

CHILD SAFETY & WELLBEING POLICY

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CONTACT DEPARTMENT: PEOPLE & CULTURE, RISK DEPARTMENT

PURPOSE

BOE is committed to providing environments that are safe, inclusive, and supportive for all children and young people participating in our programs nationwide. Safety includes physical, social, psychological and cultural dimensions. This policy represents a proactive, unified approach to safeguarding children, grounded in the [10 National Principles for Child Safe Organisations](#).

POLICY

Note: In this document, the terms 'safe' or 'safety' refer to holistic safety, across physical, psychological, social, and cultural domains. The terms 'young people' and 'children' refer to people under the age of 18.

SCOPE

This policy applies to all BOE team members, including employees, volunteers, contractors, and Board members, in all locations and activities involving children across Australia. Every team member is responsible for upholding a safe environment and protecting children and young people in their care.

KEY ACTIONS

The following key actions are relevant to all BOE team members and help us to comply with the 10 National Principles for Child Safe Organisations.

1. We work to meet National Child Safe Standards	Child safety is important across our whole organisation. We have a complaints and feedback system that is accessible for young people, caregivers and team members. Our Child Safety and Wellbeing policies and processes are reviewed regularly. We have guidelines that reduce vulnerability of young people to abuse (Appendix A). Our recruitment processes clearly emphasise child safety and wellbeing, and all team members have current working with children checks (WWCC).
2. We report child safety concerns	Team members are legally and ethically required to report any suspicion, disclosure, or reasonable belief of child abuse, neglect, or harm. We have clear steps and support processes (see Procedure). Records kept are appropriate and confidential. Team members can access confidential counselling support and debriefing sessions through BOE's Employee Assistance Program.
3. Our team has the tools to protect young people	Ongoing training and resources support team members to: (1) understand their legal and ethical responsibilities relating to child safety, (2) understand that young people have a fundamental right to physical, psychological, social, and cultural safety, and that what feels safe varies for each individual, (3) create and maintain environments that feel respectful, and safe enough for all young people to learn (Appendix B), and (4) recognise, respond to, and report abuse confidently and effectively. Resources and direct support are always available to team members with questions or concerns. Training is mandatory and includes induction and refresher training.
4. Everyone can feel safe and included	We take steps to make sure all young people can participate and feel safe enough physically, socially, psychologically and culturally to learn. This includes Aboriginal and Torres Strait Islander children, children with disability, children 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. Participants and caregivers know what to expect	Young people and their caregivers can access information to prepare for camp. This information can be accessed in different ways, e.g., in person/on the phone, via our website or via email. Concerns can be addressed, and adjustments can be made ahead of time to make sure young people with different needs can have safe, meaningful opportunities to be involved. Options are offered around participation.
6. Young people have a voice	Young people are encouraged to express themselves, voice their concerns, and be involved with decisions affecting them. Participants have choice and control over how they participate. Information about child safety and wellbeing is accessible for young people. There is a way for young people to submit complaints and feedback.

WORKING WITH CHILDREN CHECKS (WWCC)

Each Australian state requires workers who have contact with children to pass a [Working with Children Check](#). All team members at BOE must have a WWCC. BOE requires new team members to provide evidence of their WWCC for their home state as part of the onboarding process and requires evidence of renewal when these expire. Appendix C provides instructions for obtaining a WWCC.

There are state-based limitations to how many days interstate workers (ie. visitors) can work in child-facing roles. Visitors are bound by the below time frames in the states we operate. If working interstate beyond these time frames and additional WWCC for that state is required. Team members are responsible for tracking their days working interstate and applying for additional WWCCs in different states when necessary. BOE managers, rostering team and P&C will support team members to track this throughout the year. BOE will cover all costs associated with obtaining WWCCs.

VIC	30 days in a calendar year
WA	2 weeks in 12 month period, not within 2 weeks of arriving in the state
NSW	30 days in a calendar year

ROLES AND RESPONSIBILITIES

	General	Response to concerns
Managers/Supervisors	Model, support and reinforce engagement with child safety training, resources and policies. Ensure team members meet state WWCC requirements for programs they work.	Serve as the primary point of contact for child safety concerns, including complaints and feedback directly from participants. Ensure immediate, appropriate action is taken in line with organisational protocols.
Risk Management team/Field Duty Managers	Documents and communicates program related risks and controls including those related to child safety.	Handles all initial child safety concern calls and follows up on incident reports to ensure appropriate actions are taken and documented.
People and Culture Manager	Oversees reporting and compliance and leads the implementation of child safety policies. Manages complaints and feedback.	Coordinates incident management, supports mandatory reporting across jurisdictions, provides support to managers, Risk Management, and Field Duty Managers (FDM) on child safety questions and concerns. <i>Child Safety Officer</i>

