



Child Protection Policy and Procedure

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INTRODUCTION – Commitment Statement

Yeshivah College and Beth Rivkah Colleges (**the School**) is an Orthodox Jewish Independent School, providing Jewish and General education to school aged students. The School aims to provide students with a positive and enriching educational environment that promotes their religious, academic, social, physical and emotional development, based on Jewish heritage, commitment to Jewish Law (Halacha) and guided by the religious values (Hashkafa) of the Chabad movement.

The Board of Directors (**the Board**) of Yeshivah Beth Rivkah Schools Limited (**YBRSL**) ABN 614988911 is the governing body of **the School**.

The School and the Board are committed to the implementation of the Victorian Government Ministerial Order no. 870 - Child Safe Standards - Managing the risk of child abuse in schools. (<https://www.vrqa.vic.gov.au/childsafepages/documents/Min%20Order%20870%20Child%20Safe%20Standards.pdf>). The School and the Board are committed to the wellbeing, safety and protection of all students and have a zero tolerance of child abuse.

The School employs best practice to ensure that all students in our school are safe at all times. This applies to all activities under the school's auspices and in all school environments, during and outside of school hours.

There is a requirement for all School staff at the School, and the Board, to understand the important responsibility they have to:

- protect our students from all forms of child abuse, bullying and exploitation;
- be alert to incidents of child abuse and neglect occurring outside the scope of the school environment that may have an impact on our students; and
- create and maintain a child safe culture that is understood, endorsed and put into action by all School staff.

Our Child Protection Policies and Procedures demonstrate our zero tolerance for child abuse. In doing so, the school and the Board will take into account the diversity of all students, including but not limited to, the needs of Aboriginal and Torres Strait islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and children who are vulnerable, ensuring to make reasonable efforts to accommodate the needs of each of the above.

The School explicitly recognises that it has a wide range of Jewish students from a variety of backgrounds and Jewish communities and caters to students with varying levels of religious knowledge and commitment.

All allegations of child abuse will be treated seriously and vigorously pursued. The School acknowledges its legal and moral obligations to report promptly to appropriate authorities when a child has been abused or is at risk of being abused and to provide support for victims or potential victims. We will foster a culture of openness that supports all adults and students to safely disclose risks of harm to students.

The School and the Board strongly supports these measures and will ensure that they are implemented.

The School Board is committed to safeguarding our students from child abuse and neglect and all of the School's Child Protection Policies are approved and endorsed by the Board of Directors of the School.

All Child Protection Policies including, but not limited to this *Child Protection Policy and Procedure*, the *Child Abuse Reporting Policy*, and the *School Staff Code of Conduct*, will be made available on the school's website (<https://www.ybr.vic.edu.au/ourpolicies.html>), and staff intranet.

Developed to protect students enrolled in our school, this policy has been formally approved and endorsed by **the Board**. The Principal is responsible for implementation of this policy, and may further delegate aspects to his Senior Staff and Welfare Committee members where appropriate. The Principal is also responsible to report on implementation of this policy back to **the Board**.

This policy acts as a guide to all our School staff in meeting their responsibilities in this area. The School staff are required to identify, report and respond to any concerns about, or incidents of, child abuse or neglect towards our students. The School staff are required to respond to abuse or neglect perpetrated by staff or by other persons.

This policy must be read in conjunction with the Schools' *Child Abuse Reporting Policy*, the *School Staff Code of Conduct* and the *School Employment Policy*.

Wherever the Board is referenced in this document, the Board have delegated authority and responsibility of implementing Policy and Procedure to the College Principal. In doing so, the Board retains responsibility and oversight for the overall school compliance with this Policy and Procedure.

The Board will review this policy annually and after any serious, reportable incident or when recommended by the School Principal, Senior Staff Members or Welfare Committee members.

