

RESPONDING TO AND REPORTING ALLEGATIONS OF SUSPECTED CHILD ABUSE POLICY AND PROCEDURE

Approving authority	Executive Management Team
Purpose	This policy and procedure has been developed to ensure that Ozford College appropriately responds to and reports allegations of suspected child abuse and to meet the Victorian Child Safe Standards and Ministerial Order 1359 Managing the Risk of Child Abuse in Schools And School Boarding Premises.
Responsible Officer	Principal
Associated documents	Anti-Bullying and Harassment Policy and Procedure Anti-Discrimination and Harassment Policy and Procedure Child Safety Policy and Procedure Child Safety Code of Conduct Policy and Procedure Child Safe Risk Management Policy and Procedure Critical Incident Policy and Procedure Diversity, Cultural safety and Equity Policy and Procedure Information, Communication and Technology (ICT) Acceptable Use Policy and Procedure Mandatory Reporting Policy and Procedure Student Support and Services Policy and Procedure Human Resources Policy and Procedure Student Behaviour Management Policy and Procedure Student Complaints and Appeals Policy and Procedure Younger students and Homestay Policy and Procedure Record Management Policy and Procedure

1. RATIONALE

Ozford College (the College) has zero tolerance to child abuse and is committed to the protection and wellbeing of all children in its school environments.

This policy addresses the requirements of the Victorian Child Safe Standards and the Ministerial Order 1359 Managing the Risk of Child Abuse in Schools And School Boarding Premises.

This policy addresses the legal obligations in relation to reporting suspected sexual child abuse. Failing to meet these obligations can constitute a criminal offence, including a:

- failure to disclose a sexual offence
- failure to protect a child (where it is known that a person associated with their organisation poses a substantial risk of sexually abusing children).

This policy addresses the Reportable Conduct Scheme where the College is required to notify the Commission for Children and Young People of all allegations of reportable conduct by employees and volunteers.

All Ozford College staff (as defined by the Ministerial Order) and volunteers involved in child connected work must comply with the College child safe policies. The Ministerial Order and 1359 define school staff as an individual working in the school environments who is:

- directly engaged or employed by the College;

- a contracted service provider (whether or not a body corporate or any other person is an intermediary) engaged to perform child-related work; or
- a minister of religion, a religious leader or an employee or officer of a religious body associated with the school.

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

This policy should be read in conjunction with the Student Complaints and Appeals policy and procedures.

2. SCOPE

This policy and procedures applies to:

- the governing body members, the Executive management team
- staff directly engaged or employed by the Executive management team
- contracted staff ie. contracted service provider whether or not a body corporate or any other person is an intermediary) engaged to perform child-related work
- volunteers
- parents
- students; and
- the wider community.

This policy and procedure apply to allegations or disclosures of child abuse by or in relation to a child, school staff member, volunteer, contractor, parent/ guardian/ care giver/ homestay or any other persons (including students) while connected to a school environment.

It must be applied in any circumstance where there is an incident, allegation or a suspicion is formed that a student is victim to a student sexual offence and/or a student has committed a sexual offence. This includes suspected offences that have taken place outside of school grounds and hours.

All adults working/connected to the school environment have a moral and legal obligation and a Duty of Care to protect any child under their care from foreseeable harm (not just staff who are classified as mandatory reporters).

Every adult who reasonably believes that a child has been abused, whether within the school environment or not, has an obligation to report that belief to authorities.

3. Policy

Key Principles

- 3.1 The College has zero tolerance to child abuse and is committed to the protection and wellbeing of all children in its school environment. The College will promptly respond and report to all incidents, disclosure and suspicions of child abuse.
- 3.2 The Executive Management Team, the governing authority, has responsibility for ensuring the College has an effective child safe policy and procedures and oversight of the implementation of this policy and procedures to:
 - ensure that the child abuse incident and any associated complaint or concern is taken seriously;
 - promptly and thoroughly managing the response of the College;
 - respond appropriately to the student who raises or is affected by the complaint or concern;

- monitor overall compliance of the College with the procedure; and
- manage an alternative procedure for responding to the complaint or concern if any person allocated responsibility cannot perform their role due to a conflict of interest.

3.3 All staff members have a legal and/or moral responsibility in the prevention and reporting of child abuse and neglect. The following table identifies the roles of those who are responsible for various critical functions involved with this policy.

Responsible for:	Who is responsible?
Designated Child protection officer to support all staff and students with this policy	International Student Coordinator
Promptly managing the school's response to an allegation or disclosure and ensuring that it is taken seriously.	Primary: Principal Alternative: Other EMT members
Responding appropriately to a child who makes or is affected by an allegation of child abuse.	All staff.
Reporting an incident	All staff with support from the Designated Child protection officer
Monitoring school compliance with this policy.	Executive Management team including the Principal
Protect any child connected to alleged child abuse until the allegation is resolved.	Primary: International Student Coordinator Alternative: Other EMT members
Make, secure and retain records	All staff International Student Coordinator

3.4 This policy sets out the actions to respond to a complaint or concern relating to child abuse, including actions to:

- report allegations, suspicions or disclosures to relevant authorities, regardless of whether there is a legal obligation to report;
- protect any child or student connected to the complaint or concern relating to child abuse until the complaint or concern is resolved and cooperate with law enforcement; and
- make, secure, and retain records of the complaint or concern and the response of the College to comply with all recordkeeping, reporting, privacy and employment law obligations.

