

**CHILD SAFETY POLICY
(INCLUDES CHILD SAFETY CODE OF CONDUCT)**

Approving authority	Governing Board
Purpose	To confirm the Institute’s commitment to Child Safety and outline relevant obligations and guidelines including the Child safe Code of Conduct.
Responsible Officer	President and CEO
Next scheduled review	September 2026
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated documents	Governance framework Child Safety Procedure Academic Staff Professional Development Policy and Procedure Anti-Bullying and Harassment Policy and Procedure Anti-Discrimination Policy and Procedure Critical Incident Policy and Procedure Diversity and Equity Policy and Procedure Human Resources Policy and Procedure (Manual) Professional Staff Professional Development Policy and Procedure Records Management Policy and Procedure Sexual Assault and Sexual Harassment Policy and Procedure Social Media Policy and Procedure (Staff) Social Media Policy and Procedure (Students) Staff Code of Conduct Policy and Procedure Student Code of Conduct Policy and Procedure Student Grievances and Appeals Policy and Procedure Student Support and Services Policy and Procedure Use of Information Technology Facilities and Services Policy and Procedure (Staff) Use of Information Technology Facilities and Services Policy and Procedure (Student) Younger Students Policy and Procedures

1. PRINCIPLES

The Ozford Institute of Higher Education (hereafter referred to as the “Institute”) is a child safe organisation with zero tolerance for child abuse. The Institute is committed to upholding a safe environment for younger students in which younger students’ rights are respected, differences are celebrated, younger student views and voices are sought and acted on, and particular effort is made to advocate for the most vulnerable or marginalised.

The Institute’s Principles that guide development of policies and procedures to create and maintain a child safe school environment include:

- We have zero tolerance of child abuse.
- We strive to show leadership in child safety by taking a preventative, proactive and participatory approach to child safety.

- We have established and made accessible child safety policies, procedures, systems and practices that reflect the risks of the Institute.
- We value and empower younger students to participate in decisions that affect their lives. We recognise, respect and foster younger students' rights ensuring that they are comfortable and encouraged to speak up if they feel worried or unsafe.
- We uphold a culturally safe environment for younger students, staff and stakeholders while keeping child safety paramount. We respect and celebrate diversity and seek to be inclusive of all younger students.
- We engage people who are suitable to work with children and have appropriate supervision and professional development practices. We will ensure that staff are supported to implement the child safe policies to the extent that it is applicable to their role and responsibilities.
- We value the input of, consult with and communicate regularly with our students, staff and families.
- We foster a culture of openness that supports all persons to safely disclose risks of harm to children and encourage the reporting of suspected abuse, neglect or mistreatment promptly to the appropriate authorities.
- We will support our staff and students who disclose or are otherwise linked to suspected child abuse. We will manage all child safety concerns in a sensitive, confidential, honest, responsible and timely manner.
- We ensure the procurement policies for facilities and services from third parties ensure the safety of students.
- We will monitor compliance with and continuously improve the effectiveness of our child safe strategies.

In fulfilling its commitment as a child safe organisation, this policy and the associated procedure outlines the Institute's Child Safe obligations and responsibilities and the Institute's Child Safe implementation guidelines including the strategies to prevent or minimise risks to child abuse.

2. SCOPE

This policy applies to persons that undertake child connected work in Institute environments. It applies to all Institute staff as defined by the Victorian Child safe Standards.

Staff is defined very broadly under the Victorian Child Safe Standards to include any persons engaged in child connected work in all Institute environments. Child connected work means all work authorised by the Governing Board and performed by an adult while children are present or reasonably expected to be present. This will include all persons engaged by the Institute or representing the Institute that may interact with younger students in any manner in the Institute's environments.

All governing and leadership team members, staff, volunteers, students over the age of 18 years, contractors including student advocates and homestay hosts are responsible for building and maintaining our child safe culture, taking steps to prevent child abuse and operating in a manner consistent with the ***Child Safety Policy and Procedure***.

