Student Safety & Wellbeing Policy

VERSION 2

FEBRUARY 2026

SILVER LINING FOUNDATION
AUSTRALIA

Student Safety & Wellbeing Policy

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 operations of SLFA's Schools. This Policy provides written processes about how the SLFA Schools will implement and comply with the **Child Safe Standards** and **Universal Principle** as required under the *Child Safe Organisation Act 2024* (Qld).		
Scope (policy applies to):	Persons who are bound by this policy are the School Community – students and staff including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements, members of the broader school community, including parents/guardians, and visitors.		
School Accreditation and Governance Requirements:	To attain and maintain accreditation, a school must implement written processes about how a school will respond to harm and abuse or allegations of harm or abuse to students and the appropriate conduct of staff and students. Processes for reporting must comply with sections 366 and 366A of the *Education (General Provisions) Act 2006* (Qld) and section 13E of the *Child Protection Act 1999* (Qld).[1] The Child Protection Policy is a mandatory policy required for school accreditation and legal purposes. Mandatory policies are those that the School's Governing Body is responsible for overseeing as part of their governance responsibilities. The policy should be reviewed annually.		
Policy Status:	Version 2 - Approved	**Supersedes:**	Version 1 – Jan 2026
Authorised by:	SLFA School's Governing Body – SLFA Board of Directors	**Date of Authorisation:**	February 2026
References and Related Policies:	**Legislation:** → *Child Safe Organisations Act 2024* (Qld) → *Education (Accreditation of Non-State Schools) Regulation 2017* (Qld) **SLFA Policy & Procedure:** → Reporting Concerns of Harm and Abuse Policy → Statement of Commitment to Student Safety and Wellbeing (included in this policy) → Student Disability Discrimination Policy → Complaints Handling Policy → Staff Code of Conduct Policy → Anti-Discrimination Policy **Other Resources:** → *QFCC Guidelines for implementing the Child Safe Standards in Queensland*		
Review Date:	Annually	**Next Review Date:**	February 2027
Policy Author:	Alison Wale – SLFA Governance & Compliance Officer		
Policy Owner:	SLFA School Governing Body (the SLFA Board of Directors).		

[1] *Education (Accreditation of Non-State Schools) Regulation 2017* (Qld) reg 16.

POLICY REVIEW RECORDS

Version Number	Date Authorised / Approved	Review Due Date	Date Reviewed	Review Comments
1	January 2026	January 2027	February 2026	Updated to reflect Non-State Schools Accreditation Board recommendations in response to application for accreditation for SLS (Cairns City).
2	February 2026	February 2027		

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DEFINITIONS

Child Safe Entity	As per section 10 of the *Child Safe Organisation Act 2024 QLD* – (1) A **Child Safe Entity** is 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 (b) that is either— (i) mentioned in schedule 1; or (ii) prescribed by regulation. (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 *Partnership Act 1891, section 5*.[2]
Child Safe Standards	As per section 9 of the *Child Safe Organisation Act 2024 QLD,* the following standards are ***Child Safe Standards*** applying to an entity – 1. child safety and wellbeing is embedded in the entity's organisational leadership, governance and culture; 2. children are informed about their rights, participate in decisions affecting them and are taken seriously; 3. families and communities are informed and involved in promoting child safety and wellbeing; 4. equity is upheld and diverse needs respected in policy and practice; 5. people working with children are suitable and supported to reflect child safety and wellbeing values in practice; 6. processes to respond to complaints and concerns are child-focused; 7. staff and volunteers of the entity are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training; 8. physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed; 9. implementation of the child safe standards is regularly reviewed and improved; 10. policies and procedures document how the entity is safe for children.[3]
Student	The term **Student** means any child or young person of any age, enrolled or seeking enrolment at a SLFA School.

[2] *Child Safe Organisation Act 2024* (Qld) s 10.
[3] *Child Safe Organisation Act 2024* (Qld) s 9.

Universal Principle	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**).[4]
QFFC	Is the acronym for the Queensland Family & Child Commission and are the regulatory authority responsible for overseeing the implementation of the Child Safe Organisation Act 2024 (Qld). The QFFC advocate for changes that improve the safety and wellbeing of Queensland children and their families by assessing the child protection system's performance, collaborating for impact, and amplifying the voices of Queensland's children and their families. [5]

OBJECTIVES

SLFA and its Schools will implement and comply with the Child Safe Standards and understand that they may be required to give an authorised officer of the Queensland Family and Child Commission (QFCC) information about the compliance of SLFA and its Schools.