Wellbeing, Diversity & Inclusion Officer	Tracks reporting and supports compliance, reinforcing an inclusive and culturally sensitive approach to child safety. Ensures accessible resources are available to young people, caregivers and community members. Manages complaints and feedback. Manages records related to child safe reports and complaints.	Acts as a secondary contact for child safety concerns if the People and Culture Manager is unavailable. <i>Child Safety Officer</i>
All Team Members	Foster an inclusive and respectful culture that prioritises the physical, social, psychological and cultural safety and wellbeing of all children. Engage with training and resources around child safety and wellbeing. Take responsibility for their role and ongoing learning in setting programs up as safe spaces. Maintain a current WWCC for the state/s where this is required (see section <i>Working With Children Checks</i>).	Share a collective responsibility to recognise, respond to, and report any child safety concerns.

CHILD SAFE CODE OF CONDUCT

All team members, including volunteers and contractors, are expected to follow BOE's **Child Safe Code of Conduct**, which outlines clear behavioural expectations when interacting with children and young people.

- ^ Show respect for all children's rights and opinions, creating spaces where they feel heard, supported, and safe to report concerns. This includes young people with diverse needs and backgrounds.
- ^ Listen and respond to the concerns of young people, particularly if they communicate (verbally or non-verbally) that they do not feel safe or well.
- ^ Report any concerns about harm to a young person via BOE's Mandatory Reporting Process.
- ^ Act professionally and always maintain clear boundaries.
- ^ Do not do anything that is likely to physically, sexually or emotionally harm a young person.
- ^ Avoid one-on-one situations with young people where you cannot be seen, such as behind closed doors or isolated areas.
- ^ Ask permission before touching a young person (e.g., if they need help adjusting a harness). Don't initiate unnecessary physical contact.
- ^ Do not have private personal contact, including online contact, with past or current participants.
- ^ Do not disclose personal or sensitive information about a young person unless it is directly required for their care or reporting purposes.
- ^ On an BOE program, only record digital content (photos, videos or audio) of participants for use within BOE, and only record content where young people cannot be identified. Any content of young people should be shared only to appropriate BOE channels and deleted from personal devices and cloud storage within one week (See Appendix G).
- ^ Do not post content of young people (even if they cannot be identified) on personal social media. Re-sharing official BOE posts is ok.
- ^ Avoid showing content from a personal device to a young person.

Failure to adhere to this Code of Conduct may result in disciplinary actions, including termination of employment or volunteer roles.

PROCEDURES

IDENTIFYING CHILD ABUSE, NEGLECT, AND HARM

Harm to children and young people usually falls into the following categories:

- **Sexual** (e.g., inappropriate touching, grooming)
- **Physical** (e.g., hitting, pushing, or physical intimidation)
- **Emotional or psychological** (e.g., persistent hostility, humiliation, or intimidation)
- **Neglect** (e.g., failure to provide adequate supervision, food, or shelter)

The following also need to be reported:

- Self-injury and suicidal thoughts or behaviour
- Caregiver substance abuse, mental illness or domestic violence that place a child at risk of harm as described above.

Reasonable belief

This is formed when a reasonable person in the same situation would suspect a child is at risk of harm based on observation, a disclosure, or behaviour. **Examples of a Reasonable Belief** include:

- A child directly discloses abuse or neglect.
- A third party, such as another child or adult, indicates that a child has been abused.
- A team member observes signs of harm, such as physical injuries, fearfulness, or changes in behaviour.

Indicators of abuse or harm

- **Physical Indicators:** Unexplained bruises, burns, or injuries on a child; frequent or inconsistent explanations of injuries.
- **Behavioural Indicators:** Extreme withdrawal, fearfulness, or aggressiveness; knowledge of sexual behaviour, sudden changes in their attitude/behaviour.
- **Disclosure:** A child verbally reports abuse or describes harmful interactions. Please see Appendix D for guidance on responding to a disclosure.

Reportable conduct

If allegations or convictions of child abuse or misconduct toward children (reportable conduct) are made **against an employee or volunteer of BOE**, we are legally required to report it in line with relevant **Reportable Conduct Schemes** in each jurisdiction. This ensures all allegations of child abuse or misconduct are managed effectively and investigated thoroughly and fairly for everyone, including the person who is being accused.

