



# Child Safe Standards Toolkit

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Bacchus Marsh Grammar operates four campuses: Maddingley, Woodlea, Staughton Vale and an Early Learning Centre at Woodlea. A description of each campus is as follows:

**Maddingley Campus:** Prep Reception – Year 12 consisting of approximately 2200 students

**Woodlea Campus:** Prep – Year 8 consisting of approximately 900 students

**Staughton Vale Campus:** 205 acres of various land uses that is used for student day excursions

**Early Learning Centre at Woodlea:** Caring for children from the ages of 3 through to 5 with a fully integrated kindergarten for children aged 3 to 5 years.

**This handbook applies to all Bacchus Marsh Grammar Campuses.**

# Community Code of Conduct Policy

(excerpt from School Community Code of Conduct – available on the School's website)

## Statement of Context and Purpose

Bacchus Marsh Grammar promotes values that are in keeping with the School's Mission Statement and in accordance with the values that underpin the Victorian Ecumenical System of Schools, of which it is a member.

All students, parents/guardians, teachers and staff have the right to be safe and feel safe in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety or wellbeing of others.

This Code of Conduct provides members of the School Community with guidelines for the effective development of positive relationships within the School Community and assists in promoting the values that are in keeping with the School's Mission.

This School Community Code of Conduct sets clear standards of behavior which are expected of members of the School Community in the School environment or when attending a School related function or activity at any other location.

The Code specifies the consequences for any member of the School Community who does not comply with these standards of behavior.

# Code of Conduct – Child Safe

## Our Child Safe Code of Conduct

This Child Safe Code of Conduct outlines appropriate standards of behaviour for all adults towards students. The Code serves to protect students, reduce any opportunities for abuse or harm to occur, and promote child safety in the School environment. It provides guidance on how to best support students and how to avoid or better manage difficult situations. Where a staff member breaches the Code, the School may take disciplinary action, including in the case of serious breaches, summary dismissal. The School revises the Code annually.

The School has the following expectations of behaviours and boundaries for all adults interacting with students within the School community. This includes all teaching staff, non-teaching staff, Board



members, volunteers, direct contact volunteers, third party contractors, external education providers and parents/guardians.

The School's Board has endorsed this Child Safe Code of Conduct.

**DO:**

- Behave as a positive role model to students.
- Promote the safety, welfare and wellbeing of students.
- Be vigilant and proactive with regard to student safety and child protection issues.
- Provide age appropriate supervision for students.
- Comply with guidelines published by the School with respect to child protection.
- Treat all students with respect.
- Promote the safety, participation and empowerment of students with a disability.
- Promote the cultural safety, participation and empowerment of linguistically and culturally diverse students.
- Use positive and affirming language towards students.
- Encourage students to 'have a say' and then listen to them with respect.
- Respect cultural, religious and political differences.
- Help provide an open, safe and supportive environment for all students to interact, and socialise.
- Intervene when students are engaging in inappropriate bullying behaviour towards others or acting in a humiliating or vilifying way.
- Report any breaches of this Child Safe Code of Conduct.
- Report concerns about child safety to one of the School's Child Safety Officers (**Debra Ogston, Ros Pittard, Erin Thornton, Dean Pepplinkhouse, Lisa Foster, Sarah Hunter, Danielle Copeman, Serena Richards, Kerry Osborn and Ashlee Grero**) and ensure that your legal obligations to report allegations externally are met.
- Where an allegation of child abuse is made, ensure as quickly as possible that the student involved is safe.
- Acknowledge any contact with a student/s or their family outside the School by completing and submitting a Staff Student Association Register Form.
- Call the Police on 000 if you have immediate concerns for a student's safety.
- Respect the privacy of students and their families and only disclose information to people who have a need to know.

**DO NOT:**

- Engage in any form of inappropriate behaviour towards students or expose students to such behaviour.
- Use prejudice, oppressive behaviour or inappropriate language with students.



