

STU001 – CHILD SAFE ENVIRONMENT POLICY

POLICY CONTEXT

Willunga Waldorf School is a co-educational and inclusive school. The School's mission is to provide Steiner education from early childhood to year 12, based on the work of Rudolf Steiner. This education is driven by a deep understanding and respect for the developing and unfolding human being.

Creating child safe environments is a dynamic process that involves active participation and responsibility by all sectors of our school community. Sharing responsibility for the care and protection of children helps to develop a stronger, more child-focused community.

Our original Child Protection Policy was developed through a consultative process involving a wide cross section of the school community. As part of a regular review process, this policy was reworked in 2023 with the assistance of the Association for Independent Schools in South Australia (AISSA) and resources made available by the SA Department of Human Services to ensure it accurately reflects current legislation, compliance standards and wording. This includes renaming this policy as Child Safe Environment Policy.

Furthermore, under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for providing a child safe environment to minimise risk of harm and hazard to children attending education and care services (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

PURPOSE

Willunga Waldorf School (the School) acknowledges that every child and young person has the right to be safe from harm and risk of harm at all times. Feeling and being safe and supported at school is essential for student wellbeing, development and effective learning.

This policy describes Willunga Waldorf School's Child Safe Environment practices and outlines the roles and responsibilities for everyone involved in our school. It aims to document our strong commitment to creating and maintaining an environment for the children and young people in our care that is physically, psychologically, emotionally, spiritually and socially safe.

STATEMENT OF INTENT

Willunga Waldorf School acknowledges the vulnerability of children and young people in our care. Child protection is a paramount consideration in all that we do at Willunga Waldorf School. We take a proactive, preventative and participatory approach to protecting them through:

- The on-going development of a positive, child safe culture;
- The development, implementation and monitoring of rigorous policies and procedures;
- Seeking to ensure that all staff and volunteers are aware of their responsibilities and, if required, prepared to respond in an appropriate and timely manner.

We are dedicated to providing safe, respectful and engaging environments where our students observe and are taught positive life skills and values. This helps our students to:

- Develop and expect positive relationships with others;
- Feel connected to the school community and beyond;
- Be resilient and resourceful in dealing with stress and adversity; and
- Achieve their potential as learners and members of our community.

All employees are expected to be aware, vigilant and able to recognise when children and young people's wellbeing or safety is being compromised. They should be prepared to act and follow up on their concerns. This helps ensure:

- Timely and relevant information is gathered and shared with other relevant persons;
- Unsuitable individuals are not involved with the School;
- Students and their families are directed to support when they first show signs of needing it; and
- Fewer children and young people are harmed or are at risk of harm through violence, abuse and neglect.

We commit to:

- Always making the safety and protection of children and young people our first priority;
- Ensuring safe environments for children and young people are maintained;
- Supporting the rights of children and young people as set out in the UN Convention of the Rights of the Child and the National Principles for Child Safe Organisations;
- Valuing, respecting and encouraging children and young people to participate;
- Empowering children and young people with age and developmentally appropriate skills and knowledge to keep themselves and others safe;
- Ensuring our policy and practices comply with all relevant legislative requirements;
- Diversity: We respect, embrace and uphold equity in the treatment of all children and young people regardless of their abilities, sex, gender, or social economic or cultural background;
- Never tolerating bullying and harassment;
- Supporting mandatory notifiers to report and respond to children and young people that have been harmed or are at risk of harm as outlined in the mandatory notification section;
- Taking whatever necessary action is required to protect children and young people from physical, sexual, emotional and/or psychological harm or risk of harm;
- Striving for our practices to be regarded as best practice and 'beyond compliance'; and
- Lodging a Child Safe Environments Compliance Statement with the SA Department of Human Services.

SCOPE

This policy encompasses the whole of Willunga Waldorf School, including Early Childhood, Primary, Middle and High School.

It applies to:

- All staff, volunteers, agents, contractors (including temporary contractors), work experience students and students on professional placements of the School, collectively referred to as "employees". ("Staff" encompasses paid employees only in the context of this policy; i.e., it does not include volunteers, agents, contractors

(including temporary contractors), work experience students and students on professional placements);

- All parents/legal guardians and caregivers, collectively referred to as “families”;
- All children and young people attending the school (also referred to as “students” in this policy; and
- Any other individuals who work on site with our children and young people, e.g. Allied Health Specialists, collectively referred to as “visitors”.

It applies:

- On the school premises;
- At functions, excursions, trips or camps organised by the School;
- When members of the School community are representing the School.

Willunga Waldorf School makes it a condition of new and continued employment that employees agree to accept and act in accordance with school policies and procedures, including our Child Safe Environment and related policies, at all times.

RESPONSIBILITIES

Maintaining a child safe environment is the responsibility of the School Council, the Head of School and of all employees. The School Council has the overarching responsibility for maintaining a child safe environment. At a school level, employees have different responsibilities, including requirements relating to mandatory reporting, as outlined below:

Head of School

The Head of School is responsible for the following:

- Promoting child protection wherever possible, and ensuring that child protection is included regularly in staff training;
- Ensuring that child protection is included in the School's curriculum;
- When a mandatory report has been made, assisting employees to complete site documentation, and then signing the mandatory notification record and ensuring this is stored correctly;
- Ensuring that students and employees receive adequate support if involved in a harm or risk of harm situation;
- Ensuring that employees are supported when making a mandatory report; and
- Ensuring that all employees (including volunteers) have completed Working with Children Checks and RRHAN-EC training, and that third parties have completed Working with Children Checks where required.
- Ensuring that employees (including volunteers) working in our Early Childhood kindergarten classes have completed mandatory child protection and safety training.

Employees

All employees of Willunga Waldorf School are responsible for the following:

- Reporting any suspected harm or risk of harm to the Child Abuse Report Line (CARL) on 13 14 78;
- Advising the Head of School when a report is being/has been made (unless the report involves the Head of School, in which case it should be reported to the Chair of the School Council);
- When concerning behaviour has been observed, the employee who witnessed it must alert an appropriate senior staff member such as their Faculty Leader; and
- Taking action if children and young people have disclosed information about inappropriate behaviours of adults.

- Early childhood employees: Complete the mandatory child protection and safety training.

