



Child Safety and Safeguarding Program

Child Safeguarding Training and Supervision Policy and Procedures

Background

St Patrick's College is a Catholic School in the Edmund Rice tradition. The charism of Blessed Edmund Rice expressed through the touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, Justice and Solidarity, underpins our continued commitment to a safe and inclusive environment for all.

St Patrick's College is a Catholic day and boarding college for boys in the Edmund Rice tradition, established in 1893. St Patrick's College is committed to providing a caring, supportive, and safe environment where every student has a place, a voice and their story is known.

EREA Victorian Schools Ltd. (EREA VSL) and St Patrick's College are committed to ensuring the safety, wellbeing, and participation of all students.

The EREA VSL Board, the College's and the Boarding School's governing authority, has approved the College's Child Safeguarding Training and Supervision Policy and Procedures, as set out in the Policy Administration section, below.

St Patrick's College's Statement of Commitment to Child Safety

All children and young people have a right to feel safe and be safe.

St Patrick's College is committed to embedding a culture where the safety, wellbeing, and participation of all children and young people under our care is paramount. Particular attention is given to the needs of vulnerable children and young people, including Aboriginal and Torres Strait Islander children and young people, children and young people with disability and mental health issues, children and young people from culturally and/or linguistically diverse backgrounds, children and young people who are unable to live at home, and those who identify as lesbian, gay, bisexual, transgender or intersex. We are committed to at all times acting in the best interests of children and young people.

We have no tolerance for child abuse and all allegations and safety concerns are treated very seriously and consistent with our robust safeguarding policies and procedures. St Patrick's College is committed to nurturing the wellbeing of all children and young people, respecting their dignity, ensuring their safety and protecting them from abuse and other harm. St Patrick's College and its School-Based Staff, Contractors and Volunteers have legal and moral obligations to respond swiftly, including contacting authorities where relevant when we are concerned about a child's safety, which we follow rigorously.

St Patrick's College is committed to providing a safe and child-friendly environment, where children and young people are safe and feel safe and can actively participate in decisions that affect their lives.

At St Patrick's College we have zero tolerance for child abuse and are committed to acting in our students' best interests and keeping them safe from harm.

St Patrick's College regards its child safeguarding, wellbeing, and protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child safety, wellbeing and protection laws and regulations and maintain a child-safe culture.

Purpose

St Patrick's College

A child safe organisation must provide induction and ongoing training about child safety and child protection for its School-Based Staff and relevant Volunteers and Contractors. It also must provide child-safety related supervision and monitor the child safety-related performance of School-Based Staff and relevant Volunteers and Contractors.

In particular, Ministerial Order 1359 requires The EREA VSL Board to ensure that:

- **Volunteers** engaged in **child-connected work** are made aware of the Child Safeguarding Safety and Wellbeing Policy and Procedures and the Child Safeguarding Code of Conduct (Vic)
- **School-Based Staff, School Boarding Premises Staff**, members of the College's governing body and Volunteers engaged in child-connected work receive an induction regarding child safety and wellbeing that is appropriate to the nature of the role and includes, in particular:
 - information on the Child Safeguarding Code of Conduct (Vic)
 - if relevant to their role, the Child Safeguarding Safety and Wellbeing Policy and Procedures, Child Safeguarding Reporting and Responding Obligations Policy and Procedures and Child Safeguarding Complaints Management Policy and Procedures
- School-Based Staff, School Boarding Premises Staff, members of the College's governing body and Volunteers engaged in child-connected work are aware of their responsibilities to students, information sharing and reporting obligations and record keeping obligations
- ongoing **supervision** and people management of School-Based Staff and Volunteers focuses on child safety and wellbeing.

This Policy and its Procedures set out the policies, procedures, work practices and guidelines that the College employs to ensure that School-Based Staff, including School Boarding Premises Staff, and relevant Volunteers and Contractors are provided with:

- an induction into our child safeguarding policies, procedures and practices
- ongoing education and training about child safety
- child safety-related supervision and performance monitoring
- performance appraisal and professional development

Together these are aimed at ensuring the safety of students and the protection of them from abuse and other harm and creating a child safe culture.

Principles

EREA Victorian Schools Ltd. (EREA VSL) and St Patrick's College are committed to ensuring the safety, wellbeing, and participation of all students. We have no tolerance for child abuse.

