



CECCHETTI BALLET AUSTRALIA INC.

CBA CHILD SAFETY AND WELLBEING POLICY

Version : 2.1 (5/4/23)

1. PURPOSE

The aim of this policy is to:

- 1.1 Outline CBA's commitment to child safety to staff, contractors, members, volunteers, families, students and the wider community
- 1.2 Provide information to staff, contractors, members and volunteers on their legal and ethical responsibilities with regard to child safety and wellbeing
- 1.3 Outline procedures for reporting child abuse
- 1.4 State procedures for policy review

If any person reading this document believes a child is at immediate risk of abuse, they should phone 000

2. SCOPE

This policy applies to all personnel at all CBA events including:

- Employees of Cecchetti Ballet Australia Inc, including sessional teachers, examiners, pianists and guest presenters
- Members of Cecchetti Ballet Australia
- Board members
- State committee members
- Volunteers at any event operated by Cecchetti Ballet Australia
- Parents and students attending any CBA event

In addition to this policy, CBA members should have a separate Child Safe Policy that applies to their specific circumstances, students and clients in their individual workplace.

3. RELATED DOCUMENTS

Legislation

Vic

- Crimes Act 1958 (Vic)
- Working with Children Act 2005 (Vic)
- Children, Youth and Families Act 2005
- Crimes Amendment (Protection of Children) Act 2014 (Vic)
- Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015 (Vic)

NSW

- Child Protection (Working With Children) Act 2012 (NSW)
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Child Safe Standards – Office of the Children's Guardian (NSW)

And other state Child Safety legislation

Other Documents

- CBA Code of Practice
- CBA Social Media Policy
- CBA Procedure Manual



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4. CECCHETTI BALLET AUSTRALIA'S COMMITMENT TO CHILD SAFETY

- 4.1 Cecchetti Ballet Australia Inc. (CBA) is committed to child safety. We want children to be safe and happy in our classes and at our events.
- 4.2 CBA has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently, including reporting concerns to police or child welfare as required by mandatory reporting laws.
- 4.3 CBA is committed to preventing child abuse, identifying risks early and removing or reducing these risks.
- 4.4 CBA encourages respectful relationships among staff, members, volunteers, students and families.
- 4.5 CBA facilitates inclusion and do not tolerate any form of discrimination. We respect the diverse and unique identities of all children and strive to support all students' needs.
- 4.6 CBA is committed to supporting the safety of vulnerable children and young people including: Aboriginal children, those from a culturally and/or linguistically diverse backgrounds, those who are unable to live at home, those who identify as gay, lesbian, bisexual, transgender and inter sex, and those with a disability.
- 4.7 CBA empowers children, young people and families with an understanding of their rights regarding safety, information and participation.
- 4.8 CBA has robust human resources and recruitment practices to reduce the risk of child abuse by new and existing board members, staff and volunteers.
- 4.9 CBA is committed to regularly training our members and volunteers on child abuse risks, and how to support culturally safe environments.
- 4.10 CBA staff, contractors, members and volunteers work in accordance with the CBA Code of Conduct, and follow Child Safety policies and procedures to ensure they support these Child Safety commitments.

5. LEGISLATIVE RESPONSIBILITIES

CBA takes our legal responsibilities seriously, including:

- 5.1 Failure to disclose: All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to police.
- 5.2 Mandatory reporting: Any board members, staff or volunteers who are mandatory reporters must comply with their duties in this regard.
- 5.3 Failure to protect: People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- 5.4 Reportable conduct: The head of our organisation must be made aware of any allegations of physical and sexual abuse, sexual misconduct, significant emotional or psychological harm or significant neglect by an employee or volunteer towards a child. We are also legally required to notify the Commission for Children and Young People of the allegation.
- 5.5 Duty of care: If a child is abused by an individual associated with our organisation, our organisation is presumed to have breached its duty of care unless it can prove that it took 'reasonable precautions' to prevent the abuse in question.
- 5.6 For more information, please refer to [Failure to Protect](#) on the on the Department of Justice and Regulation's website.

6. RISK MANAGEMENT

CBA has risk management strategies in place to identify, assess, and take steps to minimise child abuse risks which include risks posed by physical environments and online environments. These are regularly reviewed in and applied to each CBA event.

