

Student Safety and Wellbeing Policy

Effective	December 2025
Review	December 2026
Owner	Principal
Approver	The Sycamore School Governing Body

1 Purpose

The purpose of this policy is to establish and promote a safe, inclusive and culturally responsive environment for all students, ensuring their safety and wellbeing are prioritised in every aspect of the school's operations. This policy provides written processes about how the school will implement and comply with the Child Safe Standards and Universal Principle as required under the *Child Safe Organisation Act 2024* (Qld).

2 Scope

- ☒ Parents/Guardians/Carers
- ☒ Students
- ☒ Staff which includes:
 - ☒ *Employees (full-time, part-time, permanent, fixed term and casual)*
 - ☒ *Contractors/subcontractors and their employees*
 - ☒ *Directors*
 - ☒ *Apprentices/Trainees*
 - ☒ *Preservice teachers*
 - ☒ *Volunteers*
 - ☒ *Anyone undertaking work experience or vocational placement at the School.*
- ☒ Visitors

3 Definitions

Student	Any child or young person of any age, enrolled or seeking enrolment at The Sycamore School.
Staff	Full-time, part-time. Permanent, fixed term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements.
Child Safe Entity	An entity (a) that provides— (i) services specifically for children; or (ii) facilities specifically for use by children who are under the supervision of the entity; and

	<p>(b) that is either—</p> <ul style="list-style-type: none"> (i) mentioned in schedule 1; or (ii) prescribed by regulation. <p>(2) However, an individual is not a child safe entity unless the individual carries on a business as an entity mentioned in subsection (1), including, for example, as a sole trader or partner in a partnership under the <i>Partnership Act 1891</i>, s5.1</p> <p>[<i>Child Safe Organisation Act 2024</i> (Qld) s10]</p>
Child Safe Standards	<p>The following standards applying to an entity—</p> <ul style="list-style-type: none"> (a) child safety and wellbeing is embedded in the entity’s organisational leadership, governance and culture; (b) children are informed about their rights, participate in decisions affecting them and are taken seriously; (c) families and communities are informed and involved in promoting child safety and wellbeing; (d) equity is upheld and diverse needs respected in policy and practice; (e) people working with children are suitable and supported to reflect child safety and wellbeing values in practice; (f) processes to respond to complaints and concerns are child-focused; (g) staff and volunteers of the entity are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training; (h) physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed; (i) implementation of the child safe standards is regularly reviewed and improved; (j) policies and procedures document how the entity is safe for children. <p>[<i>Child Safe Organisation Act 2024</i> (Qld) s9]</p>
Universal Principle	<p>In implementing and complying with the Child Safe Standards, a child safe entity must provide an environment that promotes and upholds the right to cultural safety of children who are Aboriginal persons or Torres Strait Islander persons (the Universal Principle).</p>
QFCC	Queensland Family and Child Commission

4 Policy

4.1 Objectives

The Sycamore School will implement and comply with the Child Safe Standards and understand they may be required to give an authorised officer of the Queensland Family and Child Commission (QFCC) information about the School’s compliance. In implementing and complying with the Child Safe Standards, the School will provide an environment that promotes and upholds the right to cultural safety of students who are Aboriginal persons or Torres Strait Islander persons (the

Universal Principle). The School will have regard to [Guidelines](#) made by the QFCC in implementing and complying with the Child Safe Standards and Universal Principle¹.

As per the Guidelines, this policy outlines the ways in which The Sycamore School actions and prioritises the safety and wellbeing of students. Rules and expectations regarding student safe practices are outlined for staff, volunteers and community members with the aim of establishing a student safe environment².

This policy will:

- Set out the School's expectations, practices, and approaches in relation to each of the Child Safe Standards, including the Universal Principle.
- Be displayed for public access on the School's website and at the School's Administration office.
- Cover acceptable and unacceptable student to student, and student to adult interactions.
- Describe the School's commitment to equity, inclusion and cultural safety and how the organisation recognises, responds and respects these factors.