3.5 This policy should be read in conjunction with the critical incident policy and procedures.

3.6 The College ensures Families and communities are informed and involved in promoting child safety and wellbeing by:

- publicly promoting this policy and procedures on the College website.
- making the policy accessible to children, students, staff, volunteers and the school community
- in developing and reviewing this policy being sensitive to the diversity and characteristics of the school community which mainly consists of families from culturally diverse backgrounds.

- making reference to this policy in Student pre-enrolment, orientation and other child safe information.
 - advising parent(s)/guardians) and homestay carers about the policy and where it can be accessed in school communications.
 - seeking feedback from families and the community on the College policies and incorporating that feedback in policy review processes so the community have a say in the development and review of policies and practices related to child safety and wellbeing.
- 3.7 The College ensures that families participate in decisions related to child safety and wellbeing which affect their child.
- 3.8 This policy has been developed to be inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or indigenous, cultural or linguistic backgrounds.
- As required by Ministerial Order 1359 Managing the Risk of Child Abuse in Schools and School Boarding Premises, this policy is reviewed after any significant child safety incident, or at least every two years, and improved where applicable.
- 3.9 This policy has been based on:
- the Victorian Department of Education and Training (DET) Guidance materials and website resources;
 - the Commission for Children and Young People (CCYP) website resources
 - the Victorian Regulation and Qualifications Authority (VRQA) website resources;
 - the Victorian Department of Children, Youth and Families website resources; and
 - the Victorian Department of Justice and Community safety fact sheets and website information.
- 3.10 This policy and procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse including those set out in the Mandatory reporting policy and procedures.
- 3.11 This policy does not:
- prohibit or discourage school staff or volunteers from reporting a complaint or concern relating to child abuse to a person external to the College.
 - state or imply that it is the victim's responsibility to inform the police or other authorities of an allegation relating to child abuse.
 - require school staff or volunteers to make a judgment about the truth of a complaint or concern relating to child abuse.
 - prohibit school staff or volunteers from making records in relation to a complaint or concern relating to child abuse.

Forms of Child abuse

- 3.12 This policy covers all forms of child abuse. There can be physical or behavioural indicators of child abuse and neglect, or a combination of both. While the presence of a single indicator, or even several indicators, does not necessarily prove that abuse or neglect has occurred, the repeated occurrence of either a physical or behavioural indicator, or the occurrence of several indicators together, should alert staff to the possibility of child abuse or neglect.

3.13 Child sexual abuse is more commonly perpetrated by someone who is known to and trusted by the child and is also often someone highly trusted within their families, communities, schools and/or other institutions, such as Churches.

3.14 Child abuse can take many forms:

- Physical Child Abuse

Physical child abuse can consist of any nonaccidental infliction of physical violence on a child by any person. Physical violence occurs when a child suffers or is likely to suffer significant harm from a non-accidental injury or injuries inflicted by another person.

Physical violence can be inflicted in many ways including beating, shaking, burning or using weapons (such as belts and paddles). Physical harm may also be caused during student fights.

- Child Sexual Abuse

Child sexual abuse: is when a person uses power or authority over a child to involve them in sexual activity. A sexual offence occurs when a person involves a child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to the child's age and development. Sexual offences are governed by the Crimes Act 1958 (Vic.). Sexual abuse can involve a wide range of sexual activity and may include fondling, masturbation, oral sex, penetration, voyeurism and exhibitionism. It can also include exploitation through pornography or prostitution.

Child sexual abuse may not always include physical sexual contact and can also include non-contact offences, for example: talking to a child in a sexually explicit way sending sexual messages or emails to a child exposing a sexual body part to a child forcing a child to watch a sexual act (including showing pornography to a child) having a child pose or perform in a sexual manner (including child sexual exploitation).

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love, through the process of grooming.

- Grooming

Grooming refers to predatory conduct undertaken by an adult (18 years or over) to prepare a child for sexual activity at a later time. It occurs when an adult communicates, by words or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority of the child (e.g. the child's parents) with the intention of facilitating the child's involvement in sexual conduct, either with the groomer or another adult.

Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

Sometimes it is hard to see when someone is being groomed until after they have been sexually abused, because some grooming behaviour can look like "normal" supportive behaviour but in fact is the precursor to or is used to hide the sexual abuse.

- Family Violence

The Family Violence Protection Act 2008 (Vic) defines family violence as behaviour by a person towards a family member where the behaviour: is physically or sexually abusive is emotionally or psychologically abusive is economically abusive is threatening or coercive OR in any other way controls or dominates the family member and causes that family member to feel fear for the safety or wellbeing of that family member or another person. A child can be victim to any of these behaviours. Family violence also includes behaviour that causes a child to hear or witness, or otherwise be exposed to the effects of, any of these behaviours.

- Emotional Child Abuse

Emotional child abuse occurs when a child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health.

Serious emotional or psychological abuse may occur when a child is repeatedly rejected, isolated or frightened by threats or the witnessing of family violence. It also includes hostility, derogatory name-calling and put downs, or persistent coldness from a person, to the extent where the behaviour of the child is disturbed or their emotional development is at serious risk of being impaired. Serious emotional or psychological harm could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.

- Neglect

- Neglect includes a failure to provide a child with an adequate standard of nutrition, medical care, clothing, shelter or supervision. Significant neglect causes harm to a child that is more than trivial or temporary. Serious neglect is when the child is exposed to an extremely dangerous or life-threatening situation and there is a continued failure to provide a child with the basic necessities of life.

In some circumstances the neglect of a child:

- can place the child's immediate safety and development at serious risk, or
- may not immediately compromise the safety of the child but is likely to result in longer term cumulative harm.

- Student sexual offending

Student sexual offending refers to sexual behaviour that is led by a student 10 years and over which may amount to a sexual offence.

