

Michelle Rae School of Dance

Child Safe Policy

Revised: June 2026

Compliant with Victorian Child Safe Standards (updated 1 July 2022)

Introduction and Commitment to Child Safety

Michelle Rae School of Dance (MRSD) is a Child Safe organisation committed to providing a safe, supportive and inclusive environment for all children and young people in our care.

Established in 1977, MRSD has been proudly serving the Waverley community for 50 years. We offer classes from beginner to pre-professional level across Jazz, Tap, Classical Ballet, Lyrical, Contemporary, VCE Dance, Acrobatics and Hip Hop, taught by an experienced and qualified teaching faculty.

The welfare of children is MRSD's first priority. We have zero tolerance for child abuse in any form, including:

- Physical abuse — purposefully injuring or threatening to injure a child
- Emotional abuse — an attack on a child's self-esteem through bullying, threatening, ridiculing, intimidating or isolating a child
- Neglect — harming a child by failing to provide basic physical or emotional necessities
- Sexual abuse — any sexual act or sexual threat directed at a child

This policy applies to all staff, volunteers, students, families and anyone who interacts with children at MRSD — including parents and carers on site at the studio or at events. It is available on the MRSD website and is provided to students and families at the beginning of each year.

Where children are in the care of MRSD staff at another venue (such as a theatre during performances), they are also protected by that venue's Child Safe Policy in addition to this one.

For more information on the Child Safe Standards, visit the Commission for Children and Young People (CCYP) at www.ccyp.vic.gov.au. Note: oversight of the Child Safe Standards has moved to the Social Services Regulator — see www.ssr.vic.gov.au for current regulatory information.

This policy is endorsed and implemented by the Principal, Miss Michelle Rae Wall, who is responsible for ensuring MRSD's compliance with the Victorian Child Safe Standards at all levels of the organisation.

MRSD maintains active membership with Dance Arts Alliance and relevant teaching/syllabus associations to support ongoing compliance, professional standards and child-safe practice.

1. Culturally Safe Environments

Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

MRSD is committed to creating a culturally safe and inclusive environment for all children, with particular attention to Aboriginal and Torres Strait Islander children and their families.

1.1 Acknowledging Aboriginal Culture

MRSD embeds the following strategies to equip all members to acknowledge and appreciate the strengths of Aboriginal culture:

- MRSD shares information with all staff on cultural awareness training courses and resources relevant to the wellbeing and safety of Aboriginal children and young people, and

encourages participation. Dance Arts Alliance is used as a primary guide for sourcing appropriate resources and information.

- MRSD displays and promotes Acknowledgement of Country at key communications and events.
- Staff are provided with resources and guidance on supporting Aboriginal children's cultural identity and expression within the dance setting.

1.2 Zero Tolerance of Racism

MRSD upholds zero tolerance of racism. Our measures to identify, confront and prevent racism include:

- Any act of racism — whether by a student, staff member, volunteer or family — will be taken seriously, investigated promptly and responded to with appropriate consequences.
- Staff and volunteers are trained to recognise and respond to racist behaviour.
- Racist behaviour is documented and reviewed as part of our continuous improvement process.
- Reports of racism can be made confidentially to the Principal or, if the concern involves the Principal, to Mikaela Wall, Administrator (Alternate Child Safety Contact) as identified in Section 2.1.

1.3 Participation and Inclusion of Aboriginal Families

MRSD actively supports and facilitates the participation and inclusion of Aboriginal children, young people and their families by:

- Welcoming and encouraging Aboriginal families to participate in enrolment, class activities, showcases and feedback processes.
- Ensuring enrolment and communication materials are inclusive and accessible.
- Providing culturally appropriate support when Aboriginal families raise concerns or seek information.
- Adapting our practices where needed to remove barriers to participation.

1.4 Culturally Safe Environment for All

Together, MRSD's policies, procedures and everyday practices create an environment that is culturally safe and meets the needs of Aboriginal children and families. This is reviewed annually as part of our child safety review process (see Section 11).

