



Student Wellbeing – Concerns Management Procedure

Introduction

Ivanhoe Grammar School has a Student Wellbeing framework for creating and maintaining a safe environment for the School's students.

This document sets out how a concern about student wellbeing (including a concern about bullying, child abuse, discrimination, sexual harassment and victimisation) may be raised with the School, and about how such concerns will be managed. Concerns about behaviour by students towards other students including bullying, harassment and discrimination may, and usually will, also be managed in accordance with the School's Student Management Procedure.

The purpose of this procedure is to give confidence to the School community that:

- the School treats concerns about student wellbeing seriously;
- the School has clear procedures for responding to student wellbeing concerns;
- the School and School Personnel are complying with their statutory reporting obligations with respect to child abuse.

A number of key terms in this document (including bullying, child abuse, discrimination, sexual harassment and victimisation) are defined in the School's Student Wellbeing Policy, which should be read in conjunction with this document.

Responsibility for this procedure

This procedure is overseen by the Principal and Heads of Campus, who are collectively responsible for:

- promptly managing the School's response to an allegation or disclosure of a student wellbeing issue, and ensuring that the allegation or disclosure is taken seriously;
- responding appropriately to a child who makes or is affected by an allegation of child abuse;
- monitoring the School's overall compliance with this procedure; and

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- managing an alternative procedure for responding to a student wellbeing concern if the person allocated responsibility under this Procedure cannot perform his or her role.

How the School community may raise concerns with the School

If you are a member of the School community (other than School personnel) with a concern about student wellbeing (including a concern about actual or suspected bullying, child abuse, sexual harassment, discrimination and victimisation) (a “**concern**”) then you are encouraged to contact the student’s class teacher, mentor or homeroom teacher (**Key Wellbeing Contact**).

If it is not appropriate to discuss your concern with one of these individuals, you should contact either the Principal, Child Safety Officer or another member of the Wellbeing Team. The Wellbeing Team structure is attached to this Policy.

Your concern will be handled by the School in accordance with this procedure.

How School personnel will deal with their own concerns

School Personnel with or aware of concerns about student wellbeing must also address any concerns they may have in accordance with this procedure.

How the School will deal with concerns

School personnel may become aware of concerns directly, such as through their own observations of student behaviour, specific incidents, or the behaviour of other individuals. School personnel may also become aware of concerns indirectly, through concerns from members of the School community.

The School’s procedure for dealing with concerns involves two phases. The first phase involves assessing whether an external report is required, and if so making that report. The second phase is about how the School will respond to concerns generally. Both phases must be followed.

When dealing with concerns, the School will be guided by the following considerations:

- every concern will be acknowledged, treated seriously and responded to with empathy;
- the School will immediately work out whether mandatory reporting is required in accordance with phase 1;
- if School personnel are alleged to have engaged in child abuse, they will ordinarily be stood down with pay, and without judgment, pending the School’s management of the concern;
- all concerns will be investigated fairly and without bias, promptly and without undue delay;
- the outcomes following the concerns management process shall be consistent with the evidence;
- all reasonable steps will be taken to protect a student the subject of a concern, and ensure there are no reprisals for raising a concern.

When complying with this procedure, School personnel must appreciate that fulfilling the roles and responsibilities contained in this procedure will not displace or discharge any other obligations that arise if a person reasonably believes that a student or some other child is at risk of child abuse.

PHASE 1 – Comply with any external reporting obligations about child abuse

If you believe a child is at immediate risk of abuse phone Victoria Police on 000 or the Child Protection Crisis Line on 13 12 78.

School personnel have legal obligations to report certain forms of child abuse to external agencies:

- School personnel who are Mandatory Reporters are subject to mandatory reporting obligations under the *Children, Youth and Families Act 2005* (Vic) in relation to child abuse. Failure to do so can constitute an offence under that Act.
- School personnel generally are also subject to mandatory reporting obligations under the *Crimes Act 1958* (Vic) specifically in relation to sexual abuse. Failure to do so can constitute an offence under that Act.

This part of the procedure set out the steps that School personnel must follow to comply with any external reporting obligations they may have with respect to child abuse/neglect.

Do you have a ‘Reasonable Belief’?

A ‘reasonable belief’ is formed if a reasonable person in the same position as you, and with the same information as you, would have formed the belief that child abuse (including sexual abuse) is occurring or may occur. It is not necessary to have proof to form a reasonable belief, and you do not need to make a judgment about the truth of an allegation, but you must believe that it is more than mere rumor or speculation.