In implementing and complying with the Child Safe Standards, SLFA and its Schools 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**). SLFA and its Schools will have regard to the QFCC's Guidelines for Implementing the Child Safe Standards in Queensland (the Guidelines) made by the QFCC to ensure that it fulfils its legal obligation as a Child Safe Entity to implement and comply with the Child Safe Standards and the Universal Principle.[6]

As per the QFCC's Guidelines, this Policy outlines the ways in which SLFA and its Schools 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 environment.[7]

This Policy will:

- Set out SLFAand its 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 SFLA website and in SLFA School offices.
- Cover acceptable and unacceptable student to student, and student to adult interactions.
- Describe SLFA and its Schools' commitment to equity, inclusion and cultural safety and how the organisation recognises, responds and respects these factors.

[4] *Child Safe Organisations Act 2024* (Qld) s 11(2).
[5] *Child Safe Organisations Act 2024* (Qld) s 13 (functions of the QFCC).
[6] *Child Safe Organisations Act 2024* (Qld) s 11(3).
[7] Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland, QFCC, p 94.

PRINCIPLES

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

a) Child safe entities – which includes SLFA and its Schools – 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.[8]

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.[9]

RESPONSIBILITIES

SLFA and its Schools are responsible for developing and implementing this *Student Safety and Wellbeing Policy* and other related policies and procedures to ensure it fulfils its Child Safety Standards and Universal Principle obligations.

All SLFA Governing Body members (the SLFA Board of Directors), staff and volunteers at SLFA are responsible for acting in compliance with this Policy and other related policies and procedures.

IMPLEMENTATION OF THE CHILD SAFE STANDARDS

1. Leadership and Culture

Student safety and wellbeing is embedded in SLFA's leadership, governance and culture.[10]

Statement of Commitment

SLFA and its Schools are committed to taking all reasonable steps to promote the safety and wellbeing of students enrolled at its Schools, and their protection from foreseeable harm.

SLFA and its Schools 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.

SLFA and its Schools are 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.

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[8] *Child Safe Organisation Act 2024* (Qld) s 14.
[9] Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland, QFCC, p4.
[10] *Child Safe Organisations Act 2024* (Qld) *s* 9(a).

Risk Management

SLFA and its Schools implement 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.

We will utilise various risk management tools including our Risk Management Framework and Processes, and policy such as our Work Health & Safety Policy, Complaints Policy, Staff Code of Conduct Policy, Reporting Concerns of Harm and Abuse policy, as well as our staff recruitment processes, to assist us to implement and manage our risk management processes, and will keep appropriate records of decisions made and actions taken in relation to risks to students.

Code of Conduct

All SLFA and School staff (which includes volunteers, and people undertaking work or vocational placements with us, as well as contractors visiting and/or working at an SLFA site) will ensure that their behaviour towards, and relationships with students, reflect proper standards of care for students. Staff, contractors and volunteers must not cause harm to students.

At SLFA, we expect our staff and volunteers to conduct themselves as follows:

a) SLFA and School staff and volunteers are expected to always behave in ways that promote the safety and wellbeing of our students. Staff must actively seek to prevent harm to students, and to support those who have been harmed.

Specific responsibilities include:

a) Staff and volunteers should avoid situations where they are alone in an enclosed space with a student.
b) When physical contact with a student is a necessary part of the teaching/learning experience, staff and volunteers 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.
c) 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.
d) Staff and volunteers must not have a romantic or sexual relationship with a student.
e) Staff and volunteers 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.
f) Staff and volunteers 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.
g) Staff and volunteers must actively challenge racist or discriminatory behaviour when it occurs and follow SLFA and School procedures for reporting such incidents.
h) Staff and volunteers must promote a culturally safe, inclusive and respectful environment by valuing diversity, acknowledging cultural differences, and modelling culturally responsive behaviour at all times.

SLFA's *Staff Code of Conduct Policy* defines acceptable and unacceptable behaviours toward students and is aligned with the Child Safe Standards.

Information Sharing & Record Keeping

SLFA and School Staff (including volunteers and people undertaking student placement or work experience with SLFA or its Schools) understand their obligations in information-sharing and maintaining accurate, secure records about student harm and abuse concerns, disclosures, and responses.

