



Donald Primary School

Child Safe Environment & Mandatory Reporting Policy

PURPOSE

This policy sets out Donald Primary School's approach to creating a child safe organisation where children and young people are safe and feel safe; and provides the policy framework for the school's approach to the Child Safe Standards in compliance with Ministerial Order 870. The Order came into effect on 1 August 2016 and specifies how every Victorian school must:

- embed a culture of 'no tolerance' for child abuse
- comply with the prescribed seven minimum Child Safe Standards.

SCOPE

This policy will apply to all staff, volunteers, contractors and whether or not they work in direct contact with children or young people.

The policy will apply across a range of school forums (e.g. camps, online) and outside of school hours.

STATEMENT OF COMMITMENT & PRINCIPLES

Donald Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Donald Primary School has **zero tolerance for child abuse**.

Donald Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children.

Every person involved in Donald Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

SCHOOL FOCUS

- RESPECT - *Self Awareness* - For others, ourselves, the environment and school resources.
- MUTUAL RESPECT - *For Everybody* – We will treat people the way we want to be treated.
- 'HAVE A RED HOT GO!' - *Personal Best* – It's important that we do everything to the best of our ability.
- ATTENTIVE LISTENING - *Stop, look & listen* – We will listen with our eyes, ears and hearts.
- 'HERE TO LEARN' - *It's a privilege* – We have the right to participate and we know the more we participate the more we gain.
- RESPONSIBILITY - *For own learning* - I am in control of my own actions and the way in which I behave and learn.
- NO PUT DOWNS - *NAME IT!* – We will speak kindly to others and think of other people's feelings.

SCHOOL VALUES

The A B C D & E of Donald Primary School

A is for ATTITUDE & ACTIVITY

B is for BOUNCING BACK

C is for COMMUNICATION & CONNECTION

D is for DIRECTIONS & DECISIONS

E is for EMOTIONS & EMPATHY

Donald Primary School's Principles for Child Safety.

In its planning, decision-making and operations Donald Primary School will:-

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.

POLICIES AND PROCEDURES

Policies and procedures outlining Donald Primary School's approach to the Child Safe Standards are outlined below.

1. A child-safe culture

The school's culture encourages staff to raise, discuss and scrutinise concerns making it more difficult for abuse to occur and remain hidden. The school complies with human resources practices that ensure child safety that can be found on the DET website at

<http://www.education.vic.gov.au/hrweb/employcond/Pages/crimcheck.aspx>.

2. Personnel understand their roles and responsibilities

As school staff, we have a legal and moral responsibility to respond to serious incidences involving abuse and neglect of the children with whom we have contact, and to report instances that we believe involve physical abuse, sexual abuse or neglect even if when a belief is formed the Principal does not share the view.

All members of the Teaching Service are mandated by law to report signs and disclosures of physical and/or sexual abuse, and neglect. New staff will be informed of mandatory reporting responsibilities and procedures. Staff will be reminded of mandatory responsibilities annually through online training and via staff meeting agenda.

The school has clear expectations for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include reporting their concerns to the DHHS Child Protection or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns. The school will take action to respond to a complaint. The school's policy and procedures for reporting a child safety concern or complaint can be found in the attachment: "Reporting a Child Safety Concern or Complaint"

Failure to disclose

All adults, not just professionals who work with children, have a legal obligation to report to Victoria Police where they form a reasonable belief that a sexual offence has been committed by an adult against a child under the age of 16. Failure to disclose the information may amount to a criminal offence unless you have a "reasonable excuse" or have an "exemption" from doing so.

Failure to Protect

Any staff member in a position of authority, who becomes aware that an adult associated with their organisation (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the care, authority or supervision of the organisation, must take all reasonable steps to remove or reduce that risk. This may include, for example, removing the adult from child-related work pending investigation. If a staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence. The offence applies only to adults in a position of authority within an organisation. In a school context, this may include Principals, Assistant Principals, and Campus Principals.

3. Code of Conduct

Donald Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct 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, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Donald Primary School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Donald Primary School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times – see Child Safe Policy
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- 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/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's Principal
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- 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
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes¹
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy² or take illicit drugs under any circumstances.

References:

¹ SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx> . The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities.

² SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx>. The policy says the school must obtain school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions. It is silent on whether they can consume alcohol at other school events where students are present, this is a matter that the school needs to decide upon – draft text is provided in the guidance fact sheet.

