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## Child Safe Standard 3: Definitions

**Child abuse** includes—

any act committed against a child involving:

* a sexual offence or
* an offence under section 49B(2) of the **Crimes Act 1958** (grooming)
* the infliction, on a child, of:
* physical violence or
* serious emotional or psychological harm
* serious neglect of a child.

**Child-connected work** means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

**Child safety** encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

**Proprietor** in relation to a government school, means the Secretary of the Department of Education and Training.

**School environment** means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

* a campus of the school
* online school environments (including email and intranet systems)
* other locations provided by the school for a child’s use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

**School governing authority** means, in the case of a government school:

* the Secretary; or
* a school council, as authorised by or under the **Education and Training Reform Act 2006**; or
* the principal, as authorised by the proprietor of a school or under the **Education and Training Reform Act 2006**.

**School staff** being an individual working in a school environment who is:

* directly engaged or employed by a school governing authority;
* a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary), and including a chaplain or minister of religion. A school lead for child safety should have sufficient status and authority, including leadership support and the ability to direct other staff (where appropriate), to undertake the role effectively.