

# ST JAMES SCHOOL

## “KEEPING SAFE”

### CHILD PROTECTION POLICY

#### **INTRODUCTION**

1. Saint James School affirms the SACCS Policy for the Care, Wellbeing and Protection of Children and Young People 2011.
2. The policy is based on the Gospel values of freedom and justice for all people and an underlying belief in their dignity and uniqueness.
3. Safety, a basic human right, is a pre-requisite for the Catholic school to be able to carry out its mission to educate.
4. Children need to know and believe that they have the right to be safe and feel safe at all times.
5. All school personnel paid and voluntary should be aware of their legal responsibilities as mandatory notifiers.
6. Catholic Schools operate in a wider community context where legal requirements exist & where they have an obligation to:
  - protect children
  - provide a secure, safe environment where children can be safe and feel safe
  - intervene on behalf of children
  - actively work towards empowering children
  - ensure the principles of care, protection and safety are implemented
  - provide a child protection curriculum for every student

#### **RATIONALE**

At St. James School, we believe that humans are made in the image of God and are deserving of the utmost dignity and honour.

We acknowledge that the beliefs, values and insights of the Christian tradition and Catholic moral teaching enrich our lives.

#### **PARENT PARTNERSHIPS**

We value our partnerships with parents and actively explore ways in which to strengthen the partnerships between school and families.

Parent communication is vital, to ensure that classroom learning always recognises the key role parents play in the education of their children. The parent community has opportunities to hear about the program and its content through various means, including newsletters, information session, viewing and sharing children’s work and class handouts.

Parents are provided with specific information about what is taking place in the Keeping Safe – Child Protection Curriculum. Parents with any question or concerns about the program are encouraged to discuss with the class teacher or designated school leadership personnel.

## **SCHOOL SCOPE AND SEQUENCE PLAN**

At St. James School, staff have developed a scope and sequence plan in order to establish the learning outcomes at each year level (Appendix 1). This will be communicated to parents and adhered to by the teaching staff. The scope of sequence plan will be reviewed at the completion of the Keeping Safe – Child Protection Curriculum program each year as a part of the evaluation process of the program.

## **CONTENT**

Keeping Safe – Child Protection Curriculum is the official program for Child Protection in South Australian Catholic Schools. It incorporates a sequential curriculum firmly based on Catholic moral teaching.

It is predicated on two main themes which are present through topics and activities of increasing complexity.

- Theme 1: We all have the right to be safe.
- Theme 2: We can help ourselves to be safe by talking to people we trust

The curriculum is organized into four Focus Areas which explore essential aspects of child protection:

- Focus Area 1: We all have the right to be safe
- Focus Area 2: Relationships
- Focus Area 3: Recognising and Reporting Abuse
- Focus Area 4: Protective Strategies

## **ASSESSMENT**

Assessment should be an integral part of the curriculum. Its functions are to inform teachers about the performance of students and, more particularly, to assist students with their learning.

Assessment practices should both help students achieve curriculum outcomes and provide evidence of how well they have achieved them. Records of achievement spanning a diverse range of student work should be available to students, teachers and parents or guardians and provide a focus for discussion about future learning.

There are three main ways of gathering assessment information. These are:

- Observation of students at work
- Conferencing or talking to students
- Analysis of students' products / presentations of oral or written texts.

Assessment information can be recorded in a variety of ways including:

- Anecdotal records
- Observation grids
- Features lists
- Checklists
- Portfolios
- Audio and video recordings
- Student self assessment notes
- Marked books
- Collections of work samples.

During the Keeping Safe – Child Protection Curriculum program, all written tasks will be collected in a folder or book and this will be available for parents to see and discuss what has been taught during the program.

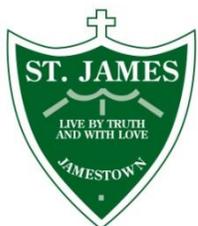
## **REFERENCES AND RESOURCES**

Resources used to support the program are carefully monitored to ensure they are suited to the program. Resources are also made available to support parents at home.