Examples of Evidence

- *Aboriginal and Torres Strait Islander flags displayed in studio common areas*
- *Acknowledgement of Country delivered at annual showcase performances and key events*
- *Enrolment form includes an optional question asking whether a student identifies as Aboriginal and/or Torres Strait Islander*
- *Cultural dress-up week held annually, celebrating diverse cultural backgrounds of students and families*
- *Zero-tolerance racism statement displayed in studio*
- *MRSD shares information on professional development courses and resources from Dance Arts Alliance and teaching/syllabus associations covering diversity, inclusion and cultural awareness*
- *Records of professional development information and resources shared with staff by the Principal*
- *Diversity and inclusion expectations included in teacher induction*
- *Staff meetings held at the start of each year — minutes to be introduced as a new practice from 2026 to record discussion of inclusion resources and child safety updates*

2. Leadership, Governance and Culture

Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

2.1 Governance Arrangements

Child safety is embedded at all levels of MRSD's governance structure. The Principal (Miss Michelle) holds overall responsibility for the implementation of this policy and the Child Safe Standards.

In the event that a child safety concern or allegation involves the Principal, it must be reported to the Alternate Child Safety Contact:

Mikaela Wall (Administrator) 2014 Alternate Child Safety Contact |
Mikaela.wall@outlook.com

If Mikaela Wall is unavailable or the concern also involves her, contact the relevant authorities directly:

- The Commission for Children and Young People (CCYP): 1300 782 978
- Victoria Police Child Protection: 000 (emergency) or 131 444
- Child Protection, Department of Families, Fairness and Housing: 13 12 78

This ensures complaints are never solely dependent on one individual and that an independent pathway always exists.

2.2 Risk Management

MRSD maintains a Child Safety Risk Register that identifies risks specific to our setting, including:

- One-on-one interactions between staff and students (e.g., during private tuition or backstage)
- Physical touch in dance instruction
- Online communication between staff and students
- Changing room and bathroom supervision
- External performances and off-site events

Each identified risk includes documented mitigation strategies. The Risk Register is reviewed annually and following any incident.

2.3 Information Sharing and Record Keeping

All staff and volunteers understand their obligations regarding information sharing and record keeping:

- Child safety records (concerns, disclosures, reports) are recorded in writing and stored securely.
- Records are kept for a minimum of seven years, or until the child turns 25, whichever is later.
- Information about a child or family is shared with relevant authorities when required by law or when necessary to protect a child from harm.
- Staff understand that confidentiality obligations do not override the obligation to report a child safety concern.

All staff complete induction training on these obligations (see Section 8).

Examples of Evidence

- *This Child Safe Policy published on MRSD website and distributed to all families at the start of each year*
- *Child safety is a standing agenda item at staff meetings — formal minutes to be introduced from 2026*
- *Principal signs and dates the policy annually as evidence of endorsement*
- *Child Safety Risk Register maintained and reviewed annually*
- *Secure records kept of all child safety concerns, disclosures and incidents*
- *Current membership certificates for Dance Arts Alliance and teaching/syllabus association on file*
- *Emails and newsletters from Dance Arts Alliance and teaching association reviewed and actioned*

- *Annual review explicitly considers updates from Dance Arts Alliance and teaching association alongside legislative changes*

3. Empowerment of Children and Young People

Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

3.1 Children's Rights

MRSD ensures all students are informed of their rights, including the right to safety, information and participation. We communicate these rights through:

- Age-appropriate verbal explanations at the start of each year and whenever new students enrol.
- Visual materials (posters and handouts) displayed in studios and communicated to families.
- Regular reminders in class about the right to feel safe and speak up.

3.2 Friendships and Peer Support

MRSD recognises the importance of friendships and peer connection in keeping children safe. We actively:

- Design classes to encourage teamwork, mutual respect and positive peer relationships.
- Monitor for social isolation and intervene if a student appears excluded or distressed.
- Promote an environment where students support one another and feel comfortable seeking help from peers.