4. *Human resources practices and training*

- Ensure that position descriptions for all new positions advertised from 1 August 2016 include the standard 'Child Safe Environments' clause as provided in the 'Recruitment in Schools' Guide.
- Promote and embed the Child Safety Code of Conduct as above for existing staff through staff professional development, staff meetings and the school newsletter.

Donald Primary School will comply with the Ministerial Order regarding the following requirements for schools:

- Each job or category of jobs for school staff that involves child connected work must have a clear statement that sets out:
 - the job's requirements, duties and responsibilities regarding child safety; and
 - the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety.
- All applicants for jobs that involve child connected work for the school must be informed about the school's child safety practices (including the code of conduct).
- In accordance with any applicable legal requirement, the school must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child connected work:
 - Working with Children Check status, or similar check;
 - proof of personal identity and any professional or other qualifications;
 - the person's history of work involving children; and
 - Proof of Personal Identity – Photo ID is essential

- references that address the person's suitability for the job and working with children.
- The school must ensure that appropriate supervision or support arrangements are in place in relation to:
 - the induction of new school staff into the school's policies, codes, practices, and procedures governing child safety and child connected work; and
 - monitoring and assessing a job occupant's continuing suitability for child connected work.
- The school will implement practices that enable the school council to be satisfied that people engaged in child-connected work perform appropriately in relation to child safety.

5. Identifying & Responding to all Forms of Abuse – Mandatory Reporting

Mandatory Reporting

While only mandated by law to report incidents of physical and sexual abuse, and neglect; teachers are also encouraged to report incidents of emotional abuse or neglect and pay particular attention to children identified as being 'vulnerable'.

Students, who disclose to staff a desire to harm themselves or others, must be reported by staff to the principal.

School staff should use this template to document any incident, disclosure or suspicion that a child has been, or is at risk of being abused. This template should be used in conjunction with the following: Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse (see attached).

Completing this template should not impact on reporting times. If a child is in immediate danger, school staff should report immediately to Victoria Police.

Whilst you may need to gather the information to make a report, remember it is not the role of school staff to investigate abuse, leave this to Victoria Police and/or DHHS Child Protection.

Why record this information?

When completing this template your aim should be to provide as much information as possible. This information will be critical to any reports and may be sought at a later date if the matter is the subject of Court proceedings. These notes may also later assist you if you are required to provide evidence to support any decisions.

It is a requirement under ***Ministerial Order No. 870- Child Safe Standards- Managing the risk of child abuse in schools*** for schools to keep clear and comprehensive notes on all observations, disclosures and other details that led them to suspect the abuse.

PRINCIPALS CHECKLIST

Fulfilling your role when an incident, disclosure or suspicion of child abuse comes to your attention.

If there is an incident, disclosure or suspicion of child abuse concerning a student or staff member at your school, as a Principal, you are responsible for:

Reporting and Recording

Ensuring that the Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse have been followed

Ensuring that your staff complete the *Responding to Suspected Child Abuse: Template for all Victorian Schools*

Undertaking the review process included within the template between 4-6 weeks after a report is made

Ongoing Communication

Ongoing liaison/communication with:

- DHHS Child Protection and Victoria Police
- Regional Office and SIRU if engaged (Government schools)
- Diocese education office (Catholic schools)
- School Board (Independent schools)
- Parents/carers of all impacted students (where appropriate, following advice from authorities)

If an international student is impacted:

- Liaison with International Education Division (Government schools)
- Liaison with VRQA (Catholic and Independent schools in some instances)

If an Aboriginal or Torres Strait Islander Student is impacted:

- Liaison with Koorie Engagement Support Officer (Government schools)
- Liaison with Diocese education office (Catholic schools)

If a staff member is implicated:

- Liaison with Victoria Police
- Ongoing communication and action as set out by the Employee Conduct Branch (Government schools)

Provision of Ongoing Support

Overseeing the development of a short-term action plan for all children impacted by suspected abuse in consultation with:

- The Region and the SIRU (Government schools)

Ensuring ongoing education and support services are provided for all children involved via:

- Formation of a Student Support Group
- Developing, implementing and reviewing a *Student Support Plan* in partnership with children and their parents/carers, allied health workers and external support agencies where appropriate (this plan should list appropriate school-level and non-school based supports and should assist students in returning to school)
- Addressing concerns as they arise

Provision of school based wellbeing services:

- Continued monitoring of the situation and the health and wellbeing of impacted children and staff members
- Ensuring the provision of ongoing support for the children, families and staff members involved.