2. STUDENT VOICE

SLFA School's students are informed about their rights, participate in decisions affecting them and are taken seriously.[11]

SLFA and its Schools are 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.

SLFA Schools use 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.

SLFA and its Schools ensures that all staff and volunteers are consistently attuned to indicators of harm and abuse and are equipped to recognise when a student may need support. Age-appropriate and trauma-informed processes are in place to help students communicate their concerns safely and confidently, and staff actively respond to these disclosures with care and professionalism in accordance with SLFA's *Reporting Concerns of Harm and Abuse Policy*.

3. FAMILY & COMMUNITY

Families and the community are informed and involved in promoting student safety and wellbeing.[12]

SLFA and its Schools 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.

[11] *Child Safe Organisations Act 2024* (Qld) s 9(b).
[12] *Child Safe Organisations Act 2024* (Qld) s 9(c).

4. EQUITY & DIVERSITY

Equity is upheld, and the diverse needs of students are respected in policy and in practice.[13]

SLFA and its Schools are 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 following:

- → Students with Disability Policy;
- → Anti-Discrimination Policy;
- → Staff Code of Conduct Policy; and
- → Restorative Behaviour Procedures.

5. PEOPLE

People working with students at SLFA and its Schools are suitable and supported tor reflect student safety and wellbeing values in practice.[14]

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

a) Ensure that its recruitment and selection procedures act to reduce the risk of harm to student from staff via:

   (i) 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.

   (ii) Advertising the position with a clear statement about SLFA'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.

   (iii) A selection process that includes assessing the application via an interview process, and referee and other checks (as identified above) based on the accurate position description.

   (iv) A probationary period of employment, which allows SLFA and its Schools to further assess the suitability of the new staff and to act as a check on the selection process.

b) Ensure that its training and management procedures act to reduce the risk of harm to students from staff via:

   (i) Management processes that are consistent, fair and supportive.

[13] *Child Safe Organisations Act 2024* (Qld) s 9(d).
[14] *Child Safe Organisations Act 2024* (Qld) s 9(e).

(ii) Performance management processes to help staff to improve their performance in a positive manner.

(iii) Supportive processes for staff when they are experiencing challenges, such as mentoring, mediation, conflict resolution, coaching, additional training, and external support and counselling services.

(iv) 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.

c) Training new and existing staff on an ongoing basis to enhance skills and knowledge and to reduce exposure to risks, in the following areas:

(i) SLFA's policies and procedures;

(ii) identifying, assessing and minimising risks to students;

(iii) handling a disclosure or suspicion of harm to a student;

(iv) keeping a record of the training provided to staff;

(v) conducting exit interviews to assist SLFA and its Schools to identify broader issues of concern that may impact on the safety and wellbeing of students at a SLFA School.

6. *COMPLAINTS*

Processes to respond to complaints and concerns are child focused.[15]

SLFA and its Schools are committed to maintaining a student-focused approach to receiving and responding to complaints. SLFA's *Complaints Handling Policy* 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 SLFA's *Reporting Concerns of Harm or Abuse Policy*, which sets out our mandatory obligations to act protectively and report to the appropriate authorities.

7. *SKILLS & KNOWLEDGE*

SLFA and School staff (including volunteers) are equipped with the knowledge, skills and awareness to keep students safe through ongoing education and training.[16]

SLFA and its Schools 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.[17]

SLFA and its Schools will:

a) Provide all staff with induction training in cultural competency and cultural responsiveness, with annual refresher training to maintain and deepen these capabilities.

[15] *Child Safe Organisations Act 2024* (Qld) s 9(f).
[16] *Child Safe Organisations Act 2024* (Qld) s 9(g).
[17] *Education (Accreditation of Non-State Schools) Regulation 2017* (Qld) s 16(4)(c).

b) Ensure all staff receive induction training in trauma-informed practice, supported by annual refresher training to embed consistent, evidence-based approaches across SLFA and its Schools.

c) 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.

8. PHYSICAL & ONLINE ENVIRONMENTS

Physical and online environments promote safety and wellbeing and minimise the opportunity for students to be harmed.[18]

SLFA and its Schools proactively identifies and mitigates risks within both the physical and online environments, ensuring that safety measures do not compromise students' privacy or healthy development. Staff and students use online platforms in line with the SLFA's Staff Code of Conduct Policy and related policies, supporting a safe, respectful and well-managed digital learning environment.

For further details about how SLFA and its Schools manage risk see the section above in this Policy headed – *1. Leadership and Governance*.