3.3 Safety Education

Where relevant to our setting, MRSD provides children with age-appropriate information about personal safety:

- Students are taught age-appropriate strategies to recognise and respond to unsafe situations, including recognising inappropriate touch and knowing who to tell.
- MRSD draws on resources from the Protective Behaviours curriculum where appropriate.
- Families are notified of any safety education provided.

3.4 Staff Attunement and Child-Friendly Reporting

Staff and volunteers are trained to be attuned to signs of harm and to facilitate child-friendly ways for students to express concerns:

- A 'Talk to Us' process is displayed in studio common areas — students know they can approach any teacher, leave a written note, or ask a parent to raise concerns on their behalf.
- Staff are trained to receive disclosures calmly and without judgement and to follow reporting procedures promptly.

3.5 Participation and Student Voice

MRSD fosters a culture that actively invites student input:

- Teachers explicitly invite feedback in class and acknowledge and respond to student suggestions.
- Students are invited to share feedback verbally with teachers at the end of each year. MRSD may introduce a formal student survey in future.
- Students are consulted (age-appropriately) when reviewing class practices that affect them.

Examples of Evidence

- *'My Body Safety Rules' signage displayed in studio*
- *'Feel Safe Be Safe' poster displayed in studio*

- *'Empowering Children with a Voice' poster displayed in studio*
- *'Talk to Us' process displayed in studio — students know they can approach any teacher, write a note, or ask a parent to raise a concern*
- *Senior students assist at concerts and mentor younger dancers — documented student leadership opportunities*
- *Student verbal feedback noted by teachers and shared with the Principal at end-of-year review*
- *Child empowerment strategies informed by industry training incorporated into class practice*

4. Family Engagement

Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing.

4.1 Family Participation in Decisions

Families are encouraged and supported to participate in decisions affecting their children. This includes:

- An open-door communication policy — families may contact Miss Michelle directly by phone, email or in person before or after class.
- Formal feedback opportunities at the start of each year and at mid-year.
- Consultation with families before significant decisions affecting their child's placement, level or participation in performances.

4.2 Policy and Practice Review Feedback

Families and the community have an opportunity to contribute to the development and review of MRSD's policies:

- An annual family feedback survey is distributed by email at the end of each year, inviting input on child safety practices and policies.
- Feedback received is reviewed by the Principal and informs updates to this policy and related procedures.
- A summary of any changes made as a result of feedback is communicated to families at the start of the following year.

4.3 Governance and Transparency

Families, carers and the community are informed about MRSD's operations and governance:

- This Child Safe Policy is published on the MRSD website and distributed to all families annually.
- The Principal is responsible for child safety oversight. Her contact details and role are clearly communicated.
- The Alternate Child Safety Contact (Mikaela Wall, Administrator) for complaints involving the Principal is published in this policy (Section 2.1) and communicated to families on request.

Examples of Evidence

- *Annual information pack and enrolment materials distributed to all families*
- *MRSD website displays child safety commitment and industry memberships (Dance Arts Alliance and teaching association)*
- *Parent communications note that MRSD shares professional development resources with staff and follows recognised industry standards*
- *Annual family feedback survey distributed by email — introduced from 2026; results and actions on file*
- *Screenshots of website child safety page retained as evidence*

5. Diversity and Equity

Standard 5: Equity is upheld and diverse needs respected in policy and practice.

5.1 Understanding Diverse Circumstances

Staff and volunteers are trained to understand the diverse circumstances of children and to provide appropriate support. This includes recognising vulnerability factors such as:

- Children with disability or additional needs
- Children from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander children
- LGBTIQ+ children and young people
- Children unable to live at home or in out-of-home care

When a student's circumstances suggest vulnerability, the Principal is notified and a tailored support approach is agreed.