6. Risk reduction and management

The School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures. See Policies for Camps, Excursions & Incursions and Student Safety & Wellbeing with External Providers.

Parents and guardians are issued with an Information Handbook outlining their responsibilities in relation to student attendance, drop off and pick up procedures and general student safety. This information is also available on the school's website : www.donaldps.vic.edu.au.

School councillors will be given a copy of relevant sections of both the Staff Handbook and the school Information Handbook when they are inducted to the school council. The Child Safe policies and procedures will be included and highlighted in this information.

Donald Primary School has developed a staff handbook to clearly outline the Child Safe Policies & Procedures at the school and the requirements for staff eLearning and professional development. Student supervision, safety and wellbeing are covered in the following policies:

- Duty of Care Policy
- Inclusion & Diversity Policy
- Student Engagement Policy

7. Listening to children

The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities.

When the school is gathering information in relation to a complaint about alleged misconduct with, or abuse of, a child the school will listen to the complainant's account of things and take them seriously, check understanding and keep the child (or their parents/carers) informed about progress.

8. Confidentiality and Privacy

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the School Privacy Policy.

Related Documents:

- *Reporting a Child Safety Concern or Complaint*

EVALUATION:

The policy will be reviewed annually with the school's Student Welfare Policy.

Policy approved by school council on **9th September 2019**

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.

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

■ You **must** act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief* that a child has, or is at risk of being abused.

■ You **must** act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).

■ It is strongly recommended that you use the **Responding to Suspected Child Abuse template** to keep clear and comprehensive notes, even if you make a decision not to report.

*A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**.

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE

You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must also** report internally to:

GOVERNMENT SCHOOLS

- School principal and/or leadership team
- Employee Conduct Branch
- DET Incident Support and Operations Centre.

CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office.

INDEPENDENT SCHOOLS

- School principal and/or school chairperson
- Commission for Children and Young People on **1300 782 978**.

All allegations of 'reportable conduct' **must** be reported as soon as possible to:

GOVERNMENT SCHOOLS

- Employee Conduct Branch

CATHOLIC SCHOOLS

- Diocesan education office

INDEPENDENT SCHOOLS

- Commission for Children and Young People on **1300 782 978**.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION

You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE

You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report internally to:

GOVERNMENT SCHOOLS

- School principal and/or leadership team
- DET Incident Support and Operations Centre.

CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office.

INDEPENDENT SCHOOLS

- School principal and/or chairperson.

OTHER CONCERNS

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from:

- Child FIRST/The Orange Door (in circumstances where the family are open to receiving support)
- DHHS Child Protection
- Victoria Police.

3 CONTACTING PARENTS/CARERS

Your principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- **not to contact** the parents/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- **to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)
- **how to communicate** with all relevant parties with consideration for their safety.

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a **Student Support Plan** in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.

Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION

AREA

North Division **1300 664 977**
South Division **1300 655 795**
East Division **1300 360 391**
West Division (Rural) **1800 075 599**
West Division (Metro) **1300 664 977**

AFTER HOURS

After hours, weekends, public holidays **13 12 78**.

CHILD FIRST

<https://services.dhhs.vic.gov.au/referral-and-support-teams>

ORANGE DOOR

<https://www.vic.gov.au/familyviolence/the-orange-door.html>

VICTORIA POLICE

000 or your local police station

DET INCIDENT SUPPORT AND OPERATIONS CENTRE

1800 126 126

INCIDENT MANAGEMENT AND SUPPORT UNIT

1800 126 126

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

Melbourne **(03) 9267 0228**
Ballarat **(03) 5337 7135**
Sale **(03) 5622 6600**
Sandhurst **(03) 5443 2377**

INDEPENDENT SCHOOLS VICTORIA

(03) 9825 7200

THE LOOKOUT

The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: <http://www.lookout.org.au>

Family violence victims/survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**.