RESPONDING TO SUSPECTED HARM OR ALLEGATIONS OF HARM ON PROGRAM

If harm is suspected or an allegation received during a program (including about yourself):

- The situation considered harmful should be stopped immediately
- Students should be separated from the person against whom they are making the allegation and be placed under the supervision of another adult
- An adult not involved in the allegation should take control of the group
- Further action will be guided by your CC/Manager and FDM in line with the National Reporting Protocol.

REPORTING CHILD ABUSE, NEGLECT, AND HARM

BOE's Mandatory Reporting Process

BOE's national approach ensures that all team members understand and adhere to their child protection responsibilities across Australian states and territories, including compliance with variations in local legislation.

The steps below cover a work-related report, but all BOE Team members are mandatory reporters. **This means we are legally required to report directly to the appropriate state or territory Child Protection authority or to police if we believe a child is being abused or neglected, even if this occurs outside of a work context.**



CHILD SAFE

MANDATORY REPORTING PROCESS

BOE is committed to protecting children and responding to child abuse. This means all BOE Team members need to keep the safety of children in mind regardless of whether they are in client facing roles.

If a child is in immediate danger, Call 000

Ensure the child is removed from potential harm as soon as possible.

WHEN TO REPORT



Any reasonable belief, suspicion, allegation or direct disclosure of abuse, neglect or harm Breach of Child Safety Code of Conduct

WHO TO REPORT TO



In the field: Course Coordinator or FDM
Not in the field: Direct team leader
All reports will immediately be escalated to BOE's Child Safety Officer.

HOW TO REPORT



Report immediately via phone call or in person.
Record using an UPLOADS Incident Report Form.

CONFIDENTIALITY



All reports are strictly confidential. Discuss only with those managing the incident. It's ok to seek professional support.

WHAT HAPPENS NEXT?

The team managing the incident will:

- Support the child, the client, the person reporting, and the accused staff member or volunteer.
- Ensure the child's safety, clarify the concern, and initiate response if needed.
- Decide if the matter must be reported to police or child protection based on legal and duty of care requirements, and report promptly if required.

IF IN DOUBT, MAKE A REPORT!

Dealing with actual or suspected harm to a young person can feel confronting, especially if you or someone close to you has experienced abuse. It can be especially difficult because in most cases we have no follow up contact with the child and won't know the outcome of a report. Talking to someone involved with managing the incident can help process these feelings, or you may want to speak confidentially with a professional.

To access free, confidential professional support, you can sign up for BOE's Employee Assistance Program (EAP) Converge on **1300 687 327** or online (<https://convergeinternational.com.au/>) using the code **BELGNLZV**. Converge counsellors are professionally required to maintain confidentiality, so it is ok to discuss deidentified child safety incidents with them. Our Mental Health and Wellbeing Policy may provide further guidance.

COMPLAINTS

In many cases, actions that create a safe space (Appendix B) can reduce the chance of complaints. Field team members should be prompted to report any concerns or potential concerns related to child safety or accidental impacts on wellbeing at the end of program (Appendix E). This reminds team members to reflect on anything they might have missed and helps our team to be proactive about potential complaints by being ahead of the conversation.

In line with National Child Safe Principles, children and young people, families, staff and community members must be able to make complaints or raise concerns related to child safety and wellbeing in a way that is accessible. Young people are informed of their right to safety and to make complaints via:

- ^ posters at all hardtop venues
- ^ program information websites
- ^ public BOE website
- ^ text in BOE student feedback surveys.

Verbal complaints

Young people on program can make complaints by speaking directly to an outdoor educator, program coordinator or other trusted BOE team member. Complaints by BOE team members can be made directly to the Manager of People and Culture or Wellbeing, Diversity & Inclusion Officer. If you receive a complaint verbally:

- ^ Acknowledge concerns and take the complaint seriously.
- ^ **Follow BOE's Mandatory Reporting Process** and steps for responding to a disclosure, even if you don't think the complaint is reportable conduct.

An BOE Child Safety Officer will decide if a mandatory report is necessary, and what action will be taken to respond to and resolve the complaint (Appendix F).

Online complaints

Online Complaints are received by our contact us form via the BOE website. This form is accessible for any young person, caregiver, client, or BOE team member, at any time. Complaints received via the online form will be forwarded directly to our Child Safe officer and Risk Management Team.