A reasonable belief may be formed based on circumstances where, for example:

- a student states that they have been abused;
- a student states that they know someone who has been abused (sometimes the student may be talking about themselves);
- someone who knows a student states that the student has been abused;
- professional observations of a student’s behavior or development leads you to form a belief that the student has been abused or is likely to be abused; or
- signs of abuse leads you to form a belief that a student has been abused.

It is permissible to ask a person raising a concern with you sufficient questions to establish a reasonable belief. However, care should be taken not to ask the person any leading questions.

If you are not sure whether you have a reasonable belief, you must consult with the Principal, a member of

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the School's leadership team or Child Protection.

Do you have to report?

School personnel should note that different forms of child abuse have different reporting requirements. Please read through each step below in full to determine the reporting requirements in your particular circumstances.

Reporting the reasonable belief to Child Protection

1. If you are a Mandatory Reporter, and you have formed a reasonable belief that:
 - a. a student has suffered, or is likely to suffer, significant harm, as a result of physical injury or sexual abuse; and
 - b. the student's parents have not protected, or are unlikely to protect, the student from harm of that type,you must **immediately** report the belief to Child Protection by calling 1300 664 977 during business hours, or 13 12 78 after hours.
2. You must then make a **further report** to Child Protection on **each occasion** you become aware of any further reasonable grounds for the reasonable belief.

Reporting the reasonable belief to Victoria Police

3. If you have formed a reasonable belief in relation to sexual abuse, you must **immediately** report the belief to Victoria Police by calling 000 in an emergency or 03 9450 8000.
4. You must then make a further report on **each occasion** on which you become aware of any further reasonable grounds for the reasonable belief.
5. If you:
 - a. have a reasonable fear that reporting your reasonable belief to Victoria Police may pose a risk to your own or another person's health and safety (including the relevant student, but not including the alleged perpetrator of sexual abuse); or
 - b. were told about the sexual abuse by the alleged victim, who was 16 or older at the time they disclosed the abuse, and they have asked you not to report the abuse;

then, you must seek advice from either the Principal or Head of Campus, who in turn will seek appropriate advice from Child Protection or the School's legal advisors about whether you are still required to make a report.

6. Do you have a **reportable allegation**? If an allegation of sexual abuse, sexual misconduct, physical abuse, significant emotional or psychological harm or significant neglect is made you must report it to the Principal.
 - a. The Principal is obliged to investigate the allegation or have a suitable person investigate the allegation on their behalf, and
 - b. The Principal is obliged to report to the CCYP within three business days. This is additional to any other reporting requirements that may exist.

PHASE 2 – How Concerns will be managed internally

Step 1 Reporting the concern

1. A member of School personnel who has a concern, or who receives a concern from a member of the School community (including a current or former student, parent or staff member), must immediately report the concern to the Child Safety Officer or the Principal.
2. If the concern relates to behaviour between students, and does not involve possible child abuse or sexual abuse, the Child Safety Officer may direct a member of School personnel to deal with the concern in accordance with the School's Student Management Procedure. If not, the concern will continue to be managed in accordance with this procedure.
3. When a concern is raised with the Child Safety Officer then for the purpose of this phase:
 - a. the person who originally raised the concern with the School (whether it be a member of School personnel or the School community) shall be the "Notifier"; and
 - b. the person allegedly responsible for the behaviour the subject of the concern shall be the "Respondent".

Step 2 Responding to the concern

1. The School will take such steps as it considers appropriate to protect any child connected with a concern until it is resolved.
2. The Child Safety Officer will:
 - a. acknowledge the concern and outline to the Notifier the process that will now be followed by the School to manage the concern;
 - b. collect as much further information about the concern as may be required;
 - c. fill out the Incident Report attached to this procedure (which will help School personnel report any reasonable belief required to be further reported to external agencies);
 - d. report the concern to the Principal and, if appropriate, the Victorian Institute of Teaching; and
 - e. ensure any mandatory reporting occurs in accordance with phase 1 of this procedure.

3. The Principal will notify the Child Safety Officer whether they will continue to manage the concern, or whether other senior School Personnel will take over this concern management process.
4. The Child Safety Officer (or any other School personnel appointed by the Principal) will notify the Respondent of the concern (to the extent that it is appropriate to do so, which may initially involve only notification that there has been a concern), outline the process to be followed, and advise the Respondent about whether they will be stood down pending the resolution of the concern.