Reporting Obligations

Duty of Care

3.15 The College has duty of care owed to students including:

- that it owes all students a duty of care to take reasonable measures to protect them from reasonably foreseeable risks of injury
- that it owes a duty to take reasonable care that any student (and other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises

- that it owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation
- that different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge this duty of care

Mandatory reporting

3.16 All school staff have a duty of care to take reasonable steps to prevent reasonably foreseeable injury to children and young people under the care. This duty includes students who are 17 years or over. Please refer to the Mandatory reporting policy and procedures for the mandatory reporting obligations and reporting process.

Failure to disclose sexual offence committed against child under the age of 16 years

3.17 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.

3.18 The obligation applies to a person of or over the age of 18 years (whether in Victoria or elsewhere) who has information that leads the person to form a reasonable belief that a sexual offence has been committed in Victoria against a child under the age of 16 years by another person of or over the age of 18 years.

3.19 Information must be disclosed to a police officer as soon as it is practicable to do so, unless the person has a reasonable excuse for not doing so.

3.20 A 'reasonable belief' is held if a reasonable person in the same circumstances would believe that an adult had sexually abused a child, for the same reasons you believed it. For example, you might form a reasonable belief that a child has been sexually abused if:

- the child tells you they have been sexually abused
- the child tells you they know someone who has been sexually abused (which may be a way of talking about themselves)
- someone who knows the child tells you the child has been sexually abused
- you observe signs of sexual abuse in the child
- you are a qualified professional who observes the child's behaviour or development, which leads you to believe the child has been sexually abused

There is no requirement to report rumours or unfounded suspicions.

3.21 An adult that reasonably believes that a sexual offence has been committed against a child under the age of 16 by another adult, must call Victoria Police on 000 or the local police station (see [Working to keep our community safe \(police.vic.gov.au\)](https://www.police.vic.gov.au)).

3.22 Failure to disclose the information may be a criminal offence unless you have a 'reasonable excuse' or have an 'exemption' from doing so.

3.23 A 'reasonable excuse' for not reporting information about child sexual abuse to police is if:

- you reasonably fear for your safety or the safety of another person, except the person you believe committed, or was involved in, the sexual offence, and your failure to report is a reasonable response in the circumstances. The fear must be reasonable from the perspective of that person in those circumstances. This recognises that this person is best placed to judge whether their safety, or the safety of another person, is endangered.

- you believe on reasonable grounds that another person has already disclosed the information to police, and you have no further information to add.

3.24 The exemptions from the offence include if:

- a victim aged 16 or over has provided the information and requests confidentiality. Where a victim is capable of making an informed decision, the law does not require the abuse to be reported. You will still need to report to police if:
 - the victim had an intellectual disability when they provided the information, and
 - the victim did not have the capacity to make an informed decision about disclosure when they provided the information, and
 - you are aware or should reasonably have been aware of these facts.
- you were a child when you received the information
- the information is in the public domain

Failure to protect from a sexual offence

3.25 Principals or school leadership staff, who become aware that an adult associated with the school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse (including through grooming) to a child under the care, of the school, 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. Failure to do so may be a criminal offence.

3.26 The Failure to protect from a sexual offence (section 49O(7) of the Crimes Act 1958 (Vic)) applies to a person who:

- by reason of the position s/he occupies within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a relevant child will become the victim of a sexual offence committed by a person of or over the age of 18 years who is associated with the relevant organisation; and
- knows that there is a substantial risk that the person will commit a sexual offence against a relevant child

3.27 A 'relevant' child is a child under the age of 16 who is, or may come, under the care, the College. The child does not need to be identified. This means that the risk is not that a particular child will become the victim of sexual abuse. Instead, the substantial risk could be posed to any child who is, or who may be in the future, under the organisation's care, supervision or authority.

3.28 What constitutes a substantial risk will depend on a range of factors. The Department of Justice factsheet provides the following considerations:

- the likelihood or probability that the child will become the victim of a sexual offence
- the nature of the relationship between a child and the adult who may pose a risk to the child
- the background of the adult who may pose a risk to the child, including any past or alleged misconduct
- any vulnerabilities particular to a child which may increase the likelihood that they may become the victim of a sexual offence
- any other relevant fact which may indicate a substantial risk of a sexual offence being committed against a child.

3.29 This offence applies to any staff member in a position of authority. At the College, all Executive team members are subject to this requirement. Staff must

- if they know of a substantial risk that a child under the age of 16, under the care, supervision or authority of the organisation will become a victim of a sexual offence committed by an adult associated with the organisation (e.g. employee, contractors, volunteer, visitor); and
- remove or reduce the risk of harm.

3.30 A person is generally taken to know that there is a risk if he or she is aware that it exists or will exist in the ordinary course of events. This is more than merely holding a tentative belief or suspicion. It is expected that the person in authority will take steps to follow up on a suspicion or belief that children in their organisation were at risk of harm. For example:

- A current employee who is known to pose a risk of sexual abuse to children in the organisation should be immediately removed from contact with children and reported to appropriate authorities and investigated.
- A community member who is known to pose a risk of sexual abuse to children should not be allowed to volunteer in a role that involves direct contact with children at the organisation.
- A parent who is known to pose a risk of sexual abuse to children in a school should not be allowed to attend overnight school camps as a parent helper.

Grooming

3.31 Grooming refers to predatory conduct undertaken by an adult (18 years or over) to prepare a child for sexual activity at a later time. It is a sexual offence under section 49M of the Crimes Act 1958 (Vic.) carrying a maximum 10-year term of imprisonment.