Visitors, affiliates, contractors and consultants, appointed or engaged by the Institute, to perform functions and/or recognised for their contribution to the Institute and other persons that younger students may interact with on activities organised by the Institute must be aware of and comply with the ***Child Safety Policy and Procedure***.

3. DEFINITIONS

Aboriginal

The term Aboriginal is inclusive of Aboriginal and Torres Strait Islander peoples.

Child or young person

The term child or children includes both children and young people under the age of 18 years.

Child abuse

Child abuse is defined in the Child Wellbeing and Safety Act 2005 (Vic) as including:

- a sexual offence committed against a child
- an offence committed against a child under section 49M(1) of the Crimes Act 1958 (Vic), such as grooming
- physical violence against a child
- causing serious emotional or psychological harm to a child
- serious neglect of a child

Harm is damage to the health, safety or wellbeing of a child, including as a result of child abuse by adults or the conduct of other children. It includes physical, emotional, sexual and psychological harm. Harm can arise from a single act or event and can also be cumulative, that is, arising as a result of a series of acts or events over a period of time.

Child safe culture

A child safe culture means an organisation has shared attitudes, values, policies and practices that prioritise the safety of children.

Child connected work

Work authorised by the Institute and performed by an adult in any Institute environments where children are likely to be present or engaged.

Child safety

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

Concerns and complaints

A concern refers to any potential issue that could impact negatively on the safety and wellbeing of children. A complaint is an expression of dissatisfaction to an organisation related to one or more of the following:

- the organisation's services or dealings with individuals
- allegations of abuse or misconduct by a staff member, a volunteer or another individual associated with the organisation
- disclosures of abuse or harm made by a child
- the conduct of a child at the organisation
- the inadequate handling of a prior concern
- general concerns about the safety of a group of children or activity.

Cultural safety

Cultural safety is the positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination and more than ‘cultural awareness’ and ‘cultural sensitivity’. It empowers people and allows them to contribute and feel safe to be themselves.

Culturally and linguistically diverse

Culturally and linguistically diverse is a broad and inclusive term for communities with diverse language, ethnic background, nationality, dress, traditions, food, societal structures, art and religion characteristics.

Disclosure

A disclosure is the process by which a child conveys or attempts to convey that they are being, or have been, abused. Disclosure can be verbal, non-verbal or indicated through behaviour. A disclosure may be accidental or intentional, partial or complete and victims may disclose in different ways to different people throughout their lives.

Empowerment

Empowerment is building up children and strengthening their confidence in themselves and in an organisation. It involves equipping children with the skills and knowledge to make informed decisions and enabling them to increase control of their lives.

Families

Families means people who make up the family unit for a child. Families may be made up of a wide variety of relationships, including those who are related by blood, marriage, adoption, kinship structures or other extended family structures. Families may include people who share in the daily tasks of living or share a very close, personal relationship.

Failure to disclose sexual offence committed against child under the age of 16 years offence

All adults, not just professionals who work with children, have a legal obligation to report to Victoria Police where they form a reasonable belief that a sexual offence has been committed by an adult against a child under the age of 16.

The obligation applies to a person of or over the age of 18 years (whether in Victoria or elsewhere) who has information that leads the person to form a reasonable belief that a sexual offence has been committed in Victoria against a child under the age of 16 years by another person of or over the age of 18 years.

Failure to protect from a sexual offence

The Executive team members who become aware that an adult associated with the school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse (including through grooming) to a child under the care, of the school, must take all reasonable steps to remove or reduce that risk. This may include, for example, removing the adult from child-related work pending investigation. Failure to do so may be a criminal offence.

The Failure to Protect from a sexual offence (section 49O(7) of the Crimes Act 1958 (Vic)) applies to a person who:

- by reason of the position s/he occupies within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a relevant child will become the victim of

a sexual offence committed by a person of or over the age of 18 years who is associated with the relevant organisation; and

- knows that there is a substantial risk that the person will commit a sexual offence against a relevant child

A ‘relevant’ child is a child under the age of 16 who is, or may come, under the care, the Institute. The child does not need to be identified. This means that the risk is not that a particular child will become the victim of sexual abuse. Instead, the substantial risk could be posed to any child who is, or who may be in the future, under the organisation’s care, supervision or authority.