Step 3 Resolving the concern

5. The School will investigate the concern where appropriate, which will ordinarily require the School determining whether, on the balance of probabilities, the concern is substantiated.
6. The School or third party investigating the concern will to the extent it is appropriate or practicable to do so:
 - a. interview the Notifier and the Respondent;
 - b. interview any other relevant witnesses, and review any relevant documents;
 - c. keep a written record of any interviews and documents during the investigation; and
 - d. determine whether, on the balance of probabilities, the concern is substantiated.
7. If the concern is substantiated, the School will take appropriate action (which may, in the case of a Respondent who is a current member of School personnel, include summary dismissal of the Respondent for serious misconduct). Even if a concern is not substantiated, the findings made by the School during the course of investigating the concern may, in certain cases, still result in disciplinary action and dismissal.
8. The School will notify the following organisations of the outcome of the concern (as is appropriate):
 - a. Victoria Police and Child Protection if the concern was the subject of a report to them under phase 1 (or if that phase otherwise now requires a report be made); and
 - b. the Victorian Institute of Teaching.

General considerations

The School may need to adjust this procedure to reflect the circumstances.

This procedure applies regardless of whether the alleged behavior which is the subject of a concern occurred on or outside School grounds, or concerns current or former students.

However, where a concern is raised with the School and:

- an investigation by Victoria Police, Child Protection or the Victorian Institute of Teaching relevant to the concern is ongoing;
- civil or criminal proceedings relevant to the concern are ongoing; or

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- the concern relates to former students or former School personnel,

it may not be appropriate or possible for the School to investigate that concern in strict accordance with this procedure. In such circumstances, the School will seek and act on legal advice to comply with this procedure to the extent it is appropriate to do so (and in particular to protect the health and safety of all current students of the School).

The School will keep records

At all stages of this process, School Personnel involved in a concern management process will keep secure records in a Record of Contact (ROC) on the relevant student's electronic file. Other records that will be kept and attached to the student's file include:

- a. relevant emails;
- b. Case Management Meeting Action plans; and
- c. Incident Reports.

The School will be sensitive

The School will follow this procedure in a way that is culturally appropriate.

If a concern involves a student from a culturally and/or linguistically diverse background, steps will be taken to ensure that the student and the student's family is supported to understand the situation, including the use of an interpreter if required.

If a concern involves a student with a disability, steps will be taken to ensure the student and the student's family understand the situation and are supported.

The School will offer support

The School will afford support where appropriate to School personnel who make external reports under this procedure, the student who is the cause for concern, and anyone else affected.

The School will cooperate with the authorities

The School will cooperate with any investigation by Child Protection or Victoria Police in relation to a report or reportable incident.

Confidentiality

The need for confidentiality should be remembered at all times in the interests of the relevant student and the student's family when complying with this procedure. Only where the welfare of the student will be affected should the matter be discussed with anyone, other than the reporting bodies named above, or senior members of the Wellbeing Team.

Principal to be kept informed

The Wellbeing Team will keep the Principal promptly informed of all concerns received or made under this

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procedure, and the steps taken by any School personnel and the School to comply with this procedure.

Concerns relating to the Principal

Where a concern relates to the Principal, or the Principal otherwise has a conflict of interest, the Board Chair should be involved in this procedure and advice obtained from the School's legal advisors to ensure that this procedure is varied as is appropriate.

Media enquiries

The Principal or the Principal's delegate will handle any media inquiries that occur in relation to any reported concerns.



IVANHOE
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Ivanhoe Grammar School Child Safe Standards

Responding to an incident, disclosure or suspicion of child abuse

Please note: if you are making a report to DHHS Child Protection or Victoria Police, you must seek advice before contacting parents/carers so as not to compromise any investigation or place a child at further risk.

STAFF MEMBER LEADING THE RESPONSE

Name:

Occupation:

Location (School Address):

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.

Seek Action 1 of Four Critical Actions for Schools: Responding to Incidents, Disclosure 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:

Eg. Are all impacted students safe and not in any immediate danger? If a child is in immediate danger School staff should report immediately to Victoria Police on 000

CHILD'S INFORMATION

PERSONAL DETAILS	
Name:	Gender:
Year Level/Class:	Date of Birth:
Residential Address:	
Parent/Carer Name/s:	
Parent/Carer Contact:	
Language(s) spoken by Child:	
Disabilities, mental or physical health issues:	

CHILD'S BACKGROUND
<p>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 cultural appropriate support. If the child is an international student you must notify the International Education Division on 03 9637 2990.</p>
<p>Any known previous history of suspected abuse (prior to this incident, disclosure or suspicion or involvement with agencies):</p>

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):

Disability, mental or physical health issues in family (if known):

Likely reaction to a report being made (if known):

