



Moonee Ponds Primary School

respect • optimism • care • collaboration

Child Safe Standard 3: Child and Student Empowerment



Help for non-English speakers

If you need help to understand the information in this policy please contact Moonee Ponds Primary School on 9375 2511.

REQUIREMENTS

All Victorian schools are required to meet the Child Safe Standards, to ensure that they are well prepared to protect children from abuse, family violence and neglect.

Requirements for these standards are set out in [Ministerial Order 870](#) (MO 870) and compliance is monitored by the Victorian Regulations and Qualifications Authority (VRQA). Under Child Safe Standards (CSS) schools are required to deliver appropriate education about:

- Element 1: Standards of behaviour for students attending the school
- Element 2: Healthy and respectful relationships (including sexuality)
- Element 3: Resilience
- Element 4: Child abuse awareness and prevention

Ministerial Order 870 also specifies that schools must promote the Child Safe Standards in ways that are readily accessible, easy to understand and user-friendly to children.

PURPOSE

Element 1: Standards of behaviour for students attending the school

The right for students to learn and feel safe is underpinned by clearly articulated and well-promoted standards of behaviour (or code of conduct).

Standards of behaviour extend across the school community (students, staff and parents/carers), setting a positive tone for safe and supportive relationships, articulating clear boundaries and supported pathways for students:

- impacted by the behaviour of others (ensuring students know when and how to seek help)
- who do not uphold the behaviour standards (ensuring that there is support for students to address and mitigate these behaviours and address any underlying factors)

Standards of behaviour at Moonee Ponds Primary School (MPPS) also extend to online environments. Setting clear online standards of behaviour helps to prevent cyber-bullying and helps to keep students safe from predatory behaviours.

Element 2: Healthy and respectful relationships (including sexuality) & Element 3: Resilience

Social and emotional learning is a critical part of school education, which is why it is mandated within the Victorian Curriculum.

Research shows us that:

- equipping students with the skills to build positive relationships and communicate respectfully is essential preparation for productive and healthy adult lives
- building resilience (the ability to cope and thrive in the face of negative events, challenges or adversity) has a positive impact on both social and academic outcomes, and is particularly critical for students who may be impacted by abuse
- students who are well informed about sexuality are more likely to make positive and informed decisions and less likely to place themselves at risk in adolescence.

Element 4: Child abuse awareness and prevention

The primary objective of child abuse awareness and prevention education is to help to keep children safe from child abuse. School-based child abuse awareness and prevention programs have been found to increase children's capacity to disclose abuse.

Both schools and parents/carers play an essential role in building these capabilities.

Students are supported best when schools:

- work in close partnership with parents/carers
- ensure that parents/carers are provided with the information they need to continue learning within the home environment and build strong and consistent messages.

Knowing how to respond to disclosures of abuse is critical in keeping children safe and is set out within the Identifying and Responding to All Forms of Abuse in Victorian Schools.

REQUIREMENTS & MPPS PRACTICE

Element 1: Standards of behaviour for students attending the school

REQUIREMENT

- Standards of behaviour are in place for students attending the school

MPPS PRACTICE

- MPPS students have been engaged in establishing these standards.
- These standards empower students to speak up and be heard.
- These standards are promoted across the school community and regularly reviewed.

Element 2: Healthy and respectful relationships (including sexuality) & Element 3: Resilience

REQUIREMENT

- Delivery of respectful relationships and resilience education in alignment within the learning standards under Personal and Social Capability and Health and Physical Education in the Victorian Curriculum.
- Delivery of sexuality education in alignment within the learning standards under the Personal and Social Capability and Health and Physical Education within the Victorian Curriculum.

MPPS PRACTICE

- Using the *Resilience Rights and Respectful Relationships (RRRR)* to deliver respectful relationships and resilience education.
- Developing a whole school approach to promoting respectful relationships.
- Implementing evidence-based materials to deliver sexuality education.

- Staff to engage in professional learning to assist and improve the implementation of RRRR and sexuality education programs.

Element 4: Child abuse awareness and prevention

REQUIREMENT

- The school delivers child abuse awareness and prevention education and meeting the relevant learning standards within the Victorian Curriculum.
- Staff at the school have undertaken mandatory reporting training and familiarised themselves with the [Four Critical Actions: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#) (essential to addressing disclosures which may be prompted by the delivery of child abuse awareness and prevention education).

MPPS PRACTICE

- the school drawing on evidence-based materials to deliver child abuse awareness and prevention education to build student capacity to:
 - identify when they feel safe and unsafe and when they are at risk
 - identify safe and unsafe touching (using the anatomical names for their body parts)
 - promote their personal safety (avoiding harm where possible)
 - seek help, using their identified safety networks
 - overcome barriers to disclosure (e.g. guilt or disbelief)

RESOURCES/ REFERENCES

Guidance

- [PROTECT Child Safe Standard 3](#) provides example actions for schools on this standard
- Guidance is also available to help schools develop a [Child Safety and Wellbeing Policy](#)
- [Guidance for child safety champions](#)
- [PROTECT: Identify child abuse](#)

Other resources

- [Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials](#)
- [Respectful Relationships whole school approach](#)

Further information is available at the Commission for Children and Young People website at: <https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards/standard-3/>

Approval and review

Created date	7 August 2022
Approved by/on	Matthew Bott, Principal on 19.8.22
Next review date	2024