5.2 Accessible Complaint and Support Resources

MRSD ensures that all children can access safety information, support and complaints processes in a culturally safe and accessible way:

- Complaint information is available in plain English and, on request, translated or communicated verbally.
- Visual materials outlining how to raise a concern are displayed in studio areas.
- Staff are available to assist any student who needs help to raise a concern.

5.3 Particular Attention to Vulnerable Groups

MRSD pays particular attention to the needs of children with disability, children from CALD backgrounds, LGBTIQ+ children and Aboriginal children:

- Enrolment processes invite disclosure of any support needs on a voluntary basis.
- Classes and communications are adapted to ensure accessibility for all students.
- Staff receive specific training in inclusive practices and supporting students with diverse needs.
- MRSD promotes an inclusive and affirming environment for all gender identities and sexual orientations.

Examples of Evidence

- *Records of professional development information and resources shared with staff, including inclusive teaching and adaptive dance approaches*
- *Notes from industry training (e.g. Dance Arts Alliance webinars) showing implementation of strength-based feedback, inclusive language and alternative movement options*
- *Enrolment form invites voluntary disclosure of support needs*
- *Body-positive and inclusive language used in class planning and syllabus delivery*
- *Respectful and appropriate costume choices documented*

6. Suitable Staff and Volunteers

Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

6.1 Recruitment

MRSD follows a rigorous recruitment process that embeds child safety at every stage:

- All job advertisements clearly state MRSD's commitment to child safety and the requirement for a current Working With Children Check (WWCC).

- Interviews include specific questions about child safety values and experience.
- A minimum of two reference checks are conducted, with at least one question focused on the candidate's approach to child safety and appropriate professional boundaries.
- Successful candidates must provide evidence of a current WWCC before commencing work.

6.2 Working With Children Checks

MRSD requires all staff and volunteers who have direct contact with children to hold a current and valid WWCC:

- A register of all staff WWCCs is maintained by the Principal, including expiry dates.
- Staff WWCCs are verified on commencement and re-checked annually or upon renewal.
- MRSD confirms the validity of each staff WWCC via the online check at <https://www.workingwithchildren.vic.gov.au/> prior to commencement and before each renewal date.
- No person whose WWCC has lapsed or been revoked may work with students until a current check is produced.

Volunteers assist once per year at the end-of-year concert in roles such as dressing room assistance, calling children, ticket sales and music operation. All volunteers are either current student parents or ex-students of MRSD — known members of the MRSD community. All volunteers must provide a photo of their current WWCC card before the event. The Principal retains a copy of each volunteer's WWCC photo on file. Volunteers whose WWCC cannot be verified will not be permitted to attend.

6.3 Induction

All teaching staff receive a structured induction before commencing work with students:

- Induction covers: this Child Safe Policy; the Code of Conduct; reporting and record keeping obligations; how to respond to a disclosure; physical and online safety; and culturally safe practice.
- Induction is conducted by the Principal and includes provision of written materials including this policy, the Code of Conduct and relevant resources.
- Completion of induction is confirmed via an online staff form, through which the staff member reads the policy and formally agrees to its requirements.

Volunteers who assist at the annual end-of-year concert are not required to complete formal induction given the limited and supervised nature of their role. However, all volunteers must hold a current WWCC before attending (see Section 6.2).

6.4 Supervision and People Management

Ongoing supervision at MRSD is focused on child safety and wellbeing:

- Regular check-ins between the Principal and teaching staff include discussion of any child safety observations or concerns.
- Performance appraisals include assessment of adherence to child safe behaviours and the Code of Conduct.
- Any concern about a staff member's conduct is addressed promptly through the complaints process outlined in Section 8.

Volunteers at the annual concert are supervised by teaching staff at all times and do not work unsupervised with children.

All teaching staff complete an annual online form confirming: "I agree to uphold the Child Safe Standards and the professional expectations of the studio and of the industry bodies of which the studio is a member."

