



Rubicon Outdoor Centre

Standard 2: Statement of Commitment to Child Safety

Rubicon Outdoor Centre is committed to being a Child Safe school and embedding a child safe culture into our practices and processes to ensure that all children who attend the school are safe at all times.

All children, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, or family or social background, have equal rights to protection from abuse. Rubicon is committed to the cultural safety of Aboriginal children and those from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

Rubicon has zero tolerance for child abuse. All staff employed by Rubicon are responsible for the protection of the children within our care and to report information about suspected child abuse.

Child Safety and Diversity

Rubicon Outdoor Centre respects cultural differences and variations in child rearing practices due to a family's personal, or religious beliefs. Cultural diversity refers to people who identify with particular groups based on their birthplace, ethnicity, language, values, beliefs or views.

The Royal Commission advises that 'some children are more vulnerable to abuse, based on various factors including age, gender, ethnicity, disability, and prior abuse or neglect'.

Respecting diversity means:

- valuing and respecting people's beliefs;
- building responsive relationships;
- communicating openly and honestly to find out how best to be inclusive and respect cultural needs;
- examining our personal ideas, customs and beliefs and respecting that the beliefs of one person may not be the same as another;
- acknowledging and respecting that others can hold different beliefs of equal significance.

Promoting the cultural safety of Aboriginal Children

A child safe organisation respects cultural differences and variations in child rearing practices due to a family's personal, cultural or religious beliefs. The Commission for Children and Young People (CCYP) (2015, p12) defined cultural diversity as 'people who identify with particular groups based on their birthplace, ethnicity, language, values, beliefs or views'. The CCYP defines a child safe organisation as 'one that recognises that these differences do not reduce a child's right to be safe or the organisation's responsibility to protect the child from harm'.

Every Aboriginal person and every Aboriginal child needs to feel that their sense of self and their identity is valued in some way by the people and environments that surround them. Cultural identity and safety is fundamental to a child's overall wellbeing. It affects how the child sees themselves in relation to others and how the environment impacts upon their sense of safety.

To create a physical environment that is respectful of Aboriginal culture, Rubicon ensures that the Aboriginal flag is displayed in a prominent place. An acknowledgement of Traditional Owners also occurs at the commencement of each program. The school features Aboriginal artifacts and incorporates indigenous 'ways of knowing' and cultural perspectives into educational programs.



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Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds

The Child Safe Standards require organisations to consider cultural safety of culturally and/or linguistically diverse children across the implementation of all the standards. The Victorian community includes people of many backgrounds, countries and languages, including migrants, refugees, asylum seekers and others. These families have experienced varied journeys. Some have experienced trauma, violence and harm. Others have lost the support of their extended family.

Rubicon will promote the cultural safety of children from culturally and/or linguistically diverse backgrounds by:

- ensuring the School clearly demonstrates a zero tolerance to discrimination;
- being respectful, Inclusive and welcoming of families from a range of backgrounds;
- recognising times of importance to different cultures;
- ensuring the physical environment has a positive image of a range of cultures, in terms of recognition and artwork;
- employing staff that are representative of the local community;
- actively seeking out and talking to families about how they would like to be involved;
- asking about the best way to provide information to children and families

Promoting the safety of children with a disability

Rubicon acknowledges that people with a disability have the same rights and responsibilities as other members of the community and to be empowered to exercise those rights and responsibilities. People with a disability have the same rights as other members of the community to live free from abuse. The Child Safe Standards require the school to consider the safety of children with a disability across the implementation of all the standards.

Education providers must comply with the Disability Standards for Education 2005 (the Standards) under the Disability Discrimination Act 1992. The Standards give students, and prospective students with a disability, the right to education and training opportunities on the same basis as students without a disability.

Strategies that promote understanding and acceptance of diversity, including disability, and policies for identifying risks and responding to concerns are a vital component of a child safe organisation. An inclusive environment is beneficial to all, both people with and without additional needs. Children with a disability can be vulnerable to abuse.

Reasons for this include:

- Communication difficulties;
- personal care requirements;
- limited provision of developmentally appropriate sexual and relationship information;
- social isolation.

The Commission for Children and Young People has highlighted a range of strategies that schools can implement to promote the safety of children with a disability. Rubicon can promote the safety of children with a disability by:

- acknowledging that children with a disability are particularly vulnerable and ensure our risk assessment process considers their needs;



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- ensuring our School clearly demonstrates a zero tolerance to discrimination and actively welcomes all children;
- making sure the environment does not pose access difficulties;
- being responsive to families regarding specific measures that may be required to ensure the safe participation of a child with a disability;
- supporting staff other children and their families to understand and be inclusive of people with a disability
- thinking about how we can encourage participation and feedback from children with a disability and their families.