Grooming

Grooming refers to predatory conduct undertaken by an adult (18 years or over) to prepare a child for sexual activity at a later time. It is a sexual offence under section 49M of the Crimes Act 1958 (Vic.) carrying a maximum 10-year term of imprisonment.

Inclusive environment

An inclusive environment:

- value all children
- respect their rights
- challenge all forms of discrimination
- understand and respond to the needs and capabilities of all children and their families, including Aboriginal children and their families
- adjust their approaches to ensure all children feel safe, welcome and can participate.

Institute Environments

Institute environments means any physical or virtual place made available by the Institute for use by a child for teaching, learning or Institute activities, including:

- the campus;
- Online learning environments; and
- Other physical environments where the Institute operates or conducts activities.

Physical environments are the physical places where an organisation operates or conducts activities, such as a building, facility or space and includes physical environments operated by third parties such as student advocates and homestay accommodation.

Online environments are any technological platforms which an organisation uses or controls, such as computers, phones, websites, intranet, email, social media and video conference facilities regardless of where such platforms may be accessed by students.

Reportable Conduct

As listed in the Child Wellbeing and Safety Act 2005, “reportable conduct” include:

- sexual offences (against, with or in the presence of, a child)
- sexual misconduct (against, with or in the presence of, a child)
- physical violence (against, with or in the presence of, a child)
- behaviour that causes significant emotional or psychological harm
- significant neglect.

Sexual abuse prevention programs

Sexual abuse prevention programs refer to age appropriate programs and education delivered to children to build their knowledge and skills to understand inappropriate behaviour by adults and other children, help protect themselves from potentially abusive situations, and become aware of how to seek help in the event of abuse or attempted abuse. Persons delivering formal sexual abuse prevention programs or education should be appropriately skilled and trained.

Staff

Staff means a person engaged by an organisation as an employee, worker, contractor, labour hire worker, officer or office holder, minister of religion or religious or pastoral leader, regardless of whether that person's role relates to children.

Volunteer

Volunteer means any person engaged by or a part of an organisation who provides a service without receiving a financial benefit, regardless of whether their role relates to children. 'Volunteers' for the purpose of the Standards includes foster carers and kinship carers. There is no minimum period of engagement to be considered a volunteer.

Younger student

A student under the age of 18 years.

4. POLICY

- 4.1 The Institute has zero tolerance to child abuse and is committed to embedding a culture of child safety within the organisation for protection and wellbeing of all children in all Institute environments.
- 4.2 The Institute is committed to providing a culturally child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.
- 4.3 Child safety is a shared and collective responsibility of all Institute staff, students, volunteers, contractors who interact with underage students. Every adult has a duty of care to children.
- 4.4 The Institute recognises the potential child safety risks and is committed to implementing risk management strategies to minimise child safety risks.
- 4.5 The Governing Board has the overall responsibility for ensuring that:
 - Child safety and wellbeing is embedded in the Institute's leadership, governance and culture.
 - The Institute's Risk management strategies focus on preventing, identifying and mitigating risks to younger students.
 - The Institute's child safe culture is championed and modelled at all levels of the Institute.
 - The Institute develops, implements and promotes its policies, procedures and practices that establish a culturally safe environment where younger students are respected and valued.
 - The values and principles to create and maintain a child safe environment are upheld. A Code of Conduct provides guidelines for expected behavioural standards and responsibilities.
 - The Institute periodically reviews the effectiveness of its strategies to embed a culture of child safety.

- 4.6 The Executive Management Team has the responsibility for developing and implementing child safe strategies for the risk of child abuse in all Institute environments.