- Express personal views on cultures, race or sexuality in the presence of students or discriminate against any student based on culture, race, ethnicity or disability.
- Engage in open discussions of an adult nature in the presence of students.
- Engage in any form of sexual conduct with a student including making sexually suggestive comments and sharing sexually suggestive material.
- Engage in inappropriate or unnecessary physical conduct or behaviours including doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes.
- Engage in any form of physical violence towards a student including inappropriately rough physical play.
- Use physical means or corporal punishment to discipline or control a student.
- Engage in any form of behaviour that has the potential to cause a student serious emotional or psychological harm.
- Develop 'special' relationships with students that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students).
- Engage in undisclosed private meetings with a student that is not your own child.
- Engage in meetings with a child that is not your own, outside of school hours and without permission from the School and the child's parent.
- Engage in inappropriate personal communications with a student through any medium, including any online contact or interactions with a student.
- Take or publish (including online) photos, movies or recordings of a student without parental/guardian consent.
- Post online any information about a student that may identify them such as their: full name; age; e-mail address; telephone number; residence; school; or details of a club or group they may attend.
- Ignore or disregard any suspected or disclosed child abuse.

Our Child Protection Program includes a Staff and Student Professional Boundaries Policy that provides detailed guidance for all adults at the School on how to maintain professional boundaries between students and adults at the School.

### **Report any concerns**

The Program also includes information for members of the School Board, staff and Direct Contact Volunteers as to how to identify key risk indicators of child abuse and how to report child abuse concerns to one of our School's nominated Child Safety Officers.

It also contains detailed procedures with respect to the reporting of child abuse incidents to relevant authorities.

Third Party Contractors, External Education Providers, Indirect Contact Volunteers, students, parents/guardians or other community members who have concerns that a child may be subject to abuse are asked to contact one of the School's Child Safety Officers.

Communications will be treated confidentially on a 'need to know basis'.



**Whenever there are concerns that a child is in immediate danger, the Police should be contacted on 000.**

# What to do when an allegation of child abuse is made

*(Source: The Department of Families, Fairness and Housing)*

## Action One – Respond to an emergency

If there is no immediate harm to the child or young person, proceed to Action Two.

If a child's immediate safety is compromised, a child is at risk of harm or a child is involved in any risk taking activity that poses a high risk to the child, you must take reasonable steps to protect them. This includes:

- ensuring the child's immediate health and safety is supported by an appropriate staff member
  - if the child seems at ease in your company, stay with them
- ensuring the alleged offender does not have access to the child
- 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
  - you should also identify a contact person at the organisation for future liaison with police
- taking reasonable steps to preserve evidence, such as the environment, clothing, other items, and potential witnesses until the police or other relevant authorities arrive on the premises.

## Action Two - Provide support to the child

If a child has experienced or disclosed abuse or serious neglect, you should:

- listen to them carefully and let the child use their own words to explain what has occurred
- reassure the child that you are taking what they are saying seriously, that it is not their fault and that they are doing the right thing
- explain to them that this information will need to be shared with others, such as their parent/guardian, specific people in your organisation, Child Protection and the police
- 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
- as appropriate, complete an incident form with or on behalf of the child or young person.

## Action Three – Report

As soon as the child's immediate safety concerns are addressed, you must report all incidents or disclosures of abuse or serious neglect. You may be committing a criminal offence if you fail to report allegations of physical or sexual abuse of a child (refer to Mandatory Reporting).

The process for reporting should be outlined in this toolkit for responding to and reporting child abuse. Reports should be made to the Chief Executive Officer or appropriate senior staff, such as a child safety officer. This may also include reporting to:



- Victoria Police (via [your local police station](http://www.police.vic.gov.au/content.asp?Document_ID=7) <[http://www.police.vic.gov.au/content.asp?Document\\_ID=7](http://www.police.vic.gov.au/content.asp?Document_ID=7)>) with information provided to include if the client has a cognitive disability or mental illness and will need support of an independent third person during interview or when a statement is being taken
- [Child Protection](https://services.dhhs.vic.gov.au/child-protection-contacts) <<https://services.dhhs.vic.gov.au/child-protection-contacts>> if you believe a child is at risk of significant harm and/or in need of protection. Please refer to the [Professionals' reporting guide](http://www.cpmmanual.vic.gov.au/advice-and-protocols/protocols/professionals-reporting-guide) <<http://www.cpmmanual.vic.gov.au/advice-and-protocols/protocols/professionals-reporting-guide>> for further information.
- the Commission for Children and Young People if the matter is reportable conduct, and ensuring the report is made [within the required timeframes](https://ccyp.vic.gov.au/assets/resources/Responsibilities-of-the-head-of-an-organisation.docx) <<https://ccyp.vic.gov.au/assets/resources/Responsibilities-of-the-head-of-an-organisation.docx>>. See below for further information about the reportable conduct scheme
- the government department which funds and/or regulates Bacchus Marsh Grammar, such as the Department of Families, Fairness and Housing (the department) or the Department of Education and Training.