PROTECT

THE EDUCATION STATE

VICTORIA
Department of Education and Training

CECV
Catholic Education Commission of Victoria (Inc)

Independent Schools Victoria

DONALD PRIMARY SCHOOL

Responding to an Incident, Disclosure or Suspicion of Child Abuse

PLEASE NOTE: IF YOU ARE MAKING A REPORT TO DHHS CHILD PROTECTION OR VICTORIA POLICE YOU MUST SEEK ADVICE BEFORE CONTACTING PARENTS/CARERS SO AS NOT TO COMPROMISE ANY INVESTIGATION OR PLACE A CHILD AT FURTHER RISK

STAFF MEMBER LEADING THE RESPONSE

NAME:

OCCUPATION:

LOCATION (SCHOOL ADDRESS):

DONALD PRIMARY SCHOOL

2A WALKER STREET

DONALD , VIC 3480

RELATIONSHIP TO CHILD:

CRITICAL ACTION 1: IMMEDIATE RESPONSE TO AN INCIDENT

If anyone is in immediate danger school staff should report immediately to Victoria Police on 000.

RESPONDING TO AN EMERGENCY

DID THE CHILD REQUIRE FIRST AID? PROVIDE DETAILS IF 'YES'.

WHO ADMINISTERED THIS? (NAME AND TITLE)

DID THE CHILD REQUIRE FURTHER IMMEDIATE MEDICAL ASSISTANCE?

CURRENT LOCATION AND SAFETY STATUS:

E.G. ARE ALL IMPACTED STUDENTS SAFE AND NOT IN ANY IMMEDIATE DANGER?

IF A CHILD IS IN IMMEDIATE DANGER SCHOOL STAFF SHOULD REPORT IMMEDIATELY TO VICTORIA POLICE ON 000

CHILD'S INFORMATION

PERSONAL DETAILS

NAME:

GENDER:

YEAR LEVEL/CLASS:

DATE OF BIRTH:

RESIDENTIAL ADDRESS:

PARENT/CARER NAME/S:

PARENT/CARER CONTACT:

LANGUAGE(S) SPOKEN BY CHILD:

DISABILITIES, MENTAL OR PHYSICAL HEALTH ISSUES:

CHILD'S BACKGROUND

CULTURAL STATUS AND RELIGIOUS BACKGROUND

IF THE CHILD IS OF ABORIGINAL OR TORRES STRAIT ISLANDER BACKGROUND, GOVERNMENT SCHOOLS MUST CONTACT THEIR KOORIE ENGAGEMENT SUPPORT OFFICER, AND CATHOLIC SCHOOLS MUST CONTACT THE DIOCESAN EDUCATION OFFICE TO ARRANGE CULTURALLY APPROPRIATE SUPPORT. IF THE CHILD IS AN INTERNATIONAL STUDENT YOU MUST NOTIFY THE INTERNATIONAL EDUCATION DIVISION ON (03) 9637 2990

ANY KNOWN PREVIOUS HISTORY OF SUSPECTED ABUSE

(PRIOR TO THIS INCIDENT, DISCLOSURE OR SUSPICION OR INVOLVEMENT WITH AGENCIES):

FAMILY BACKGROUND

FAMILY COMPOSITION (IF KNOWN):

LIST PARENTING OR CARE ARRANGEMENTS AND SIBLING NAMES AND AGES

ANY OTHER PEOPLE LIVING WITH THE CHILD (IF KNOWN):

FAMILY BACKGROUND

DISABILITY, MENTAL OR PHYSICAL HEALTH ISSUES IN FAMILY (IF KNOWN):

LIKELY REACTION TO A REPORT BEING MADE (IF KNOWN):

DETAILS OF THE INCIDENT, DISCLOSURE OR SUSPICION

GROUND'S FOR YOUR BELIEF THAT A CHILD HAS BEEN, OR IS AT RISK OF ABUSE

INDICATORS OR INSTANCES WHICH LED YOU TO BELIEVE THAT A CHILD/CHILDREN ARE SUBJECT TO CHILD ABUSE, OR AT RISK OF ABUSE:

DETAIL ANY DISCLOSURES OR INCIDENTS OR SUSPICIONS (INCLUDING NAMES, TIMES AND DATES DOCUMENTING A CHILD'S EXACT WORDS AS FAR AS POSSIBLE). INCLUDE SPECIFIC DETAIL HERE ON WHAT LED YOU TO FORM A REASONABLE BELIEF THAT A CHILD HAS BEEN, OR IS AT RISK OF BEING ABUSED.