POLICY REVIEW

This policy will be reviewed as required to ensure it remains current and compliant with applicable laws and regulations. BOE may amend this policy from time to time to improve the effectiveness of its operation or may choose to terminate the policy.

SUPPORT & RESOURCES

For guidance or support, team members can contact:

- ^ People & Culture Manager
- ^ Wellbeing, Diversity & Inclusion Officer
- ^ **Confidential support:** BOE's EAP Converge is available for team members needing counselling or debriefing services after managing sensitive child safety incidents. Call **1300 687 327** or online (<https://convergeinternational.com.au/>) using the code **BELGNLZV**.

Child Safety and Wellbeing resources:

- o [Australian Human Rights Commission: National Principles for Child Safe Organisations](#)
- o [Australian Child Safe Standards – A State by State Guide](#)
- o [NSW Child Safety Mandatory Reporting Decision Tree](#)
- o [NSW Office of the Children's Guardian - Child's Guide to Reportable Conduct \(video\)](#)

APPENDICES

APPENDIX A: REDUCING VULNERABILITY ON PROGRAM

The guidelines below reduce the risk of a young participant being vulnerable to abuse on an BOE program, including by other young people.

- ^ Rules that apply at school around respect, relationships, sex, alcohol, drugs, etc. also apply at camp. Where participants do not come with a school or established group, setting clear expectations around behaviour is particularly important.
- ^ Participants typically share a tent with at least one other participant.
- ^ Participants should typically only be in their own tent.
- ^ When activities may require physical contact (e.g. some initiatives), safe touch (only areas not covered by a swimsuit) and asking permission should be discussed. Opting out should always be a clear option.
- ^ Bush toilet and changing areas should be clearly identified and communicated. Participants should be taught a clear signal to show if the toilet area is occupied (e.g., if shovel is missing, toilet is occupied).
- ^ BOE team members should not enter a participants' room when there are participants inside.

APPENDIX B: CREATING SAFE, RESPECTFUL, INCLUSIVE PROGRAM SPACES

Stress that feels unpredictable, severe or out of control to the person experiencing it can have a negative impact.

The following actions can help create a space where all young people can feel respected and safe enough to learn across physical, social, psychological and cultural domains. All roles share responsibility for creating safe spaces. Much of the work in creating safety comes in setting outdoor educators up for success with strong organisational culture, solid skills, a logical outline and trusted support. Young people can be set up for success with pre-program information, communication and options that are a good fit for their needs.

Expectations These should be explicitly set and reinforced with participants and include all domains of safety, including respectful language and actions, zero tolerance for belittling, bullying, discrimination or physically risky behaviour. E.g. using a group contract, or brief chat for a short program. Rules that apply at school around respect, relationships, sex, alcohol, drugs, etc. should also apply at camp. <i>Program design teams and the program coordinator can make sure outdoor instructors have the time and resources to do this early and effectively.</i>	Predictability When possible, information should be shared about what to expect ahead of time, e.g. access to map, timetable, activities, menu. Predictability creates psychological safety. <i>Client relationship managers and program coordinators play a key role in making sure participants know what to expect, and any additional needs have been identified and met.</i>
Choice Options should be offered for participation wherever possible. This includes activities that may not produce stress in an obvious way. <i>Program design, planning and delivery teams can help by making sure outlines are appropriate for all participants and adjustments are available wherever additional needs have been identified.</i>	Support Be approachable and take concerns seriously. Distress in individuals should be noticed and addressed effectively. Remember individuals experience and show stress, fear and safety differently. Work with the participant and client team member to support individual needs. This creates psychological safety. <i>Program coordinators can help by trusting and supporting outdoor instructors to anticipate and respond to individual needs. Rostering should prioritise continuity of team members with a group where possible.</i>

APPENDIX C: GETTING A WORKING WITH CHILDREN CHECK

Reimbursement Process:

BOE will cover all costs associated with obtaining these checks. To receive reimbursement, please follow these steps:

- Obtain your WWCC for VIC, NSW, and WA as outlined below.
- Fill out a reimbursement form.
- Submit the completed form to your pod leader or manager for approval.
- Submit your reimbursement form to: generalreimbursements@oeg.edu.au

How to Obtain Your WWCC:

Victoria (VIC):

- Visit the Victorian Department of Justice and Community Safety website: [Working with Children: Log in \(service.vic.gov.au\)](https://www.workingwithchildren.vic.gov.au)
- Complete the online application form.
- Print out the application receipt.
- Attend a participating Australia Post outlet with your application receipt, proof of identity, and payment.
- Once processed, you will receive your WWCC card by mail.