POLICY STATEMENT – PRINCIPLES OF PRACTICE

1. A Clear and Accessible Child Safe Environment Policy

The Willunga Waldorf School Child Safe Environment Policy is a clear and accessible document that demonstrates our commitment to the safety and wellbeing of all children and young people. It is underpinned by the guiding principles of the National Principles for Child Safe Organisations as well as the National Quality Framework and other relevant legislative and school registration requirements.

Employees, families and visitors can access it as follows:

- New employees and visitors working with children (such as Allied Health Professionals) receive an electronic copy via email as part of their induction pack
- Existing employees have access to an electronic copy via the School's IT network, and are made aware of any updates via the Staff Memo and/or email; a hard copy is available in the staff work room in the Administration Building
- School policies are published on the school website and the Parent App for families and visitors to access any time.
- Families and visitors can receive a copy (electronic or paper) upon request by emailing hr@wws.sa.edu.au

2. Child-Safe Code of Conduct, Professional Boundaries and Expectations of Staff and Volunteers

In addition to its Professional Code of Conduct, Willunga Waldorf School has developed a Child-Safe Code of Conduct that specifies standards of conduct and care, professional boundaries, ethical behaviour and unacceptable behaviour when working and interacting with children (please see Appendix A). This is based on information outlined in the *Protective Practices for Staff in their Interactions with Children and Young People Guidelines* and policy guidelines provided by AISSA. The aim is to provide specific guidance to staff on how best to support students, and how to avoid or manage difficult situations.

The Code of Conduct applies to all employees, volunteers, agents, contractors (including temporary contractors), work experience students and students on professional placement of the School (collectively referred to as "employees") as well as any other individuals who work on site with our children and young people, e.g. Allied Health Specialists (collectively referred to as "visitors").

New employees and visitors working with children (such as Allied Health Professionals) receive an electronic copy of this Code of Conduct via email as part of their induction pack. Existing employees have access to an electronic copy via the School's IT network, and are made aware of any updates via the Staff Memo. A hard copy is also available in the staff work room in the Administration Building. School policies are published on the school website for families and visitors to access any time.

2.1. BREACHES

Breaches of the Code are to be reported to the Head of School, or the Chair of the School Council if the allegation is made against the Head of School. This should be done in writing.

Children and young people can report any breaches of the Code to a trusted adult, who will then report it to the Head of School, or the Chair of the School Council if the allegation is made against the Head of School.

Breaches of the Code may result in disciplinary action or, in the case of serious breaches, dismissal or termination of contract/agreement.

3. Choose Suitable Employees

Willunga Waldorf School is diligent and prudent in ensuring that all reasonable actions are taken so that only suitable, appropriate and exemplary people are selected to work with our students.

Willunga Waldorf School will ensure that all employees and visitors working with children and young people have a current "not prohibited" Working with Children Check issued by the DHS Screening Unit, and that these are updated every five (5) years, as required by the *Child Safety (Prohibited Persons) Act 2016*.

We will not employ a person or allow someone to volunteer unless a Working with Children Check has been conducted in the preceding 5 years, and that its current status is "not prohibited". The currency and status is confirmed online through the School's DHS Screening Unit online portal.

In order to thoroughly screen and assess potential staff, Willunga Waldorf School will also conduct background checks and risk assessments. This will involve:

- Undertaking face-to-face interviews, including behavioural questions relating to child safeguarding;
- Confirming qualifications; and
- Conducting reference checks of at least two (2) referees

These checks happen before an offer of employment is made.

We may also conduct criminal history assessments and/or undertake other background checks (for example, psychological testing or on the job observation).

We will advise the DHS Screening Unit as soon as we become aware of certain information regarding any person involved with the School, including any serious criminal offence, child protection information, or disciplinary or misconduct information.

Before commencing their employment, teachers are required to present a current and valid Certificate of Registration with the Teachers' Registration Board of SA. A DHS Working with Children Check (WWCC) screening is compulsory for the teacher registration process. It is the teacher's responsibility to maintain the currency of their teacher registration and provide the HR Administrator with a copy of their certificate prior to the expiration date.

4. Supervise, Train and Support Employees

All employees at Willunga Waldorf School receive ongoing supervision, training and support with regards to their obligations in maintaining a child safe environment. This includes but is not limited to:

4.1. RESPONDING TO RISKS OF HARM, ABUSE AND NEGLECT – EDUCATION AND CARE (RRHAN-EC) TRAINING

All employees must have RRHAN-EC training appropriate to their role and undergo the regular online update training before the end of their RRHAN-EC validity cycle. A current RRHAN-EC certificate must be provided to the HR Administrator prior to the commencement of duties or the certificate's expiration date. The School will send a reminder to employees when the new update training becomes available.

4.2. 4.2 CHILD PROTECTION AND SAFETY TRAINING FOR EARLY CHILDHOOD (ECH) EMPLOYEES

On 27th February 2026, child protection and safety training became mandatory for all employees working in early childhood education and care services, which includes the School's kindergarten program. Therefore, all employees working in our kindergarten program must obtain the relevant training prior to commencement of their role.

4.3. INDUCTION

All new employees undergo an induction process during which they receive a copy of this policy and related documents. The School's child-safe principles and practices as well as the employee's role and responsibilities form an integral component of the induction process. It is essential that new employees not only develop a thorough understanding of the legislative, administrative, social and educational requirements to protect children but that they also engage with our proactive and positive child-safe ethos, culture and practices.

4.4. TRAINING

Regular training and updates are provided to employees in regard to:

- School policies and procedures
- Codes of Conduct
- Protective Practices for Staff and Volunteers
- Legal obligations
- Mandatory Notification

This is done, for example, as part of inductions / welcoming packs, staff memos and newsletters during staff faculty meetings, , school-based conferences and Professional Development opportunities.

4.5. DOCUMENTATION AND RECORD-KEEPING

Accurate, up to date and confidential records are kept of the following:

- Staff and volunteer training
- Working with Children Checks
- Reports/complaints and associated documentation received against an employee in regards to child safety

5. Report and Respond Appropriately to Suspected Harm or Risks of Harm

(Cf. School Policy STU002 – Mandatory Notification Policy and Procedures)

5.1. MANDATED NOTIFIERS

All School employees are mandated notifiers. As such, they have a legal obligation to make a report if they reasonably believe that a child or young person has been harmed or is at risk of harm.

The School furthermore explicitly encourages non-mandated notifiers to make a voluntary report if they believe, on reasonable grounds, that a child or young person has been harmed or is at risk of harm.