Standard 1 Culturally safe environment for Aboriginal children

- 4.7 The Executive Management Team will establish and maintain a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- An aboriginal child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
 - Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
 - Measures are adopted by the organisation to ensure racism within the Institute is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
 - The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
 - All of the Institute's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Standard 2 Child safety organisational leadership, governance and culture

- 4.8 The Executive Management Team will ensure Child safety and wellbeing is embedded in the Institute's culture.
- The Institute makes a public commitment to child safety. The Institute promotes child safety in the operations of the Institute, taking zero tolerance approach to child abuse and requiring all staff to uphold the Child Safety commitment.
 - The Institute's Risk management strategies set out in the ***Risk Management framework Policy*** focus on preventing, identifying and mitigating risks to younger students.
 - The Institute's child safe culture is championed and modelled by all staff.

Standard 3 Younger students are empowered

- 4.9 The Executive Management Team will ensure younger students are empowered about their rights, participate in decisions affecting them and are taken seriously.
- Younger students are informed about all of their rights, including to safety, information and participation. The Institute empowers and promotes younger student participation, particularly on matters that affect them including safety.
 - The importance of friendships is recognised and support from peers is encouraged, to help younger students feel safe and be less isolated.
 - Where relevant to the setting or context, younger students are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

- The Institute ensures that staff are attuned to signs of harm and facilitate child-friendly ways for younger students to express their views, participate in decision-making and raise their concerns.
- The Institute has strategies in place to develop a culture that facilitates participation and is responsive to the input of younger students.
- The Institute will support, enable and encourage staff, parents and younger students to understand, identify, discuss and report child safety matters.
- The Institute will respect and support younger students who disclose or are otherwise linked to suspected child abuse.

Standard 4 Families and communities are informed and involved

4.10 The Executive Management Team will ensure Families and communities are informed and involved in promoting child safety and wellbeing.

- Families participate in decisions affecting their child.
- The Institute engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.
- Families and communities have a say in the development and review of the Institute's policies and practices.
- Families, carers and the community are informed about the Institute's operations and governance.

Standard 5 Equity is upheld, and diverse needs of younger students are respected

4.11 The Executive Management Team will ensure that equity is upheld, and diverse needs respected in policy and practice.

- The Institute, including all staff, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable as set out in the Institute's policies and procedures.
- Younger students have access to information, support and the ***Student Grievances and Appeals Policy and Procedure*** in ways that are culturally safe, accessible and easy to understand.
- The Institute pays particular attention to the needs of younger students with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.
- The Institute pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

Standard 6 People are suitable and supported to keep younger students safe

4.12 The Executive Management Team will ensure that people working with younger students are suitable and supported to reflect child safety and wellbeing values in practice.

- Recruitment, including advertising, referee checks and staff pre-employment screening, emphasise child safety and wellbeing.
- Relevant staff and volunteers have current working with children checks or equivalent background checks.

- All staff receive an appropriate induction and are aware of their responsibilities to younger students, including record keeping, information sharing and reporting obligations.
- Ongoing supervision and people management is focused on child safety and wellbeing.

Standard 8 Staff are equipped to keep younger students safe

- 4.13 The Executive Management Team will ensure that staff are equipped with the knowledge, skills and awareness to keep younger students safe through ongoing education and training.
- Staff are trained and supported to effectively implement this Child Safety Policy and procedure.
 - Staff receive training and information to recognise indicators of child harm including harm caused by other children and young people.
 - Staff receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.
 - Staff receive training and information on how to build culturally safe environments for children and young people.
 - Staff are provided with information to understand their obligations on information sharing and record keeping.

Standard 7 Processes for complaints and concerns are child focused.

- 4.14 The Executive Management Team will ensure that processes for complaints and concerns are child focused.
- The Institute's ***Child Safety Procedure*** sets out the roles and responsibilities of leadership, staff, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.
 - The Institute also has an accessible, student focused ***Student Grievances and Appeals Policy and Procedure***.
 - The Institute makes its policies and procedures easy to understand and publicly accessible so the complaint handling processes can be understood by younger students, families and staff, and are culturally safe.
 - The Institute ensures that all complaints are taken seriously and responded to promptly and thoroughly.
 - The Institute's ***Child Safety Procedure*** addresses reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement. It also ensures that reporting, privacy and employment law obligations are met.