Examples of some of these strategies include:

- All personnel are required to have WWCCs and abide by CBA's Child Safety and Wellbeing Policy
- Workshops and classes always have at least two CBA personnel present with students
- Many events are 'open' for teachers, parents to observe

- Teachers are trained to use verbal imagery and other non-contact practices in their teaching
- Where there are a large numbers of children, such as at the annual conventions, members are encouraged to supervise their own students and parent pick-up is carefully supervised.
- Change rooms provide private spaces for children to change
- Personnel are not permitted to communicate directly with children via social media or other electronic platforms.
- State secretaries manage communication for CBA events

In addition to this CBA has robust Human Resource Management procedures which minimise the risk of child abuse.

9. HUMAN RESOURCE MANAGEMENT

- 9.1 All CBA personnel who work with children including staff, contractors, members, volunteers and parents must agree to abide by this Child Safety Policy and Code of Conduct (See Appendix C) which specifies the standards of conduct required when working with children. All CBA personnel including staff, members and volunteers, are required to have a current Working with Children Check.
- 9.2 Two professional referee checks are undertaken before engaging new employees.
- 9.3 New employees, contractors members and volunteers will be mentored to ensure they understand CBA's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate. Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.
- 9.4 Existing members are offered professional training on Child Safety at annual refreshers and conferences and via email bulletins. We offer information to develop their skills in protecting children from abuse, promoting the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, supporting vulnerable children such as those with gender diversity, and supporting the wellbeing of children with a disability.
- 9.5 CBA has designated Child Safety officers to whom concerns about child welfare, reports of child abuse and concerns about the conduct of CBA personnel should be forwarded . CBA Child Safety Officers are the State Organiser in each state. In the absence of the state organiser, a State Committee Member should be the next officer to contact regarding matters of child safety.

10. RECOGNISING AND REPORTING CHILD ABUSE

- 10.1 CBA personnel may, in the course of running, participating in, or attending Cecchetti Ballet events, or in their regular teaching or performance duties, form a reasonable belief that a child is in need of protection from child abuse. *(see appendix D – Forming a Reasonable Belief)*
- 10.2 Child abuse may include physical violence *(see appendix F - Glossary of Terms)*
- 10.3 Even if a disclosure has not been made, the child's behaviours and other indicators may lead you to believe abuse has occurred. *(see appendix E - Indicators of Child Abuse)*
- 10.4 When CBA personnel become aware that a child has suffered abuse or is at risk of abuse, they must report this to a CBA Child Safety Officer as soon as practicable and within 24 hours.
- 10.5 Where possible and practical, record the incident on the CBA Incident Report Form. *(See Appendix C - Incident Report Form)*
- 10.6 The report should use in the words of the person reporting this – preferably the child.
- 10.7 Concerns about the conduct of CBA personnel should also be reported to a CBA Child Safety Officer within 24 hours of the concern being raised. The CBA incident report form can also be used to record this.
- 10.8 CBA's Child Safety Officer will report to relevant agencies or the police.

If any person reading this document believes a child is at immediate risk of abuse, they should phone 000



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11. REASONABLE BELIEF

11.1 A reasonable belief is formed if a reasonable person believes that:

- the child is in need of protection
- the child has suffered or is likely to suffer significant harm as a result of physical or sexual injury
- the child's parents are unable or unwilling to protect the child.

11.2 To form a reasonable belief, you should consider and objectively assess all the relevant facts, such as the source of the allegation and how it was communicated, the nature of and details of the allegation, and whether there is any other related matters known regarding the alleged perpetrator.

11.3 A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof, but is more than mere rumour or speculation. You will have reasonable grounds to notify if:

- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been physically or sexually abused;
- professional observations of the child's behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused
- signs of abuse lead to a belief that the child has been physically or sexually abused.

12. FAIR PROCEDURES

12.1 The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

12.2 CBA records all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

12.3 If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as an organisation take.

13. PRIVACY

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

14. POLICY BREACHES

It is a breach of this policy for any person or organisation to which this policy applies, to have been found to have done anything contrary to this policy. Any person who breaches this policy is subject to disciplinary action from CBA which may be but is not limited to cessation of employment or cancellation of membership.