Sexual offence Crimes Act 1958:

3.32 Any member of the public is able to report concerns about a child's (who is aged at least 10 and under 15 years) sexually abusive behaviour to Victoria Police and the Child Protection.

Child in need of therapeutic treatment

3.33 Any person who believes on reasonable grounds that a child over 10 but under 18 years of age has been exhibiting sexually abusive behaviours and may be in need of therapeutic treatment may make a report to Child Protection.

3.34 Staff must also report student sexual offending to the Victoria Police.

Reportable conduct scheme

3.35 The Principal has a responsibility to report any allegations of 'reportable conduct' raised against College employees who are over 18 years to the Commission for Children and Young People (CCYP) and the alleged victim was under 18 years of age when the alleged conduct occurred.

3.36 There is an allegation of reportable conduct where a person has a reasonable belief that there has been:

- a sexual offence, sexual misconduct or physical violence committed against, with or in the presence of a child; or
- behaviour causing significant emotional or psychological harm to a child; or
- significant neglect of a child; or
- misconduct involving any of the above.

- 3.37 The Principal must report allegations of 'reportable conduct' raised against College employees (and contractors, volunteers, allied health workers and other office holders) who are 18 years or over to the Commission for Children and Young People (CCYP).

Significant concerns for the wellbeing of a child

- 3.38 All concerns about the wellbeing of a child should be taken seriously and acted upon.
- 3.39 Any adult can make a referral to Child FIRST/The Orange Door if they:
- have a significant concern for a child's wellbeing
 - the issue of concern has a low-to-moderate impact on the child
 - the child's immediate safety is not compromised
 - believe that the child and/or family will act on the referral and be supportive of it.
- 3.40 Staff must contact Victoria Police if:
- there is any concern for a child's immediate safety and/or
 - a child is partaking in any risk-taking activity that is illegal and extreme in nature or poses a high risk to the child or any other person.
- 3.41 Staff can contact Child Protection if:
- after consideration of all available information a view is formed that the child is in need of protection and
 - it is believed that the child's parents/carers will not be open to support from family services to address their child's wellbeing.

4. Procedure

Identify Child abuse

- 4.1 All school staff must be able to recognise the physical or behavioural signs of child abuse. In many circumstances they may be the only indication that a child is subject to abuse. When identifying child abuse, it is critical to remember that:
- the trauma associated with child abuse can significantly impact upon the wellbeing and development of a child
 - all concerns about the safety and wellbeing of a child, or the conduct of a staff member, contractor or volunteer must be acted upon as soon as practicable.
- 4.2 All suspicions that a child has been or may be in danger of being abused must be taken seriously. This includes abuse that is suspected to have occurred outside of school environment and hours. If there is a reasonable belief that a child has been, or may be at risk of being abused, the staff member must act, even if the staff member has not directly witnessed the child abuse or student sexual offending. In some circumstances, the staff member may also form a belief that a student's sexual behaviour is indicative of their own experience of child abuse. Physical or behavioural signs may be the only indication that a child is impacted by abuse.

Four critical actions

- 4.3 All staff must act as soon as they witness and incident of form a reasonable belief that a child has been or is at risk of being abused. The College must also act when a matter is reported by students, parents/legal guardians, homestay providers or any other person witnessing a child abuse incident.

4.4 There are four critical actions that should be taken:

- 1: Respond to an emergency
- 2: Report to authorities
- 3: Contact parents or carers
- 4: Provide ongoing support

Respond to an emergency

4.5 Staff must ensure immediate safety, by:

- separating the alleged victim and others involved, ensuring all parties are supervised by a school staff member
- arranging and providing urgent medical assistance where necessary by:
 - administering first aid assistance
 - calling 000 for an ambulance and following any instructions from emergency service officers/paramedics.
 - calling 000 for urgent police assistance if the person who is alleged to have engaged in the abuse poses an immediate risk to the health and safety of any person. Staff should also be prepared to advise that the contact person at the school is the Head of Student Services, for future liaison with police.

Respond to allegation of child abuse

4.6 As a school staff member you are permitted to share certain information about a child who has been impacted by abuse.

4.7 Where an incident of suspected child abuse occurs at the school, staff need to take action to preserve any items that may amount to evidence of the abuse. Consider all of the following:

- Environment
- Clothing
- Other Physical Items
- Potential Witnesses

4.8 When managing a disclosure the staff member should:

- listen to the child and allow them to speak
- stay calm and not display expressions of panic or shock
- use a neutral tone with no urgency and where possible use the child's language and vocabulary
- be patient and non-judgmental throughout
- highlight to the child that they are doing the right thing in telling you about what has happened and that it is not their fault
- do not ask leading questions, but instead, gently ask, 'What happened next?' rather than 'Why?'
- be patient and allow the child to talk at their own pace and in their own words
- not pressure the child into telling you more than they want to
- reassure the child that you believe them and that disclosing the matter was the right thing to do use verbal facilitators such as, 'Okay, I see', restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way