Examples of Evidence

- *Staff files containing: WWCC, resume, teaching qualifications, association accreditation, Dance Arts Alliance membership, and child safety training records*
- *WWCC register with expiry dates on file*

- *Copies of volunteer WWCC photos retained from each concert*
- *Signed induction checklists for all teaching staff*
- *Signed annual teacher declarations on file*
- *First Aid certificates on file where applicable*

7. Complaints and Concerns Process

Standard 7: Processes for complaints and concerns are child-focused.

MRSD has a child-focused complaints handling process. All complaints and concerns are taken seriously, responded to promptly and managed in a culturally safe way.

7.1 How to Raise a Concern or Complaint

Anyone — student, family member, staff member or volunteer — can raise a child safety concern or complaint:

- By speaking directly to Miss Michelle (Principal) — in person, by phone (0409 351 248) or by email (michelleraeschoolofdance@outlook.com).
- If the concern involves Miss Michelle, by contacting Mikaela Wall, Administrator (Alternate Child Safety Contact) in the first instance, or the CCYP directly: 1300 782 978 or www.ccyp.vic.gov.au.
- In an emergency, call 000.

Families may also contact MRSD anonymously. Anonymous concerns will be assessed and acted upon to the extent possible.

7.2 How Complaints are Handled

Upon receiving a complaint or concern, the Principal (or alternative contact if appropriate) will:

- Acknowledge receipt promptly (within 2 business days).
- Assess the nature of the complaint — whether it relates to: (a) child abuse or serious harm; (b) a breach of the Code of Conduct; or (c) a general concern or dissatisfaction.
- For complaints involving child abuse or serious harm: report immediately to Victoria Police (000 or 131 444) and Child Protection (13 12 78) regardless of whether the law strictly requires it.
- For Code of Conduct breaches: investigate promptly, manage any immediate risks, and apply appropriate consequences.
- For general concerns: respond and seek to resolve within 10 business days.
- Keep the complainant informed of progress and outcome, where appropriate and consistent with privacy obligations.

7.3 Culturally Safe Complaints Process

MRSD ensures complaints processes are accessible to all:

- Information about how to raise a concern is communicated to all families at enrolment and published on the MRSD website.
- Complaints may be made verbally, in writing or through a trusted third party.
- MRSD will accommodate language, disability or cultural needs in managing a complaint.

7.4 Reporting to Relevant Authorities

MRSD complies with all mandatory reporting obligations under Victorian law, including:

- Mandatory reporting under the Child Wellbeing and Safety Act 2005 where a staff member forms a reasonable belief that a child is in need of protection.
- Reporting to Victoria Police where criminal conduct is suspected.
- Cooperation with any investigation by Police, DHHS, or the CCYP.

MRSD reports to relevant authorities even where the law does not strictly require it, if doing so is in the best interests of the child.

7.5 Privacy and Employment Law

In responding to complaints, MRSD observes all applicable obligations under:

- The Privacy and Data Protection Act 2014 (Vic) — personal information is handled securely and shared only as required.
- The Fair Work Act 2009 — employment-related complaints involving staff are managed in accordance with procedural fairness.
- The Equal Opportunity Act 2010 — no person is disadvantaged for raising a complaint in good faith.

Examples of Evidence

- *Complaints flowchart displayed in studio and available on the MRSD website*
- *Child-friendly reporting pathway ('Talk to Us' process) displayed in studio*
- *Complaints register maintained by the Principal with records of all concerns received and actions taken*
- *Policy references to industry standards (Dance Arts Alliance and teaching association guidance) in complaints procedure*

7.6 Breach Examples and Responses

The following examples illustrate how MRSD responds to different types of breaches:

Minor Breach Examples

- Students engaging in unwanted physical contact (e.g. unwanted hugs) — Response: In-class education reminding students about consent and discouraging uninvited contact. Ongoing incidents referred to the Principal and parent contacted to discuss.
- Disrespectful language between students — Response: Immediate redirection by teacher, discussion with student, parent notified if behaviour continues.
- Staff member using a personal device to contact a student — Response: Immediate reminder of policy, formal discussion with Principal, incident recorded.