As soon as possible after the incident or disclosure, record the information using the child's words while ensuring that the documentation is recorded accurately and stored securely. Likewise, ensure that any incident report, if required, is submitted within the appropriate timeframes.

## Action Four - Contact parents, carers or guardians

The process for contacting parents, carers or guardians of the child is outlined in this toolkit policy for responding to and reporting child abuse.

Organisations should advise Child Protection and/or Victoria Police when a child has disclosed allegations of abuse perpetrated by their parent, carer, guardian or another family member. This is critical to ensuring the safety of the child as well as to avoid compromising any investigations conducted by the relevant authorities or agencies.

Where appropriate, a senior representative of the organisation should make sensitive and professional contact with parents, carers or guardians of the child as soon as possible on the day of the incident or disclosure.

Where it is suspected that a child has been, or is at risk of being abused, a parent, carer or guardian of the child must be notified as soon as practicable. This is not applicable where it is known or suspected that the parent, carer or guardian is the alleged perpetrator of harm or abuse and/or is unlikely to protect the child. This enables parents, carers and guardians to take steps to:

- prevent or limit their child's exposure to further abuse; and
- ensure that their child receives the support that they require.

During this conversation, it is important to:

- remain calm
- be empathic to feelings
- validate concerns
- provide appropriate details of the incident, disclosure and/or suspicion of child abuse
- outline the action the organisation has taken to date
- inform them of who the incident, disclosure and/or suspicion has been reported to
- where relevant, provide the name and contact telephone number of Child Protection and/or the investigating police officer and advise as to whether they are likely to be contacted by these authorities
- inform them the investigation may take some time and ask what further information they would like and how staff can assist them
- offer for the organisation to provide support to the child
- inform them that the organisation can make referrals to support services



- if possible, invite the parents, carers or guardians to attend a meeting where a support plan can be prepared to ensure appropriate support can be provided for their child.

## Action Five - Provide ongoing support

Experiences of child abuse can cause trauma and significantly impact the mental health and wellbeing of children.

In addition to reporting and referral to relevant authorities, organisations that provide services to children can play a central role in addressing this trauma and have a responsibility to ensure that children feel safe and supported. This should be done in partnership and with the consent of parents, carers or guardians.

Support can include referral to wellbeing professionals and community services (such as counselling) and may involve the development of a support plan.

Support in the form of debriefing should also be provided to any impacted staff members.

## Responding to a parent, carer or guardian of a child

If a parent, carer or guardian says their child has been abused in your organisation or raises a concern, you should:

- explain that your organisation has processes to ensure all abuse allegations are taken very seriously
- ask about the safety and wellbeing of the child
- allow the parent, carer or guardian to talk through the incident in their own words
- advise the parent, carer or guardian that you will take notes during the discussion to capture all details
- explain to them that you will need to follow the organisation's reporting process which includes informing the organisation's management or child safety officer and where appropriate, Child Protection and/or Victoria Police
- not make promises except that you will do your best to keep the child safe
- provide them with any incident reports
- ask them what action they would like the organisation to take about the disclosure and advise them of what the immediate next steps will be
- ensure that the report is recorded accurately and stored securely
- report and provide ongoing support as per Actions Three and Five above.

## Overarching principles

When dealing with disclosures of abuse, consider the principles underpinning the Child Safe Standards.

Be aware that some 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 individuals. You must be sensitive to these issues and address people's needs where possible, such as having an interpreter present.

To ensure a culturally appropriate response to abuse against an Aboriginal child, consider engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisation to review policies and procedures to ensure that they provide an appropriate response.

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. Advice on [communicating with people with a disability](https://providers.dhhs.vic.gov.au/communicate-and-consult-people-disability) <<https://providers.dhhs.vic.gov.au/communicate-and-consult-people-disability>> can be found on the department's website.



## What is child abuse?

Child abuse:

- can include physical violence, sexual offences (including grooming), serious emotional or psychological harm and serious neglect
- does not have to involve physical contact or force (e.g. child sexual abuse can include talking to a child in a sexually explicit way)
- can be committed by any member of the community, including someone within a child's family or someone within the school setting.

The trauma associated with child abuse can significantly impact upon the wellbeing and development of the child. It is critical that there is an immediate response to any incident, disclosure or suspected abuse.