[Working with Children Check \(service.vic.gov.au\)](https://www.workingwithchildren.vic.gov.au)

New South Wales (NSW):

- Go to the NSW Office of the Children's Guardian website: [New Application - NSW Working with Children Check](https://www.newapplication-nsw.workingwithchildrencheck.nsw.gov.au)
- Fill out the online application form and note the application number.
- Take your application number and proof of identity to a Service NSW centre for verification (Please note you must be in NSW to be able to complete this).
- You will receive an email with your WWCC number once the check is complete.

[Apply for a Working with Children Check | Service NSW](https://www.newapplication-nsw.workingwithchildrencheck.nsw.gov.au)

Western Australia (WA):

- WWCC application form will be available at your state base.
- Complete the application form.
- Take the form to an authorised Australia Post outlet along with your proof of identity and payment.
- The card will be mailed to you after your application is processed.

[Working with Children Check \(www.wa.gov.au\)](https://www.workingwithchildrencheck.wa.gov.au)

If you have any questions or need assistance with the application process, please don't hesitate to reach out to your pod leader, manager or P&C team.

APPENDIX D: RESPONDING TO A DISCLOSURE

Responding appropriately to a disclosure can make a huge difference to a young person's wellbeing and likelihood to report in the future. It is also important to respond in a way that is honest and doesn't compromise future investigations.

1. Listen Calmly and Supportively

- **Stay calm:** Avoid displaying shock or disbelief.
- **Provide reassurance:** Let the child know they've done the right thing by telling you.

Example phrases:

- "Thank you for telling me."
- "I'm here to help you."
- "It's not your fault."
- **Do not interrogate:** Allow the child to share at their own pace without pressing for details or interrupting their narrative. **Don't ask detailed or leading questions** when a child discloses harm. Your role is to listen, provide reassurance, and report the disclosure to the appropriate authorities. However, **open and non-leading questions** can be used to clarify essential details such as who is involved, what happened and when and where it happened.

Example open questions:

- "Can you tell me more about what happened?"
- "When did this happen?"
- "Who was there?"

2. Avoid Making Promises

- **Do not promise to keep it a secret:** Explain that you may need to tell someone else to ensure their safety.
- Be honest about what will happen next, while reassuring the child that they'll be supported.

Example:

"I may need to share this with someone who can help keep you safe."

"I haven't been told yet what the next step will be, but I know the people making that decision really care about keeping you safe."

3. Record the Disclosure Accurately

- Write down exactly what the child said as soon as possible, using their words.
- Include the date, time, and any relevant observations (e.g., emotional state, injuries).

4. Report the Disclosure

- **See Reporting and Incident in BOE's Child safe and wellbeing policy.** As outdoor educators we **must** report any suspicions of harm to child protection authorities even outside of a work context.

5. Seek Support for Yourself

- Disclosures can be emotionally challenging. To access free, confidential professional support, you can sign up for BOE's Employee Assistance Program (EAP) Converge on 1300 687 327 or online (<https://convergeinternational.com.au/>) using the code BELGNLZV.

APPENDIX E: END OF PROGRAM: BEING AHEAD OF THE CONVERSATION

“Is there anything the Client Relationship Manager needs to know?” (did you see/hear/touch/smell something that seemed like it could be misinterpreted or have felt unsafe?) This is a standard question that should be asked by the coordinator at every program debrief. It gives BOE and our team members a chance to be ahead of any conversations that might come up after the program. Examples might include:

- Reflecting on a concerning pattern of behaviour that may be reportable, or two people noticing behaviour at different times that together appear concerning.
- A participant got a minor scratch to their face from a tree, but it might at first appear alarming to caregivers - the school might want to let them know before they see them.
- Accidentally seeing a young person using a bush toilet, or them seeing you.
- A student was found in a tent that wasn't theirs, but it didn't appear suspicious.
- A young person needed their harness adjusted and you accidentally bumped them in the chest, immediately apologising.
- The teacher and a student were momentarily out of sight while administering refrigerated medication each day.
- Several year 3 students started initiating hugs to you more frequently than appropriate, until you told them you would rather high 5.
- You overheard someone saying to another student that they didn't have enough food on camp, even though you had heard of no issues and there was plenty of food available.
- Some students reported being cold at night even though you had given them all the extra resources you could get.
- You and the teacher thought you smelled cigarette smoke but there was no other evidence.