Scope:

This policy applies to:

- a. Yeshivah College
- b. Beth Rivkah Ladies College
- c. All School staff of **the School**
- d. Activities within the School Environment

This policy relates to instances of alleged Child Sexual Abuse and matters of child safety as defined by reporting obligations under the Children, Youth & Families Act 2005 ([http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/15A4CD9FB84C7196CA2570D00022769A/\\$FILE/05-096a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/15A4CD9FB84C7196CA2570D00022769A/$FILE/05-096a.pdf)), the Crimes Act 1958, ([http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/15A4CD9FB84C7196CA2570D00022769A/\\$FILE/05-096a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/15A4CD9FB84C7196CA2570D00022769A/$FILE/05-096a.pdf)), and Ministerial Order No. 870 – Child Safe Standards- Managing the risk of child abuse in schools.

Non-reportable issues relating to Jewish cultural, ethical and religious concerns should be referred to the Principal for consideration. The Principal may choose to consult with the Rabbinic Sub-Committee of the Board if necessary. If the matter is not resolved, or it involves the Principal directly, it may be brought to the Chair of the Board's attention. The Chair will consult with the Rabbinic Subcommittee of the Board and will respond as appropriate. The Chair's decision is final.

Purpose:

The purpose of this policy is to outline the Child Protection Policies and Procedures for the School

Definitions:

Please refer to Appendix 1 at the end of this document for all definitions

Fulfilling our Commitment:

The School expects school staff to understand students' rights.

An understanding of students' rights is an important basis for all the programs and services that we offer to students and families. It enables us to identify when students' needs and entitlements are compromised and when they require support. We expect school staff to have a working knowledge of students' rights appropriate to their role and use it to inform their decisions about how to behave and act with and on behalf of students and young people.

We expect school staff to understand and acknowledge the significance of family relationships for students.

Students' experiences of their family are foundational for their development. Families can act as supportive resources for growth and resilience in students. Family relationships can also restrain and harm students' social, physical, cognitive and emotional functioning. Families are the single most significant influence in shaping the way students develop and perceive their sense of identity. We expect School staff to recognise, respect and work to strengthen the capacities of parents/carers and other family members to care and protect their students.

We expect School staff to respect the cultural and religious practices of families who come to our school.

We recognise the fundamental importance of the Jewish religion and culture in the lives of our students and their families, noting that our school caters to a wide range of Jewish students from a variety of backgrounds and Jewish communities with varying levels of religious knowledge and commitment. We expect our School staff to act in ways that are inclusive and respectful of the cultural and religious practices of our students and their families. However, no cultural or religious belief will take precedence over the right of our students to protection from harm.

We expect School staff to understand and respond to the special needs of students with developmental delays or disabilities.

We acknowledge that students with developmental delays or disabilities have special needs. We expect our School staff to act in ways that communicate effectively with, and are supportive of students with developmental delays or disabilities. We also understand that we will need to be proactive in recognising the additional vulnerability to exploitation and harm that students with developmental delays or disabilities may experience.

We expect School staff to be respectful of students.

As part of our commitment to our students, we will facilitate opportunities for students to tell us their views and feedback about our school. We will treat our students as individuals and respect their unique abilities and vulnerabilities. We expect School staff to express attitudes and engage in behaviour that respect and support our students.

We expect School staff to protect the privacy of students and their families.

We have a comprehensive privacy policy (<https://www.ybr.vic.edu.au/Yeshivah%20-%20Beth%20Rivkah%20Colleges%20Privacy%20Policy.html>). We expect School staff to protect the privacy of our students and their families. At the beginning of their involvement with our school, we will provide students and their parents/carers with information that details our privacy policy and its implications.

We will ask for consent from parents and where appropriate, from our students, before we seek out or provide information about them from or to any other individual or organisation beyond the normal operations within the school. However, in the event that we have concerns about the safety and well-being of a specific child, we may unilaterally disclose information to Police, regulatory authority or statutory child protection agencies without asking consent.

We expect School staff to act on any concerns raised by students and/or their parents.

We will take seriously any concerns or issues raised by students, and/or their parents. We will investigate all complaints or allegations made against any of our School staff. We will ensure that we report any allegations against students, other family members, staff or anyone else to the Police in accordance with our policies and operational procedures. We expect our School staff to follow our grievance policy without hesitation in response to concerns raised by students and/or their parents.

At the beginning of their involvement with our school, we will provide students and their parents with information that details our grievance policy and its implications.

We expect School staff to understand the definitions, indicators and impact of child abuse, bullying and exploitation.