DETAILS OF THE INCIDENT, DISCLOSURE OR SUSPICION

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

Indicators or instances which led you to believe a child/children are subject to child abuse, or at risk of abuse:

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 behavioral indicators of abuse:

Any patterns of behavior or prior concerns leading up to an incident, disclosure or suspicion:

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

Name

Gender:

Date of Birth

Relationship to Child:

Noting if they are within the school or within the family and community (this will impact who you report to)

Address:

Contact Details:

CRITICAL ACTION 2: REPORTING

See Action 2 of Four Critical Actions for Schools: Responding to Incidents, Disclosure 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 Report:

Date:

Time:

Authority:

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/CARERS

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/Carers (If appropriate): School staff must consult with Victoria Police and/or DHHS Child Protection to determine if it is appropriate to contact parents. If it is parents must be contacted as soon as possible (preferably on the same day of the incident, disclosure or suspicion).
Have you sought advice from DHHS Child Protection or Victoria Police? <input type="checkbox"/> No <input type="checkbox"/> Yes
Is it appropriate to contact parent/carer? <input type="checkbox"/> No <input type="checkbox"/> Yes
List reasons if it is not appropriate to contact parent/carer:
If contacting Parent/Carer, provide the following details:
Name of staff member making the call:
Name of Parent/Carer receiving the call:
Discussion Outcomes:

CRITICAL ACTION 4: CONTACTING PARENTS/CARERS

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

PLANNED ACTIONS
Include detail on what follow-up actions have occurred to support the student (for example referral to wellbeing professionals and other specialised services, the convening of a student support group and development of support plans).
Follow up actions:
Support:
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 actions.

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

CURRENT WELLBEING OF IMPACTED STAFF MEMBERS

Does the staff member who made the report/witnessed an 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

- No
 Yes

Could the suspected abuse have been detected earlier?

- No
 Yes

Action 1

Did the School take appropriate action in an emergency?

- No
 Yes

Action 2

Was a report made to the appropriate authorities and internally?

- No
 Yes

Were subsequent reports made if necessary?

- No
 Yes

Action 3

Did the School contact the parents/carers ASAP?

- No
 Yes

Have the parents continued to be engaged if appropriate?

- No
 Yes

Action 4

Has the School provided adequate support for the student?

- No
 Yes

Has a student support plan been established, implemented and reviewed?

- No
 Yes

Has a student support group been established?

- No
 Yes

Was the student appropriately supported in any interviews?

- No
 Yes

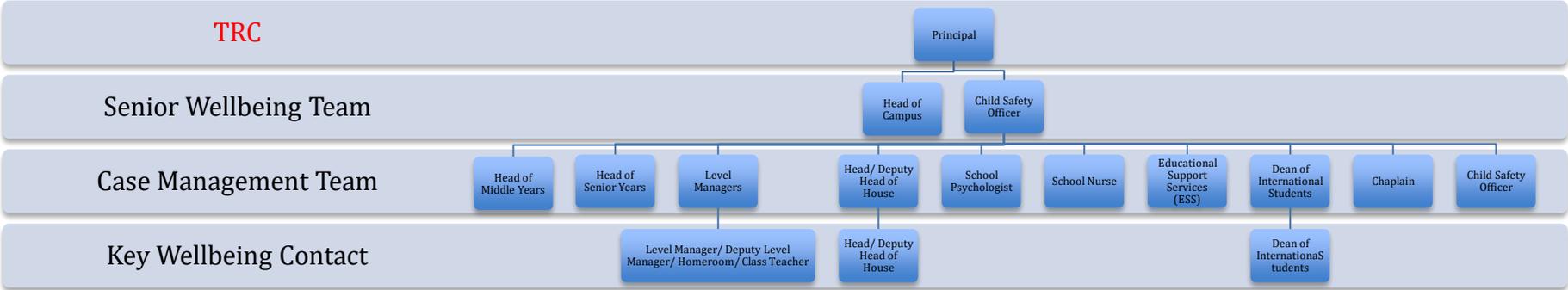
Have any complaints been received?

- No
 Yes

Have the complaints been resolved?