4.2 Principles

The implementation of, and compliance with, the Child Safe Standards and Universal Principle by The Sycamore School are to be based on the following fundamental principles:

- (a) Child Safe Entities, including The Sycamore School, are responsible for continuously improving the ways in which, in their operations—
 - (i) the safety of children is promoted; and
 - (ii) child abuse is prevented; and
 - (iii) allegations of child abuse are properly responded to.³
- (b) The Child Safe Standards are not a simple checklist. They encourage Child Safe Entities to think about how their day-to-day work protects children's rights and safety.⁴

4.3 Responsibilities

The Sycamore School is responsible for developing and implementing this Student Safety and Wellbeing Policy and related policies and procedures to ensure it fulfils its Child Safe Standards and Universal Principle obligations.

All Directors, staff and volunteers at the School are responsible for acting in compliance with this policy and related policies and procedures.

¹ *Child Safe Organisation Act 2024 QLD s11*

² *Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland, QFCC, p94*

³ *Child Safe Organisation Act 2024 QLD s14*

⁴ *Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland, QFCC, p4*

5 Related Legislation

- *Child Safe Organisations Act 2024 (Qld)*
- *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)*
- *QFCC Guidelines for Implementing the Child Safe Standards in Queensland*

6 Related Documents

- Reporting Concerns of Harm and Abuse Policy
- Statement of Commitment to Student Safety and Wellbeing

7 Procedures

Implementation of the Child Safe Standards

7.1 Leadership and Culture

Student safety and wellbeing is embedded in The Sycamore School's leadership, governance and culture.

Statement of Commitment

The Sycamore School is committed to taking all reasonable steps to promote the safety and wellbeing of students enrolled at the School and their protection from foreseeable harm. We prioritise student safety and wellbeing in all aspects of our work and do not tolerate any form of child abuse or harm. We act in accordance with the Child Safe Organisations Act 2024 (QLD) and implement the Child Safe Standards and Universal Principle to create a safe, inclusive, and accountable environment. We listen to students, value their views, and support them to participate in decisions that affect them.

The Sycamore School is committed to the safety and inclusion of all students, including those from diverse cultural backgrounds, students with disability, LGBTQIA+ students, and students who may be experiencing vulnerability. We also make a clear commitment to the cultural safety of Aboriginal and Torres Strait Islander students and to providing an environment where their identities, cultures, and connections to Country are respected and upheld.

Risk Management

The Sycamore School implements robust risk management processes to prevent, identify, and mitigate risks to students, and is committed to the monitoring of risk to the safety of students on an

ongoing basis. The School will utilise various risk management tools including The Sycamore School's Risk Management Framework, Risk Management Policy, Risk Management Processes, Risk Appetite Statement, Risk Registers, Work Health & Safety Policy and/or a Critical Incident Policy and associated plans to assist it in this process and will keep appropriate records of decisions made and actions taken in relation to risks to students.

Code of Conduct

At The Sycamore School we expect our staff to conduct themselves as follows:

- Always behave in ways that promote the safety and wellbeing of our students.
- Actively seek to prevent harm to students, and to support those who have been harmed.

Specific responsibilities include:

- Staff should avoid situations where they are alone in an enclosed space with a student.
- When physical contact with a student is a necessary part of the teaching/learning experience, staff must exercise caution to ensure that the contact is appropriate and acceptable. Staff must always advise the student of what they intend on doing and seek their consent.
- Staff must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest in a student.
- Staff must not have a romantic or sexual relationship with a student.
- Staff must treat all students, colleagues and community members with respect, fairness and dignity, regardless of culture, race, ethnicity, language, religion, ability, gender, sexual orientation, or background.
- Staff must not engage in any form of racism, discrimination, harassment, or exclusionary behaviour. This includes verbal, written, online or behavioural actions that demean, stereotype or disadvantage an individual or group.
- Staff must actively challenge racist or discriminatory behaviour when it occurs and follow school procedures for reporting such incidents.
- Staff must promote a culturally safe, inclusive and respectful environment by valuing diversity, acknowledging cultural differences, and modelling culturally responsive behaviour at all times.

Information Sharing and Recordkeeping

Staff understand their obligations in information-sharing and maintaining accurate, secure records about student harm and abuse concerns, disclosures, and responses.

7.2 Student Voice

Students are informed about their rights, participate in decisions affecting them and are taken seriously.⁵

The Sycamore School is committed to championing the voices of children and young people, ensuring they have genuine agency in matters that affect them. We listen to students in age-appropriate and culturally appropriate ways and create safe, structured opportunities for them to express their views.