15. POLICY COMMUNICATION

CBA commits to ensuring this Policy (and any updates or changes) is communicated:

- on our website
- in age-accessible formats for children at all CBA run exams, competitions and events (see appendix)
- during staff induction processes
- in member training on child safe policies and procedures

15. POLICY REVIEW

- 15.1 This policy will be reviewed by Cecchetti Ballet Australia every 2 years.
- 15.2 CBA undertakes an analysis about what is working well, and what needs improvement.
- 15.3 CBA personnel including staff, members, and families can provide feedback on this policy by emailing National Office at enrico@cecchetti.org
- 15.4 In the event of any complaints, concerns and/or incidents, feedback of the procedure and appropriate report must be sent to the National Office to ensure they are reviewed altogether with the existing procedures.
- 15.5 National Office will ensure any major changes to this policy they are communicated to personnel including staff, members and families.

APPENDIX

A. CHILD FRIENDLY FORMAT

The following should be displayed for participants to see at CBA exams and events:

CECCHETTI BALLET AUSTRALIA'S COMMITMENT TO CHILD SAFETY

- Cecchetti Ballet Australia Inc. (CBA) is committed to child safety. We want children to be safe and happy in our classes and at our events.
- CBA has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently, including reporting concerns to police or child welfare as required by mandatory reporting laws.
- CBA does not tolerate any form of discrimination. We respects the diverse and unique identities of all children and strive to support all students' needs.

If you have concerns:

- If you feel unhappy or uncomfortable at any time, speak to your teachers or a Cecchetti Ballet staff member or volunteer immediately.
- Your concerns will be listened to, treated seriously, and followed up with respect for your privacy.

B. CODE OF CONDUCT

This Code of Conduct applies to all CBA personnel who work with children including staff, contractors, members, volunteers and parents.

It aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, government policy, CBA code of conduct, professional standards and professional codes of ethics.

Acceptable behaviours

Staff, members and volunteers are responsible for supporting and promoting the safety of children by:

1. adhering to CBA's Child Safety Policy at all times both in physical and online environments, at CBA events and wider contexts.
2. maintaining professional relationships with students that respect student and family privacy in both physical and online environments.

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3. listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety or the safety of another child
4. promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
5. promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
6. promoting the safety, participation and empowerment of students with a disability
7. promoting the safety, participation and empowerment of students who identify as gay, lesbian, bisexual, transgender and intersex.
8. reporting any allegations of child abuse or other child safety concerns to the board of CBA, and child protection authorities or the police
9. understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
10. if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm

Unacceptable behaviours

Staff, members and volunteers involved in child-related work must not:

1. ignore or disregard any concerns, suspicions or disclosures of child abuse
2. develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts, promotion on social media or offering advancement via "special opportunities")
3. exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic purpose, or appropriate for the learning or performance context.
4. ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
5. 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
6. treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
7. communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc)
8. photograph or video a child without their explicit permission
9. post images of a student on their personal social media sites
10. take illicit drugs at any time where students are present
11. consume alcohol where students are present unless by explicit permission of the Board of CBA (eg at a gala opening performance)

The Board of CBA will support implementation and monitoring of this Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe environments at CBA events.



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C. INCIDENT REPORT FORM

If a child, family member, volunteer, teacher or other CBA personnel report an incident of child abuse to you, you must notify CBA's Child Safety officer. CBA's Child Safety officer will then follow up as appropriate eg with Child Protection or the Police.

This form should be completed to ensure the report is recorded clearly and in the reporter's own words. It can be given to a child or their family to disclose an allegation of abuse or safety concern. Staff, members and volunteers can also use this resource to record disclosures made to them.

When complete, return this form to : (CBA Child Safety officer)

All incident reports will be stored securely.

If you believe a child is at immediate risk of abuse phone 000.

Incident details

Date of incident:	
Time of incident:	
Location of incident:	
Name(s) of child/children involved:	
Name(s) of staff/volunteer involved:	

Does the child identify as Aboriginal or Torres Strait Islander?

(Mark with an 'X' as applicable)

No Yes, Aboriginal Yes, Torres Strait Islander

Please categorise the incident

Physical violence	<input type="checkbox"/>
Sexual offence	<input type="checkbox"/>
Serious emotional or psychological abuse	<input type="checkbox"/>
Serious neglect	<input type="checkbox"/>

Please describe the incident

When did it take place?	
Who was involved?	