5.2. REPORTING PROCEDURES

Any person who, in the course of their work or volunteering, suspects on reasonable grounds that a child or young person has been harmed or is at risk of being harmed, must report their suspicion to the **Child Abuse Report Line (CARL)**. This includes all persons who are not mandated to report suspected harm or risk of harm under the legislation.

For kindergarten children: Incidents or allegations of physical or sexual abuse will be reported to the Education Standards Board (ESB) within 24 hours.

000 should always be called in an emergency.

There are two (2) ways to make a report:

a) **Serious concerns: Call CARL on 13 14 78**

The report line is open 24 hours a day, 7 days a week.

Serious concerns include when you suspect the child or young person is, or may be, in imminent danger of:

- Serious harm
- Serious injury
- Chronic neglect;
- Or when the child or young person is in the care of the Department for Child Protection and you suspect they are being abused or neglected.

The following information is required to be provided when making a report to CARL:

- The child's name, age, date of birth and address;
- A description of the injury, harm or risk of harm (current and previous);
- The child's current situation;
- The location of the child, parent or caregiver and alleged perpetrator; and
- When and how you found out about the harm or risk of harm.

b) You may use **eCARL**, the online child protection reporting system, to **report less serious concerns:** <https://my.families.sa.gov.au/IDMProv/landing.html>

Please note that you will need to create an account to make a report online.



The School shall be guided by the relevant authority (CARL/SAPOL) about whether an internal investigation is appropriate.

5.3. CASES INVOLVING ABORIGINAL OR TORRES STRAIT ISLANDER CHILDREN OR YOUNG PEOPLE

Support for cases involving Aboriginal or Torres Strait Islander children and young people is provided by Yaitya Tiramangkotti, an Aboriginal team, via the CARL number.

5.4. DISCRETION AND INTERNAL REPORTING

The person who identifies the harm or risk of harm should always be the person who makes the report to CARL/SAPOL. They must not report their suspicions internally for another staff member to determine if it is a reportable matter.

Volunteers may approach the site leader – i.e. the Head of School, or the Chair of the School Council if the suspicion or allegation concerns the Head of School – for guidance only. This, however, shall not relieve them of their legal obligation to make a report.

Once a report has been made to CARL, the employee must inform, preferably in writing, the Head of School – or the Chair of the School Council if the suspicion or allegation concerns the Head of School – that they have made a mandatory notification. This is to ensure that the Head of School/Council Chair can take any appropriate action to support the child or young person that has been harmed or is at risk of being harmed.

Contact details:

- Jodie Thomas (Head of School) – jodie.thomas@wws.sa.edu.au
- Hannah Matthews (Chair, School Council) – council.chair@wws.sa.edu.au

5.5. RECORD KEEPING

The School will maintain records of all mandated reports made. These are securely stored in a confidential file on the School's IT system and is accessible only to the Head of School and Student Wellbeing staff. A hard copy is kept in a locked filing cabinet in the Head of School's office.

5.6. RESPONDING TO REPORTS OF SUSPECTED HARM OR RISK OF HARM

At the heart of the School's response to a mandated notification will be the care, safety and welfare of the affected child or young person. We will act promptly and responsibly. All reports will be managed by the Head of School, or the Chair of the School Council if the notification concerns the Head of School. Where required, other external authorities will be notified (e.g. SAPOL, Teachers' Registration Board, AISSA, ESB).

The School will ensure that support is provided to the affected student and their family. The specific nature of this support will vary depending on individual circumstances, but it may include:

- Providing extra learning and wellbeing support to the affected student;
- Referring the student and/or family members to appropriate, external services;
- Providing financial support/relief to the student and their family;

- The Guidelines provided in the SA cross-sector document *Managing Allegations of Sexual Misconduct in SA Education and Care Settings (2023)* or its replacement will be followed when required.
- An understanding that the needs of children and young people who are at risk of harm or who have been harmed through violence, abuse or neglect may require educators to adapt their programs and support accordingly. The aim is to help these children and young people stay connected to school and contribute to their recovery and their development of positive coping skills and learning success.

If the report involves an employee or member of the School community, the Head of School will also follow the guidelines in the *Critical Incident Procedure*.

5.7. FAILURE TO REPORT

The *Statutes Amendment (Child Sexual Abuse) Act 2021* established criminal offences of:

- **Failure to report child sexual abuse:**
A prescribed person is guilty of an offence if they fail to report to police that they know or suspect that another person (the abuser) is an employee of Willunga Waldorf School and is, has, or is likely to sexually abuse a child; and
- **Failure to protect a child from sexual abuse:**
A prescribed person is guilty of an offence if they know there is a substantial risk that another person, who is also an employee, will engage in the sexual abuse of a child; and the prescribed person has the power or responsibility to reduce or remove that risk but negligently fails to do so.

These offences carry a penalty of imprisonment. It is critical that all Willunga Waldorf School employees understand their legal obligations.

The offences have been created because the Royal Commission into Institutional Responses to Child Sexual Abuse found that historically institutions working with children under-reported suspicions of child sexual abuse to police when a staff member was involved.

5.8. VULNERABLE STUDENTS

Willunga Waldorf School acknowledges that there are vulnerable students who may be at a higher risk of experiencing harm or risk of harm due to their circumstances. These children and young people may struggle with advocating for themselves or communicating their experiences to other people. Vulnerable students include students with disability, students in care and new arrival students.

The School will ensure that:

- School staff will consult with a student with disability, their parent and/or other associates (such as external allied health professionals). During consultation, staff will discuss the impact of the disability to assess the student's ability to advocate for themselves;
- Staff will be mindful of the individual circumstances of vulnerable students and will be mindful of the potential signs of harm or risk of harm that vulnerable students may exhibit; and

- Individual student needs and circumstances will be considered when teaching the Child Protection and Health and Social Education curriculum. This includes being mindful of and sensitive to cultural differences.
- Vulnerable students may also be children or young people who are at a higher risk of imposing harm on others. Any steps taken by the School in response to such instances will be proactive and responsive and based on our commitment to address behaviour issues in an age- and developmentally appropriate way. Please refer to our *Personal Responsibilities Policy (Behaviour Education and Support)*.

5.9. RESPONDING TO PROBLEM SEXUAL BEHAVIOUR INVOLVING CHILDREN AND YOUNG PEOPLE

The Guidelines provided in the SA cross-sector document *Sexual Behaviour in Children and Young People Procedure and Guideline (2025)* or its replacement are to be followed in all circumstances where a child or young person is alleged to have engaged in problem sexual behaviour.