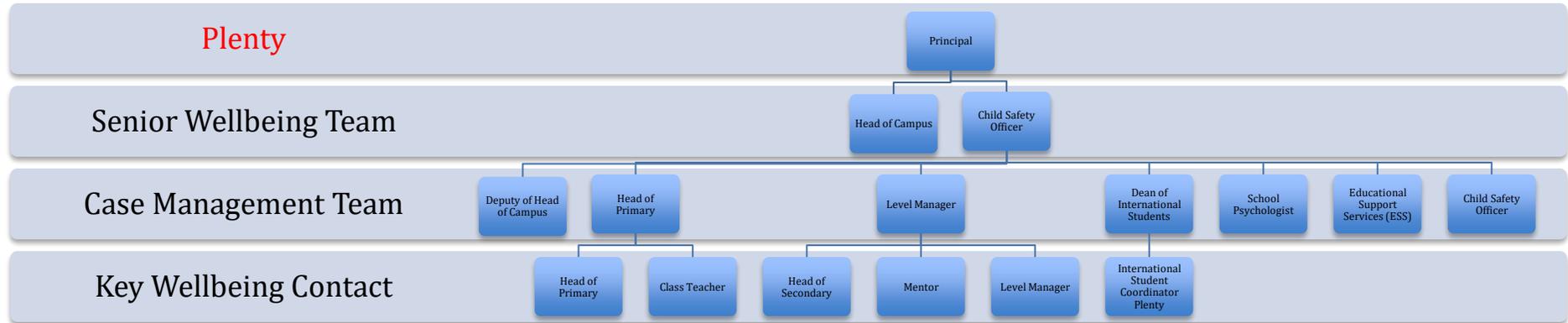
- No
 Yes

Attachment 1 - Wellbeing Team Structures - TRC



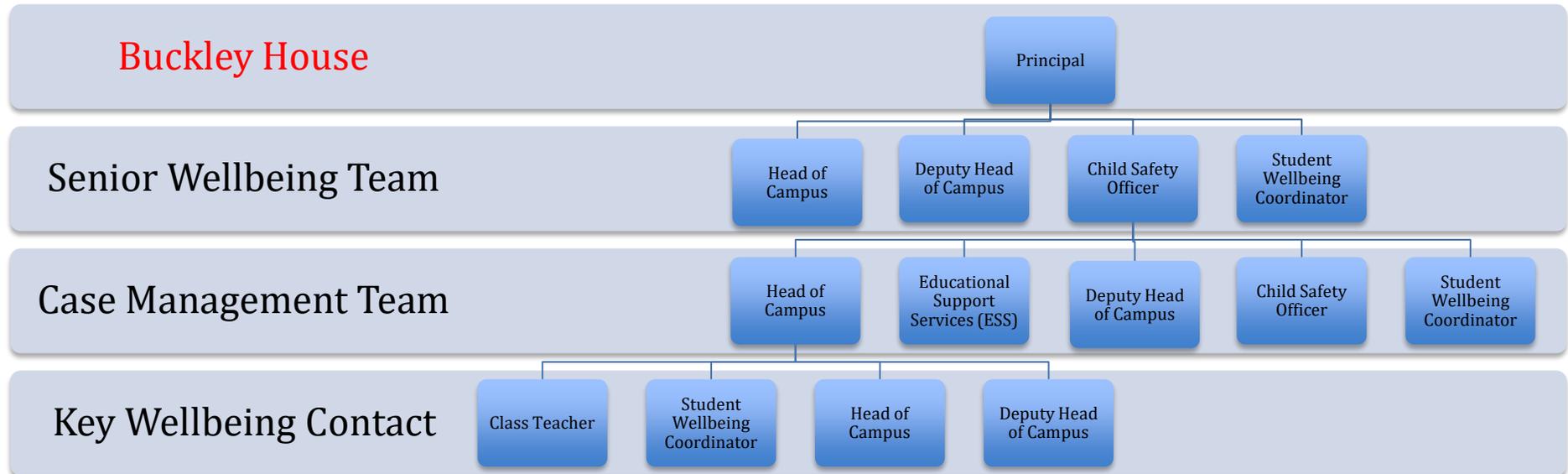
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Attachment 2 - Wellbeing Team Structures - Plenty



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Attachment 3 - Wellbeing Team Structures – Buckley House



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REPORTING A STUDENT SAFETY CONCERN



1 CALL 000

Call 000 if you are in immediate danger.

2 WHAT TO REPORT

If something is happening to you or others that is making you feel unsafe, uncomfortable or unhappy such as bullying, harassment, discrimination and abuse, you need to ask for help from a teacher.

3 HOW TO REPORT

Speak to a teacher, write a letter, send an email to a teacher.

4 WHO TO REPORT TO

Speak to Child Safety Officer Mrs Batsanis, or Mrs Arnas, Mr Richards, Mr Kelly or a trusted adult.

5 WHAT HAPPENS NEXT?

Your teacher will listen to you and help you. You will be supported to make sure you are safe.