ANY PHYSICAL INDICATORS OF ABUSE:

ANY BEHAVIOURAL INDICATORS OF ABUSE:

ANY PATTERNS OF BEHAVIOUR OR PRIOR CONCERNS LEADING UP TO AN INCIDENT, DISCLOSURE OR SUSPICION:

DETAILS OF PERSONS ALLEGED TO HAVE COMMITTED THE ABUSE (IF KNOWN)

NAME:

GENDER

DATE OF BIRTH:

RELATIONSHIP TO CHILD:

NOTHING IF THEY ARE WITHIN THE SCHOOL OR WITHIN THE FAMILY AND COMMUNITY (THIS WILL IMPACT ON WHO YOU REPORT TO)

ADDRESS:

CONTACT DETAILS:

CRITICAL ACTION 2: REPORTING

REPORTING TO AUTHORITIES

TICK THE AUTHORITIES YOU HAVE REPORTED TO:

- ☐ VICTORIA POLICE
- ☐ DHHS CHILD PROTECTION
- ☐ CHILD FIRST
- ☐ DECISION NOT TO REPORT

IF YOU'VE DECIDED NOT TO REPORT, LIST YOUR REASONS HERE. ALSO INCLUDE ANY FOLLOW-UP ACTIONS UNDERTAKEN BY YOU BELOW:

PROVIDE DETAILS OF YOUR INTERNAL DISCUSSIONS TO EITHER OF THE FOLLOWING:

GOVERNMENT SCHOOL STAFF MUST REPORT TO SECURITY SERVICES UNIT AND ALSO TO THE EMPLOYEE CONDUCT BRANCH IF THE INCIDENT, DISCLOSURE OR SUSPICION INVOLVES A STAFF MEMBER, CONTRACTOR OR VOLUNTEER.

CATHOLIC SCHOOL STAFF MUST REPORT TO THEIR CATHOLIC DIOCESAN EDUCATION OFFICE

DATE:

TIME:

AUTHORITY:

OUTCOMES FROM THE REPORT:

REPORTING INTERNALLY

PROVIDE DETAILS OF YOUR DISCUSSION WITH SCHOOL LEADERSHIP

TIME:

DATE:

NAMES:

DISCUSSION OUTCOMES:

PROVIDE DETAILS OF YOUR INTERNAL DISCUSSIONS TO EITHER OF THE FOLLOWING:

GOVERNMENT SCHOOL STAFF MUST REPORT TO SECURITY SERVICES UNIT AND ALSO TO THE EMPLOYEE CONDUCT BRANCH IF THE INCIDENT, DISCLOSURE OR SUSPICION INVOLVES A STAFF MEMBER, CONTRACTOR OR VOLUNTEER

CATHOLIC SCHOOL STAFF MUST REPORT TO THEIR CATHOLIC DIOCESAN EDUCATION OFFICE

TIME:

DATE:

NAMES:

DISCUSSION OUTCOMES:

CRITICAL ACTION 3: CONTACTING PARENTS/CARERS

ACTIONS TAKEN

PROVIDE DETAILS OF YOUR DISCUSSION WITH PARENTS/CARERS (IF APPROPRIATE):

SCHOOL STAFF MUST CONSULT WITH VICTORIA POLICE AND/OR DHHS CHILD PROTECTION TO DETERMINE IF IT IS APPROPRIATE TO CONTACT PARENTS, IF IT IS, PARENTS MUST BE CONTACTED AS SOON AS POSSIBLE (PREFERABLY ON THE SAME DAY OF THE INCIDENT, DISCLOSURE OR SUSPICION).

HAVE YOU SOUGHT ADVICE FROM DHHS CHILD PROTECTION OR VICTORIA POLICE?

- ☐ NO
- ☐ YES

IS IT APPROPRIATE TO CONTACT PARENT/CARER

- ☐ NO
- ☐ YES

LIST REASONS IF IT IS NOT APPROPRIATE TO CONTACT PARENT/CARER:

IF CONTACTING PARENT/CARER, PROVIDE THE FOLLOWING DETAILS:

NAME OF STAFF MEMBER MAKING THE CALL:

NAME OF PARENT/CARER RECEIVING THE CALL:

DISCUSSION OUTCOMES:

CRITICAL ACTION 4: PROVIDING ONGOING SUPPORT

PLANNED ACTIONS

INCLUDE DETAIL ON WHAT FOLLOW-UP ACTIONS HAVE OCCURRED TO SUPPORT THE STUDENT (FOR EXAMPLE, REFERRAL TO WELLBEING PROFESSIONALS AND OTHER SPECIALISED SERVICES, THE CONVENING OF A STUDENT SUPPORT GROUP AND DEVELOPMENT OF SUPPORT PLANS):