Major Breach Examples

- Student assaulted by another student — Response: Immediate separation, parents of both students contacted, incident recorded. Police may be called depending on severity.
- Student assaulted by a staff member — Response: Police called immediately, staff member removed from premises pending investigation, parents notified, CCYP and Child Protection notified.
- Disclosure of abuse by a child — Response: Staff member responds calmly without promising confidentiality, records the disclosure, reports to Principal and mandatory reporting authorities immediately.

8. Child Safety Knowledge, Skills and Awareness

Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

All MRSD teaching staff are supported to understand and implement this policy. MRSD does not deliver in-house professional development but actively shares information on external courses, webinars and resources with staff, particularly through Dance Arts Alliance and teaching/syllabus association communications. The following requirements apply to staff. Volunteers at the annual concert are not subject to formal training obligations given the limited and supervised nature of their role, but must hold a current WWCC (see Section 6.2).

8.1 Policy and Code of Conduct Orientation

All staff are oriented to this policy and the Code of Conduct at induction and whenever the policy is updated. This covers:

- The content of the Child Safe Policy and Code of Conduct
- Reporting obligations and processes
- Record keeping requirements

Completion is confirmed via the online staff form. Records are maintained by the Principal.

8.2 Recognising Harm

MRSD shares resources with staff on recognising indicators of child harm, including harm caused by other children and young people. Topics include:

- Physical, emotional, sexual abuse and neglect — signs and indicators
- Peer-to-peer harm, bullying and exploitation
- Online safety risks

8.3 Responding to Harm and Supporting Colleagues

MRSD provides staff with resources and guidance on responding effectively to child safety issues, including:

- How to receive and respond to a disclosure from a child
- How to support a colleague who has experienced or witnessed harm
- Who to contact and what to document

8.4 Building Culturally Safe Environments

MRSD shares information and resources with staff on building culturally safe environments for all children, including:

- Cultural awareness and the importance of Aboriginal culture
- Recognising and responding to racism
- Supporting children from CALD and LGBTIQ+ backgrounds

MRSD encourages staff to engage with external training, courses and resources and to share learnings with the team. Examples of relevant providers and topics include:

Date | Provider | Topic — e.g. Feb: Dance Arts Alliance — Child Safe Dance Practice; May: Association Webinar — Professional Boundaries; Aug: Association Conference — Inclusive Teaching

Where possible, staff record a brief note on resources or courses engaged with and any resulting changes to their practice (e.g. following guidance on physical corrections shared by Dance Arts Alliance, teachers adopted a verbal consent approach before physical adjustments).

Examples of Evidence

- *Records of courses, webinars and resources shared with staff — e.g. emails, newsletters or links forwarded by the Principal from Dance Arts Alliance and teaching association communications*
- *Records of courses, webinars and resources shared with staff via Dance Arts Alliance and teaching association communications*
- *Online staff form submissions on file — confirming each teaching staff member has read and agreed to the Child Safe Policy and Code of Conduct*
- *Annual child safety discussion at start-of-year staff meeting — notes to be recorded from 2026*

9. Child Safety in Physical and Online Environments

Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

9.1 Risk Identification and Mitigation

Staff and volunteers are responsible for identifying and mitigating child safety risks in both physical and online environments, while respecting children's rights to privacy, social connection and learning. Controls include:

- One-on-one teaching only occurs in visible, open areas or with another adult present or nearby.
- Changing areas are single-use and supervised by same-gender staff where required.
- Online communication between staff and students must use official MRSD channels only and be limited to class-related matters. Personal social media contact is prohibited.
- Any online platform used for teaching or communication is assessed for data security and appropriateness before use.