What did you see?	
Other information	

Parent/carer/child use

Date of incident:	
Time of incident:	
Location of incident:	
Name(s) of child/children involved:	
Name(s) of staff/volunteer involved:	

Office use:

Date incident report received:	
Staff member managing incident:	
Follow-up date:	
Incident ref. number:	

Has the incident been reported?

Child protection	
Police	
Another third party (please specify):	

Incident reporter wishes to remain anonymous?

(Mark with an 'X' as applicable)

Yes No

D. FORMING A REASONABLE BELIEF

A reasonable belief is formed if a reasonable person believes that:

- the child is in need of protection
- the child has suffered or is likely to suffer significant harm as a result of physical or sexual injury
- the child's parents are unable or unwilling to protect the child.

To form a reasonable belief, you should consider and objectively assess all the relevant facts, such as the source of the allegation and how it was communicated, the nature of and details of the allegation, and whether there is any other related matters known regarding the alleged perpetrator.

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A ‘reasonable belief’ or a ‘belief on reasonable grounds’ is not the same as having proof, but is more than mere rumour or speculation. You will have reasonable grounds to notify if:

- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been physically or sexually abused;
- professional observations of the child’s behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused
- signs of abuse lead to a belief that the child has been physically or sexually abused.

E. INDICATORS OF CHILD ABUSE

There are many indicators of child abuse and neglect.

The presence of a single indicator, or even several indicators, does not mean that abuse or neglect has occurred. However, the occurrence of an indicator or multiple indicators should alert employees and volunteers to the possibility of child abuse and neglect. Equally, abuse and neglect may occur without the presence of obvious indicators, so staff and volunteers should remain open and aware and utilise their professional judgment to assess risk. The following list includes examples of indicators and is not exhaustive.

Abuse Type	Indicators
Physical Violence	<ul style="list-style-type: none"> • Disclosure of abuse • Bruises, burns, sprains, dislocations, bites, cuts. • Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally • Poisoning • Internal injuries • Showing wariness or distrust of adults. • Wearing long sleeved clothes on hot days (to hide bruising or other injury) • Demonstrating fear of parents and of going home • Becoming fearful when other children cry or shout • Being excessively friendly to strangers • Being very passive and compliant
Sexual Offences	<ul style="list-style-type: none"> • Child telling someone that sexual abuse has occurred • Complaining of headaches or stomach pains • Experiencing problems with schoolwork • Sexually transmitted infections • Bleeding • Pregnancy • Displaying sexual behaviour or knowledge which is unusual for the child’s age • Showing behaviour such as frequent rocking, sucking and biting • Experiencing difficulties in sleeping • Having difficulties in relating to adults and peers • Unexplained absences, unexplained gifts or money are often signs of sexual exploitation Emotional Abuse • Disclosure of abuse • Developmental delays

	<ul style="list-style-type: none"> • Displaying low self esteem • Tending to be withdrawn, passive, tearful • Displaying aggressive or demanding behaviour • Being highly anxious
Serious Emotional or Psychological Abuse	<ul style="list-style-type: none"> • Delays in emotional, mental, or even physical development • Physical signs of self-harming • Exhibiting low self-esteem • Exhibiting high anxiety • Displaying aggressive or demanding behaviour • Being withdrawn, passive and/or tearful • Self-harming
Serious Neglect	<ul style="list-style-type: none"> • Frequent hunger • Malnutrition • Poor hygiene • Inappropriate clothing • Stealing food • Staying at school outside of school hours • Aggressive behaviour • Misusing alcohol or drugs • Academic issues

Information about child protection services can be found on the [Department of Health and Human Services website](http://www.dhs.vic.gov.au/for-individuals/crisis-and-emergency/reporting-child-abuse) <www.dhs.vic.gov.au/for-individuals/crisis-and-emergency/reporting-child-abuse>