FOLLOW UP ACTIONS

SUPPORT:

REFERRALS(S):

PROCESS OF REVIEW

COMPLETE THIS SECTION BETWEEN 4-6 WEEKS AFTER AN INCIDENT, SUSPICION OR DISCLOSURE OF ABUSE IN CONJUNCTION WITH YOUR SCHOOL LEADERSHIP TEAM. THIS WILL SUPPORT YOU AND YOUR SCHOOL TO CONTINUE TO PROTECT CHILDREN IN YOUR CARE AND TO REFLECT ON YOUR PROCESSES AND THE NEED FOR ANY FOLLOW-UP ACTION.

SAFETY AND WELLBEING

CURRENT SAFETY AND WELLBEING OF THE CHILD

IS THE CHILD SAFE FROM ABUSE AND HARM?

- ☐ NO
- ☐ YES

IF NOT CONSIDER THE NEED TO MAKE A FURTHER REPORT

DOES THE CHILD HAVE ANY WELLBEING ISSUES THAT ARE NOT CURRENTLY BEING ADDRESSED?

- ☐ NO
- ☐ YES

IF SO, CONSIDER HOW THESE CAN BE ADDRESSED AND CAPTURED WITHIN A STUDENT SUPPORT PLAN

CURRENT WELLBEING OF OTHER CHILDREN WHO MAY BE IMPACTED BY THE ABUSE

ARE THERE ANY OTHER CHILDREN WHO MAY BE IMPACTED BY THE ABUSE?

- ☐ NO
- ☐ YES

IF SO HAVE THEIR WELLBEING NEEDS BEEN MET

- ☐ NO
- ☐ YES

IF SO, CONSIDER HOW THESE CAN BE ADDRESSED AND CAPTURED WITHIN A STUDENT SUPPORT PLAN

CURRENT WELLBEING OF IMPACTED STAFF MEMBERS

DOES THE STAFF MEMBER WHO MADE THE REPORT/ WITNESSED THE INCIDENT, FORMED A SUSPICION OR RECEIVED A DISCLOSURE REQUIRE ANY SUPPORT?

- ☐ NO
- ☐ YES

IF SO HAS THIS BEEN RECEIVED?

- ☐ NO
- ☐ YES

REVIEW OF ACTIONS TAKEN

HAVE SCHOOL STAFF FOLLOWED THE FOUR CRITICAL ACTIONS FOR SCHOOLS: RESPONDING TO INCIDENTS, DISCLOSURES OR SUSPICIONS OF CHILD ABUSE?

WAS AN APPROPRIATE DECISION MADE IN RELATION TO WHEN TO ACT?

- ☐ NO
- ☐ YES

COULD THE SUSPECTED ABUSE HAVE BEEN DETECTED EARLIER?

- ☐ NO
- ☐ YES

ACTION 1

DID THE SCHOOL TAKE APPROPRIATE ACTION IN AN EMERGENCY?

- ☐ NO
- ☐ YES

ACTION 2

WAS A REPORT MADE TO THE APPROPRIATE AUTHORITIES AND INTERNALLY?

- ☐ NO
- ☐ YES

WERE SUBSEQUENT REPORTS MADE IF NECESSARY?

- ☐ NO
- ☐ YES

ACTION 3

DID THE SCHOOL CONTACT THE PARENTS/CARERS ASAP?

- ☐ NO
- ☐ YES

HAVE THE PARENTS CONTINUED TO BE ENGAGED IF APPROPRIATE?

- ☐ NO
- ☐ YES

ACTION 4

HAS THE SCHOOL PROVIDED ADEQUATE SUPPORT FOR THE STUDENT?

- ☐ NO
- ☐ YES

HAS A STUDENT SUPPORT PLAN BEEN ESTABLISHED, IMPLEMENTED AND REVIEWED?

- ☐ NO
- ☐ YES

HAS A STUDENT SUPPORT GROUP BEEN ESTABLISHED?

- ☐ NO
- ☐ YES

WAS THE STUDENT APPROPRIATELY SUPPORTED IN ANY INTERVIEWS?

- ☐ NO
- ☐ YES

HAVE ANY COMPLAINTS BEEN RECEIVED?

- ☐ NO
- ☐ YES

HAVE THE COMPLAINTS BEEN RESOLVED?

- ☐ NO
- ☐ YES