

# School Safeguarding Action Register

## St Vincent's Primary School

The completion of the School Safeguarding Action Register is aligned with the four safeguarding focus areas:

- Leadership, Monitoring and Improvement
- Engaging with Children, Families and Communities
- Respond and Protect
- Right People, Right Role, Right Knowledge

### Instructions:

1. Transfer your maturity rating for each Key Action Area (KAA) from your School Safeguarding Self-Assessment.
2. Identify actions to strengthen safeguarding in your school. Add an action if a KAA is:
  - *Partially met* or *not yet met* (requires action for compliance), or
  - *Met* but you have identified an action to further strengthen current safeguarding practices.
 One action may address areas for improvement across multiple key action areas.
3. Add or delete table rows based on how many actions are required for each Standard. If no actions are needed, record this in the first row under 'Actions'.
4. When an action is completed, remove it from the register and enter it in the Appendix under Completed Actions.



## Leadership Monitoring and Improvement

### STANDARD 1 – LEADERSHIP AND CULTURE: Child Safety And Wellbeing Is Embedded In The Entity's Organisational Leadership, Governance, And Culture

Assess each KAA to determine your level of child safe maturity	What is your identified maturity rating for this KAA?
1.1 The entity has a public commitment to children's safety and wellbeing.	<b>Met</b>
1.2 A child safe culture is championed and modelled at all levels of the organisation, from the top down to the bottom up.	<b>Partially Met</b>
1.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels	<b>Partially Met</b>
1.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities	<b>Met by BCE</b>
1.5 Governance frameworks ensure Aboriginal and Torres Strait Islander peoples to be in leadership positions and have decision-making authority	<b>Partially Met</b>
1.6 Risk management strategies focus on preventing, identifying and mitigating risks to children.	<b>Partially Met</b>

	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1	Strengthen leadership modelling of a child safe culture by embedding safeguarding, psychological safety and professional challenge as standing agenda items in Leadership Team and staff meetings. Leaders explicitly model listening, respectful challenge and learning-focused responses to concerns.	Leadership Team	Term 1 2026	Term 4 2026	- TTFM survey data (2025) - Professional development - Staff meetings/Online training

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2	Clarify and reinforce governance roles for safeguarding by explicitly linking Leadership Team, SPC Team and staff responsibilities to implementation of the Child Safety and Wellbeing Policy. Use regular leadership review to monitor consistency across the school.	Student Protection Contacts	Term 1 2026	Term 4 2026	- Leadership team plus GC
3	Strengthen cultural safety and First Nations voice by intentionally embedding Aboriginal and Torres Strait Islander perspectives into consultation, safeguarding review processes and leadership decision-making, in line with the Universal Principle.	Leadership Teams	Term 1 2026	Term 4 2026	- Working closely with the Vinnies Mob
4	Strengthen preventative risk management by using safeguarding, wellbeing and student voice data to proactively identify emerging risks. Actions and follow-up are documented and monitored through the School Safeguarding Action Register.	Student Protection Contacts	Term 1 2026	Term 4 2026	- Embedding safeguarding as a standing item in leadership team meetings

## STANDARD 9 – CONTINUOUS IMPROVEMENT: Implementation of the Child Safe Standards is regularly reviewed and improved

Assess each KAA to determine your level of child safe maturity	What is your identified maturity rating for this KAA?
9.1 The organisation regularly reviews, evaluates and improves child safety and wellbeing policies, procedures and practices.	Partially Met
9.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.	Partially Met
9.3 The organisation reports on the findings of relevant reviews to staff and volunteers, the community, families and children.	Partially Met
9.4 Appropriate mechanisms are in place to measure progress and success using diverse evaluation methods, including Aboriginal and Torres Strait Islander success indicators	Partially Met
9.5 Implementation and accountability policies embed shared responsibility and accountability.	Partially Met

	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1	Strengthen the regular review cycle of safeguarding practices by using Term-based self-assessment, staff culture data, student voice and parent feedback to identify strengths, gaps and improvement priorities. Outcomes are discussed at Leadership and SPC meetings.	Leadership Team	Term 1 2026	Term 4 2026	
2	Strengthen analysis of complaints, concerns and safety incidents by using a learning-focused approach to identify contributing factors and system improvements. Key learnings are discussed at SPC and Leadership meetings to inform future practice.	LT/Student Protection Contact Team	Term 1 2026	Term 4 2026	- Newsletter items reminding of process