The EREA VSL Board and St Patrick's College have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected and their voices heard, and where they are safe and feel safe.

Ministerial Order 1359 and the EREA VSL Safeguarding Framework set out the principles that guide The EREA VSL Board and St Patrick's College in the development and regular review of the Child Safeguarding Recruitment Policy and Procedures.

Scope

This Policy and its Procedures apply to all School-Based Staff (including members of the Principal and College Advisory Council and School Boarding Premises Staff).

They also apply – where indicated below – to certain Volunteers and Contractors. However, training obligations for, and the amount of supervision provided to, Volunteers and Contractors may be modified versions of these procedures, as set out below.

This Policy and its Procedures apply in all College and Boarding School environments (together referred to as College environments) within the meaning of Ministerial Order 1359, including physical, virtual and online environments used during or outside of school hours, on-site and off-site College grounds (e.g. extra-curricular activities such as sport and other programs, camps and excursions, interstate and overseas travel), and environments provided by External Education Providers and other Contractors.

This Policy and its Procedures does not apply to College students who are volunteering with/coaching or tutoring younger students at the College, but these students are required to abide by the College's [Student Child Safeguarding Code of Conduct](#) at all times.

Definitions

Definitions of particular terms used in this Policy and its Procedures can be found in the [Child Safety and Safeguarding Policy: Master Definitions List](#).

Of particular importance to this Policy and its Procedures are the following additional key definitions:

“Child-Connected Work”

For the purposes of Ministerial Order 1359, “child-connected work” is defined as “work authorised by the school governing authority or the provider of school boarding services and performed by an adult

in a school environment or school boarding premises while children are present or reasonably expected to be present”.

Under this definition, all **School-Based Staff members** are engaged in child-connected work.

Under this definition, many, but not all, Volunteers and Contractors are engaged in child-connected work. Volunteers and Contractors who are not adults or who do not work when children are present or expected to be present are NOT engaged in child-connected work.

“Child-connected work” is broader than “child-related work” (defined below). “Child-connected work” does not need to involve direct contact with children, whereas “child-related work” does. For example, a consultant engaged by the College to work with the Advisory Council and who attends the College for meetings during school hours when children are present is not engaged in “child-related work” but is engaged in “child-connected work”.

“Child-Related Work”

“Child-related work” is defined in the Worker Screening Act 2020 (Vic). It is work performed at or for the College or the Boarding School by a School-Based Staff member, Volunteer or Contractor that usually involves direct contact with a child (unless the direct contact is only occasional and incidental to the work).

Direct contact means any contact between a person and a child that involves:

- physical contact;
- face-to-face contact;
- contact by post or other written communication;
- contact by telephone or other oral communication; or
- contact by email or other electronic communication.

Under this definition, most Staff at the College and the Boarding School, and any Direct Contact Volunteers and Direct Contact Contractors, are engaged in child-related work for the purposes of Ministerial Order 1359.

“School-Based Staff”

“School-Based Staff” means an individual working in a school environment who is:

- directly engaged or employed by a school governing body*;

- a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by a school governing body to perform child-related work; or
- a minister of religion, religious leader or an employee or officer of a religious body associated with the school.

*St Patrick's College engages or employs School-Based Staff and Contractors at the College (other than the Principal, Deputy Principal and the Director of Human Resources, Risk and Compliance.) on behalf of The EREA VSL Board.

This means that, at the College, all School-based Staff members, as well as Direct Contact Contractors and any minister of religion, religious leader or an employee or officer of a religious body associated with the College, are "School-Based Staff", no matter their age or the frequency of their engagement.

"School Boarding Premises Staff"

"School Boarding Premises Staff" means an individual working in a school boarding environment who is:

- directly engaged or employed by the school boarding premises governing authority*
- a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged by the school boarding premises governing authority to perform child-related work; or
- a minister of religion, religious leader or an employee or officer of a religious body associated with the school.

*St Patrick's College engages or employs all School Boarding Premises Staff and Contractors at the Boarding School on behalf of The EREA VSL Board.

This means that, at the Boarding School, all School Boarding Premises Staff, as well as Direct Contact Contractors and any minister of religion, religious leader or an employee or officer of a religious body associated with the College, are "School Boarding Premises Staff", no matter their age or the frequency of their engagement.