The responsibilities staff members have in these circumstances are significantly different from those involving allegations of sexual misconduct by adults. They reflect the different rights and needs of children and young people.

5.10. HOMESTAY / STUDENT EXCHANGE

Additional child protection considerations are made in situations involving homestay and the School's International Exchange Program.

Homestay is defined by the Australian Taxation Office as "Accommodation provided to local and overseas students studying or training at Australian universities or other educational institutions." Homestay arrangements are most commonly longer-term accommodation arrangements for overseas students. Homestay arrangements attract a number of regulatory requirements because of their interrelationship with migration law and requirements relating to overseas students.

Incoming students will be given the same duty of care that we carry out with the School's local students.

For **outgoing students**, the School will ensure that a range of student safety aspects are covered before their visas can be approved.

Please refer to our *Student Exchange Policy (Safety of Students)* for further details.

6. Report and Respond to General Complaints or Feedback, and Encourage Families to Participate in School Life

Willunga Waldorf School recognises that, from time to time, complaints may be received by the School from parents/caregivers as well as from our students.

The School commits to addressing all concerns raised and feedback received respectfully, fairly, in a non-adversarial manner, expeditiously and with sensitivity to all concerned. We will always listen to a concern raised, make a record of it, advise of the expected time frame to respond to the complaint, advise of the outcome, and clearly document and securely store decisions and actions taken in response to complaints received.

Parents and caregivers are encouraged in the first instance to raise any concerns verbally with the relevant staff member.

They may also raise their concern in writing, either by posting a letter to

Willunga Waldorf School
Kaurna Yerta
PO BOX 730
Willunga SA 5172

Or by emailing any of the following:

- office@wws.sa.edu.au
- hr@wws.sa.edu.au
- headofschool@wws.sa.edu.au

The School takes great pride in fostering an environment of mutual respect, collaboration, honesty and trust. We do this, for example, by:

6.1. PARENTS/CAREGIVERS:

- Making a copy of our grievance policies available to parents upon enrolment and via our website and Parent App;
- Holding regular parent-teacher evenings;
- Having informal conversations with parents/caregivers at school drop off/pick up;
- Holding community consultations with regards to major events or projects;
- Supporting the School's Parents & Friends Group;
- Inviting families to attend and actively participate in the preparation and running of School festivals and events.

6.2. STUDENTS

Willunga Waldorf School fosters a culture of openness, empathy and respect to all, no matter their age or ability. Staff work continuously to ensure an atmosphere in which children and young people are made to feel safe in reporting any grievances to their teachers, parents or other staff (e.g. Learning Support, Student Wellbeing, Front Office staff).

In addition, High School students are informed of the School's formal grievance processes by their class guardians at High School entry and are reminded of these periodically.

Please see our policies GOV001 – *Parent Grievances Policy and Procedures* and GOV003 – *Student Grievance Policy and Procedures* for further details on our guidelines and processes by which general complaints can be raised and will be addressed.

7. Empower and Promote the Participation of Children and Young People in Developing and Maintaining Child Safe Environments

7.1. CURRICULUM

The school-wide implementation of the Willunga Waldorf School Health and Social Education curriculum based upon the *Keeping-Safe: Child Protection Curriculum (KS:CPC)* enables a cohesive, consistent and clear approach to developing 4 key aspects:

- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies.

The *Keeping-Safe Child Protection Curriculum* is embedded in our teaching, learning and pastoral care across all year levels. It is a school expectation that all teaching staff have undertaken the full day KS:CPC training.

7.2. STUDENT WELLBEING, HEALTH AND SOCIAL EDUCATION

Willunga Waldorf School's Health and Social Education programs are fully integrated throughout the teaching and learning and structural organisation to effectively meet the personal, social, wellbeing and academic needs of students. Age and developmentally appropriate language and other forms of communication are used to nurture in our students a greater understanding of themselves and others, thereby developing resilience and gain confidence to manage and cope with the opportunities and challenges of real life. A focus on health and wellbeing empowers children and young people to keep themselves and others safe.

7.3. STUDENT VOICE

We believe our students have unique perspectives on learning, teaching, and schooling, and we encourage them to participate actively in shaping their own education. Student voice allows students to engage, participate, lead and learn. We foster in our students a sense of social justice and develop their self-confidence and the skills to stand up for what they believe is just and fair.

8. Identify, Assess and Mitigate Risks

To help maintain a safe environment for children and young people, Willunga Waldorf School will review its risks regularly and implement strategies to minimise and manage these risks. Please refer to Appendix B for examples.

ROLES AND RESPONSIBILITIES – EARLY CHILDHOOD

Please see Appendix C for a table of roles and responsibilities in alignment with the Education and Care Services National Regulations.

APPENDICES

- Appendix A – Child-Safe Code of Conduct
- Appendix B – Identified Risks
- Appendix C – Roles and Responsibilities Early Childhood program

