

**Help for non-English speakers**

If you need help to understand this policy, please contact Kensington Primary School

PURPOSE

The Kensington Primary School's Child Safety Policy sets out our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe. This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

SCOPE

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated through other policies.
- applies in all physical and online school environments used by students during and outside of school hours, including other locations provided for a student's use (for example, a school camp) and those provided through third-party providers.
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

DEFINITIONS

The following terms in this policy have [specific definitions](#):

Child

Child means a child or young person who is under the age of 18 years.

Child safety

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

Child abuse

Child abuse includes:

- any act committed against a child involving:
 - a sexual offence
 - grooming offences under section 49M(1) of the Crimes Act 1958
- the infliction, on a child, of:
 - physical violence
 - serious emotional or psychological harm
- the serious neglect of a child.

Child-connected work

Child-connected work means work authorised by the school, school council or secretary of the Department of Education and Training Reform Act 2006 and performed by an adult in a school environment while children are present or reasonably expected to be present.

Note: Working with Children Clearance (WWCC) is required at Kensington Primary School for adults who engage in child-related work including visitors and volunteers.

Child-related work

Child-related work is work which usually involves (or is likely to involve) direct contact with a child, irrespective of whether that contact is supervised or not, and in any of the child-related occupational fields listed in the Education and Training Reform Act 2006.

The definition of direct contact includes oral, written or electronic communication as well as face-to-face and physical contact. 'Child-related work' may be either paid or unpaid (voluntary).

School environment

School environment means any of the following physical, online or virtual places, used during or outside school hours:

- a campus of the school
- online or virtual school environments made available or authorised by the school governing authority for use by a child or student (including email, intranet systems, software applications, collaboration tools, and online services)
- other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for camps, approved homestay accommodation, sporting events, excursions, competitions or other school activities or events.

School staff

School staff means:

In a government school, an individual working in a school environment who is:

- employed by the Department of Education and Training
- directly engaged or employed by the school council or
- a volunteer or contracted service provider
- employed under Part 2.3 of the Education and Training Reform Act 2006 (whether or not a body corporate or any other person is an intermediary).

School governing authority

School governing authority means:

- a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor
- b) the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act
- c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Student

Student means a person who is enrolled at or attends the school.

Volunteer

Volunteer means a person who performs work without remuneration or reward for the school in the school environment.

STATEMENT OF COMMITMENT TO CHILD SAFETY

Kensington Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing an environment where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe

policies, strategies and practices are inclusive of the needs of all children and students, particularly Aboriginal and Torres Strait Islander children, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

ROLES AND RESPONSIBILITIES

School Leadership Team

Our school Leadership Team, (comprising of the Principal, Assistant Principal, Learning Specialists and Educational Leaders), is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

The Principal and Assistant Principal will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures, including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School Council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school

council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety, using the Child Safe Standards School Council Training slide presentation available on [PROTECT](#).
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe.

Specific staff child safety responsibilities

Kensington Primary School has nominated a child safety champion, the Assistant Principal, to support the Principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#). In addition to these roles, our child safety champion is also responsible for following processes.

Our Principal and child safety champion are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Principal, Assistant Principal and school leadership team are responsible for monitoring the school's compliance with the Child Safety Policy. Anyone in our school community should approach a member of leadership if they have any concerns about the school's compliance with the Child Safety Policy.
- Assistant Principal is responsible for informing the school community about this policy, and making it publicly available.
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Child Safety and Wellbeing Team (HWKC). The Child Safety and Wellbeing Team meet fortnightly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Leaders (Kensington Primary School Student Leaders and Values Captains) provide an opportunity for students to provide input into school strategies.

The Assistant Principal and Leadership Team monitor the Child Safety Risk Register.

CHILD SAFETY CODE OF CONDUCT

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

MANAGING RISKS TO CHILD SAFETY AND WELLBEING

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our School Leadership Team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At Kensington Primary School we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities. We have developed the following strategies to promote cultural safety in our school community:

- Kensington Primary School has established an Aboriginal Perspective Wellbeing Team whose focus is to: -
 - develop school strategies and actions to promote cultural safety, refer to [PROTECT Child Safe Standard 1](#) guidance for suggestions.
 - Ensure links are made across curriculum areas
 - Organise for the school to focus on cultural days/weeks such as Naidoc week, Aboriginal Literacy Day, Sorry Day.
- Our Aboriginal and Torres Strait Islander Education Plan outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children and students.

STUDENT EMPOWERMENT

To support child safety and wellbeing at Kensington Primary School we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced through the implementation of our Respectful Relationships program in all classrooms. We encourage strong friendships and peer support in the school to ensure a sense of belonging through the School Wide Positive behaviour initiative, our Student Code of Conduct and our School Values of Respect, Responsibility, Resilience, Learn and Creativity.