- tell the child you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate.
- 4.9 When managing a disclosure a staff member should not:
- ask questions that are investigative and potentially invasive. This may make the child feel uncomfortable and cause the child to withdraw
 - go over the information time and time again (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority).
- 4.10 If a current or previous student discloses an incident of abuse to a staff member:
- Try and separate them from the other children discreetly and listen to them carefully. If a child discloses that they have been, are being, or are in danger of being abused, the disclosure must be treated seriously and immediate action
 - Let the child use their own words to explain what has occurred.
 - Reassure the child that you take what they are saying seriously, and it is not their fault and that they are doing the right thing.
 - Explain to them that this information may need to be shared others, such as with their parent/carer, specific people in your organisation, or the police.
 - Do not make promises to the child such as promising not to tell anyone about the incident, except that you will do your best to keep them safe.
 - Do not leave the child in a distressed state. If they seem at ease in your company, stay with them.
 - Provide them with an incident report form to complete, or complete it together, if you think the child is able to do this.
 - Ask them what action they would like to take and advise them of what the immediate next steps will be.
- 4.11 If a parent, legal guardian or a member of the community says the child has been abused in a school environment or raises a concern
- Explain that the College has processes to ensure all abuse allegations are taken very seriously.
 - Ask about the wellbeing of the child.
 - Allow the person to talk through the incident in their own words.
 - Advise the person that you will take notes during the discussion to capture all details.
 - Explain to them the information may need to be reported to authorities or others, such as the organisation's management, the police or child protection.
 - Do not make promises at this early stage, except that you will do your best to keep the child safe.
 - Provide them with an incident report form to complete, or complete it together.
 - Ask them what action they would like to take and advise them of what the immediate next steps will be.
- 4.12 If a homestay provider or member of the community has witnessed a child being abused in a school environment or raises a concern
- Explain that your organisation has processes to ensure all abuse allegations are taken very seriously.
 - Ask about the wellbeing of the child.
 - Allow the person to talk through the incident in their own words.
 - Advise the person that you will take notes during the discussion to capture all details.

- Explain to them the information may need to be reported to authorities or others, such as the organisation's management, the police or child protection.
 - Provide them with an incident report form to complete or complete it together.
 - Ask them what action they would like to take and advise them of what the immediate next steps will be.
- 4.13 There may be concerns or complaints about the school staff management of an incident, in particular by parents/carers. This is a very stressful time for parents/carers, and concerns that they do not believe have been dealt with fairly may quickly escalate. The Student Complaints and Appeals policy and procedure should be followed for any such complaints. As a first step school staff must consider whether the complaint raises any concerns about unreported abuse and/or risk of abuse.
- 4.14 People from culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse. For example, people from some cultures may experience anxiety when talking with police and communicating in English may be a barrier for some. Staff need to be sensitive to these issues and meet people's needs where possible, such as having an interpreter present (who could be a staff member that speaks the language, friend or family member).
- 4.15 Some children with a disability may experience barriers disclosing an incident. For example, children with hearing or cognitive impairments may need support to help them explain the incident, including through sign language interpreters.

Report to authorities

- 4.16 To report concerns that are life threatening, ring Victoria Police: 000
- 4.17 To report concerns about the immediate safety of a child after hours, call the After Hours Child Protection Emergency Service: 13 12 78.
- 4.18 As soon as immediate health and safety concerns are addressed all incidents, suspicions and disclosures of child abuse must be reported as soon as possible.
- 4.19 If the source of suspected abuse comes from within the College (this includes any forms of suspected child abuse involving a school staff member, contractor or volunteer) the staff member must:
- contact Victoria Police via the local police station, Melbourne East, on (03) 9637-1100. It is important that the local police station is contacted and, where appropriate they will refer the staff member on to the local Sexual Offences and Child Abuse Investigation team.
 - report internally to the Head of Student Services or the Principal (Child Protection Officer) who is available to assist the staff member with reporting obligations.
- 4.20 If the source of suspected abuse comes from within the family or community you must:
- Report to Child Protection (West Division Intake 1300 664 977) if a child is considered to be:
 - in need of protection due to 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.

- Report suspected sexual abuse (including grooming) to Victoria Police on 000.
 - Report internally to the Principal (all instances), highlighting:
 - the details of the suspected child abuse or risk of abuse including the name of those involved
 - any immediate actions taken to protect the safety of the child
 - the report or intention to report to Child Protection, Victoria Police and/or Child FIRST
 - possible steps that can be taken to contact parents (if appropriate) and support the student
- 4.21 Where the incident involves student sexual offending, as soon as immediate health and safety concerns are addressed the staff member must report incidents, disclosures and suspicions of student sexual offending as soon as possible to:
- Victoria Police on 000 (all instances)
 - Child Protection if you believe that:
 - the victim's parent/s are unable or unwilling to protect the child
 - the student who is alleged to have engaged in the student sexual offending is aged over 10 and under 15 years, is exhibiting sexually abusive behaviours, and may be in need of therapeutic treatment to address these behaviours
 - the student who is alleged to have engaged in the student sexual offending may be displaying physical and behavioural indicators of being the victim of child abuse
- 4.22 The College is also required to report any incidents involving international students under CAAW responsibility to VRQA on (03) 9637 2806 or via, email: vrqa.schools@edumail.vic.gov.au.
- 4.23 Staff must make a new report in any circumstance where they become aware of any further incidents, or disclosures, or a form a new suspicion that a child is a victim of offending or has engaged in student sexual offending. Every report is critical to protecting a child by building evidence and enabling authorities to gain a clearer understanding of the risks. This means that a report must be made to protect a child even if:
- Child Protection or Victoria Police were previously involved or are already involved with the child and/or their family
 - staff are aware that another party, such as a family member, has already raised concerns with the relevant authorities.
- 4.24 If the staff member feels unsure whether to take action, or what action to take, the staff member should discuss this with the Designated child safe officer (Head of Student Services) or the Principal.

Child Protection process

- 4.25 The report to Child Protection is received by the intake team. Intake determines the appropriate response and provides advice to reporters including advice about where children and families can access support services. Intake will decide whether your report should proceed to referral or investigation.