## Adopt a risk management approach

All organisations have a duty of care to protect the children they are involved with.

Creating a child safe organisation begins with a clear, evidence-informed understanding of the potential risks to children in the service setting.

Taking a preventative approach means identifying potential risks of child abuse in your organisation and reducing or removing those risks. This may range from the impact of the physical environment and how it affects the supervision of staff and children to how the organisation conducts staff recruitment.

Despite the implementation of best-practice approaches, risks always exist for children who access organisations. Organisations are in the best position to know where their vulnerabilities and risks for child abuse are located, the activities undertaken and how to plan to prevent them. By adopting a risk management approach, organisations can act in a preventative manner and can reduce the likelihood of risks becoming realised.

## Develop a risk management plan

To reduce the likelihood of harm or abuse to children, consider and identify your organisation's risks. This includes the areas of risk to child safety within your organisation as a whole, or for any specific program or activity. It is important to involve children in this process, as they may have different ideas about what makes them feel unsafe.

## Legal responsibilities

Although the Child Safe Standards focus on the obligations of organisations, adults also have several obligations to report allegations and suspicions of abuse against a child, whether or not that child is involved with their organisation.

### Failure to disclose

All adults (aged 18 years or over) who hold a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 years must disclose that information to Victoria Police as soon as possible. Failing to disclose this information is a criminal offence, unless the adult who holds the belief has a reasonable excuse not to disclose the information, such as they fear for their safety or that of another person.

More information about [failure to disclose](https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-disclose-offence) <<https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-disclose-offence>> is available on the Department of Justice and Regulation's website.



While the offence of failure to disclose only covers child sexual abuse, all adults should report other forms of child abuse to authorities. Failure to disclose legislation does not change mandatory reporting responsibilities.

## Mandatory reporting

Mandatory reporters (doctors, nurses, midwives, teachers -including early childhood teachers-, principals and police officers) must report to Child Protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse. More information about [mandatory reporting](http://www.cpmanual.vic.gov.au/advice-and-protocols/advice/intake/mandatory-reporting) <www.cpmanual.vic.gov.au/advice-and-protocols/advice/intake/mandatory-reporting> is available in the department's Child Protection Manual.

Please refer to the department's website for information about [how to make a report to child protection](https://providers.dhhs.vic.gov.au/making-report-child-protection) <https://providers.dhhs.vic.gov.au/making-report-child-protection>.

## Failure to protect

The offence of failure to protect applies where there is a substantial risk that a child under the age of 16 years under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A relevant organisation is an organisation that exercises care, supervision or authority over children, whether as its primary function or otherwise. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently failed to do so.

Further information about [failure to protect](https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-protect-a-new-criminal-offence-to) <https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-protect-a-new-criminal-offence-to> can be found on the Department of Justice and Regulation's website, and in the [Failure to protect offence factsheet](https://providers.dhhs.vic.gov.au/failure-protect-offence-factsheet-word) < https://providers.dhhs.vic.gov.au/failure-protect-offence-factsheet-word > on the department's website.

## Reportable conduct scheme

The reportable conduct scheme requires [in scope organisations](https://ccyp.vic.gov.au/reportable-conduct-scheme/for-organisations/#TOC-5) <https://ccyp.vic.gov.au/reportable-conduct-scheme/for-organisations/#TOC-5> to report any allegations of sexual and physical abuse, sexual misconduct, significant emotional or psychological harm, or significant neglect by an employee towards a child in their care.

In scope organisations must ensure that the [head of the organisation](https://ccyp.vic.gov.au/assets/resources/Responsibilities-of-the-head-of-an-organisation.docx) <https://ccyp.vic.gov.au/assets/resources/Responsibilities-of-the-head-of-an-organisation.docx> is made aware of the allegation and that there are procedures for appropriately responding to and investigating the allegation. Notifications of reportable conduct must be made to the Commission for Children and Young People:

The reportable conduct scheme commenced on 1 July 2017 and is being implemented in three phases. Phase 1 commenced on 1 July 2017 and focused on organisations that operate schools and provide government services. Phase 2 commenced on 1 January 2018 and includes religious bodies, boarding schools, school camps and health and disability services. Phase 3 will commence on 1 January 2019 and includes kindergartens, after hour care services, children's services and certain art centres, libraries, museums, zoos, parks and gardens. Further information about the [reportable conduct scheme](https://providers.dhhs.vic.gov.au/reportable-conduct-scheme) <https://providers.dhhs.vic.gov.au/reportable-conduct-scheme> can be found on the department's website and the [Reportable Conduct Scheme page](#) of the Commission for Children and Young People's website.