RELATED POLICIES, PROCEDURES AND DOCUMENTS

Related School Policies, Procedures and Guidelines	• SF001 – Professional Code of Conduct • SF003 – Recruitment and Selection Policy • SF004 – Volunteer Policy • EM001 – Critical Incident Management Policy and Procedure • GOV001 – Grievance Policy and Procedures (Parents) • GOV003 – Grievance Policy and Procedures (Students) • GOV005 – Privacy Policy • STU002 – Responding to Risks of Harm, Abuse and Neglect Policy and Procedures • STU003 – Personal Responsibility Policy and Procedures (Behaviour Education & Support) • STU004 – Bullying and Harassment Policy • STU006 – Primary School Dress Code • STU007 – High School Dress Code • STU008 – Mobile Devices Policy • STU010 – Drug and Alcohol Policy (Students) • STU012 – Photography Policy • Cyber Safety Policy and Guidelines • Social Media Policy • OE004 – Camps and Excursion Policy • ECH001 – SUN Protection Policy • ECH002 – Sleep and Rest policy • ECH003 – Nutrition Policy • ECH004 – Water Safety Policy • ECH005 – Infectious Disease Policy • ECH006 – Delivery and Collection of Children Policy • ECH009 – Volunteer and Student Placements Policy • ECH010 – Interactions with Children Policy • ECH013 – Managing Medical Conditions in Children Policy • ECH014 – Safe Use of Digital Technologies Policy • WHS002 – Hazard and Near Miss Reporting • WHS005 – Sexual Harassment Policy • WHS006 – Inclement Weather Policy • WHS008 – Skin Protection Policy • WHS009 – Administration of First Aid Policy and Procedures • WHS010 – Managing Medical Conditions • Student Exchange Policy (Safety of Students)
Related Legislation and Regulatory Requirements	• UN Conventions of the Rights of the Child • National Principles for Child Safe Organisations (2019) • Statutes Amendment (Child Sexual Abuse) Act 2021 • Children and Young People (Safety) Act 2017 [to be repealed by Sch 2 cl 47 of Children and Young People (Safety and Support) Act 2025] • Child Safety (Prohibited Persons) Act 2016 • Equal Opportunity Act 1984 (SA) • Teacher Registration and Standards Act 2004 (SA) • Education and Early Childhood Services (Registration and Standards) Act 2011 • Education and Care Services National Regulations 2011 • Australian Student Wellbeing Framework
Early Childhood Legislative Requirements	• Education and Early Childhood Services (Registrations and Standards) Act 2011 Section 162A Child protection training • 162B—Child safety training • Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) • Section 165 Offence to inadequately supervise children • 166A Offence to use inappropriate discipline • 166B Offences relating to inappropriate conduct • Section 166 Offence to use inappropriate discipline • Section 167 Offence relating to protection of children from harm and hazards



	• Education and Care Services National Regulations 2011 • Regulation 82 Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol • Regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs • Regulation 84 Awareness of child protection law • Regulation 103 Premises, furniture, and equipment to be safe, clean and in good repair • Regulation 115 Premises designed to facilitate supervision • Regulation 122 Educators must be working directly with children to be included in ratios • Regulation 123 Educator to child ratios – centre-based services • Regulation 145 Staff record • Regulation 165 Record of visitors • Regulation 166 Children not to be alone with visitors • Regulation 167 Record of service's compliance • Regulation 168 Education and care services must have policies and procedures • Regulation 170 Policies and procedures to be followed • Regulation 171 Policies and procedures to be kept available • Regulation 172 Notification of change to policies or procedures • Regulation 175 Prescribed information to be notified to Regulatory Authority • National Quality Standards • QA 2 Children's Health and Safety • 2.2.3 Child Safety and Protection
Cross-Sector Guidelines (SA)	• DHS – National Principles for Child Safe Organisations • Protective Practices for staff in their interactions with children and young people • Managing allegations of sexual misconduct in SA education and care settings • Responding to problem sexual behaviour in children and young people • Information Sharing Guidelines • Keeping-Safe Child Protection Curriculum (KS:CPC)

VARIATION AND REVIEW

We aim to conduct a review of this policy every two (2) years but will review it at a minimum every five years as required by the *Children and Young People (Safety) Act 2017*.

We will also review this policy in the following circumstances:

- New or added risks are identified for children or young people, which may require a change in the policy or procedures;
- A critical incident where a child or young person has experienced harm through involvement in the organisation;
- Concerns are raised by anyone involved in our school about child safety or welfare in the organisation;
- Awareness or compliance to the child safe policy and/or procedures is low;
- There have been legislative changes/requirements.

We will lodge a new child safe environments compliance statement with Department of Human Services each time we review and update this policy.

Responsible Person	Head of School
Policy Approver	School Council – approved 13/06/2023
Version	2.0 This document replaces version 1.0 HS001 – Child Protection Policy (2016-2023)
Publication Date	15/06/2023



Effective Date	19/06/2023
Last Review Date	May-Sep 2026
Next Review Date	No later than Sep 2031
Revision Record	Minor amendment 23/06/2023: - Appendix B – Overnight and off-site activities – added “Please refer to Camps and Excursion Policy for Details” after right of children/young persons to contact their parents. 26/06/2025: - Addition of Sexual relationships guidelines and minor changes to wording in home visits. - Changed intended review cycle to every two years. July 2025: - Changed category name to STU001. Sep 2025: - Removed “gender” in first paragraph. - 5.2: Added “For Early Childhood: Incidents or allegations of physical or sexual abuse will be reported to the Education Standards Board (ESB) within 24 hours.” in accordance to changes in NQF effective 01.09.2025 - 5.9: Changed “Responding to Problem Sexual Behaviour Involving Children and Young People: Guideline for Staff in Education and Care Settings (2013)” to current version: “Sexual Behaviour in Children and Young People Procedures and Guideline (2025)” - Under “Related Documents...”: Added that the Children and Young People (Safety) Act 2017 will be repealed by Sch 2 cl 47 of Children and Young People (Safety and Support) Act 2025 May-Sep 2026: - Checked policy against current legislative requirements, including Early Childhood requirements to ensure alignment with current legislation and regulation. - Included child safety as paramount consideration in Statement of Intent - Clarified distinction between “Staff” and “Employees” under Scope - Included references to new child safety and protection training requirements for Early Childhood (kindergarten) employees throughout. - Minor edits to clarify language throughout. - Removed reference to annual surveys of HoS and BM roles under 6.1 - Added Appendix C - Updated Section Related Policies, Procedures and Documents -

APPENDIX A

CHILD-SAFE CODE OF CONDUCT

COMPULSORY BEHAVIOUR

- Staff and volunteers must comply with the school's Child Safe Environment Policy;
- Staff and volunteers must behave as positive role models to students;
- Staff and volunteers must promote the safety, welfare and wellbeing of students;
- Staff and volunteers must promote the safety, participation and empowerment of students with a disability;
- Suspicions of harm or risk of harm must be reported to the Child Abuse Report Line (CARL – 13 14 78) and to the Head of School, or to the Chair of the School Council if the situation involves the Head of School;
- Concerning behaviour or breaches of the Child Safe Environment Code of Conduct must be reported to the Head of School, or to the Chair of the School Council if the situation involves the Head of School. The Head of School (or other person) will be responsible for developing an appropriate plan of action and ensuring it is followed;
- Students must be treated with respect and encouraged to speak up and participate;
- Actions must be undertaken transparently and with the knowledge and consent of the Head of School;
- When working one-on-one with children and young people, actions must be:
 - Public – ensure the environment is visible as well as shared and populated as is reasonably practicable.
 - Authorised – parents must be informed and have given consent and the activity must be authorised by the Head of School;
 - Timely – the activity must be a legitimate part of your role, support must be provided within normal work hours where possible, and sessions should be concise and not unnecessarily prolonged; and
 - Purposeful – the activity should address or be linked to an identified wellbeing and/or learning need of the child or young person.
- Manage challenging behaviour through non-physical intervention, such as directing other children and young people to move away from the situation, talking to the child or young person, directing the child or young person to a safe place, and directing other children to a safe place. Physical restraint should only be used as a last resort and must only be used when the safety of a child or young person or adult is threatened. Physical restraint must not be used as a response to property destruction, disruption to the education or care activity, refusal to comply, verbal threats, leaving an education care setting, or a need to maintain good order unless someone's safety is clearly threatened;
- Become as familiar as possible with the values of various cultural groups enrolled at our School, as different cultures have different attitudes and traditions surrounding the concept of appropriate touch; and
- Ensure that the privacy of students is respected, and that personal information is managed in accordance with the School's Privacy Policy.