Standard 9 Physical and online environments promote safety and wellbeing

- 4.15 The Executive Management Team will ensure that all Institute physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- Staff identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities. Risk management plans consider risks posed by the organisational setting, activities and the physical environment.

- The online environment is used in accordance with the ***Staff Code of Conduct Policy and Procedure*** and the ***Child Safety Policy and Procedure***.
- The Institute's procurement policies ensure the safety of younger students.

Standard 10 Child Safe practices are regularly reviewed and improved

- 4.16 The Executive Management Team will ensure that the implementation of the Child Safe Standards is regularly reviewed and improved.
- The organisation regularly reviews, evaluates and improves child safe practices.
 - Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.
 - The organisation reports on the findings of relevant reviews to staff and volunteers, community and families, and children and young people.

Standard 11 Policies and procedures document the Institute's child safe practices

- 4.17 The Executive Management Team will ensure that the Institute's policies and procedures document how the Institute is safe for younger students.
- Policies and procedures address all Child Safe Standards.
 - Policies and procedures are documented and easy to understand.
 - Best practice models and stakeholder consultation informs the development of policies and procedures.
 - The EMT members champion and model compliance with policies and procedures.
 - Staff understand and implement policies and procedures.

Child Safety Code of Conduct (also set out in the Staff Code of Conduct policy)

- 4.18 All adults working for or connected to the Institute environment have a moral and legal obligation and a Duty of Care to protect any younger student under their care from foreseeable harm and prevent child abuse and neglect.
- 4.19 People who work with younger students have a special responsibility in presenting themselves as appropriate role models. Modelling effective leadership and respect in their interactions with other employees, younger students can have a profoundly positive influence on their personal and social development.
- 4.20 This Child safety Code of conduct is designed to take into account the needs of all children including that:
- Younger students are empowered about their rights, participate in decisions affecting them and are taken seriously.
 - Equity is upheld, and diverse needs respected in policy and practice.
 - Particular attention is given to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students.

- Particular attention is given to the needs of Aboriginal students and provides and promotes a culturally safe environment for them.

4.21 This Child Safety Code of Conduct requires all persons interacting with the Institute's students in all environments to:

- Treat all students, families and other staff with respect both in all Institute environments including as part of normal social and community activities.
- Observe child safety principles and manage child safety concerns in a sensitive, confidential, honest, responsible and timely manner.
- Model appropriate conduct and maintain professional relationships with younger students.
- Maintain objectivity in the relationship with students and interact with students without displaying bias or preference. Staff must be objective and impartial at all times and be seen to be so.
- As far as practical, ensure there are minimum two adults in presence when interacting with a single underage student. Where left with the responsibility of a single younger student, adults should ensure they are in an open space in view of others.
- Listen and respond to the views and concerns of younger students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child.
- Promote the cultural safety, participation and empowerment of:
 - Aboriginal and Torres Strait Islander students
 - students with culturally and/or linguistically diverse backgrounds including international students
 - students with disability, students who are unable to live at home, and lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
- As far as practical, not request and withhold younger students' personal items directly. If required, always request students to hand the items to you. Only take items directly from students in circumstances where there are safety concerns.
- Exercise caution when physical contact with an underage student is a necessary. All contact must be appropriate and acceptable (i.e. when assessing a student who is injured or ill may necessitate touching the student). As far as practical, adults are required to advise the younger student of what you intend doing and seek their consent.
- Record all communication or meetings with students outside classroom time in the student management system. This includes academic and student support issues.
- Respond and report appropriately where there is an incident, allegation or a suspicion is formed that a younger student is victim to a child abuse and/or another individual has committed child abuse.
- If child abuse is suspected, report and respond appropriately so the younger student(s) are safe and protected from harm as soon as possible. Phone emergency services on 000 if you believe the student is in immediate danger, followed by a report to the Institute.