9. CONTINUOUS IMPROVEMENT

Implementation of the Child Safe Standards is regularly reviewed and improved.[19]

SLFA and its Schools are 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.

SLFA and its Schools will:

a) Review policies, procedures and practices regularly to ensure they remain effective, responsive and appropriate for the SLFA community. This includes undertaking periodic audits, self-assessments and reflective practice to identify strengths and opportunities for improvement.

b) 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.

c) Conduct an annual self-assessment against the Child Safe Standards using the QFCC self-assessment tool or equivalent.

d) Develop and implement an improvement plan that has regard for the QFCC Guidelines.

e) 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.

[18] *Child Safe Organisations Act 2024* (Qld) s 9(h).
[19] *Child Safe Organisations Act 2024* (Qld) s 9(i).

f) Record, monitor and report to SLFA Board of Directors, and relevant SLFA Head Office Support Team staff (including the SLFA Executive Officer, Governance & Compliance Officer and Senior Education Officer), regarding any breaches of this policy or related policies.

g) Engage the SLFA 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.

h) 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.

10. POLICES & PROCEDURES

Policies and procedures document how the school is safe for children.[20]

SLFA has embedded its *Statement of Commitment to Student Safety and Wellbeing* in all relevant policies and procedures. SLFA has made all relevant policies and procedures publicly available on its website https://silverlining.org.au/our-schools/, its company intranet (e.g. SharePoint), via School Newsletters to parents and carers, and copies of policy are also available on request from SLFA and its School offices. Staff and volunteers are trained in implementing relevant policies and procedures regularly.

SLFA is committed to ensuring its policies and procedures uphold cultural safety for Aboriginal and Torres Strait Islander students, families and communities. Where possible, SLFA and its Schools 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.

SLFA and its Schools 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.

Related SLFA policies include:

a) SLFA ICT & Communication Policy

b) SLFA Complaints Handling Policy*

c) SLFA Reporting Concerns of Harm and Abuse Policy*

d) SLFA Restricted Person Declaration Form

e) SLFA Staff Code of Conduct Policy

f) SLFA Statement of Commitment to Student Safety and Wellbeing*

(*publicly available on the school website)

[20] *Child Safe Organisations Act 2024* (Qld) s 9(j).

EMPLOYEE POLICY DECLARATION FORM

Student Safety & Wellbeing Policy

I declare that:

1. I have read the **SLFA STUDENT SAFETY & WELLBEING POLICY**, and
2. I understand its content, and
3. I sought clarification from my supervisor/manager, or a SLFA Head Office Support Team staff member such as the SLFA Executive Officer, Governance & Compliance Officer or Senior Education Officer, prior to signing this Declaration Form, where I had questions about the policy.

I understand that:

1. It is my responsibility to perform any obligations and responsibilities placed on me under this policy, any related policies and any relevant legislation, to the best of my ability and all times, and
2. I should continue to seek clarification or ask questions about the policy, procedures and any of my obligations under it, whenever I need to, and
3. I can seek guidance or assistance from my supervisor / manager or a SLFA Head Office Support Team staff member such as the SLFA Executive Officer, Governance & Compliance Officer or Senior Education Officer, whenever I need to.

EMPLOYEE SIGNATURE

Name:		**Signature:**	
Work Site:		**Date:**	

SLFA EXECUTIVE OFFICER*, SCHOOL PRINCIPAL or SUPERVISOR'S SIGNATURE

Name:		**Signature:**	
Position:		**Date:**	

*Note: Governance & Compliance Officer may sign as the SLFA Executive Officer's delegate.

RECORD KEEPING PROCEDURE			
STEP	**WHO**	**TASK**	**PROCEDURE**
1.	EMPLOYEE	EMAIL to Central Office	Scan fully signed and completed Declaration Form to your SLFA work or personal email. Forward your email to admin@slfa.edu.au – cc your Supervisor into the email.
2.	CENTRAL OFFICE	SAVE in SharePoint	Save scanned Declaration Form to employee's digital Staff PD & Training Folder in 365 and update the Policy Training Register.
3.	SUPERVISOR	FILE Hardcopy	HARDCOPY Completed: File scanned Declaration Form in employee's hardcopy HR folder in your office (restricted access).
4.	EMPLOYEE	KEEP Record	Retain a copy (hardcopy or digital) of your signed Declaration Form for your own personal records.