UNACCEPTABLE BEHAVIOUR

- Failure to act when an allegation of harm or risk of harm is made, including failure to report the allegation;
- Failure to intervene in situations where sexual harassment is occurring;
- Inappropriate comments about a child or young person's appearance, including excessive flattering comments;
- Inappropriate comments, conversations or enquiries of a sexual nature;

- Use of inappropriate nicknames;
- Obscene gestures and/or language;
- Jokes or innuendo of a sexual nature;
- Facilitating/permitting access to pornographic material;
- Facilitating/permitting access to sexually explicit material that is not part of an endorsed curriculum;
- Correspondence of a personal nature via any medium (including phone, text message, letters, email, social media, internet posts) that is unrelated to your role. This does not include class cards or bereavement cards;
- Discussing personal lifestyle details or your opinions, other staff or children and young people unless directly relevant to the learning topic and with the individual's consent;
- Corporal punishment (for example, physical discipline or smacking);
- Inappropriate use of physical restraint/restrictive practices;
- Unwarranted or unwanted touching of a child or young person personally or with objects (for example, pencil or ruler);
- Initiating, permitting or requesting inappropriate or unnecessary physical contact with a child or young person (for example, massage, kisses, tickling games) or facilitating situations that unnecessarily result in close physical contact with a child or young person;
- Inviting/allowing/encouraging children and young people to attend your home other than in your capacity as a parent of the school;
- Attending children and young people's homes or their social gatherings, unless necessitated by the School's practice (i.e., initial home visit by Kindergarten or Class Teacher) and other than in your capacity as a parent of the school;
- Being alone with a child or young person outside your responsibilities;
- Entering change rooms or toilets occupied by children or young people when supervision is not required or appropriate;
- Transporting a child or young person unaccompanied, unless under extenuating circumstances;
- Using toilet facilities allocated to children and young people;
- Undressing using facilities allocated to children and young people, or in their presence;
- Tutoring (outside the School's directions or knowledge);
- Singling the same children and young people out for special duties, gifts/favours and responsibilities;
- Privately giving money and/or gifts to individual children/young people other than in your capacity as a parent of the school;
- Photographing, audio recording or filming children or young people via any medium when not authorised by the Head of School to do so and without required parental consent (Cf. STU12 – Photography Policy; also ECH014: Safe Use of Digital Technologies and Online Environments policy);
- Using personal rather than school equipment for approved activities, when school equipment is available, unless authorised by the Head of School to do so (Cf. STU12 – Photography Policy; also ECH014: Safe Use of Digital Technologies and Online Environments policy);
- Correspondence or communication (via any medium) to or from children and young people where a violation of professional boundaries is indicated and where the correspondence has not been provided to the Head of School via the staff member;
- Still/moving images or audio recordings of children and young people on personal equipment or kept in personal locations such as car or home that have not been authorised by the Head of School;
- Uploading or publishing still/moving images or audio recordings of children and young people to any location, without parental and Head of School's consent;
- Creating or using private chat rooms; and
- Filing/recording students for the use of behaviour training/modification without obtaining prior permission from the Head of School and parents.



SEXUAL RELATIONSHIPS BETWEEN LEGALLY CONSENTING ADULTS WHERE A STAFF-STUDENT RELATIONSHIP ONCE EXISTED

- Staff should be aware that unlawful sexual intercourse where an individual holds a position of authority over the other involves a higher age of consent (18 years) than where no authority relationship exists (17 years).
- Staff should be aware that where a relationship develops with an ex-student, their employer is entitled to consider whether their actions suggest an abuse of their position as a staff member. Where there is a reasonable belief that the emotional intimacy of the relationship developed while the staff-student relationship existed, a judgment that abuse of their position has occurred is likely.
- What is significant in staff-student relationships is the differences in authority and power held by the staff member and levels of trust held by the student. These differences do not suddenly disappear at a specific point in time. They linger as an imbalance between the two individuals and as a potential impediment to their capacity to make decisions in their own and others' best interests.
- Consequently, staff cannot assume they will be protected from disciplinary action taken by their employer or the registering/regulating authority because a relationship is claimed to have begun after the school term concluded or after exams finished.
- The length of time between the conclusion of the staff-student relationship and the beginning of an intimate relationship is only one of a number of critical factors employers or registering/regulating authorities will take into consideration when judging the appropriateness of a staff member's conduct. Other significant factors include:
 - the age difference between the staff member and the ex-student
 - the developmental capacity of the ex-student
 - the vulnerability of the ex-student
 - evidence of the nature of the relationship while the staff-student relationship existed
 - other concerns or allegations about the staff member's conduct.

