



Broadford Secondary College

Child Safe Standards

Child Safe Standard 1

Policy and Procedure

Broadford Secondary College actively promotes the safety and wellbeing of all students. All staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including Child Safe Standards.

Date Implemented	1 st July 2022
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Approval Authority (signature & date)	
Date Reviewed	
Responsible for Review	College Council / Policies Sub-Committee / Principal Class Officers
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References	DEECD

Purpose

The Child Safe Standards (the Standards) commenced in Victoria in January 2016. After five years, we have seen how the Standards improve safety for children and young people.

Changes are being made to make our Standards even stronger.

The new Standards set out minimum requirements and outline the actions Broadford Secondary College must take to keep children and young people safe. They provide more clarity for schools and are more consistent with Standards in the rest of Australia.

Objective

- to involve families and communities in Broadford Secondary College efforts to keep children and young people safe
- for a greater focus on safety for Aboriginal children and young people
- to manage the risk of child abuse in online environments
- in relation to governance, systems and processes to keep children and young people safe.

Scope

This policy applies to:

- all staff, including casual relief staff and volunteers who work at the school

Child Safe Standard 1 – Broadford Secondary College will establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

- In complying with Child Safe Standard 1, Broadford Secondary College must, at a minimum, ensure:
 - 1.1 A child’s ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
 - 1.2 Strategies are embedded within Broadford Secondary College which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
 - 1.3 Measures are adopted by Broadford Secondary College to ensure racism within the school are identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
 - 1.4 Broadford Secondary College actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
 - 1.5 All of Broadford Secondary College’s policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Overview

This is a new standard that requires schools to make sure Aboriginal children and young people feel safe.

This guidance applies to all schools, even if there are no students who have identified themselves as Aboriginal.

The term 'Aboriginal' includes Aboriginal and Torres Strait Islander peoples. It is important to be respectful of how individual children, students, their families and community refer to themselves, and use appropriate language.

Cultural safety includes being provided with a safe, nurturing and positive environment where Aboriginal children:

- feel comfortable being themselves
- feel comfortable expressing their culture, including their spiritual and belief systems
- are supported by carers who respect their Aboriginality and encourage their sense of self and identity.

Benefits of cultural safety

Being able to express their culture makes Aboriginal children stronger and safer. Aboriginal children and young people who don't feel safe being themselves and expressing their individuality may be less willing to report abuse.

Providing safe environments for children has positive, lifelong impacts that cannot be underestimated, and cultural safety is a key dimension of safety for Aboriginal children.

Key elements of cultural safety

Understand identity

Identifying as Aboriginal is one part of a child or young person's identity. Like everyone, Aboriginal people have different life experiences and characteristics. Schools must recognise that each person is unique with their own characteristics, strengths and challenges.

Respect culture

Culture and identity are linked. By supporting Aboriginal children to feel strong in their identity schools also help them enjoy their cultural rights.

Australia's colonial history has caused significant trauma and hurt that individuals, families and communities still feel today. However, Aboriginal communities have a long history of resilience and growth in the face of adversity and trauma. Schools should show respect for the deep resilience of Victorian Aboriginal communities.

Eliminate racism and abuse

Making your school culturally safe means taking the specific action needed to keep Aboriginal children and young people safe from abuse and harm.

Schools need to address all forms of racism and consider attitudes and practices that are a barrier to providing a culturally safe environment and to address all forms of racism.

Actions Broadford Secondary College will take

To comply with this standard, at minimum, Broadford Secondary College will encourage and actively support a child or student's ability to express their culture and enjoy their cultural rights in the following ways:

Broadford Secondary College will

- equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students
- adopt measures to ensure racism is identified, confronted and not tolerated
- address any instances of racism within the school environment with appropriate consequences
- actively support participation and inclusion in the school by Aboriginal children, students and their families
- ensure school policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, students and their families
- develop and endorse a policy or statement detailing the strategies and actions the school will take.

Relevant standards

- [Ministerial Order 1359 – Implementing the Child Safe Standards – managing the risk of child abuse in schools and school boarding premises \(PDF, 363KB\)](#)
- [Child Safe Standard 1](#) – Broadford Secondary College will establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

Implementing the standard

Build a strong school culture to support cultural inclusion

Broadford Secondary College will build a strong culture to support cultural inclusion by -

- Beginning events and meetings with a Welcome to Country or an Acknowledgement of Country and having as a standing agenda item. Using this as an opportunity to pause and reflect or open a discussion.
- Flying the Aboriginal and Torres Strait Islander flags on school grounds.
- Displaying plaques and signs to acknowledge Country and Traditional Owners.

- Making Aboriginal voice part of decision making in matters that affect Aboriginal students. Be open to different ways of doing and expressing things.
- Celebrating the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.
- Leading on safety and inclusion for all Aboriginal students and their families. Learn more about Aboriginal histories and cultures, both locally and across Australia. Speak with respect and confidence about Aboriginal culture, knowledge systems and people.
- Building school wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.