- 4.26 If the report is classified as a protective intervention report and/or a therapeutic treatment report, it will proceed to investigation by Child Protection. An investigation establishes if a child is in need of protection as defined by the law. An investigation involves interviews with the child and parents.
- 4.27 Child Protection, Child FIRST/The Orange Door, and/or Victoria Police may request information from staff about the child or family to investigate a report and assess the risk or wellbeing concerns of the child.
- 4.28 When sharing information with Child Protection, school teachers, principals, kindergarten teachers and any person in charge of an education service may disclose information to Child Protection in good faith in accordance with the Children Youth and Families Act 2005. This disclosure of information does not constitute unprofessional conduct or a breach of professional ethics, or expose the person to any liability.
- 4.29 As part of an investigation, Child Protection and/or Victoria Police may conduct interviews of children at the school without the parent/carer's knowledge or consent. Child Protection would only interview children at school where it is in the best interests of the child.
- 4.30 After an investigation has been undertaken, Child Protection will decide whether the report has been substantiated and protective intervention is required.
- 4.31 If Child Protection makes a protection application in the Children's Court, staff might be required to produce documents or give evidence in court if requested. This is called a subpoena or a witness summons. Refer to: Legal Claims, Subpoenas, Summonses and Other Legal Documents
- 4.32 If the court finds that the child is in need of protection and that an order is required to promote the child's ongoing safety and development, they will grant a protection order.
- 4.33 The primary role of the Child Protection practitioner during this phase is to administer the protection order made by the Children's Court and continue to engage with the child and family to address the protective concerns.

Contact Parents/ Guardians or carers

- 4.34 In many cases where it is suspected that a child has been, or is at risk of being abused, it is extremely important that parent(s)/ guardian(s) are notified as soon as practicable. However, there are some circumstances where contacting them may place a child at greater risk.
- 4.35 Before contacting the child's parent, the Principal (or their delegate) must contact Victoria Police or Child Protection (depending on who the report has been made to). Child Protection will advise about whether it is appropriate to contact parents at this stage
- 4.36 The Principal (or delegate) will be advised not to contact the parents in circumstances where:
- the parents are alleged to have engaged in the abuse
 - a disclosure to the parent(s)/ guardian(s) may subject the child to further abuse
 - the child is a mature minor (assessed to be sufficiently mature and intelligent to make such decisions on his or her own behalf) and have requested that their parent/carer not be notified (in these circumstances ideally the child will nominate another responsible adult who can be contacted)

- the notification is likely to adversely affect the investigation of the incident by the relevant authorities.
- 4.37 Where advised to be appropriate, the College will make sensitive and professional contact with parent(s)/ guardian(s) as soon as possible on the day of the incident, disclosure or suspicion. This enables parent(s)/ guardian(s) to take steps to:
- prevent or limit their child's exposure to further abuse
 - ensure that their child receives the support that they require.
- 4.38 During this conversation it is important to:
- remain calm, be empathic to feelings and validate concerns
 - provide appropriate details of the incident, disclosure and/or suspicion of child abuse
 - outline the action the school staff have taken to date and inform them of who the incident, disclosure and/or suspicion has been reported to
 - provide the name and contact phone number of DHHS Child Protection and/or the police officer who is investigating
 - provide information on whether they are likely to be contacted by DHHS Child Protection or Victoria Police (if known)
 - inform them that the investigation may take some time and ask what further information they would like and how school staff can assist them
 - assure them that school wellbeing staff can provide support to the child. School staff can make referrals to student support services or other wellbeing staff based at the school.
 - invite the parents/carers to attend a student support group meeting where a student support plan can be prepared to ensure that appropriate support can be provided for their child.

Provide ongoing support

- 4.39 Experiences of child abuse can cause trauma and significantly impact on the mental health and wellbeing of children. In order to protect or support a child, the staff member should contact the International Student Coordinator who will arrange for suitable counselling and other support.
- 4.40 Before, during, and after the Child Protection process, College staff must provide ongoing support for children impacted by abuse. Staff can support students by:
- developing a student support plan in consultation with wellbeing professionals
 - acting as a support person for the child
 - attending Child Protection case planning meetings
 - observing and monitoring the child's behaviour
 - referring to and/or liaising with wellbeing professionals.
- 4.41 The International Student Coordinator and the High School Coordinator will ensure that the child is protected and supported throughout any incident involving a child abuse allegation. The school staff will:

- establish regular communication between staff and the child's parent/ guardian/carer (if this is appropriate) to discuss a child's progress wellbeing and the effectiveness of planned strategies.
 - convene a student support group to plan ongoing monitoring, support, and follow-up of the child's health and wellbeing (student support groups usually comprise school wellbeing staff, teachers, allied health professionals and where appropriate the student and/or their parent/carer)
 - develop and implement a student support plan, which documents the planned support strategies and includes timeframes for review (where possible, these support strategies should be informed by allied health and wellbeing professional with expertise in addressing child abuse and trauma).
 - Liaise with any allied health and wellbeing professionals engaged by the student and families
 - Staff will also refer the student and their family to the wide range of non-school based support services, which specialise in providing tailored support and advice for children impacted by abuse including Centres Against Sexual Assault who provide expert support for victims of sexual assault.
- 4.42 All children (including children who are alleged to have perpetrated abuse) must be independently supported in any interviews conducted by Victoria Police or DHHS Child Protection at school. Where possible and appropriate the child's parent/carer should be present for these interviews. However, if this is not appropriate or practicable the Principal and designated Child safe officer (Head of Student services) may be identified as the independent person or support person for the child for the purpose of the interview.
- 4.43 It can be stressful for other children involved in any incidents, disclosures or suspicions of child abuse. The Principal and designated Child safe officer (Head of Student services) will ensure that other impacted children are offered and provided appropriate support.
- 4.44 It can also be stressful for staff involved in any incidents, disclosures or suspicions of child abuse. The Principal and designated Child safe officer (Head of Student services) will support impacted staff members and help them to access necessary support.