4.22 This Child Safety Code of Conduct prohibits all persons interacting with the Institute's students in all environments to:

- Develop a relationship with any younger student that is, or that can be interpreted as having a personal rather than professional interest in the student, ie. grooming behaviour.
- Seek to use younger students in any way to meet the needs of adults or into personal agendas.

- Photograph or video a younger student except in accordance with Institute policy or where required for duty of care purposes.
- Ignore behaviours by other adults towards younger students when they appear to be overly familiar or inappropriate.
- Treat a student unfavourably because of their disability, age, gender, race, culture, religion, vulnerability, sexuality or ethnicity.
- Discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting.
- Communicate directly with a younger student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to teaching and learning activities or where there is a safety concern or other urgent matter.
- Use information and communication technologies, such as email, mobile phones, text or instant messaging and websites to engage in behaviour that could reasonably be considered to have a negative impact on another person, cause them harm, or make them feel unsafe.
- Use Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening or derogatory language and physical abuse or intimidation towards other employees or students is also unacceptable.
- impose physical punishment on a student in the course of their professional duties. Corporal punishment is not allowed at any time.
- In the Institute environment or at other Institute events where students are present, consume alcohol contrary to Institute policy or take illicit drugs under any circumstances.
- Criticize another staff member in a public forum or meeting.
- Make unfounded complaints with malicious, frivolous or vexatious intent against another employee, clients, stakeholders or students.
- Breach privacy requirements by disclosing internal discussions or email contents to external parties except where reporting obligations apply.

5. QUALITY ASSURANCE

To ensure that policy is fit for purpose and meet the requirements of the HES Threshold Standards the policy will be;

- 5.1 internally endorsed by the Executive Management Team on development or review, prior to approval by Governing Board, or the Academic Board or other delegated authority;
- 5.2 externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier);
- 5.4 referenced to the applicable HES threshold Standard and/or other legislation/regulation.

6. FEEDBACK

Feedback or comments on this policy is welcomed by the listed Responsible officers of the Institute.

7. ACKNOWLEDGEMENT

This policy was developed with reference to the following:

- Melbourne University, Child Safety Policy, 2022 ([Child Safety Policy \(unimelb.edu.au\)](http://unimelb.edu.au))
- Monash University, Child Safe Standards Framework, 2022 ([Child-Safe-Standards-Framework-2022-14.06.22.pdf \(monash.edu\)](http://monash.edu))
- Commission for Children and Young People, Information and website resources ([CCYP | Resources and support for the Child Safe Standards](http://CCYP))
- Victorian Department of Education, Protect information and website resources ([PROTECT | Victorian Government \(www.vic.gov.au\)](http://www.vic.gov.au))
- The Ozford College Child Safe Policies and Procedures (see Ozford website)

8. VERSION CONTROL

Version	Date approved	Description	Approved by
1.0	December 2020	Initial issue	GB
1.1	July 2022	Updates to positions and initial changes to address the revised Child safe standards	EMT
2.0	July 2023	Internal Review - changes to align the policy to the revised Child safe standards	GB
2.1	September 2023	Internal review – minor formatting changes and add external referencing	EMT
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Education Services for Overseas Students Act (ESOS) 2000 Education Services for Overseas Students Regulations 2019 The National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standards 5 The Victorian Child Safe Standards Child Wellbeing and Safety Act 2005 Children, Youth and Families Act 2005 Occupational Health and Safety Act 2004 Crimes Act 1958 (Vic) Sexual offence Crimes Act 1958 Racial Discrimination Act 1975 (Cth) Sex Discrimination Act 1984 (Cth) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth)		

	Australian Human Rights Commission Act 1986 (Cth) Workplace Gender Equality Act 2012 (Cth) Age Discrimination Act 2004 (Cth) Fair Work Act 2009 (Cth) Victorian Legislation Equal Opportunity Act 2010 Racial and Religious Tolerance Act 2001 (VIC) Spent Convictions Act 2021
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Notes:

GB = Governing Board

EMT = Executive Management Team