Experiences of child abuse, family violence, neglect, bullying and exploitation are significant sources of trauma for students and intensify the risk of students and young people developing a range of emotional, psychological, social and behavioural problems. Child abuse is a crime. Intervention which identifies and prevents abuse from occurring is instrumental in supporting students and families. When child abuse has occurred, it is imperative that action is taken to protect students from further experiences of child abuse. We expect our School staff to know how to define child abuse, be aware of its indicators and understand its consequences. The more informed we are, the more effective we will be in our efforts to protect students from all forms of harm and exploitation.

We expect School staff to know and follow regulations in relation to the care of students.

In addition to their core functions and role responsibilities, it is the duty of all School staff to be familiar with and adhere to all child safety and protection policies and procedures including, but not limited to the Child Safe Standards set out in the Ministerial Order No.870 (a link to MO870 is found in the References section at the end of this document). These are further outlined in the College's Employment Policy and Procedures.

We expect School staff to know and follow the law in relation to reporting child abuse.

We expect our School staff to know and follow relevant reporting laws in particular those set out in the Ministerial Order 870. Further, where required, School staff must report child abuse.

We expect School staff to co-operate with police and/or other formal investigations.

In every circumstance, we expect our School staff to co-operate to the best of their ability with any formal investigation undertaken by the police or other authorised body in relation to the care and protection of our students.

We expect School staff not to contravene any policies, regulations or laws in relation to the safety and protection of students and young people.

It is a serious breach of this policy if any member of School staff contravenes any regulations or laws in relation to the safety and protection of students whether or not they are working, volunteering in or outside of our school environment.

We expect School staff to abide by all school policies whenever they have a concern that a child may be experiencing child abuse, family violence or neglect.

The school's child safe policies have been designed in accordance with the Ministerial Order No. 870 and child safe standards, to facilitate decision making in relation to the protection of our students. At all times, we expect our School staff to have a comprehensive understanding of the contents of all relevant child safe policies and abide by them whenever they have concerns about the possibility that a student has experienced, or may be at risk of experiencing child abuse, family violence or neglect.

We expect School staff to always follow our Code of Conduct.

The School has a School Staff Code of Conduct that sets out rules for behaviour with and around our students. Our School staff will be asked to personally endorse the practice and behaviour guidelines and ensure that they

adhere to it when they are at work and away from work. It aims to ensure that our School Staff always act protectively of our students.

We expect School staff to support students and their families in the event that a student is abused, bullied or exploited by any of our School staff.

We recognise that the impact of child abuse, bullying or exploitation on students is traumatic. It is even more complex when the perpetrator of the abuse or exploitation is a teachers or school staff. In these situations, we will provide opportunities for formal debriefing and/or counselling to the students and their families who have experienced the abuse, bullying or exploitation and any other child, young person and family in the community who may indirectly be affected by the incident(s).

Similarly, School staff impacted in any way by the abuse, bullying or exploitation by a fellow teacher or school staff member, will be offered support as above.

We will manage the prevention and risk management of child safety, by partnering with our students and parents and taking the following steps;

- a) Developing and implementing risk management strategies regarding child safety in our School.
- b) Identifying and mitigating the risk(s) of child abuse in our school by taking into account the nature of the school environment, the activities expected to be conducted there (including the provision of services by contractors or outside organisations), and the characteristics and needs of our students.
- c) Making a record of students at risk, specifying actions to be taken to mitigate the risk, in the event a risk of child abuse is identified for a particular class of students or in a particular environment.
- d) As part of its risk management strategy and practices, the Board is responsible for monitoring and evaluating the effectiveness of the implementation of our risk controls, and reassessing those controls and specifying the actions the school will take to reduce or remove the risks. The Principal will be responsible for the implementation of the controls and will report regularly to the School Board or after any serious, reportable incident or when recommended by the School Principal, Senior Staff Members or Welfare Committee members
- e) At least annually, providing of appropriate guidance and/or training to the individual members of the School Board of Directors, School staff, students and parents about:
 - i. individual and collective obligations and responsibilities for managing the risk of child abuse;
 - ii. child abuse risks in the School environment;
 - iii. the School's current child safety standards.
- f) Child Safety will be a standing item on the agenda of the School Board

Implementation of Policy

The Board is responsible for monitoring the overall school compliance with this policy and its procedures. The Principal is responsible for implementation of this policy, and may further delegate aspects to his Senior Staff and Welfare Committee members where appropriate. These members are listed on the school's [website](#). The Principal is also responsible to report on implementation of this policy back to **the Board**.