"Volunteers" and "Contractors"

A Volunteer is someone who performs work for the College in a College environment without remuneration or reward for the College. Volunteers may be family members of students, or from the

wider College or local community. Volunteers are not “School-Based Staff” or “School Boarding Premises Staff” for the purposes of Ministerial Order 1359.

A Contractor is someone engaged by the College to perform specific tasks. Contractors are not employees of the College. However, Contractors who have direct contact with children (see below) are “School-Based Staff” or “School Boarding Premises Staff” for the purposes of Ministerial Order 1359.

The College categorises Volunteers and Contractors as either:

- **Direct Contact Volunteers/Contractors:** Volunteers and Contractors who have direct physical or face-to-face contact with, or who directly communicate with, students (such as Volunteers and Contractors who are tutors, provide learning support, work in the Canteen, attend or provide excursions/incursions, assist in music/drama productions and coach sports teams). External Education Providers are considered Direct Contact Contractors. **All Direct Contact Volunteers/Contractors who are adults are engaged in both “child-related work” and “child-connected work”.**
- **Regular Volunteers/Contractors:** Volunteers and Contractors who assist the College in ways that do not involve direct contact with students (although there could be indirect or incidental contact), and who do this more than seven times per year (such as Volunteers working in the College’s administration office, contracted consultants, regular maintenance workers or cleaners, and caterers for staff events). **Regular Volunteers/Contractors are NOT engaged in “child-related work”. They are only engaged in “child-connected work” if they are adults and if they work when children are present or expected to be present.**
- **Casual Volunteers/Contractors:** Volunteers and Contractors who assist the College in ways that do not involve direct contact with students (although there could be indirect or incidental contact) or whose services are aimed at the general public, and who do this seven times or less per year (such as Volunteers who work on a stall at a College fete or on a barbecue at a sporting event, and one-off emergency maintenance workers). **Casual Volunteers/Contractors are NOT engaged in “child-related work”. They are only engaged in “child-connected work” if they are adults and if they work when children are present or expected to be present.**

“Supervision”

“Supervision” is an intervention that is provided by a senior School-Based Staff member of College to other School-Based Staff members, Volunteers and Contractors. The supervisor/supervisee relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the supervisee, monitoring the quality of education provided to students

and their interactions with the wider College community, and serving as a gatekeeper of those who are to enter the particular profession.

“Performance Review”

“Performance reviews” are a process aimed at assisting School-Based Staff members to sustain their performance at a planned level, promoting a climate of continuous learning and development, and enhancing individual competencies. A performance review may or not be undertaken by a School-Based Staff member’s direct supervisor.

Child safeguarding performance reviews include, but are not limited to:

- observing and analysing integration of the School-Based Staff member’s skills, knowledge and practices during teaching and other interactions with students (including random and organised observations through in person, line of sight and within hearing range supervision)
- review of materials and audio-visual aids used
- seeking feedback from students, parents/carers and colleagues
- a performance appraisal discussion.

“Performance Appraisal Discussion”

Performance appraisal discussions involve, in relation to child safeguarding:

- consideration of performance against the College’s Child Safety and Safeguarding Program, including the Child Safeguarding Code of Conduct (Vic)
- reviewing the skill sets of School-Based Staff members relating to child protection, safety and wellbeing
- identifying additional child safeguarding training needs relevant to the School-based Staff member’s role
- setting goals in relation to issues that impact the safety and wellbeing of children and young people (for example, identifying ways to support School-Based Staff members to perform the duties and skills contained within their job description).

Roles and Responsibilities

In addition to relevant roles and responsibilities as set out in [Child Safety and Safeguarding Roles and Responsibilities Policy and Procedures](#), the following people have particular responsibilities under this Policy and its Procedures.

The College's Senior Child Safeguarding Officer is Mr Jamie Bobrowski.

The Boarding School Senior Child Safeguarding Officer Deputy is Mr James Hopper.

The College's Assistant Principal-Pastoral Care and Wellbeing Kevin Robillard.

The School Principal Steven O'Connor.

St Patrick's College's Policy

Child Safeguarding Training

Purpose of Training

St Patrick's College recognises that without training and education for our College's Advisory Council members, School-Based Staff, Volunteers and Contractors, our policies and procedures will not operate effectively to keep our students safe and protect them from abuse and other harm.