- The Keeping Safe – Child Protection Curriculum (Govt of SA Dept of Education and Children’s Services 2008; R-2, 3-5, 6-9)  
Books are kept in the Religious Education office.
- South Australian Catholic Child Protection Council Charter, 2006  
<http://www.adelaide.catholic.org.au/our-people/childprotection/child-protection-charter>
- South Australian Catholic Child Protection Council Policy for the Care, Wellbeing and Protection of Children and Young People, 2009  
[http://www.adelaide.catholic.org.au/\\_\\_files/f/4463/Child%20Protecti on%20Council%20Policy.pdf](http://www.adelaide.catholic.org.au/__files/f/4463/Child%20Protecti on%20Council%20Policy.pdf)
- South Australian Catholic Child Protection Council Implementation Procedures for the Care, Wellbeing and Protection of Children and Young People, 2009  
[http://www.adelaide.catholic.org.au/\\_\\_files/f/9471/Implementation%20Procedures%20booklet.pdf](http://www.adelaide.catholic.org.au/__files/f/9471/Implementation%20Procedures%20booklet.pdf)
- Charter for Teachers in Catholic Schools SA  
<http://online.cesamet.adl.catholic.edu.au/docushare/dsweb/Get/Docu ment-6554/Charter+for+Teachers+BROCHURE+.pdf>
- Charter for Parents in Catholic Schools SA  
[http://cesa.webtemplate.com.au/sites/2751/\\_\\_files/f/1565/Charter%20for%20Parents.pdf](http://cesa.webtemplate.com.au/sites/2751/__files/f/1565/Charter%20for%20Parents.pdf)
- 5.8. Child Protection Curriculum, Teacher Support Module for SA Catholic Schools, CEO 2009
- ‘Protective Practices for Staff in their Interactions with Students – Guidelines for Schools, Preschools and Out of School Hours Care’ DECS, CEO and AISSA 2009  
<http://online.cesamet.adl.catholic.edu.au/docushare/dsweb/Get/Docu ment-6076/Protective+Practices+edited+April+2009+version.pdf>
- Information Sharing: Guidelines for Promoting the Safety and Wellbeing of Children, Young People and their Families, Govt of SA
- Policy for the Care, Wellbeing and Protection of Children and Young People 2011 Page 8  
<http://www.decs.sa.gov.au/docs/documents/1/InformationSharingGui deli.pdf>
- National Safe Schools Framework, accessed at  
[http://www.mceecdya.edu.au/verve/\\_resources/natsafeschools\\_file.p df](http://www.mceecdya.edu.au/verve/_resources/natsafeschools_file.p df)
- Responding to Abuse and Neglect: education and care mandatory training and update training
- Responding to problem sexual behaviour in children and young people  
<http://www.decs.sa.gov.au/docs/documents/1/RespondingtoProblemS exual.pdf>

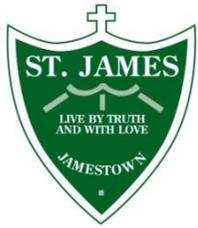
- Safe School Environments, Department for Families and Communities  
<http://www.dfc.sa.gov.au/pub/Home/FamiliesSA/ChildSafeEnvironments/tabid/281/Default.aspx>
- The Children's Protection Act, 1993  
[http://www.legislation.sa.gov.au/web/menu/Other%20websites/Other Websites.aspx](http://www.legislation.sa.gov.au/web/menu/Other%20websites/Other%20Websites.aspx) then type in Children's Protection Act, 1993

**POLICY RATIFIED BY ST JAMES SCHOOL BOARD 08-08-17**  
**POLICY TO BE REVIEWED 2021**



**ST JAMES SCHOOL**  
**“KEEPING SAFE” – CHILD PROTECTION CURRICULUM**  
**ODD YEARS - SCOPE AND SEQUENCE**

<b>ODD YEARS</b>	<b>R/1 (Early Years Band:R-2)</b>	<b>2/3 (Early Years Band: R-2 and Primary Years Band)</b>	<b>4/5 (Primary Years Band)</b>	<b>6/7 (Middle Years Band)</b>
<b>Focus Areas</b>				
<b>The right to be safe</b>	Feelings  Exploring the concepts of safe and unsafe  Early Warning Signs	Feelings  Being safe (safe and unsafe)  Early Warning Signs – Physiological  Risk Taking and emergencies	Exploring the concept of safety  Reviewing the concept of Early Warning Signs  Unsafe situations and acceptable risk taking	Safety and risk taking  Early Warning Signs and emergencies
<b>Relationships</b>	Identity and relationships  Fair and unfair  Trust and networks	Trust and networks (relationship circles)  Rights and responsibilities  Use and abuse of power (fair and unfair)	Understanding rights and responsibilities  Trust and networks  Developing personal identity  Power in relationships	Rights and responsibilities in relationships  Power in relationships  Bullying as an abuse of power



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**EVEN YEARS - SCOPE AND SEQUENCE**

<b>EVEN YEARS</b>	<b>R/1 (Early Years Band:R-2)</b>	<b>2/3 (Early Years Band: R-2 and Primary Years Band)</b>	<b>4/5 (Primary Years Band)</b>	<b>6/7 (Middle Years Band)</b>
<b>Focus Areas</b>				
<b>Recognising and reporting abuse</b>	Privacy and names of parts of the body (MITIOG)  Touching  Recognising abuse  Secrets	Names of parts of the body (MITIOG), privacy and touching  Recognising abusive situations and secrets	Privacy and names of parts of the body (MITIOG)  Recognising abuse, neglect and unsafe secrets  Internet, telephone and media safety	Recognising abuse  Identifying abuse and neglect  Electronic media abuse
<b>Protective strategies</b>	Strategies for keeping safe	Practising protective strategies  Persistence	Problem solving for keeping safe  Review of networks	Problem solving strategies  Network review and community support