Child Safety will be a standing item on the Agenda of Board meetings, except for extraordinary meetings called to address a specific issue not involving child safety.

Child safety will be included as a specific item in the School Strategic Plan.

External experts may be engaged as necessary to advise our policies, procedures and implementation with regards to child safety.

When it comes to matters of child safety, halacha accords with Ministerial Order No. 870 and the reportable conduct policy.

All incidents of child abuse are to be reported to the Senior Staff Member, Welfare Committee Member and/or to the Principal **as soon as possible** after they occur, and in accordance with our *Child Abuse Reporting Policy*.

The Principal, will provide an update, to the School Board regarding child safety matters in the School. The report may be a summary email, or, at the discretion of the Board Chair, a report at a Board meeting. This report will include;

- a summary of all incident reports involving child safety,
- any breaches of the child safe standards,
- any child safety risks identified and
- a summary of the implementation of child safe standards.

The Principal will present to the Board an annual report on child safety for the previous year. This report is to include recommendation for enhancing child safety.

The Board endorses the requirements of the child safe standards to provide education and training in child safe issues for: the Board, teachers, and other school staff, parents and community and students. The Board is committed to implement such training at least annually. Programs to promote awareness among students and to promote student empowerment.

The Child Safe Standards will be implemented via the School policies listed at the end of this document.

This statement of commitment and associated policies will be reviewed annually and after any serious, reportable incident, or when recommended by the Principal, Senior Staff Members or Welfare Committee Members.

This statement of commitment and associated policies will be made publicly available, particularly to staff, students, parents and the community and on the school website.

A short statement of commitment will be incorporated in our philosophy statement, in students, staff and parent handbooks. It will appear in all job advertisements, position descriptions and employment contracts.

Achieving our Commitment:

To demonstrate commitment to this policy, the School Board will ensure the following:

Board Directors and School staff receive training about this policy.

On an annual basis, we will ensure that all of our School staff and Board Directors are provided with a minimum of one compulsory training opportunity to:

- understand their individual and collective obligations and responsibilities for managing the risk of child abuse and recommit to this policy
- understand child abuse risks in the school environment
- understand the school's current child safety standards

The policy will also form part of the induction of our School staff and new directors.

School staff are clear about what is expected of them in relation to children's welfare and safety.

The School will provide regular opportunities to clarify and confirm the procedures for staff to apply when taking action in relation to children's welfare and safety. This will include a discussion of child safety matters as a standing item for regular meetings at all levels of the School.

School staff are aware of the formal recruitment, screening and employment practices of the School in relation to individuals with specific roles in working or volunteering with children and families.

All School staff will be informed during their recruitment that their employment or volunteering will be subject to clearance under the Working with Children Check system. It is a serious breach of this policy if an individual, who has convictions that would make him/her ineligible to be granted a Working with Children Check (or

equivalent) clearance, gains employment or is allowed to volunteer to work with students. It is also a serious breach of this policy, if an individual continues in his/her employment or volunteer role with us if he/she has been charged or convicted of a crime that would make him/her ineligible to be granted a Working with Children Check (or equivalent) clearance.

School staff are provided guidance and supervision in relation to their role with students.

The school recognises that caring for and working with students can be complex and challenging. As such, the School will provide regular supervision for all our School staff in relation to their specific roles.

The School will support, encourage and enable School staff, parents and students to understand, identify, discuss and report child safety matters.

The School will support, encourage and enable School staff, parents and students to understand, identify, discuss and report child safety matters, including understanding the meaning of child abuse and neglect and how to report incidents, disclosure or allegations through the publication of its child protection policies, and ongoing training and workshopping.

The School will support or assist students and their families who disclose abuse or are otherwise linked to suspected child abuse

Our school welfare teams and school psychologists will support any student or family who disclose or are otherwise linked to suspected child abuse. This extends to coordinating with external welfare providers where necessary.