We inform students of their rights through our whole school approach to implementing Respectful Relationships and School Wide Positive Behaviour initiatives. Explicit teaching enables students to develop the skills and confidence to recognise unsafe situations with adults or other students and to speak up and to act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns by accessing our policies on the Kensington Primary School website or requesting a copy at the office.

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

Family engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Kensington Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- discussing and developing policies at the Policy subcommittee of school council,
- presenting and discussing draft policies at School Council
- communicating policies through the newsletter and informing parents of newly developed or updated policies on our school website
- all of our child safety policies and procedures will be available for students and parents on our school website: kensington.ps@education.vic.gov.au
- Newsletter communication through the parent portal on Compass will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety

- PROTECT Child Safety posters will be displayed across the school in all classrooms and additionally the Office, Sick bay, Library.

Diversity and equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our Student Wellbeing and Engagement Policy provides more information about the measures we have in place to support diversity and equity.

Suitable staff and volunteers

At Kensington Primary School we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management.](#)

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children Clearance (WWCC) or equivalent background check such as a Victorian teaching registration
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.

Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by conducting regular performance reviews.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Kensington Primary School Child Safety Policy, procedures, codes and practices.

Complaints and reporting processes

Kensington Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaints Policy. The Complaints Policy can be found on our website.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our [Child Safety Responding and Reporting Obligations Policy and Procedures](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our Student Wellbeing and Engagement Policy and Bullying Prevention Policy cover complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

Kensington Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

Kensington Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#)

Review of child safety practices

At Kensington Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

RELATED POLICIES AND PROCEDURES

This Child Safety Policy is to be read in conjunction with other related school policies, procedures, and codes. These include Kensington Primary School:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning in Schools Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy
- Mobile phone – Student Use Policy

Related Department of Education and Training Policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

POLICY STATUS AND REVIEW

The Principal/Assistant Principal are responsible for reviewing and updating the Child Safety Policy at least every two years. The review will include input from students, parents/carers and the staff.

APPROVAL

Policy last reviewed	July / August 2022
Consultation	School Council Policy Sub-committee August 10 th 2022 School Leadership and School Improvement Team and all staff August 2022 School Council August 22 nd August 2022
Approved by	Principal, Bridget McLaughlin
Endorsed on	August 22 nd 2022
Next review date	August 2024

APPENDIX A

Four Critical Actions for Schools

Responding to Incidents, Disclosures and Suspicions of Child Abuse

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

YOU MUST TAKE ACTION

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

- You **must** act by following the Four Critical Actions, as soon as you receive information, reports or disclosures of child abuse or as soon as possible. You must report if you have a "reasonable belief" that a child has, or is at risk of being abused.
- You **must** act if you have a "reasonable belief" that you are aware of a child who is at risk of being abused or who is already being abused. You must act if you have a "reasonable belief" that a child has, or is at risk of being abused.
- It is strongly recommended that you use the **Responding to Suspected Child Abuse (template)** to help clear and comprehensive notes, even if you make a disclosure to report.

*A "reasonable belief" is a widely accepted term. It means that you have a belief that is based on reasonable grounds.

1 RESPONDING TO AN EMERGENCY

If there is a risk of immediate harm go to **Action 2**.

- If a child is at immediate risk of harm you **must** ensure their safety by:
 - separating alleged victim and alleged perpetrator
 - administering first aid
 - calling **000 for urgent medical and/or police assistance** in response to immediate health or safety concerns
 - identifying a safe person at the school for future liaison with Police
- Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

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

Q Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

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

You **must also** report internally to:

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

CATHOLIC SCHOOLS

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

INDEPENDENT SCHOOLS

- School principal and/or school chaplain
- Commission for Children and Young People on **0800 782 878**

All allegations of "reportable conduct" **must** be reported, even if possible to:

GOVERNMENT SCHOOLS

- Employee Conduct Branch

CATHOLIC SCHOOLS

- Diocesan education office

INDEPENDENT SCHOOLS

- Commission for Children and Young People on **0800 782 878**

WITHIN THE FAMILY OR COMMUNITY

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

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

VICTORIA POLICE

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

You **must also** report internally to:

- **GOVERNMENT SCHOOLS**
 - School principal and/or leadership team
 - DET Incident Support and Operations Centre

CATHOLIC SCHOOLS

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

INDEPENDENT SCHOOLS

- School principal and/or leadership team

For suspected student sexual abuse, please follow the **Four Critical Actions Student Sexual Offending**.