## Duty of care

On 1 July 2017, organisations that exercise care, supervision or authority over children became subject to a new statutory duty of care to take 'reasonable precautions' to prevent the abuse of children committed by individuals associated with the organisation. If a child is abused by an individual associated with the organisation, the organisation is presumed to have breached its duty unless it can prove it took 'reasonable precautions' to prevent the abuse in question.

Further information about the new [organisational duty of care](https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/betrayal-of-trust-fact-sheet-the-new) < <https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/betrayal-of-trust-fact-sheet-the-new>> can be found on the Department of Justice and Regulation's website.

## Further information

Further information about the [Child Safe Standards](https://providers.dhhs.vic.gov.au/child-safe-standards) <<https://providers.dhhs.vic.gov.au/child-safe-standards>> can be found on the Department of Health and Human Services (the department) website. This includes additional resources that have been designed for organisations that are funded and/or regulated by the department. In particular, an [overview of the Victoria Child Safe Standards](https://providers.dhhs.vic.gov.au/overview-victorian-child-safe-standards-word) <<https://providers.dhhs.vic.gov.au/overview-victorian-child-safe-standards-word>> has information to help organisations to understand the requirements of each of the Child Safe Standards.

All organisations may also refer to the information and resources available on the [Child Safety page](https://ccyp.vic.gov.au/child-safety/) <<https://ccyp.vic.gov.au/child-safety/>> on the Commission for Children and Young People's website.

## Disclaimer

This resource provides general guidance only on the Child Safe Standards. The department does not guarantee that the examples provided in this document are sufficient for the purposes of an organisation's compliance with the Child Safe Standards.

# PROTECT

# RESPONDING TO SUSPECTED CHILD ABUSE: TEMPLATE FOR VICTORIAN SCHOOLS

## WHEN TO USE THIS TEMPLATE?

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.

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.

## APPENDIX 1: 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/GUARDIANS SO AS NOT TO COMPROMISE ANY INVESTIGATION OR PLACE A CHILD AT FURTHER RISK – this is particularly critical in instances of family violence.*



Bacchus Marsh  
Grammar

### COVER SHEET

STUDENT NAME:

DOB:

STUDENT ID:

STAFF MEMBER:

### REPORT MADE (PLEASE CIRCLE)

YES

NO



SUMMARY		
STUDENT NAME:	DOB:	STUDENT ID:
STAFF MEMBER:	DATE:	

SEQUENCE OF EVENTS / ACTIONS:	DATE:
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

TICK	
	NOTIFIED SENIOR SCHOOL SAFETY OFFICER
	INDIVIDUAL STUDENT WELLBEING REFERRAL REQUIRED
	DOCUMENTED ON SYNERGETIC

**STAFF MEMBER LEADING THE RESPONSE**

NAME:

OCCUPATION:

LOCATION (SCHOOL ADDRESS):

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.

See action 1 of [Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).

**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/GUARDIAN NAME/S:

PARENT/GUARDIAN 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):

## 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 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

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 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/GUARDIANS

See Action 3 of Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse

### ACTIONS TAKEN

#### PROVIDE DETAILS OF YOUR DISCUSSION WITH PARENTS/GUARDIANS (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/GUARDIAN?

- ☐ NO  
☐ YES

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

IF CONTACTING PARENT/GUARDIAN, PROVIDE THE FOLLOWING DETAILS:

NAME OF STAFF MEMBER MAKING THE CALL:

NAME OF PARENT/GUARDIAN RECEIVING THE CALL:

DISCUSSION OUTCOMES:



## CRITICAL ACTION 4: PROVIDING ONGOING SUPPORT

See Action 4 of Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse

### INDIVIDUAL SUPPORT PLAN - PLANNED ACTIONS (ALLEGED VICTIM)

*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):*

FAMILY SUPPORT:

BMG STAFF SUPPORT:

HELP LINES / ONLINE SUPPORT:

LIFELINE:

KIDS HELP LINE:

OTHER:

POLICE CONTACT:

PEER GROUP SUPPORT:

OUTSIDE MEDICAL PRACTITIONER / OTHER PROFESSIONAL:

REFERRAL(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/GUARDIANS 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



## APPENDIX 2: RESPONDING TO SUSPECTED STUDENT SEXUAL OFFENDING: TEMPLATE FOR VICTORIAN SCHOOLS

### WHEN TO USE THIS TEMPLATE?

School staff should use this template to document any incident, disclosure or suspicion that a student is victim to, or has engaged in student sexual offending. This template should be used in conjunction with the following: [Four Critical Actions For Schools: Responding to Student Sexual Offending](#).