9.2 Risk Assessments

MRSD conducts risk assessments that consider risks in:

- The physical studio environment (Monash District Performing Arts Centre, Halls 3 and 4)
- Off-site performances, rehearsals and events
- Online platforms and communication tools used in teaching

Risk assessments are documented, reviewed annually and following any incident or change in operations.

9.3 Third-Party Facilities and Services

MRSD does engage third-party facilities (Monash District Performing Arts Centre) and service providers (e.g., costume suppliers, examiners). When doing so:

- Third-party organisations are assessed for child safety policies and practices before engagement.
- Contracts and agreements with third parties include reference to MRSD's child safety requirements.
- Any concerns about a third party's child safety practices are raised and resolved before use continues.

Examples of Evidence

- *Teachers demonstrate movements first before making physical corrections; corrections are visible to others in the room*
- *One-on-one teaching occurs only in observable environments — documented in risk register*
- *Observation checklists used to monitor physical environment safety*
- *Online communication policy signed by staff; official MRSD channels used for all student contact*
- *Safe dance practice principles drawn from industry body guidance (Dance Arts Alliance and teaching association) reflected in class procedures*

10. Review of Child Safety Practices

Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved.

10.1 Regular Review

MRSD reviews and improves its child safe practices on the following schedule:

- Every six months — internal review by the Principal of any incidents, complaints, risks or operational changes since the last review. Updates made to policy or procedures as required.
- Annually — formal review of this full policy and all related documents, including consultation with families via annual feedback survey (see Section 4.2) and staff discussion at start-of-year meeting. Industry body updates from Dance Arts Alliance and teaching association are considered.

- At any time — if a significant incident occurs, a legislative change is made, or a material risk is identified, the policy is updated immediately.

10.2 Complaints and Incidents Analysis

All complaints, concerns and safety incidents are recorded and analysed to:

- Identify root causes and any systemic failures.
- Inform changes to policy, practice or training.
- Track whether previous improvements have been effective.

Analysis findings are documented in a Continuous Improvement Register maintained by the Principal.

10.3 Reporting Review Findings

MRSD communicates the findings of child safety reviews to relevant stakeholders:

- Staff and volunteers: discussed at a staff meeting at the start of each year, with key points recorded in meeting notes.
- Families and the community: a summary of review outcomes and any policy changes is included in the annual family communication at the start of each year.
- Students (age-appropriately): key messages about how their feedback has been used are shared in class.

The annual review considers changes to legislation, Child Safe Standards updates, Dance Arts Alliance guidance, teaching association updates, staff feedback, family survey results and any incidents from the previous year. Improvement actions are documented and tracked, for example:

Source → Action: Child Safe Standards update → Policy amended; DAA guidance → Staff training conducted; Parent feedback → Pick-up procedure improved; Student feedback → Reporting poster redesigned

Examples of Evidence

- *Continuous Improvement Register with dated entries, source of change and action taken*
- *Annual review template completed each year — including sources consulted and changes made*
- *Staff meeting notes recording review outcomes — introduced as a new practice from 2026*
- *Family survey results reviewed and summary of any policy changes communicated to families at start of following year*

11. Implementation of Child Safety Practices

Standard 11: Policies and procedures document how the organisation is safe for children and young people.

11.1 Policies and Procedures

This policy addresses all 11 Victorian Child Safe Standards. Related MRSD documents include:

- Code of Conduct
- Staff Recruitment and Screening Procedure
- Complaints Handling Procedure
- Child Safety Risk Register
- Induction Checklist
- WWCC Register

All documents are reviewed as part of the annual child safety review.