This subsection of the Child Safeguarding Training and Supervision Policy and Procedures describes the training, information and education with respect to child safeguarding that is provided to, or otherwise required of, various School-Based Staff, Volunteers and Contractors.

Who is Required to Complete What Training?

(a) Induction Training

College Advisory Council members, all School-Based Staff and Direct Contact Volunteers/Contractors must complete the College's online child safeguarding learning course, as part of the induction process, when they first commence their role at the College.

Regular and Casual Volunteers/Contractors (including, but not only, those engaged in child-connected work) receive, when they first commence their role at the College, either modified induction training or information on our Child Safeguarding Safety and Wellbeing Policy and Procedures, the Child

Safeguarding Codes of Conduct Policy and Procedures and how to report child safety incidents or concerns to the College.

(b) Ongoing and Refresher Training

College Advisory Council members, all School-Based Staff and Direct Contact Volunteers/Contractors must complete the College's online child safeguarding refresher learning course at least annually.

(c) Mandatory Reporter Training

All School-Based Staff, Volunteers and Contractors who are Mandatory Reporters must complete the College's online child safeguarding learning course when they first commence their role at the College as part of the induction process, as well as periodic refresher training to ensure ongoing understanding of their obligations.

(d) Additional Training

The College's Child Safeguarding Officers, and other selected School-Based Staff, undertake additional training on child safety issues as considered appropriate to their roles.

This additional training may include the variety of online courses available in the Staff Learning System, external courses, conferences and workshops on relevant child safety-related topics as well as internal training provided by EREA VSL and/or St Patrick's College.

**(*e) Training for Members of the College's Governing Authority*

Members of The EREA VSL Board must complete child safeguarding training at least annually, to ensure that they are equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our College's environment. Their training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our College's environment
- child safeguarding policies, procedures, codes and practices.

Child Safeguarding Training Record Keeping

The College creates and maintains electronic records of all child safeguarding training completed by School-Based Staff, as well as Direct Contact Volunteers/Contractors through CompliLearn.

Child Safeguarding Supervision and Performance Monitoring

Regular Supervision and Performance Reviews for School-Based Staff and Contractors

The College provides all School-Based Staff members, all Direct Contact Contractors and those Regular Contractors who are engaged in “child-connected” work with regular supervision – and, for School-Based Staff, performance reviews – that involves consideration of child safety issues, to ensure their behaviour towards students, or when students are present or expected to be present, is appropriate, and to monitor their compliance with the College’s Child Safety and Safeguarding Program.

All Staff have a performance review at least annually.

The College assigns a supervising School-Based Staff member to each Direct Contact and Regular Contractor.

Probationary Periods for School-Based Staff

Probationary periods apply to all new School-Based Staff members, where these are permitted by law or under an enterprise agreement. During probation, new School-Based Staff members receive:

- more frequent supervision, to ensure that their behaviour towards students is appropriate and to monitor their compliance with the College’s Child Safety and Safeguarding Program
- more frequent performance appraisal conversations with their Head of Department.

For more information, refer to our general [Human Resources Policies and Procedures](#).

Supervision of Direct Contact and Regular Volunteers

The College assigns a supervising School-Based Staff member to each Direct Contact and Regular Volunteer.

Professional Development

Purpose of Professional Development

St Patrick's College recognises that ongoing professional development with respect to child safeguarding is essential for our School-Based Staff members to keep our students safe and protect them from abuse and harm.

Staff Child Safeguarding Professional Development Assessment and Provision

When new School-Based Staff members are first engaged by the College, the College considers the level of training and experience that they are required to possess in relation to child safeguarding in the context of their appointed role.

The College then works with each School-Based Staff member to ensure that they can access ongoing training and development opportunities that will continue to equip them to keep students safe and protect them from abuse and other harm.

Professional Development Reviews

The College undertakes professional development reviews at least annually for all School-Based Staff as part of the performance review process. These reviews include consideration of professional development needs in light of the Child Safeguarding Codes of Conduct and the requirements of the Child Safety and Safeguarding Program.