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.



## RESPONDING TO AN INCIDENT, DISCLOSURE OR SUSPICION OF STUDENT SEXUAL OFFENDING

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

### STAFF MEMBER LEADING THE RESPONSE

NAME:

OCCUPATION:

LOCATION (SCHOOL ADDRESS):

### CRITICAL ACTION 1: IMMEDIATE RESPONSE TO AN INCIDENT

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

See Action 1 of [Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse.](#)

### RESPONDING TO AN EMERGENCY

DO ANY STUDENTS REQUIRE FIRST AID? PROVIDE DETAILS IF 'YES'

WHO ADMINISTERED THIS? (NAME AND TITLE)

DO ANY CHILDREN REQUIRE 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***



## INFORMATION OF THE ALLEGED VICTIM

CHILD'S PERSONAL DETAILS	
NAME:	GENDER:
YEAR LEVEL/CLASS:	DATE OF BIRTH:
RESIDENTIAL ADDRESS:	
PARENT/GUARDIAN NAME/S:	
PARENT/GUARDIAN CONTACT:	
LANGUAGE(S) SPOKEN BY CHILD:	
DISABILITIES, MENTAL OR PHYSICAL HEALTH ISSUES:	



### CHILD'S BACKGROUND (ALLEGED VICTIM)

#### 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*

#### PREVIOUS HISTORY OR INDICATORS OF BEING VICTIM TO SEXUAL OFFENCE OR ANY UNDERLYING PROTECTIVE CONCERNS:

### FAMILY'S BACKGROUND (ALLEGED VICTIM)

#### FAMILY COMPOSITION (IF KNOWN):

*LIST PARENTING OR CARE ARRANGEMENTS AND SIBLING NAMES AND AGES*

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



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

LIKELY REACTION TO REPORT BEING MADE (IF KNOWN):

IF THERE IS MORE THAN ONE CHILD ALLEGED TO HAVE ENGAGED IN STUDENT SEXUAL OFFENDING, OR MORE THAN ONE CHILD WHO IS THE VICTIM OF STUDENT SEXUAL OFFENDING, PLEASE FILL OUT AN ADDITIONAL STUDENT DETAILS FORM FOR EACH CHILD. THIS FORM CAN BE FOUND AT [WWW.EDUCATION.VIC.GOV.AU/PROTECT](http://WWW.EDUCATION.VIC.GOV.AU/PROTECT)



## INFORMATION OF THE CHILD ALLEGEDLY ENGAGED IN STUDENT SEXUAL OFFENDING

CHILD'S PERSONAL DETAILS	
NAME:	GENDER:
YEAR LEVEL/CLASS:	DATE OF BIRTH:
RESIDENTIAL ADDRESS:	
PARENT/GUARDIAN NAME/S:	
PARENT/GUARDIAN CONTACT:	
LANGUAGE(S) SPOKEN BY CHILD:	
DISABILITIES, MENTAL OR PHYSICAL HEALTH ISSUES:	



### CHILD'S BACKGROUND (ALLEGED TO HAVE ENGAGED IN THE OFFENCE)

#### 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*

#### PREVIOUS HISTORY OR INDICATORS OF BEING VICTIM TO SEXUAL OFFENCE OR ANY UNDERLYING PROTECTIVE CONCERNS:

### FAMILY'S BACKGROUND (CHILD ALLEGED TO HAVE ENGAGED IN THE OFFENCE)

#### FAMILY COMPOSITION (IF KNOWN):

*LIST PARENTING OR CARE ARRANGEMENTS AND SIBLING NAMES AND AGES*

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



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

LIKELY REACTION TO REPORT BEING MADE (IF KNOWN):

IF THERE IS MORE THAN ONE CHILD ALLEGED TO HAVE ENGAGED IN STUDENT SEXUAL OFFENDING, OR MORE THAN ONE CHILD WHO IS THE VICTIM OF STUDENT SEXUAL OFFENDING, PLEASE FILL OUT AN ADDITIONAL STUDENT DETAILS FORM FOR EACH CHILD. THIS FORM CAN BE FOUND AT [WWW.EDUCATION.VIC.GOV.AU/PROTECT](http://WWW.EDUCATION.VIC.GOV.AU/PROTECT)