APPENDIX F: COMPLAINTS AND INVESTIGATIONS

Reportable conduct will be passed on to appropriate authorities. Their advice will determine whether an internal investigation will proceed. Internal investigations must not interfere with external processes.

If the complaint is **not** reportable conduct:

1. Document and Acknowledge

- Complaints will be documented via the online form either directly or by an BOE Child Safety Officer.
- Receipt of complaints that come via the online form or email will be acknowledged within 2 business days.

2. Assess and Investigate

- BOE's People & Culture Manager will assess the nature and seriousness of the complaint.
- Where appropriate, relevant parties will be involved while maintaining confidentiality and child safety.
- Where appropriate, a thorough and impartial investigation will be undertaken. BOE may engage an external investigator.

3. Resolve and Respond

- A plan is made to address the complaint and prevent recurrence.
- Where possible, the outcome is communicated to the complainant.

4. Follow up

- Situation is monitored to ensure the issue is resolved.
- Complaints will be reviewed regularly for any systematic learnings.

APPENDIX G: PHOTOGRAPHING OR RECORDING YOUNG PEOPLE ON BOE PROGRAMS

This guide has been developed to help us comply with child safety principles and protect young people and our team members. We want to make sure BOE's expectations around recording digital content (photos, videos and audio) of young people is extremely clear to our team.

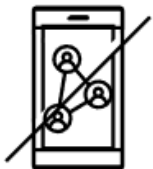
We understand the expectations below are stricter than they might have been in the past. This is because digital technology is evolving rapidly, and our community is more aware and sensitive to these risks than we ever have been.

We are committed to putting young people and our team first by making our guidelines careful and clear.

Questions? Reach out to People and Culture: pchelpdesk@oeg.edu.au



Never take photos where young people can be identified.



Never post work photos of young people on social media.



Delete any photos of young people from personal devices within one week.

We understand that people can make for better images, and that this can feel like an important way to capture the experiences you have in a job you love. However, keeping and using work photos or videos of young people for personal use is not in line with child safety guidelines and is legally risky for you as a professional educator. These rules are the same ones that apply to teachers under NSW and Victorian guidelines.

Try being creative with how you capture memories of your experience. Instead take photos of creations young people have made, campsites or views, or draw or write about your experiences.

FREQUENTLY ASKED QUESTIONS

What is identifiable content?

For the purposes of this guide, identifiable content is content where if a parent saw it, they could identify their child by their voice, face, clothing, hair style, bag, hat, accessories or other features. This can include photos taken from the back. Some examples of identifiable and non-identifiable photos are given at the end of this document.

Can I take and use digital content of young people if their caregivers have given written consent?

Written consent is asked for and provided **only** for the purposes of formal BOE marketing and media. This will be managed by the BOE marketing team.

Do not record identifiable digital content of young people on program unless you have been asked specifically to do so by the marketing team, and they have organised an BOE device for you to do this.

Can I record content that includes young people on my personal device, if they are not identifiable (e.g. the group from the back)?

Never record photos, videos or audio where a young person can be identified on a personal device. Any content of young people should be deleted within a week.

The only reason to photograph or record young people on program (even de-identified images) is for professional use within BOE, e.g. for Photos from the Field or to pass on to our marketing team.

It is always better to take any images of young people on an BOE device. If a personal device is used any photo, audio or video recording should be unidentifiable and should be shared with the BOE marketing team and deleted from your personal device within one week. That deletion must include any cloud backups the personal device has made.

Can I share images of young people on my social media?

Never post any digital content of young people from an BOE program, whether identifiable or not, on your personal social media.

If you have a great photo (with no identifiable young people) and you want to share it, send it to our team via Photos from the Field. They can take responsibility for making sure it's not identifiable and sharing on social media if appropriate. If it's shared on an BOE's page then you can re-share it.

Remember, **never record content where young people can be identified.**

DOCUMENT CONTROL

Version	Changed by	Changes	Change date	Status
2018	Paul Horton	Initial Release	Jan 2018	Archived
2020	Paul Horton		Nov 2020	Archived
2023	David Marsden		Oct 2023	Archived
2025	People and Culture		2025	Archived
2026	Jocelyn Barker	BOE branding and formatting, updated online complaints policy	May 2026	Archived
2026.1	Jocelyn Barker	Updated Appendix G FAQs to clarify wording	May 2026	Published