Where staff are involved in an incident

- 4.45 If the Principal becomes aware that an adult associated with their organisation (employee, contractor, visitor) poses a risk of child abuse to any child under their care, the Principal will take all reasonable steps to remove or reduce that risk.
- 4.46 The Human Resources policies and procedures set out the processes that are followed.

Records of Allegations or Disclosures of Suspected Child Abuse

- 4.47 Whenever any disclosure or allegation of suspected child abuse has been made, the details will need to be appropriately recorded. In the first instance, these could take the form of notes on any form of paper available at the time to the respondent.
- 4.48 As soon as practicable, these should be transferred to the Reporting Record Form, including in addition to the details of the disclosure or allegation, the school response and action.

4.49 All records relating to a disclosure or allegation must be retained by the College in compliance with its records management procedures.

Reportable conduct

4.50 The Reportable Conduct Scheme is a child safety mechanism introduced as a result of the Betrayal of Trust report.

4.51 The Principal has responsibility for reporting any allegations of 'reportable conduct' raised against employees (and contractors, volunteers, allied health workers and other office holders) who are 18 years or over to the Commission for Children and Young People (CCYP).

4.52 There is an allegation of reportable conduct where a person has a reasonable belief that there has been:

- a sexual offence, sexual misconduct or physical violence committed against, with or in the presence of a child;
- behaviour causing significant emotional or psychological harm to a child; or
- significant neglect of a child, or misconduct involving any of the above.

4.53 On becoming aware of a reportable allegation, the staff member should advise the Principal so that the allegations can be assessed and reported to the CCYP, if appropriate.

4.54 The Principal has responsibility for

- responding to a reportable allegation made against a worker or volunteer from their organisation, by ensuring that allegations are appropriately investigated
- reporting allegations which may involve criminal conduct to the police
- notifying CCYP of allegations within three business days after becoming aware of the allegation
- giving CCYP certain detailed information about the allegation within 30 days after becoming aware of the allegation
- after the investigation has concluded, giving CCYP certain information including a copy of the findings of the investigation
- ensuring that the College has systems in place to:
 - prevent reportable conduct from being committed by a worker or volunteer within the course of their employment
 - enable any person to notify the Principal of a reportable allegation
 - enable any person to notify CCYP of a reportable allegation involving the Principal
 - investigate and respond to a reportable allegation against a worker or volunteer from Ozford.

CCYP Reportable Conduct process

4.55 The Principal must use the CCYP online form *Notify and update reportable allegations* within three business days of becoming aware of an allegation. The information required includes:

- Name of the worker or volunteer
 - Date of birth
 - Police report
 - Organisation contact details
 - Head of organisation's name
 - Initial advice on the nature of the allegation
- 4.56 When CCYP receives the report, it will acknowledge CCYP has received it, allocate a reference number and a contact person. CCYP may:
- contact the Principal for more information to help us assess the allegations and inform our decision making
 - refer the report to the VRQA to investigate
 - initiate its own investigation.
 - notify the Victorian Institute of Teaching if the allegation involves a registered teacher.
 - Following the completion of an investigation, CCYP may report substantiated allegations to the Working With Children Check Unit as part of ensuring individuals who pose a risk to children are not permitted to work with children, even if they do not have a criminal record
- 4.57 The Principal must within 30 calendar days provide information about the allegation, disciplinary or other actions undertaken, and the response of the worker or volunteer to the allegation to CCYP.
- 4.58 The information includes:
- Details of the allegation
 - Details of your response to the allegation
 - Details about any disciplinary or other action proposed
 - Any written response from the worker or volunteer about the allegation and the proposed disciplinary or other action
- 4.59 The Principal will liaise with police to determine whether an investigation will be conducted. An investigation by Victoria Police into criminal or potentially criminal conduct takes priority. If Victoria Police are investigating the allegation, the College must not commence an investigation until they have received permission from Victoria Police. Further information on Victoria Police investigations can be found in the Victoria Police Guidelines – Criminal Abuse of Children and Vulnerable People in Organisations: Reporting to Victoria Police (available via www.police.vic.gov.au).
- 4.60 When an investigation into the reportable allegation is conducted. The process will commence as soon as practicable after the Principal becomes aware of it.
- 4.61 The investigation may be conducted by the College, the VRQA or an external independent investigator.
- 4.62 For any external independent investigator, the College will assess a potential investigator's skills and capabilities including whether they have experience in:

- investigating allegations concerning the abuse of children
 - interviewing children, in particular children who may have been traumatised
 - engaging with children with a disability
 - engaging in a culturally sensitive manner.
 - confirm the investigator holds relevant licences to conduct investigations, such as those required under the Private Security Act 2004 (Vic).
 - check the potential investigator's referees to confirm that the investigator is an individual with a good knowledge of conducting interviews with children and in a position to answer questions about the outcomes of previous investigations that the investigator has conducted.
- 4.63 The Principal will inform the Commission of who will conduct the investigation.
- 4.64 The investigation involves gathering and examining information to establish facts and make findings in relation to allegations of child abuse against an employee. The investigation may also make recommendations about what disciplinary or other action should be taken (if any). The investigation will have a systematic approach to assessing and managing an allegation, followed by a sound decision-making framework that enables procedural fairness for all parties in the investigation process.
- 4.65 The 'balance of probabilities' as the standard of proof steps must be applied. This means that an investigation will consider whether it is more likely than not that reportable conduct has occurred. This may involve comparing conflicting versions of events given by different witnesses in order to decide which version is the more probable. However, investigations do not need to undertake a mathematical or mechanical assessment of probabilities. Rather, the person conducting an investigation and making findings should actually be persuaded, based on the available information that reportable conduct has occurred before making such a finding.
- 4.66 During a reportable conduct investigation, the subject of an allegation may choose, but is not required, to give information or documents that support their version of events. However, the subject of an investigation is not obliged to prove or disprove any fact or issue that is being investigated.
- 4.67 The procedures will be fair and reasonable. This will include ensuring that, before any findings are made or disciplinary action is taken, the subject of an allegation:
- is notified of any adverse information that is credible, relevant and significant
 - has a reasonable opportunity to respond to that information.
- 4.68 Procedural fairness does not require that employees or others must be notified of allegations when CCYP is first notified or that are plainly false. Consideration will also be given to when the subject of the allegation should be first told about an allegation, in order to ensure the investigation is not compromised but remains procedurally fair. CCYP will seek any response or submissions made by the employee in response to allegations or actions, preferably in writing.
- 4.69 The key steps in the investigation will include:
- Understanding the issues
 - Planning the investigation

- Coordinating the investigation
- 4.70 Throughout the investigation, other allegations or concerns may be identified. If this occurs, this additional information will be considered in the context of the investigation and may add or change the allegations put to the employee.
- 4.71 The investigation report will document the terms of reference of the investigation, together with how the investigation was undertaken, what evidence and information was obtained, what conclusions were made and, if applicable, any recommendations for consideration. A copy of the final investigation report will be provided to CCYP as soon as practicable.
- 4.72 It is a criminal offence for the Principal to fail to comply with the three-day and 30-day notification obligations without a reasonable excuse.
- The Principal will provide CCYP with information about the name of investigator and contact.
 - The Principal will provide CCYP with outcomes of the investigation including:
 - Copy of findings and reasons for the findings
 - Details about any disciplinary or other action proposed
 - Reasons for taking or not taking action
 - CCYP may request other documentation. The College will make its best endeavours to provide this information.

4.2 Other Resources for staff

14.2 Staff are encouraged to use the Victorian Department of Education and Training Protect resources. The resources are available at the following link:

<https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/default.aspx>

https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf

https://www.education.vic.gov.au/Documents/about/programs/health/protect/PROTECT_Schooltemplate.pdf

24.2 Reporting Child abuse and neglect:

<https://aifs.gov.au/cfca/publications/reporting-abuse-and-neglect>

Reporting authority	Further services / information	Contact details
Department of Health and Human Services (link is external)	<p>The Child Protection Service is specifically targeted to those children and young people at risk of significant harm.</p> <p>For information about child protection and mandatory reporting requirements in Victoria,</p>	For a list of regional and metropolitan phone numbers: Child Protection Contacts (link is external)

Reporting authority	Further services / information	Contact details
	refer to the department's Child Protection (link is external) webpage.	After hours child protection emergency service Ph: 13 12 78

CASA Forum: <https://www.casa.org.au/assets/Documents/mandatory-reporting.pdf>

5. Feedback

Feedback and comments on this policy and procedure is welcomed by the listed responsible officer.

Reporting Record Form

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 – THIS IS PARTICULARLY CRITICAL IN INSTANCES OF FAMILY VIOLENCE.

STAFF MEMBER LEADING THE RESPONSE

NAME:

OCCUPATION:

LOCATION (SCHOOL ADDRESS):

RELATIONSHIP TO CHILD:

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

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

THE COLLEGE NEEDS TO ENAGE IN A CULTURALLY APPROPRIATE MANNER INCLUDING OFFERING ACCESS TO A SUPPORT PERSON OR INTERPRETER

ANY KNOWN PREVIOUS HISTORY OF SUSPECTED ABUSE (INCLUDING EXPOSURE TO FAMILY VIOLENCE) 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

GROUNDINGS FOR YOUR BELIEF THAT A CHILD HAS BEEN, OR IS AT RISK OF ABUSE

INDICATORS OR INSTANCES WHICH LED YOU TO BELIEVE A CHILD/CHILDREN ARE SUBJECT TO CHILD ABUSE, OR AT RISK OF ABUSE INCLUDING EXPOSURE TO FAMILY VIOLENCE:
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:
NOTING IF THEY ARE WITHIN THE SCHOOL OR WITHIN THE FAMILY AND COMMUNITY (THIS WILL IMPACT ON WHO YOU REPORT TO)

ADDRESS:

CONTACT DETAILS:

Action 2: reporting

See Action 2 of **Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse**

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 DISCUSSIONS WITH ANY OF THE ABOVE AUTHORITIES:

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:

TIME:

DATE:

NAMES:

DISCUSSION OUTCOMES:

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). THIS IS PARTICULARLY CRITICAL IN INSTANCES OF SUSPECTED FAMILY VIOLENCE.

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:

ACTION 4: PROVIDING ONGOING SUPPORT

PLANNED ACTIONS
<i>INCLUDE DETAIL OF 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):</i>
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 ACTIONS.

SAFETY AND WELLBEING

CURRENT SAFETY AND WELLBEING OF THE CHILD

IS THE CHILD SAFE FROM ABUSE AND HARM – INCLUDING EXPOSURE TO FAMILY VIOLENCE?

- 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

OTHER LEARNINGS