The School will provide opportunities for our School staff to receive debriefing in the event that it is required.

The School recognises that responding to students who are at risk of or have experienced child abuse, neglect and family violence can be stressful. It is even more complex when the perpetrator of the child abuse or exploitation is another staff member or volunteer. In these situations, we will provide opportunities for formal debriefing and/or counselling to our School staff as required.

References

- **VRQA CHILD SAFE STANDARDS**
<http://www.vrqa.vic.gov.au/childsafe/Pages/default.html>
- **VRQA Definitions**
<https://www.vrqa.vic.gov.au/childsafe/Pages/schools.aspx#tab-schools-4>
- **CCYP:**
<https://ccyp.vic.gov.au/assets/resources/Responsibilities-of-the-head-of-an-organisation.docx>
- **DEPARTMENT OF EDUCATION VICTORIA**
<http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx>
https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf
- **Ministerial Order No. 870** Victorian Government, Education & Reform Act 2006, Gazette No. S2, January 2016, Child Safe Standards – Managing the Risk of Child Abuse in Schools,
<http://www.gazette.vic.gov.au/gazette/Gazettes2016/GG2016S002.pdf>

Related Documentation

These documents can be found on our School Website: <https://www.ybr.vic.edu.au/ourpolicies.html>

Yeshivah Beth Rivkah Colleges Child Abuse Reporting Policy
Yeshivah Beth Rivkah Colleges School Staff Code of Conduct
Yeshivah Beth Rivkah Colleges Employment Policy

This policy and associated policies will be reviewed after any serious incident, otherwise at the review date.

<u>Status of Policy</u>	
Last Reviewed:	May2020
Next Reviewed:	May 2021
Approved by:	YBRSL Board
Approval Date:	4 May 2020

APPENDIX 1:

Definitions (as per Ministerial Order No. 870)

In the Ministerial Order:

ETR Act means the Education and Training Reform Act 2006 as amended from time to time.

Child means a child enrolled as a student at the school.

Child-connected work means work authorised by the School governing authority and performed by an adult in a School environment while students are present or reasonably expected to be present.

Child abuse includes-

- a) any act committed against a child involving-
 - i. a sexual offence; or
 - ii. an offence under section 49B(2) of the Crimes Act 1958 (grooming); and
- b) the infliction, on a child, of-
 - i. physical violence; or
 - ii. serious emotional or psychological harm; and
- c) serious neglect of a child.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

minister of religion has the same meaning as in the Working with Children Act 2005.

proprietor, in relation to a school, means the person who is ultimately responsible for the way the school is managed and conducted:

- a) in the case of a Government school, the Secretary;
- b) in the case of a non-Government school, the proprietor of the school.

For the purposes of our School, the Proprietor is the Board of Directors

school environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a) a campus of the school;
- b) online school environments (including email and intranet systems); and
- c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

school governing authority means:

- a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR act

For the purposes of our School, the School Governing Body is the Board of Directors

school staff means:

- a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
 - b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.
- (1) The following terms have the same meaning as in the ETR Act (as amended from time to time):
- (i) child abuse;
 - (ii) government school;
 - (iii) government teaching service;
 - (iv) non-Government school;
 - (v) parent;
 - (vi) principal;
 - (vii) registered school;
 - (viii) school; and
 - (ix) the Secretary.

Other Definitions:

Behaviour that causes emotional or psychological harm includes severe or sustained instances of:

- Verbal abuse
- Coercive or manipulative behaviour
- Hostility towards, or rejection of, a child
- Humiliation, belittling or scapegoating

Bullying – verbal, physical and cyber

Bullying involves the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time. Bullying has been described by researchers as taking many forms which are often interrelated and include:

- Verbal
- Physical
- Social
- Psychological

Children’s (or students’) rights – have the right to be safe and protected.

Emotional or Physical Harm: Emotional or psychological harm may be caused by severe or sustained instances of the following behaviours:

- Verbal abuse
- Coercive or manipulative behaviour
- Hostility towards, or rejection of, a child
- Humiliation, belittling or scapegoating

Emotional or psychological harm may also be caused where an existing mental health disorder such as anxiety or depression has been exacerbated.