Procedure

Training Content

Our induction and refresher child safeguarding learning course includes information on:

- our Child Safety and Safeguarding Program

- our Child Safeguarding Safety and Wellbeing Policy and Procedures and the Child Safeguarding Codes of Conduct Policy and Procedures
- the legal and regulatory framework for child safety and wellbeing, including:
 - WWC Checks
 - Mandatory Reporting to Child Protection
 - Non-Mandatory Reporting to Child Protection
 - Reportable Conduct
 - the Duty to Protect Students and the Failure to Protect offence
 - Reporting to Police (including the Failure to Disclose offence)
 - information sharing and record keeping
 - privacy and employment law obligations related to child safeguarding
 - whistleblower protection
- guidance on the different types of child abuse and other harm (including harm caused by other children and young people), recognising key indicators, and understanding circumstances that increase the vulnerability of some children and young people to child abuse or other harm
- our complaints handling policies and procedures
- procedures for responding to a child safety incident, concern or complaint
- guidance on how to support colleagues who disclose harm
- how to report child safety incidents or concerns internally to the College and externally to the appropriate external authorities
- child safeguarding information sharing and record keeping obligations
- children and young people's rights to participation, information and safety, empowering children and young people, and encouraging children and young people's participation
- building culturally safe environments, including information about Aboriginal and Torres Strait Islander cultures, culturally and linguistically diverse cultures, disability and people with other particular experiences or needs, and respecting children and young people irrespective of their individual characteristics, cultural backgrounds and abilities
- identifying and mitigating child safety and wellbeing risks in the College environment without compromising a student's right to privacy, access to information, social connections and learning opportunities.

Supervision and Performance Reviews

The supervision and performance review process for School-Based Staff members is set out in our general [Human Resources Policies and Procedures](#).

For Direct Contact Contractors/Volunteers and those Regular Contractors/Volunteers who are engaged in “child-connected work”, the Volunteer’s or Contractor’s supervising School-Based Staff member must have at least one dialogue with them during the period of volunteer work or contract (and additional dialogues, depending on the frequency of the Volunteer’s/Contractor’s engagement at the College) to discuss and monitor their performance in relation to child safeguarding.

Implementation

This Policy and its Procedures are made available to all School-Based Staff, Volunteers, and Contractors, via the College’s PolicyConnect site. They are included in induction training and in ongoing refresher training for School-Based Staff and relevant Volunteers and Contractors, as described above.

They are made accessible to parents/carers, students and the wider College community in summary in our [Child Safeguarding Safety and Wellbeing Policy and Procedures](#).

They are also available in hard copy by request.

Breach of the Child Safeguarding Training and Supervision Policy and Procedures

St Patrick’s College enforces this Policy and its Procedures. In the event of any non-compliance, we will instigate a review, in a timely and fair manner, that may result in a range of measures including (depending on the severity of the breach):

- remedial education
- counselling
- increased supervision
- the restriction of duties
- suspension
- in the case of serious breaches, termination of employment, contract or engagement.

For more information, refer to [Child Safeguarding Compliance and Breach Policy and Procedures](#).

Policy Review

A review of the Child Safeguarding Training and Supervision Policy and Procedures is conducted every two years or earlier if required, such as due to changes in legislation or after any significant child safety incident.

The EREA VSL Board is responsible for ensuring that this Policy and its Procedures are reviewed and updated as needed and for approving this Policy and its Procedures.

Source of Obligation

- [Ministerial Order 1359](#), Clause 10

EREA VSL and St Patrick's College Policy and Procedures Linkages

- [Child Safeguarding Code of Conduct \(Vic\)](#)
- [Child Safeguarding Safety and Wellbeing Policy and Procedures](#)
- [Child Safeguarding Recruitment Policy and Procedures](#)
- [Child Safeguarding Working with Children Checks Policy and Procedures](#)
- [Reportable Conduct Policies and Procedures](#)
- [Child Safeguarding Record Keeping Policy and Procedures](#)
- our general [Human Resources Policies and Procedures](#).

References and Resources

- [CECV Guidelines on the Employment of Staff in Catholic Schools](#)
- [CECV Guidelines on the Engagement of Volunteers in Catholic Schools](#)
- [CECV Guidelines on the Engagement of Contractors in Catholic Schools](#)

Policy Administration

Responsible Officer	EREA VSL Chief Executive Officer
Policy Owner	EREA VSL Director of Safeguarding
Approving Body	EREA VSL Board
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Policy Database Information	
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Related Documents	
Superseded Documents	