Appendix B

IDENTIFIED RISKS

Identified risk	Actions to minimise risk
Culture of organisation is not child-safe focussed	- Child focused Code of Conduct is in place that sets the behavioural standards expected, including what happens when a breach occurs; - Culture of management reflects our strong commitment to the safety of children and young people; - The National Principles for Child Safe Organisations are embedded in policies and procedures; - We meet the requirements of the <i>Children and Young People (Safety) Act 2017</i> (which mandates child safe environments) and the <i>Child Safety (Prohibited Persons) Act 2016</i> (which mandates Working with Children Checks).
School staff (including employees, volunteers, student placements, contractors, visiting specialists etc.) harm children/young people	- Recruitment processes including undertaking referee checks to ensure the suitability of persons before they are employed by our School; - Interview questions (no prior preparation) gauge an applicant's understanding of child safe principles and actions that would be taken to prevent harm to children and young people; - All School staff hold a current, 'not prohibited' Working with Children Check by the DCSI Screening Unit prior to working with children and young people; - WWCC's are updated every 5 years and status remains as not prohibited; - All new staff and families are given a copy of our Child Safe Environments policy and complaints and feedback process as part of an induction/welcome pack; - Our Child Safe Environments policy and related documents are publicly available on our website; - Existing staff have access to our Child Safe Environments Policy and related documents via the School's IT network.
Employees (including staff, volunteers, student placements, contractors, visiting specialists etc.) do not understand their obligations to report harm and risk of harm to the Child Abuse Report Line (or SA Police if child/young person is at	- All employees provide proof they have completed relevant Responding to Risk of Harm and Neglect – Education and Care training on commencement of their duties, and undertake refresher training before the end of the 3 year validity cycle; - All staff must abide by the child safe environments policy and Code of Conduct, which is signed on



immediate risk)	commencement of employment
Physical contact	- Any physical contact must be appropriate to the delivery of services being provided; - Where physical contact is required, this is undertaken in a safe way by explaining why contact is required and what will happen, and asking the child/young person for their permission (or their family if this is more appropriate) before proceeding; - Unnecessary physical contact is not allowed
Online communications	- Cyber Safety, Social Media guidelines and Mobile Devices policy are in place and provided to all School staff and parents/guardians; - The School has developed Acceptable Use of Information and Communication Technologies for Staff/Students Policies, and a Student Anti-Bullying and Harassment Policy. These documents also address online safety; - Appropriate supervision is provided for all online activities, which are reserved to the upper High School year levels; - School staff must not communicate with children or young people via social media; - The School supports and educates parents/guardians in what is age- and developmentally appropriate online use for their children/young person (e.g. through parent education talks, parent handbook); - Student Wellbeing Staff undergo eSafety Training for NSCP Chaplains (Cyberbullying Professional Learning Package), including Refresher Training as required.
Transport of children and young people	- Staff must not transport a child or young person unless specifically approved, and only permanent or fixed-term contracted employees are to transport students; - Parents/guardians must provide consent before transporting a child or young person; - The staff member must have a valid, unrestricted driver's licence; - The vehicle must be registered, insured and in roadworthy condition; - A staff member must not be alone in a vehicle with a child or young person.
Supervision	- Students are actively supervised by staff at the appropriate ratio for the age of the students, purpose, type and location of the activity. - Supervision requirements for practical lessons, counselling, yard duty, camps, excursions, travel,



	etc. are documented in the relevant policies and procedures of which all staff are made aware and required to follow. • If child/young person is not collected by parent/guardian at end of class, two adults are to stay with child/young person until they are collected. • For Early Childhood: An "Authorised Collectors" form must be completed and signed by both parents/guardians if they wish for another adult to pick up their child; • Staff who work one-to-one alone with a student follow the guidelines outlined in the Staff Code of Conduct as well as the <i>Protective Practices for Staff in Their Interactions with Children and Young People</i>. Three essential rules are: 1) make it public as far as is reasonably practicable (open and visible space) 2) make it authorised (ensure you have the Head of School's approval) 3) make it timely (consider the appropriateness of the time of day and length of time) • Conducting home visits: Staff must ensure they follow the specific home visiting protocols that apply to their school, sector or service. The key principle is that a home visit should place no one at unreasonable risk and that identified minor risks are consciously managed. General expectations are. 1) Inform—The site leadership must authorise and document home visits or transport arrangements. The site must have information about when and where visits are being undertaken, as well as the expected outcomes and return times. 2) Prepare • All available information about the safety of the proposed visit must be considered and risks managed • Mobile phones must be taken, and ID should be visible • Inform parents of the intended visit. 3) Protect • The parent needs to be present or if required, a colleague should accompany a staff member carrying out a home visit if there are any concerns • Do not enter the house if parents are not at home • Speak with the student where the parent is present or visible • Document the visit
Taking images of children and young people	• Consent of child/young person and their parent/guardian required; • Disclosure will be made as to how the image is to be used and consent must be provided by the child, young person and parent/guardian; • Images must be presented in a way that de-identifies the child or young person.



Physical environment	• Maintain a risk register that is reviewed annually to ensure effectiveness; • Conduct risk assessments for all activities; • Perform regular playground audits; • Ensure all equipment is in good working order; • Students receive instructions in age- and developmentally appropriate language before engaging in a potentially risky activity (e.g., safe handling of gardening or laboratory equipment); • Staff regularly reminded of their WHS obligations. • Enforce school dress code for sun protection
Privacy and confidentiality	• All documents containing confidential information will be stored privately in a locked filing cabinet (or similar place with restricted access); • Digital files containing confidential information shall be protected electronically by restricting the access to only those requiring it to perform their duties; • School staff must not disclose information regarding any child or young person without written consent of the child, young person and their parent/guardian; • All staff, including volunteers and contractors, must agree, in writing, to comply with the confidentiality and privacy requirements of our School prior to starting their duties.
Overnight and/or off-site activities	• Consent of parent or guardian must be given • Children and young people must be supervised by a minimum of 2 adults of the same gender as the children attending; • Privacy when children or young people are bathing, toileting and dressing must be provided; • Children and young people will not be left under the supervision of unauthorised persons; • Sleeping arrangements will not compromise the safety of children or young people such as unsupervised sleeping arrangements, or children or young people sharing a bed, or an adult sleeping in the same bed as a child or young person; • In the event of billeting arrangements, host adults should have a child or young person attending the same event from the same household, and have a current, 'not-prohibited' WWCC • Children and young people have the right to contact their parents, or another adult, if they feel unsafe or distressed during the stay. Please refer to Camps and Excursion Policy for details. • For interschool sporting events: Brief all staff and students involved before any event is undertaken;