Family violence

Family violence is a specific form of emotional or psychological abuse. Family violence is violence between members of a family or extended family or those fulfilling the role of family in a student's life. Exposure to family violence places children and young people at increased risk of physical injury and harm and has a significant impact on their wellbeing and development.

Grooming as defined by the *Crimes Amendment (Grooming) Act 2014* is:

The offence of grooming concerns predatory conduct undertaken to prepare a child for sexual activity at a later time.

The offence applies where an adult communicates, by words or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child's involvement in sexual conduct, either with the groomer or another adult.

Grooming does not necessarily involve any sexual activity or even discussion of sexual activity – for example, it may only involve establishing a relationship with the child, parent or carer for the purpose of facilitating sexual activity at a later time.

The sexual conduct must constitute an indictable sexual offence. This includes offences such as sexual penetration of a child, indecent assault and indecent act in the presence of a child. It does not include summary offences, such as upskirting and indecent behaviour in public.

Halacha means Jewish Law according to the Shulchan Aruch (Code of Jewish Law). The Rabbinic Sub-Committee of the School Board shall be the final arbiters of Halacha for the School.

Hashkafa means religious values of the Chabad movement. The Rabbinic Sub-Committee of the School Board shall be the final arbiters of Hashkafa for the School.

Neglect occurs when a worker or volunteer does not meet their obligations and responsibilities to keep a child safe and well. This may include:

- Supervisory neglect, which is the absence or inattention of a worker or volunteer which places the child at risk of physical harm or injury, sexual abuse, or allows other criminal behaviour towards the child
- Physical neglect, which is the failure to provide basic physical necessities for a child such as adequate food, clothing and housing

Parent includes the child's biological parent or legal guardian

Physical Contact/Physical Violence: Intentional or reckless physical force against, with or in the presence of a child without a lawful reason, which has the ability to cause injury or harm to the child, including hitting, punching, kicking, pushing or throwing something that strikes a child or another person

Reportable conduct is defined in the Child Wellbeing and Safety Act 2005 to include:

a sexual offence committed against, with or in the presence of, a child

- sexual misconduct committed against, with or in the presence of, a child
- physical violence committed against, with or in the presence of, a child
- any behaviour that causes significant emotional or psychological harm to a child
- Significant neglect of a child. Significant means in relation to emotional or psychological harm or neglect, refers to harm that is more than trivial but need not be as high as serious and need not have a lasting permanent effect.

Senior Staff Member includes Head of Students, Head of Teaching and Learning, Co-ordinator/Head of Jewish Studies, Campus Rabbi Pastoral, Head of School, Deputy / Assistant Principal or Principal, or any other member of the Senior Management Team (SMT). In relation to all student welfare and safety matters it also includes members of the Welfare Committee who may not be SMT members (see Welfare Committee definition).

Sexual Exploitation

Sexual exploitation occurs when children are forced into sexual activities that are then recorded in some way and/or used to produce pornography. Such pornography can be in the form of actual photos or videos or published on the internet.

Sexual misconduct captures a broader range of inappropriate behaviours of a sexual nature that are not necessarily criminal. It refers to conduct that:

- Amounts to misconduct
- Is of a sexual nature, and
- Occurred against, with, or in the presence of a child

Sexual Offences include

- Sexual assault
- Indecent acts
- Possession of child abuse material
- 'grooming' a child in order to commit a sexual offence

Student means a child within the School's care including children who are enrolled in the school, and children attending on a trial basis or short term placement.

Student to Student Peer Abuse (Student Sexual Offending)

Student sexual offending refers to sexual behaviour that is led by a student 10 years and over which may amount to a sexual offence.

A sexual offence includes rape, sexual assault, indecent acts and other unwanted sexualised touching, all of which are offences under the *Crimes Act 1958*.

Welfare Committee: The Welfare Committee is a cross-campus body, committed to the wellbeing of all students. The Welfare Committee is an active extension of the School and is committed to safeguarding children through communication, support and comprehensive policies. The responsibility of the Welfare Committee is to promote the safety of all students and to foster academic, emotional, social, spiritual and physical development. See <https://www.ybr.vic.edu.au/welfarecommittee.html>