The Sycamore School uses the curriculum and educational programs to actively promote positive peer relationships and reduce student isolation by embedding learning experiences that strengthen social skills, empathy and respectful behaviours. Through age-appropriate lessons and whole-school wellbeing programs, students are also provided with access to sexual abuse prevention education that builds their understanding of personal safety, protective behaviours and where to seek help. Together, these curriculum-based approaches support safer, more connected and more informed students.

7.3 Family and Community

Families and the community are informed and involved in promoting student safety and wellbeing.⁶

The Sycamore School recognises the vital role families and communities play in the safety, wellbeing, and education of students. We value strong, respectful, and collaborative partnerships with families and the broader school community.

We intentionally build inclusive relationships, particularly with First Nations families, local community members, and Elders. We honour Country and embed an Acknowledgement of Country in our practices to ensure students understand the importance of knowing and respecting the land on which we learn.

Regular communication through emails and the newsletter ensures parents, carers and the school community are informed about the School's operations and governance.

7.4 Equity and Diversity

Equity is upheld, and the diverse needs of students are respected in policy and in practice.⁷

The Sycamore School is committed to creating an inclusive, equitable environment where all students feel safe, respected, and supported. We actively work to remove barriers to participation and ensure our practices reflect cultural safety for all students.

This commitment is actioned through the Disability Discrimination Student Policy.

⁵ *Child Safe Organisations Act 2024 QLD, s9(b)*

⁶ *Child Safe Organisations Act 2024 QLD, s9(c)*

⁷ *Child Safe Organisations Act 2024 QLD, s9(d)*

7.5 People

People working with students are suitable and supported to reflect student safety and wellbeing values in practice.⁸

The Sycamore School is committed to recruiting, selecting, training and managing staff in such a way that limits risks to students. In particular, The Sycamore School will:

- Ensure that its recruitment and selection procedures act to reduce the risk of harm to student from staff via:
 - Accurate position descriptions, including whether the successful applicant must be a teacher registered with the Queensland College of Teachers (who has been subject to relevant police and other safety checks), whether a Blue Card is necessary for the successful applicant, the responsibilities and supervision associated with the position, the nature and environment of the service provided to students, and the experience and qualifications required by the successful applicant.
 - Advertising the position with a clear statement about the School's commitment to safe and supportive work practices and identifying that candidates will be subject to a teacher registration check or Blue Card screening, a police check, referee checks, identification verification and the requirement to disclose any information relevant to the candidates' eligibility to engage in activities including students.
 - A selection process that includes assessing the application via an interview process, and referee and other checks based on the accurate position description.
 - A probationary period of employment, which allows the School to further assess the suitability of the new staff and to act as a check on the selection process.
- Ensure that its training and management procedures act to reduce the risk of harm to students from staff via:
 - Management processes that are consistent, fair and supportive.
 - Performance management processes to help staff to improve their performance in a positive manner.
 - Supportive processes for staff when they are experiencing challenges, such as mentoring, mediation, conflict resolution, coaching, additional training, and external support and counselling services.
 - An induction program which thoroughly addresses the School's policies and procedures, particularly its expectations regarding student risk management, and to assist staff to understand their role in providing a safe and supportive environment for students.
 - Training new and existing staff on an ongoing basis to enhance skills and knowledge and to reduce exposure to risks, as follows:
 - Policies and procedures

⁸ *Child Safe Organisations Act 2024 QLD, s9(e)*

- Identifying, assessing and minimising risks to students
- Handling a disclosure or suspicion of harm to a student.
- Keeping a record of the training provided to staff.
- Exit interviews to assist the School to identify broader issues of concern that may impact on the safety and wellbeing of students at the School.

7.6 Complaints

Processes to respond to complaints and concerns are child focused.⁹

The Sycamore School is committed to maintaining a student-focused approach to receiving and responding to complaints. Our Complaints Handling Policy and Procedures outlines how concerns can be raised, the roles and responsibilities of staff, and the processes used to respond to different types of matters. We ensure that all complaints are taken seriously, addressed promptly and thoroughly, and managed in line with our reporting, privacy and employment law obligations.

Any concerns, disclosures or allegations relating to harm or abuse of a student are managed under the School's Concerns of Harm or Abuse Policy, which sets out our mandatory obligations to act protectively and report to the appropriate authorities.