	give students clear instructions on expectations and responsibilities; select responsible students for team who present supportive safe practices; where possible, ensure designated sport first aid officer is on hand at event.
Change room requirements	• A minimum of two adults of the same gender as the children or young people must be present; • Supervision will be provided ensuring the child or young person's right to privacy; • Adults must not shower or change whilst supervising children or young people; • Phones, cameras and recording devices must not be used in change room.
Medical emergencies / accidents	• All permanent and fixed-term contract staff required to hold current Provide First Aid in Education and Care Setting certificate, which includes emergency response training for asthma and anaphylaxis. • Two staff are appointed as First Aid Officers. • A medical management plan is in place for any child/young person with a specific health care need, allergy or relevant medical condition. This plan is to be followed in the event of an incident relating to the specific health care need, allergy or relevant medical condition. It will also include a risk minimisation plan and communication plan. • A child/young person with a specific health care need, allergy or relevant medical condition does not attend the service without medication prescribed by their medical practitioner in relation to the specific health care need, allergy or relevant medical condition. All reasonable action will be taken to call the child/young person's parent/guardian to notify of an expired or missing medication and the need for this to be replaced immediately if the child/young person is in attendance. • Caregivers/Parents are made aware that children/young people must not self-administer medication whilst in attendance at Willunga Waldorf School or school-related event (e.g., on camp), with the exception of Ventolin and/or EpiPen in which a medical GP has deemed that the student is trained in self-medication. • Conduct annual review of all student medical management plans in accordance with best practice. • Mitigate risk by removing known allergens from child/young person's environment, as required (e.g., no nuts/eggs/sweet potatoes in



	Kindergarten) and inform other parents/guardians and classmates as appropriate (e.g. request no nuts be packed in lunchboxes). • Mitigate risk at community events by requesting parents/caregivers provide detailed ingredients list for all shared foods
Children or young people contract food poisoning	• All staff and volunteers involved in food preparation or handling to have done Food Safety training, or be given information on safe food handling practices (e.g. when baking cake for Autumn Fair café) • Ensure all kitchens are maintained to highest food safety standards
Students are harmed while on work experience	• Ensure all students are fully trained up prior to undertaking any placement, including Certificate of Achievement to acknowledge 5hrs plus of training. • Work placement providers sign off on all safety requirements and list any potential hazards and how they are being reduced. • Work Experience Coordinator to conduct risk assessment on each student placement to ensure a safe work placement. • Work Experience Coordinator to phone or visit each workplace to ensure smooth operation during placement. • Students understand their rights and that they are learners not employees, and are instructed not to participate in risky situations whilst on placement.
Child/young person miss school excessively	• The School keeps daily student attendance records and parents/guardians are notified of non-attendance. • Head of School, Faculty Leaders and Class Teachers/Guardians remain observant towards patterns of non-attendance and will investigate as required.
Natural disasters (fire, bush fire, earthquake, etc.)	• Regularly review School's Emergency Management Policy and Procedure; • Staff and students receive regular "training", e.g. through regular Fire Drills • Ensure relevant staff receive appropriate training
Chemical spills, poisonings	• Staff abide by Work Health Safety practices • Mitigate risk by upholding a chemical free environments policy
Snake bites	• Children/young people from K-12 are taught in "snake-safe" behaviours • Staff remain vigilant and respond swiftly and appropriately to snake sightings

APPENDIX C

Role	Responsibilities
Approved Provider (i.e. the School)	• Ensure that obligations under the Education and Care Services National Law and National Regulations are met • Ensure that the Child Safe Environment policy and procedures are implemented, the appropriate risk assessments and action plans are completed, and all identified actions are taken to minimise the risks to children's health and safety (also known as a risk minimisation plan) • Ensure child protection training has been completed by the relevant persons as required by relevant South Australian legislation, as required by section 162A of the National Law • Ensure all educators and staff, volunteers and students, are aware of current child protection legislation, including mandatory reporting requirements and obligations under laws applicable in South Australia. This is a requirement under regulation 84 and is separate to child protection training requirements set out above • Provide an environment that is free from the use of tobacco, vaping devices, vaping substances, illicit drugs and alcohol and ensure no educators or staff are affected by alcohol or drugs (including prescription medication) so as to impair their capacity to supervise or provide education and care to children in the service • Promote a culture of child safety and wellbeing that underpins all aspects of the service's operations, to reduce risk to children (including the risk of abuse) • Ensure the safe use of online environments at the service • Ensure policies and procedures promote equity and respect diversity for the safety and wellbeing of children and young people • Take reasonable steps to ensure that nominated supervisors, educators and staff follow the Child Safe Environment policy and procedures • Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators and staff, and available for inspection • Notify families at least 14 days before changing the policy or procedures if the changes will: ◦ affect the fees charged or the way they are collected or ◦ significantly impact the service's education and care of children or ◦ significantly impact the family's ability to utilise the service.
Nominated Supervisor	• Implement the Child Safe Environment policy and procedures and ensure that any plans developed from risk assessments are in place for individual children and are carried out • Meet staff to child ratios to ensure adequate supervision • Ensure all educators and staff know where to access the Child Safe Environment policy and procedures • Communicate on an ongoing basis with educators and staff about their responsibilities and any changes to policies, procedures and legislation



	• Support educators and staff to uphold the service's culture of child safety and wellbeing • Regularly monitor child protection training schedules and ensure all educators and staff are up to date with their training • When required, work collaboratively with appropriate services and/or professionals to support children's access, inclusion and participation in the program • Ensure the safety and wellbeing of children attending the service by keeping a visitors' record, including signatures and arrival/departure times • Complete child protection training as required by relevant South Australian legislation, as required by section 162A of the National Law.
School Office Supervisor	• Download images and videos of children from school-issued devices onto the school server • Ensure images and videos are stored securely on encrypted platforms (e.g. Microsoft365) or school-owned devices (i.e. special folder(s) on file tree on school server) • Promptly comply with parents' withdrawal of consent and, in as much as is practicable and possible, delete any relevant images and videos
Educators (Teachers and Assistants)	• Be aware of current child protection legislation, including the mandatory reporting requirements and obligations • Implement the Child Safe Environment policy and procedures and ensure that any action plans for individual children are carried out • Implement the service's culture of child safety and wellbeing • Know the individual needs and action plans for the children in your care • Maintain current accredited child protection, first aid and approved CPR, asthma and anaphylaxis training • Monitor and maintain staff to child ratios to ensure adequate supervision of children, including when using digital technologies and online environments • Provide an environment that is free from the use of tobacco, vaping devices, vaping substances, illicit drugs and alcohol • Keep a visitors' record, including signatures and arrival and departure times • Recognise and respond effectively to children and young people, taking into account diverse needs • Ensure children participate in decision making in matters affecting them, including in relation to safety issues and risk identification.
Volunteers, incl. students on placement or work experience	• Understand and follow this policy at all times