F. GLOSSARY OF TERMS

Aboriginal	Person of indigenous Australian descent. May identify as Aboriginal or Torres Strait Islander and engage with one of many cultures, with its own language, beliefs and practices..
Bullying	<p>Bullying involves the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated Child Safe Policy Version 3 15 over time. Bullying can take many forms which are often interrelated and include:</p> <ul style="list-style-type: none"> • Verbal (name calling, put downs, threats); • Physical (hitting, punching, kicking, scratching, tripping, spitting); • Social (ignoring, excluding, ostracising, alienating); or • Psychological (spreading rumours, stalking, dirty looks, hiding or damaging possessions).
CBA Personnel	Any person who works or, volunteers with or is a member of Cecchetti Ballet Australia including staff, contractors, members, pianists, choreographers, teachers, parents, guest presenters.
Child	Any person under the age of 18
Child Abuse	Any act committed against a child involving physical violence, sexual abuse, serious neglect or grooming. (See also Appendix D for indicators of abuse)

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Child Safety	All matters related to the protection of children’s welfare including their emotional and cultural wellbeing, and preserving their right to live safely and happily. In particular it involves protecting children from all forms of abuse, managing the risks of child abuse, supporting vulnerable children and responding to allegations and incidents of child abuse.
Grooming	Grooming is a term used to describe what happens when a perpetrator of abuse builds a relationship with a child with a view to abusing them at some stage. There is no set pattern in relation to the grooming of children. For some perpetrators, there will be a lengthy period of time before the abuse begins. The child may be given special attention and, what starts as an apparently normal display of affection, such as cuddling, can develop into sexual touching or masturbation and then into more serious sexual behaviour. Other perpetrators may draw a child in and abuse them relatively quickly. Some abusers do not groom children but abuse them without forming a relationship at all. Grooming can take place in any setting where a relationship is formed, such as leisure, music, sports and religious activities, in internet chatrooms, on social media or by other technological channels.
Mandatory Reporter	A person who is legally required to make a report to the Department of Human Services or the police if they form a belief on reasonable grounds that a child is in need of protection. This includes teachers.
Racial, Cultural, Religious, Spiritual Safety	This is impacted through conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture, religion or spiritual beliefs. Such conduct may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture. This conduct may result in significant emotional abuse of a child.
Physical Violence	Physical violence occurs when a child suffers or is likely to suffer significant harm from a non-accidental injury or injuries inflicted by another person. Physical violence can be inflicted in many ways, including beating, shaking, burning or use of weapons (such as, belts and paddles).
Sexual Abuse	Sexual offences occur when a person involves the child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to his/her age and development. Child sexual abuse can involve a range of sexual activity including fondling, masturbation, penetration, voyeurism and exhibitionism. It can also include exposure to or exploitation through pornography or prostitution, as well as grooming behaviour
Serious Emotional or Psychological Abuse	Serious emotional or psychological abuse occurs when harm is inflicted on a child through repeated rejection, isolation, or by threats or violence. It can include derogatory name-calling and put-downs, or persistent and deliberate coldness from a person, to the extent where the behaviour of the child is disturbed or their emotional development is at serious risk of being impaired. Serious emotional or psychological abuse could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.
Serious Neglect	Serious neglect is the continued failure to provide a child with the basic necessities of life, such as food, clothing, shelter, hygiene, medical attention or adequate supervision, to the extent that the child’s health, safety and/or

	development is, or is likely to be, jeopardised. Serious neglect can also occur if an adult fails to adequately ensure the safety of a child where the child is exposed to extremely dangerous or life threatening situations.
Vulnerable person	A child or young adult who is or may be unable to take care of themselves or is unable to protect themselves against harm or exploitation due to age, disability, illness, trauma, being homeless or any other reason.

G. STATEMENTS ON THE NEW VICTORIAN STANDARDS

CBA establishes a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

- 1.1 CBA encourages children to express their culture, and their cultural rights are encouraged and actively supported in interactions with teachers, other students and the wider studio community both during performing arts classes and at wider studio events.
- 1.2 An appreciation of Aboriginal culture and its importance to the wellbeing and safety of Aboriginal children and young people underpins CBA activities. A welcome to country is presented at major CBA events.
- 1.3 CBA does not tolerate racism. CBA personnel are urged to report any racist behaviour to the director who will respond with appropriate consequences proportionate to the incident.
- 1.4 CBA actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
- 1.5 CBA's policies, procedures, systems and processes together support a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families

Child safety and wellbeing is embedded in CBA's leadership, governance and culture

- 2.1 CBA make a public commitment to child safety. This is published on our website, displayed at events, circulated to members and included in the induction of employees.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up. Board members, examiners and teachers model inclusive behaviour and practices and children are taught to respect one another.
- 2.3 A Code of Conduct provides guidelines for personnel on expected behavioural standards and responsibilities.
- 2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.
- 2.6 CBA personnel understand their obligations on information sharing and record keeping. They are reminded of this via this policy and at professional development activities on Child Safety.