7.7 Skills and Knowledge

Staff and volunteers of the School are equipped with the knowledge, skills and awareness to keep students safe through ongoing education and training.¹⁰

The School will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will refresh training annually.¹¹

The Sycamore School will:

- Ensure all staff receive induction training in trauma-informed practice, supported by annual refresher training to embed consistent, evidence-based approaches across the School.
- Develop and implement a communications strategy that identifies key stakeholders and delivers regular, relevant information on the prevention of student harm and abuse, as well as best practice in Student Safety and Wellbeing.

7.8 Physical and Online Environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for students to be harmed.¹²

The Sycamore School proactively identifies and mitigates risks within both the physical and online environments, ensuring that safety measures do not compromise students' privacy or healthy

⁹ *Child Safe Organisations Act 2024 QLD, s9(f)*

¹⁰ *Child Safe Organisations Act 2024 QLD, s9(g)*

¹¹ *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(c)*

¹² *Child Safe Organisations Act 2024 QLD, s9(h)*

development. Staff and students use online platforms in line with the School's Code of Conduct and related policies, supporting a safe, respectful and well-managed digital learning environment.

7.9 Continuous Improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.¹³

The Sycamore School is committed to fostering a culture of continuous improvement in student safety, wellbeing and cultural respect. We recognise that embedding the Child Safe Standards and Universal Principle is a continuing journey that requires ongoing commitment, regular review and continual strengthening of our practices.

The Sycamore School will:

- Review policies, procedures and practices regularly to ensure they remain effective, responsive and appropriate for the Sycamore community. This includes undertaking periodic audits, self-assessments and reflective practice to identify strengths and opportunities for improvement.
- Analyse available data including complaints and concerns to identify causes and systemic issues and use these insights to inform continuous improvement of policies, procedures and practices.
- Conduct an annual self-assessment against the Child Safe Standards using the QFCC self-assessment tool or equivalent (ISQ Checklist for implementing and complying with the Child Safe Standards, ISQ Readiness Survey or other).
- Develop and implement an improvement plan that has regard for the QFCC Guidelines.
- Measure and monitor outcomes by tracking meaningful indicators such as feedback from staff, students and families, incident reports, harm and abuse reports, training participation, and perceptions of cultural safety to understand current performance and areas requiring enhancement.
- Record, monitor and report to the Leadership Team and The Sycamore School's Governing Body and others as appropriate regarding any breaches of this policy or related policies.
- Engage the school community in continuous improvement by seeking and listening to feedback, encouraging open dialogue, and partnering with students, families, staff, volunteers and community stakeholders to inform updates to policies and practices.
- Provide ongoing learning, training and development for staff and volunteers, including induction and refreshers, to ensure everyone understands their responsibilities for student safety and cultural safety and is equipped to respond effectively as new risks or needs arise.

7.10 Policies and Procedures

Policies and procedures document how the school is safe for children.¹⁴

¹³ *Child Safe Organisations Act 2024 QLD, s9(i)*

¹⁴ *Child Safe Organisations Act 2024 QLD, s9(j)*

The Sycamore School has embedded its Statement of Commitment to Student Safety and Wellbeing in all relevant policies and procedures. All relevant policies and procedures are publicly available on its website, and copies are available on request from the school office. Staff and volunteers are trained in implementing relevant policies and procedures regularly.

The Sycamore School is committed to ensuring its policies and procedures uphold cultural safety for Aboriginal and Torres Strait Islander students, families and communities. Where possible, the School will actively engage local Aboriginal and Torres Strait Islander Elders, community representatives and cultural advisors in the review, development and implementation of relevant policies and procedures.

The Sycamore School will embed trauma-aware and trauma-informed practice across all relevant policies, procedures and guidance documents. This includes recognising the impact of trauma on students, understanding how trauma may influence behaviour and communication, and ensuring that staff are equipped to respond with sensitivity and consistency.

8 Related Policies

Acceptable Use of ICT Policy
Complaints Handling Policy and Procedures
Enrolment Policy and Procedures
Reporting Concerns of Harm and Abuse Policy
Risk Management Framework
Staff Code of Conduct
Statement of Commitment to Student Safety and Wellbeing

9 Document History

Version	Description of modification	Modified by	Date
1.1	New policy, using the ISQ template	Ronwyn Collier	8 December 2025