To provide a welcoming environment for Aboriginal children, Broadford Secondary College will

- Acknowledge and draw on the existing knowledge of Aboriginal students and their families.
- Ask for feedback from Aboriginal students and their families about what the school does well, and what can be improved.
- Implement the [Koorie Education Policy](#) to create a learning environment for all students that acknowledges, respects and values Aboriginal cultures and identities (Government schools).
- Use [Koorie Engagement Support Officers](#) (KESOs) to provide advice to government schools about creating culturally inclusive learning environments.
- Use the [Marrung Aboriginal Education Plan 2016–2026](#) to guide the school's support for Aboriginal self-determination.
- Allocate a Koorie Coordinator to facilitate liaison with students and their families.

Broadford Secondary College will actively address racism by

- Expressing zero tolerance of racism in our statement of commitment to child safety included in our Child Safety and Wellbeing Policy and other documents.
- Addressing racism from students, staff, volunteers or visitors directly. Making sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Putting school leaders at the front of anti-racist action. Discuss racism and work to address unconscious bias and racism in the school community.
- Encouraging non-Aboriginal school leaders and teachers to commit to ways they can work as an effective ally to Aboriginal students, their families and communities.

Guide and train staff and volunteers Broadford Secondary College will

- Train staff and volunteers to understand the importance of Aboriginal culture to the wellbeing and safety of Aboriginal students.
- Work with the local Aboriginal community to build staff, volunteer and student knowledge and respect for Aboriginal culture and to promote cultural inclusion.
- Arrange [Community Understanding Safety Training \(CUST\)](#) or equivalent for staff.

Broadford Secondary College will build knowledge of Aboriginal culture in school planning and curriculum by:

- Finding out about the Traditional Owners of the land/s where the school is situated at the [Map of Indigenous Australia](#) and learn about the importance of [acknowledging Traditional Owners](#).
- Including Aboriginal history and culture in professional learning for staff and volunteers and in curriculum planning for students.
- Developing a resource bank of digital, hardcopy print and other artefacts that support the inclusion of Aboriginal content across the curriculum.

Broadford Secondary College will partner with Aboriginal communities by:

- Supporting local Aboriginal businesses through school procurement.
- Engaging with local Aboriginal communities via Traditional Owner groups, corporations or the Registered Aboriginal Party to review cultural safety in school environment, systems and processes.
- Engaging with the Local Aboriginal Education Consultative Group (LAECG) and/or the Victorian Aboriginal Education Association Incorporated (VAEAI).
- Visiting an Aboriginal cultural learning centre, such as
 - [Koorie Heritage Trust](#) (Melbourne)
 - [Bunjilaka Aboriginal Cultural Centre](#) (Melbourne)
 - [Brambuk Cultural Centre](#) (Grampians)
 - [Bangerang Cultural Centre](#)(Shepparton)
 - [Krowathunkooloong Keeping Place](#) (Bairnsdale)
 - [Narana Aboriginal Cultural Centre](#)(Geelong).

Review and assess how the school supports cultural inclusion

- Use the Victorian Aboriginal Child Care Agency [cultural safety continuum reflective tool](#) to make a tailored learning and development plan focused on staff cultural competence learning needs.
- Develop and implement an Aboriginal and Torres Strait Islander Reconciliation Action Plan.

Recognise key events and anniversaries

1. 2008 National Apology to the Stolen Generations

13 February

2. Close the Gap Day

18 March

3. Harmony Day

21 March

4. Sorry Day and Anniversary the 2017 Uluru Statement of the Heart

26 May

5. Anniversary of the 1967 Referendum

27 May

6. Reconciliation Week

27 May to 3 June

7. Mabo Day

3 June

8. Anniversary of the 1988 Barunga Statement

11 June

9. Coming of the Light

1 July

10. NAIDOC week

First week of July

11. National Aboriginal and Torres Strait Islander Children's Day

4 August

12. International Day of Indigenous People

9 August

13. 1963 Yirrkala Bark Petition to Parliament anniversary

14 August

14. Anniversary of the UN Declaration on the Rights of Indigenous Peoples

13 September

15. Redfern Address

10 December

Resources

- [Acknowledgement of Traditional Owners and Welcome to Country in Schools: Policy](#)
- [Building Quality and Standards Handbook](#)
- [Bullying Prevention and Response: Policy](#)
- [Equal Opportunity and Human Rights — Students: Policy](#)
- [Flag Flying and Patriotic Ceremonies: Policy](#)
- [Individual Education Plans \(IEPs\): Policy](#)
- [Koorie Education: Policy](#)
- [Koorie teaching resources](#)

Support

For further help to meet Child Safe Standard 1 and Ministerial Order 1359, contact child.safe.schools@education.vic.gov.au.