## DETAILS OF THE INCIDENT, DISCLOSURE OR SUSPICION

### GROUNDINGS FOR YOUR BELIEF THAT A STUDENT IS A VICTIM OF STUDENT SEXUAL OFFENDING:

LIST INDICATORS OR INSTANCES WHICH LED YOU TO BELIEVE THAT A STUDENT IS SUBJECT TO STUDENT SEXUAL OFFENDING:

*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.*

LIST ANY PHYSICAL INDICATORS OF ABUSE:

LIST ANY BEHAVIOURAL INDICATORS OF ABUSE:



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

**GROUNDS FOR YOUR BELIEF THAT A STUDENT HAS COMMITTED STUDENT SEXUAL OFFENDING:**

LIST INDICATORS OR INSTANCES WHICH LED YOU TO BELIEVE THAT A STUDENT HAS ENGAGED IN STUDENT SEXUAL OFFENDING:

*DETAIL ANY DISCLOSURES OR INCIDENTS OR SUSPICIONS (INCLUDING NAMES, TIMES, AND DATES DOCUMENTING A CHILD'S EXACT WORDS AS FAR AS POSSIBLE)*

LIST ANY PHYSICAL INDICATORS OF ABUSE:

LIST ANY BEHAVIOURAL INDICATORS OF ABUSE:



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

ANY OTHER GROUNDS FOR BELIEF THAT:

- THE STUDENT MAY BE SUBJECT TO ANOTHER FORM OF ABUSE THEMSELVES
- THE STUDENT'S PARENT/S ARE UNABLE TO PROTECT THE CHILD
- THE STUDENT IS AGED OVER 10 YEARS AND UNDER 15 YEARS AND IS EXHIBITING SEXUALLY ABUSIVE BEHAVIOURS, AND MAY BE IN NEED OF THERAPEUTIC TREATMENT TO ADDRESS THESE BEHAVIOURS.



## CRITICAL 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 REPORT

DATE:

TIME:

AUTHORITY:

NAME OF PERSON SPOKEN TO:

OUTCOMES FROM THE REPORT:



## REPORTING INTERNALLY

### PROVIDE DETAILS OF YOUR DISCUSSION WITH SCHOOL LEADERSHIP:

DATE:

TIME:

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

DATE:

TIME:

NAMES:

DISCUSSION OUTCOMES:



### CRITICAL ACTION 3: CONTACTING PARENTS/GUARDIANS

See Action 3 of Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse.

#### ACTIONS TAKEN (ALLEGED VICTIM)

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

SCHOOL STAFF MUST CONSULT WITH VICTORIA POLICE TO DETERMINE IF IT IS APPROPRIATE TO CONTACT PARENTS/GUARDIANS. IF IT IS APPROPRIATE, PARENTS/GUARDIANS 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/GUARDIAN?

- ☐ NO  
☐ YES

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

**IF CONTACTING PARENT/GUARDIAN, PROVIDE THE FOLLOWING DETAILS:**

NAME OF STAFF MEMBER MAKING THE CALL:

NAME OF PARENT/GUARDIAN RECEIVING THE CALL:

DISCUSSION OUTCOMES:



## ACTIONS TAKEN (CHILD ALLEGED TO HAVE ENGAGED IN THE OFFENCE)

### ***PROVIDE DETAILS OF YOUR DISCUSSION WITH PARENTS/GUARDIANS (IF APPROPRIATE):***

SCHOOL STAFF MUST CONSULT WITH VICTORIA POLICE TO DETERMINE IF IT IS APPROPRIATE TO CONTACT PARENTS/GUARDIANS. IF IT IS APPROPRIATE, PARENTS/GUARDIANS 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/GUARDIAN?

☐ NO

☐ YES

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

### **IF CONTACTING PARENT/GUARDIAN, PROVIDE THE FOLLOWING DETAILS:**

NAME OF STAFF MEMBER MAKING THE CALL:

NAME OF PARENT/GUARDIAN RECEIVING THE CALL:

DISCUSSION OUTCOMES:



## CRITICAL ACTION 4: PROVIDING ONGOING SUPPORT

See Action 4 of Four Critical Actions For Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse.