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3	Strengthen reporting of safeguarding review findings by sharing key themes, actions and improvements with staff, families and students through appropriate forums	LT	Term 2 2026	Term 4 2026	<ul style="list-style-type: none"> <li>- Staff meetings – Once per term</li> <li>- FACE Committee – Termly report</li> <li>- Ready Set Go – Once per term</li> </ul>
4	Strengthen use of student voice to inform continuous improvement by regularly reviewing student feedback on safety, belonging and adult responses, and using this feedback to inform targeted actions and practice adjustments.	LT	Term 1 2026	Term 4 2026	<ul style="list-style-type: none"> <li>- Tell Them From Me Survey – 2025/2026</li> </ul>

## STANDARD 10 – POLICIES AND PROCEDURES: Policies and procedures document how the entity is safe for children

Assess each KAA to determine your level of child safe maturity	What is your identified maturity rating for this KAA?
10.1 Policies and procedures embed all Child Safe Standards and the Universal Principle.	Partially Met
10.2 Policies and procedures are well-documented, accessible, and easy to understand	Partially Met
10.3 Best practice models and stakeholder consultation informs the development of policies and procedures. This includes First Nations-led practice models and consultation with local Aboriginal and Torres Strait Islander peoples, organisations and communities.	Partially Met
10.4 Leaders champion and model compliance with policies and procedures	Partially Met
10.5 Staff and volunteers understand and implement policies and procedures	Partially Met

Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1 Clearly link the School Safeguarding Plan and Action Register to all Child Safe Standards and the Universal Principle, ensuring cultural safety is visible in school-based safeguarding documentation.	Leadership Team	Term 2 2026	Term 4 2026	<ul style="list-style-type: none"> <li>- Uploading of documentation to the school website</li> </ul>
2 Improve clarity and access to safeguarding policies by clearly signposting key documents for staff, families and visitors and reinforcing expectations through regular communication.	Leadership Team and Student Protection Contacts	Term 1 2026	Term 4 2026	<ul style="list-style-type: none"> <li>- Newsletter items</li> <li>- Use of social media</li> </ul>
3 Strengthen staff understanding and consistent use of safeguarding procedures through regular discussion of expectations, scenarios and follow-up processes in staff forums.	Leadership Team	Term 1 2026	Term 4 2026	<ul style="list-style-type: none"> <li>- Staff meetings</li> <li>- School Officer meetings</li> <li>- End of Term surveys</li> </ul>
4 Support student understanding of safeguarding by using age-appropriate language and child-friendly resources to explain safety, help-seeking and trusted adults.	Student Protection Contacts	Term 1 2026	Term 4 2026	<ul style="list-style-type: none"> <li>- Ready, Set, Go</li> </ul>

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## Engaging with Children, Families and Communities

### STANDARD 2 – VOICE OF CHILDREN: Children are informed about their rights, participate in decisions affecting them and are taken seriously

Assess each KAA to determine your level of child safe maturity					What is your identified maturity rating for this KAA?
2.1	Children have access to resources and tools that enable them to understand all of their rights, including to safety, information and participation.				Partially Met
2.2	The importance of friendships is recognised and support from peers is encouraged, to help children feel safe and be less isolated.				Partially Met
2.3	Where relevant to the setting or context, children are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.				Partially Met
2.4	Staff and volunteers are attuned to signs of harm and facilitate child friendly ways for children to express their views, participate in decision making and raise their concerns.				Partially Met

  

	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1					
2					

### STANDARD 3 – FAMILY AND COMMUNITY: Families and communities are informed and involved in promoting child safety and wellbeing

Assess each KAA to determine your level of child safe maturity					What is your identified maturity rating for this KAA?
3.1	Families have ample opportunity to participate in decisions affecting their child within their family or community.				
3.2	The organisation engages and openly communicates with families and communities about its approach to child safety. This includes co-designing what safety and wellbeing mean in each cultural context.				
3.3	Families and communities have access to relevant information, resources and tools to understand child safety approaches and strategies.				
3.4	Families and communities have a say in the design, development and review of the organisation's policies and practices.				
3.5	Families, carers and the community are informed about and involved in the organisation's operations and governance.				