OTHER CONCERNS

- If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** act. This may include making a referral to seeking advice from:
 - Child FIRST (The Gateway Case)
 - Your community where the family belongs to (including support)
 - DHHS Child Protection
 - Victoria Police

School principal **must** consult with **DEPS Child Protection** or **Victoria Police** to determine what information is to be shared with police/care services. They may advise:

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

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

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

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

CONTACT

DHHS CHILD PROTECTION

AREA
North Division **0300 666 877**
South Division **0300 666 788**
East Division **0300 360 381**
West Division (Bund) **0800 026 889**
West Division (Melb) **0300 666 877**

AFTER HOURS
After hours, weekends, public holidays **02 0376**

CHILD REST
<http://www.childrest.vic.gov.au/>
National and overseas helpline

ORANGE DOOR
<http://www.orange-door.vic.gov.au/>
For support and advice

VICTORIA POLICE

000 in your local police station

DET INCIDENT SUPPORT AND OPERATIONS CENTRE
1800 026 126

INCIDENT MANAGEMENT AND SUPPORT UNIT
1800 026 126

EMPLOYEE CONDUCT BRANCH
03 9407 2886

DIOCESAN OFFICE
Melbourne **03 9407 0028**
Adelaide **08 8337 7305**
Perth **08 9407 0000**
Sydney **02 9407 2377**

INDEPENDENT SCHOOLS VICTORIA

03 9407 1208

THE LOOKOUT

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

Family violence support services are referred to **1800 Respect** for supporting information and a national service **1800 737 733**.



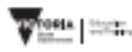
APPENDIX B

Four Critical Actions for Schools – Responding to Student Sexual Offending

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Student Sexual Offending

PROTECT



YOU MUST TAKE ACTION

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

- You **must** act by following the 4 critical actions as soon as you witness an incident, receive a disclosure or form a suspicion that a student is a victim of a student sexual offending and/or a student has engaged in sexual offending.
- You **must** act even if you are unsure and have not directly observed student sexual offending (e.g. if a victim, or another person tells you about the offence).
- You **must** use the **Responding to Student Sexual Offending template** to keep clear and comprehensive notes.

1 IMMEDIATE RESPONSE TO AN INCIDENT

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

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

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

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

2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you **must** report incidents, suspicions and disclosures of student sexual offending as soon as possible.

VICTORIA POLICE

All instances on **000**

DNHS CHILD PROTECTION

If you believe that:

- the victim's parent/careers 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 and may be in need of therapeutic treatment to address these behaviours
 - may be displaying physical and behavioural indicators of being the victim of child abuse.

INTERNALLY

ALSO report internally to:

- School/Principal and/or leadership team** (all instances)
- Government Schools:** DET Security Services Unit
- Catholic Schools:** Diocesan education office

You must identify a contact person at the school for future liaison with Victoria Police and/or Child Protection and seek advice about contacting parents/careers (see **Action 3**).

*See the **Four Critical Steps for Schools: Responding Incidents, Disclosures and Suspicions of Child Abuse** for further guidance in these circumstances.

3 CONTACTING PARENTS/CAREERS

Your Principal **must** consult with **Victoria Police** or **DNHS Child Protection** to determine what information can be shared with parents/careers of all impacted students. They may advise:

- not to contact the parents/careers** (e.g. in circumstances where contacting the parents/careers is likely to adversely affect a **Victoria Police** investigation or where the student is a mature minor and has requested that their parent/careers not be notified)
- to contact the parents/careers** and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for students who are victims to a student sexual offence **AND** students who have engaged in a sexual offence. This is an essential part of your duty of care requirements.

This support should include the development of a **Student Support Plan** in consultation with wellbeing professionals, outlining support strategies. Strategies may include the development of a safety plan, direct support and referral to wellbeing professionals.

CONTACT

DNHS CHILD PROTECTION AREA

North Division **1300 466 877**
South Division **1300 635 755**
East Division **1300 380 391**
West Division (Rural) **1800 075 589**
West Division (Metro) **1300 864 977**

AFTER HOURS
After hours, weekends, public holidays **12 12 78**

CHILD FIRST

www.dhs.vic.gov.au
VICTORIA POLICE
000 or contact your local police station

DET SECURITY SERVICES UNIT
(03) 9609 6266

STUDENT INCIDENT AND RECOVERY UNIT
(03) 9612 1622

EMPLOYEE CONDUCT BRANCH

DIOCESAN OFFICE
Melbourne **(03) 9367 0328**
Ballarat **(03) 9327 7135**
Sale **(03) 9422 8800**
Sandhurst **(03) 9462 2377**

INDEPENDENT SCHOOLS VICTORIA
(03) 9625 7200