### INDIVIDUAL SUPPORT PLAN - PLANNED ACTIONS (ALLEGED VICTIM)

*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):*

FAMILY SUPPORT:

BMG STAFF SUPPORT:

HELP LINES / ONLINE SUPPORT:

LIFELINE:

KIDS HELP LINE:

OTHER:

POLICE CONTACT:

PEER GROUP SUPPORT:

OUTSIDE MEDICAL PRACTITIONER / OTHER PROFESSIONAL:

REFERRAL(S):



**PLANNED ACTIONS (CHILD ALLEGED TO HAVE ENGAGED IN THE OFFENCE)**

*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:

REFERRAL(S):



## PROCESS OF REVIEW

*COMPLETE THIS SECTION BETWEEN 4-6 WEEKS OF MAKING A REPORT 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 VICTIM

IS THE CHILD SAFE FROM ABUSE AND HARM?

- ☐ NO (if not, consider the need to make a further report)
- ☐ YES

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*

HAS THE STUDENT SUPPORT PLAN BEEN EFFECTIVELY IMPLEMENTED?

- ☐ NO
- ☐ YES

WHY OR WHY NOT?

FOLLOW UP ACTIONS:

HAS THERE BEEN ONGOING COMMUNICATION WITH THE CHILD?

- ☐ NO
- ☐ YES

WHY OR WHY NOT?



**CURRENT SAFETY AND WELLBEING OF STUDENT WHO ENGAGED IN THE STUDENT SEXUAL OFFENDING**

IS THE CHILD SAFE FROM ABUSE AND HARM?

- ☐ NO (if not, consider the need to make a further report)
- ☐ YES

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*

HAS THE STUDENT SUPPORT PLAN BEEN EFFECTIVELY IMPLEMENTED?

- ☐ NO
- ☐ YES

WHY OR WHY NOT?

FOLLOW UP ACTIONS:

HAS THERE BEEN ONGOING COMMUNICATION WITH THE CHILD?

- ☐ NO
- ☐ YES

WHY OR WHY NOT?

### CURRENT WELLBEING OF OTHER CHILDREN WHO MAY BE IMPACTED BY THE STUDENT SEXUAL OFFENDING

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

- ☐ NO
- ☐ YES

IF SO HAVE THEIR WELLBEING NEEDS BEEN MET

- ☐ NO
- ☐ YES

HAS THERE BEEN ONGOING COMMUNICATION WITH THE CHILD?

- ☐ NO
- ☐ YES

WHY OR WHY NOT?

### 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 SCHOLS: 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/GUARDIANS 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



## CONTINUOUS IMPROVEMENT

CONSIDER AND LIST ACTIONS THAT CAN BE TAKEN TO BUILD YOUR SCHOOL'S CAPACITY TO IDENTIFY AND RESPOND TO STUDENT SEXUAL OFFENDING IN THE FUTURE:



## Further information

(Source: Victorian Registration and Qualifications Authority, Department of Health and Human Services)

Further information on child safe standards can be found on the [Department of Health and Human Services website](http://www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations): <[www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations](http://www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations)>

Additional resources for organisations in the child safe standards toolkit can be found on the [Department of Health and Human Services website](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards): <[www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards)>. In particular, [An Overview to the Victorian child safe standards](#), has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms:

[www.dhs.vic.gov.au/\\_data/assets/word\\_doc/0005/955598/Child-safe-standards\\_overview.doc](http://www.dhs.vic.gov.au/_data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc)

**Note for registered schools:** a forthcoming Ministerial Order under the *Education and Training Reform Act 2006* will contain the minimum actions that schools must take to meet each of the child safe standards. There will be a lead in time before regulation will commence to allow schools time to prepare. The Department of Education and Training and the Victorian Registration and Qualifications Authority will provide information and materials specifically for schools to assist with capacity building and compliance.

**Registered schools** can contact the Department of Education and Training: [child.safe.schools@edumail.vic.gov.au](mailto:child.safe.schools@edumail.vic.gov.au)

Early childhood services operating under the *National Quality Framework* or *Children's Services Act 1996* should contact: [licensed.childrens.services@edumail.vic.gov.au](mailto:licensed.childrens.services@edumail.vic.gov.au)

Licensed children's services enquiry line: 1300 307 415.

## Related Policies and Documents

- Child Protection Program Handbook
- Child Safe Policy
- Mandatory Reporting Policy
- Staff Code of Conduct