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

- 3.1 Children and young people are informed about all of their rights, including to safety, information and participation. Posters about this are displayed at CBA events.
- 3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated. Where possible, vulnerable students are given 'buddies' or students are placed in classes and at events with friends.
- 3.4 Staff are educated on signs of harm through this document and professional development activities on Child Safety They facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.

- 3.5 CBA has strategies outlined in this Child Safe document to develop a culture that facilitates participation and is responsive to the input of children and young people. Posters informing children how to report their concerns are displayed at CBA events.

Families and communities are informed and involved in promoting child safety and wellbeing

- 4.1 Families are engaged in decisions affecting their child when appropriate.
- 4.2 Parents are welcome to enter CBA studios and watch classes and presentations at most events except competition classes and special awards.
- 4.3 Occasional customer surveys allow families to contribute to the development and review of the organisation's policies and practices.
- 4.4 Families, carers and the community are informed about CBA's activities and operations via our website.. Members receive regular email newsletters and are encouraged to disseminate information to the wider community.

Equity is upheld and diverse needs respected in policy and practice

- 5.1 CBA personnel appreciate children and young people have diverse circumstances, and we strive to provides support and respond to those who are vulnerable in our teaching and wider CBA activities.
- 5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand. Posters at events give clear simple directions on how to respond if students feel unhappy or unsafe. This is verbalised to students also.
- 5.3 CBA is attentive to the needs of children and young people 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.
- 5.4 CBA pays particular attention to the needs of Aboriginal children and young people and provides a culturally safe environment for them by using inclusive language, and practices in our activities.

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

- 6.1 Recruitment, including advertising, referee checks and staff screening emphasise child safety and wellbeing.
- 6.2 Personnel are required to have current Working with Children Checks or equivalent background checks.
- 6.3 All staff and contractors receive an induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.
- 6.4 Ongoing supervision and people management is focused on child safety and wellbeing. CBA provides information and professional training opportunities regarding student welfare.

Processes for complaints and concerns are child-focused

- 7.1 The organisation has an accessible, child-focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.
- 7.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe. This is communicated via posters at the studio, verbally to students and in emails to the community.
- 7.3 Complaints are taken seriously and responded to promptly and thoroughly.
- 7.4 CBA has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement.
- 7.5 Reporting, privacy and employment law obligations are met.

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training



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- 8.1 Members are trained and supported to effectively implement the organisation's Child Safety and Wellbeing Policy. This occurs at annual refreshers and conferences.
- 8.2 Staff receive training and information to recognise indicators of child harm including harm caused by other children and young people
- 8.3 Staff and members receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.
- 8.4 Staff and members receive training and information on how to build culturally safe environments for children and young people.

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

- 9.1 CBA personnel 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.
- 9.2 The online environment is used in accordance with the organisation's Code of Conduct and Child Safety and Wellbeing Policy and practices.
- 9.3 The CBA Child Safe Policy considers risks posed by organisational setting, activities and the physical environment and ways to minimise risks.
- 9.4 CBA Members are required to have Child Safe Policies specific to their own settings.

Implementation of the Child Safe Standards is regularly reviewed and improved

- 10.1 CBA regularly reviews, evaluates and improves child safe practices.
- 10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.
- 10.3 CBA reports on the findings of relevant reviews to all personnel.

Policies and procedures document how the organisation is safe for children and young people

- 11.1 CBA policies and procedures address all Child Safe Standards.
- 11.2 CBA policies and procedures are documented and easy to understand.
- 11.3 Best practice models and stakeholder consultation informs the development of policies and procedures.
- 11.4 Leaders champion and model compliance with policies and procedures.
- 11.5 Personnel understand and implement policies and procedures.