11.2 Accessible Documentation

This policy is written in plain English and is available:

- On the MRSD website (www.michelleraeschoolofdance.com)

- By email to families at the start of each year
- On request from the Principal at any time

11.3 Best Practice and Stakeholder Consultation

This policy has been developed with consideration of:

- Victorian Child Safe Standards (updated 1 July 2022)
- Dance Arts Alliance resources and guidance
- Relevant teaching and syllabus association guidelines
- Current dance industry best practice
- Feedback from staff, families and students
- CCYP guidance (www.ccyp.vic.gov.au) and Social Services Regulator (www.ssr.vic.gov.au)

11.4 Leadership Modelling

The Principal champions and models compliance with child safe practices by:

- Completing child safety training annually.
- Discussing child safety at staff meetings and recording key points in meeting notes.
- Responding promptly and visibly to any concern raised.
- Reviewing and signing this policy annually.

11.5 Staff and Volunteer Understanding

MRSD ensures all staff and volunteers understand and implement this policy through:

- Mandatory induction training (see Section 8).
- Annual refresher discussions at the start of each year.
- Ready access to this policy and related documents at all times.
- An online staff form is completed by each staff member annually, confirming they have read, understood and agreed to comply with this policy and the Code of Conduct.

Examples of Evidence

- *Policy review records showing: date reviewed, reviewer, industry resources consulted and changes made*
- *Online staff form submissions on file, renewed annually*
- *All related documents (Code of Conduct, Risk Register, WWCC Register, Induction Checklist, Complaints Register) maintained and current*
- *Policy available on MRSD website — screenshot retained as evidence*

12. Student and Family Commitments

While MRSD does everything within its power to keep children safe, we also ask for commitment from students and families to uphold our child safe culture.

12.1 Students

- Treat all staff, teachers and fellow students with respect at all times.
- Not threaten, bully or abuse (verbally, emotionally or physically) other students or staff.
- Let a parent, carer or staff member know if something is happening at the studio or at an event that makes them feel unsafe or uncomfortable.
- Read this policy (where age appropriate) with a parent or guardian to understand MRSD's commitment to their safety and their role in upholding it.

12.2 Parents and Carers

- Treat all staff, teachers, students and other families with respect on studio premises and at events.
- Not video or photograph other people's children. MRSD provides performance recordings and viewing opportunities so that personal filming of other students on site or at events is not necessary.
- Supervise their own children in the foyer and car park — MRSD staff cannot be responsible for students outside the studio.
- Notify Miss Michelle promptly if their child discloses or experiences anything that concerns them about their safety at MRSD.
- Support their child to speak up if they feel unsafe, and assist them in raising a concern through the process outlined in Section 7.

13. Code of Conduct

All MRSD staff and volunteers must comply with this Code of Conduct. It outlines expected standards of behaviour toward children and provides guidance for managing difficult situations.

13.1 Staff and Volunteers Must

- Adhere to this Child Safe Policy and related procedures at all times.
- Treat all children with respect and take their ideas and concerns seriously.
- Work with children in open and transparent ways.
- Report any concerns, disclosures or breaches of this Code promptly.
- Maintain appropriate professional boundaries at all times.
- Respect the privacy of children and their families.
- Model and champion child safe behaviours.

13.2 Staff and Volunteers Must Not

- Use children to meet adult emotional or personal needs.
- Ignore or dismiss concerns or disclosures of abuse.
- Use discriminatory, oppressive or inappropriate language.
- Engage in rough physical games or unnecessary physical contact.
- Develop 'special' or exclusive relationships with individual children.
- Exchange personal contact details with students.
- Have unauthorised online or phone contact with students.
- Be alone with a child in a non-visible space.

14. Policy Details and Review

Policy Owner: Miss Michelle (Principal), Michelle Rae School of Dance

Date Revised: June 2026

Next Review Due: December 2026 (six-monthly internal review); June 2027 (annual full review with families)

Legislative Basis: Child Wellbeing and Safety Act 2005 (Vic); Victorian Child Safe Standards (updated 1 July 2022)

Further Information: Commission for Children and Young People — www.ccp.vic.gov.au

Principal Acknowledgement

I confirm that I have reviewed and endorsed this Child Safe Policy.

Signature: _____

Name: Miss Michelle

Date: _____