need not have a lasting permanent effect.

Staff and **staff members** include Board members, the Principal, employees, volunteers, contractors, and other authorised personnel required to perform functions on the School's premises, or at school-organised activities and events.

Student means a child under 18 years of age, and any student at the School over 18 years of age, and **'students'** has a corresponding meaning.

Student-connected work means work authorised by the School and performed by an adult in a school environment while children or young people are present or reasonably expected to be present.

Victimisation means treating a person unfairly or unreasonably because they, or someone associated with them, has made, or intends to raise a concern about student safety or student wellbeing, or who is otherwise involved or participates in the School's, or an external body's investigation of the concern.

Schedule 2: Student Safety and Wellbeing Responsibilities

1 Introduction

This Schedule is part of the School's student safety and wellbeing framework, and sets out how the School allocates responsibility for meeting its public commitment to student safety and wellbeing.

2 Responsibilities

2.1 The Board

The Board is the governing body for the legal entity which operates the School, and as such is ultimately responsible for ensuring that student safety and wellbeing (and in particular the care, safety and welfare of children and young people) is the School's paramount consideration.

Without limiting that responsibility, the Board:

- Acquires guidance and information on student safety and wellbeing matters, and keeps up-to-date with its student safety and wellbeing obligations through engaging in professional development.
- Satisfies itself that the School has strategies (reflected through policies, procedures, words and actions) to embed a culture of student safety and wellbeing in the governance, operations and culture of the School.
- Delegates roles and responsibilities to the Principal, for achieving the School's student safety and wellbeing strategies.
- (a) Satisfies itself that the Principal has allocated appropriate roles and responsibilities to the Senior Leadership Team, and to staff, for achieving the School's student safety and wellbeing strategies.
- Satisfies itself that the school community is engaged and informed about the School's student safety and wellbeing strategies, and allocation of roles and responsibilities.
- Ensures that the School, and in particular the Principal, has adequate resources and support to achieve the School's student safety and wellbeing strategies.
- Keeps the Principal and, via the Principal keeps, all staff accountable for achieving the School's student safety and wellbeing strategies, sharing relevant information and ensuring adequate recordkeeping in accordance with applicable recordkeeping requirements.
- Periodically reviews the effectiveness of the School's student safety and wellbeing strategies in practice (including by, if considered appropriate, revising those strategies).
- Ensures that student safety and wellbeing remains a regular Board agenda item for review, reflection and discussion as well as ensuring that the School reports on the outcomes of any relevant review to the school community.
- Ensures that privacy and employment law obligations are met when responding to student concerns and complaints.

2.2 The Principal

In accordance with good governance, the Board delegates responsibility for the day-to-day operation of the School – and in particular the care, safety, wellbeing and welfare of students – to the Principal.

The Principal is therefore responsible at a day-to-day level, and accountable to the Board, for taking all practical measures to ensure that:

- The School has a student safety and cultural safety culture (including in the online environment), and that this is promoted within the school environment – such as at assemblies and on posters in visible locations.
- The School's student safety and wellbeing strategies are achieved, both in policy and in practice.
- The School's student safety and wellbeing policies are communicated to parents, students and families, and that input is sought from them regarding policy development and review, and that the processes contained within are understood and culturally safe.
- Staff are enabled, prepared and supported when managing student safety and wellbeing complaints, including in their support of the student(s) involved (and, where appropriate, their families).
- Staff are educated, and complying with, their professional and statutory responsibilities regarding student safety and wellbeing.
- Staff are enabled, prepared and supported in identifying the risks to student safety and wellbeing, noting that indicators of harm may vary depending on the differences and needs of the student.
- Staff are enabled, prepared and supported to create, maintain and dispose of records about student safety and wellbeing in line with applicable recordkeeping requirements.
- Staff champion and model compliance with student safety and wellbeing policies and procedures.
- Concerns about student safety and wellbeing are dealt with seriously, promptly and thoroughly, and in accordance with the School's policies and procedures, and any statutory obligations and that the School co-operate with law enforcement agencies and relevant authorities as required.
- The Board receives timely reports regarding student safety and wellbeing concerns and risks, or any developments regarding the School's student safety and wellbeing obligations.
- Privacy and employment law obligations are met when responding to student concerns and complaints.

2.3 The Senior Leadership Team

The School Senior Leadership Team is committed to 'leading from the proactive and participatory approach to student safety and ,front' and engaging in a preventative wellbeing issues.

Where appropriate, the Senior Leadership Team will assist the Principal with discharging the student safety and wellbeing responsibilities outlined in this document, and as otherwise required by legislation and good practice.

2.4 Student Safety Officers

Key responsibilities for the School's Student Safety include:

- Having a good working knowledge and appreciation of the School's student safety and wellbeing framework.
- Without replacing any legal reporting obligations any person may have, supporting the Principal in promptly managing the School's response to an allegation of actual or suspected child abuse or reportable conduct, and ensuring that the allegation is taken seriously and responded to appropriately and thoroughly.
- Ensuring the School's student safety and wellbeing strategies are clearly and regularly communicated to staff, students and other members of the school community.
- Ensuring the School's student safety and wellbeing strategies are being implemented effectively and are strengthened where required.
- Ensuring a strong and sustainable student safety and wellbeing culture is embedded within the School.

2.5 Staff

All staff are required to comply with the School's student safety and wellbeing framework (including in particular this policy, *Student Safety and Wellbeing Policy*), as well as their legal and professional obligations with respect to the prevention and reporting of actual or suspected child abuse and reportable conduct.

It is each such staff member's individual responsibility to be aware of key risk indicators of child abuse or reportable conduct, to be observant, and to raise any concerns they may have with one of the Principal, the Senior Leadership Team, the School's SSOs (and/or with external agencies, where required). In this regard, staff are encouraged to voice their concerns, no matter how minor, trivial or insignificant.

All contractors, labour hire workers, secondees and volunteers involved in student-connected work are required to adhere to this policy and the *Student Safety and Wellbeing - Staff Code of Conduct* and are responsible for contributing to the safety and wellbeing of students in the school environment. They too have obligations with respect to the reporting of actual or suspected child abuse or reportable conduct.

Again, it is the School's expectation that contractors, and volunteers are attuned to their individual responsibilities and act in accordance with their internal and external reporting obligations, and the School's policies and procedures.