  

	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1					
2					

### STANDARD 4 – EQUITY AND DIVERSITY: Equity is upheld and diverse needs respected in policy and practice

Assess each KAA to determine your level of child safe maturity					What is your identified maturity rating for this KAA?
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4.1	The organisation, including staff and volunteers, understands the diverse circumstances of each child, provides culturally safe and trauma-informed support, and responds to those who need extra support.
4.2	Staff are equipped with the necessary training and skills to provide trauma-informed and culturally safe supports and services to all children.
4.3	Children have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
4.4	The organisation pays particular attention to supporting the needs of Aboriginal and Torres Strait Islander children, children with disability, children from CALD backgrounds, children who are refugees or asylum seekers, those who are unable to live at home, and LGBTIQ+ children.
4.5	Policies and practices embed Aboriginal and Torres Strait Islander knowledge systems and perspectives about child safety.

	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1					
2					

## Respond and Protect

### STANDARD 6 – COMPLAINTS MANAGEMENT: Processes to respond to complaints and concerns are child focused

Assess each KAA to determine your level of child safe maturity	What is your identified maturity rating for this KAA?
6.1 An accessible, child focused complaint handling policy exists, which clearly outlines the roles and responsibilities of individuals at each level of the organisation and their approach to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and their obligation to act and report.	
6.2 Policies and procedures are in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with authorities who have a responsibility to investigate.	
6.3 Where appropriate, ensure there are First Nations-led complaints handling and reporting mechanisms (e.g., involving First Nations Liaison Officers and trusted community Elders in the process).	
6.4 Ensure investigations into complaints do not retraumatise children.	
6.5 Effective complaint handling processes are understood by children, families, staff and volunteers, and are culturally safe.	
6.6 Complaints are taken seriously and responded to promptly and thoroughly.	

	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1					
2					

### STANDARD 8 – PHYSICAL AND ONLINE ENVIRONMENTS: Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed

Assess each KAA to determine your level of child safe maturity	What is your identified maturity rating for this KAA?
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8.1	The organisation takes a holistic, strengths-based approach to safety and wellbeing, ensuring that all aspects of a child’s wellbeing – physical, social, spiritual, emotional, and cultural – are prioritised.
8.2	Staff and volunteers 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.
8.3	The online environment is used in accordance with the organisation’s Code of Conduct and Child Safety and Wellbeing Policy and practices.
8.4	Risk management plans (including the Child and Youth Risk Management Strategy) consider risks posed by organisational settings, activities, and the physical environment.
8.5	Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children.

	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1					
2					

## Right People, Right Role, Right Knowledge

### STANDARD 5 – PEOPLE: People working with children are suitable and supported to reflect child safety and wellbeing values in practice

<b>Assess each KAA to determine your level of child safe maturity</b>	<b>What is your identified maturity rating for this KAA?</b>
5.1 Recruitment (including advertising, referee checks and staff and volunteer pre-employment screening) prioritises child safety as pre requisites for employment.	
5.2 Relevant staff and volunteers have current Working with Children Checks and background checks, and this is continuously monitored.	
5.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to child safety, record keeping, information sharing and reporting obligations.	
5.4 The induction and onboarding processes include cultural safety training and trauma informed care training.	
5.5 Ongoing supervision and people management is focused on child safety, wellbeing and cultural safety.	

	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1					
2					

### STANDARD 7 – KNOWLEDGE AND SKILLS: Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training

<b>Assess each KAA to determine your level of child safe maturity</b>	<b>What is your identified maturity rating for this KAA?</b>
7.1 Staff and volunteers are trained and supported to effectively implement the organisation’s Child Safety and Wellbeing Policy.	
7.2 Staff and volunteers receive training and information to recognise indicators of child harm including grooming.	

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7.3 Staff and volunteers receive training and information to respond effectively to issues of children’s safety and wellbeing and support colleagues who disclose harm.					
7.4 Staff and volunteers receive training and information on how to build culturally s					
7.5 Staff have adequate access to educational opportunities for truth-telling about Australia’s history.					
	Action/s <i>Actions to resolve gaps or strengthen existing systems and processes</i>	Led By <i>Person responsible to deliver the action</i>	Start Date	End Date	Comments <i>Add any comments, including progress notes.</i>
1					
2					

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## Appendix: Completed Actions

	<b>Completed Actions</b> <i>Move completed actions here to retain a record of steps taken to resolve gaps or strengthen existing systems and processes</i>	<b>Led By</b> <i>Person responsible to deliver the action</i>	<b>Start Date</b>	<b>End Date</b>	<b>Comments</b> <i>Add any comments, including progress notes.</i>
1					
2					
3					
4					
5					