

Student Safety Concerns Management Procedure

Introduction

Ivanhoe Grammar School (the **School**) has policies and procedures relating to Student Safety and Wellbeing, People and Culture and Health and Safety in order to create and maintain a safe environment for the School's students.

This procedure sets out, in an accessible, child focused, culturally safe and easily understood manner, the ways in which concerns about all forms of child abuse and other reportable conduct:

- may be raised with the School; and
- will be managed, both internally and in accordance with the School's external reporting obligations.

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

- The School treats concerns about student safety and wellbeing seriously.
- The School has clear procedures for responding to student safety and wellbeing concerns.
- The School and School staff are complying with their statutory reporting obligations with respect to grooming, child abuse and reportable conduct.
- The School responds to and reports child abuse allegations for the purpose of *Ministerial Order 1359 – Managing the Risk of Child Abuse in Schools and School Boarding Premises*.

Concerns about behaviour by students or staff towards students including bullying, harassment, discrimination, and victimisation may, and usually will, be managed in accordance with this procedure document.

This procedure applies to student safety complaints or concerns relating to child abuse made by or in relation to a child or student, staff, volunteers, contractors, service providers, visitors or other persons while connected to a school environment.

A number of key terms in this procedure (including, all forms of child abuse, discrimination, reportable conduct and sexual harassment) are defined in the School's Student Safety Policy, which should be read in conjunction with this procedure.

Related Documents

Legislation

- Victorian Child Safe Standards
- Ministerial Order No. 1359
- *Child Wellbeing and Safety Act 2005* (Vic)
- *Children, Youth and Families Act 2005* (VIC)
- *Crimes Act 1958* (Vic)

Internal Policies and Procedures:

- Student Safety Policy
 - Student Safety Code of Conduct
 - Student Safety Responsibilities
 - Mandatory Reporting Policy
 - Reportable Conduct Policy
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Definitions

Section 24 of the Student Safety Policy sets out the key definitions used in the School's Student Safety Framework. For ease of reading, some definitions are reiterated below.

Child abuse means all forms of child abuse defined in the *Child Wellbeing and Safety Act 2005* (Vic) and includes:

- Any act committed against a child involving a sexual offence or grooming.
- The infliction on a child, of physical violence or serious emotional or psychological harm.
- Serious neglect of a child.

Mandatory reporter has the meaning given to it by section 182 of the *Children, Youth and Families Act 2005* (Vic) (CYF Act). It includes, but is not limited to, registered teachers (including early childhood teachers), staff with post-secondary qualifications employed in the care, education or minding of children, school principals, registered nurses, students in training to become teachers (who have been granted permission to teach under relevant legislation), registered psychologists, out of home care workers, early childhood workers and any other person referred to in section 182 of the CYF Act.

Reasonable belief means a belief that would lead a reasonable person in the same position as you, and with the same information as you, to form a belief that child abuse (including sexual abuse) or reportable conduct is occurring or may occur. There must be some objective basis for the belief. However, it is not necessary to have proof to form a reasonable belief, nor do you need to make a judgement about the truth of an allegation. However, a reasonable belief is more than suspicion, mere rumour or speculation.

For example, a reasonable belief about a sexual offence might be formed when:

- A student states that they have been sexually abused.
- A student states that they know someone who has been sexually abused (because sometimes the student may be talking about themselves).
- Someone who knows a student states that the student has been sexually abused.
- Professional observations of the student's behaviour or development leads a professional to form a belief that the student has been sexually abused.
- Signs of sexual abuse lead to a belief that the student has been sexually 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 suggestive or leading questions.

Staff who are not sure whether they have a reasonable belief must consult with a Student Safety Officer (SSO) or a member of the School Executive Team.

Responsibility for this procedure

This procedure is overseen by the Principal, Heads of Campus, and Student Safety Officers (SSO), who are collectively responsible for:

- Promptly managing the School's response to an allegation or disclosure of a student safety issue and ensuring that the allegation or disclosure is taken seriously.
- Responding appropriately to a student who makes, or is affected by, an allegation of child abuse

or reportable conduct.

- Monitoring the School's overall compliance with this procedure.
- Managing an alternative procedure for responding to a student safety 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 have a belief that a student (or any child or young person) is in immediate danger, you should immediately phone Victoria Police on 000.

If you are a member of the School community (other than a member of staff) with a concern about child abuse or reportable conduct involving a student, 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, Head of Campus, SSO, or another member of the Student Care Team. The Student Care Team structure is attached to this procedure. Your concern will then be handled by the School in accordance with this procedure.

How staff will deal with their own concerns

Staff with, or who are aware of, concerns about student safety (including child abuse or reportable conduct), must also address any concerns they may have in accordance with this procedure.

Concerns about the Principal or the Board

Where a concern relates to the Principal or a Board member, concerns should be raised with the Board Chair via email at: Boardchair@ivanhoe.com.au or via post:

Board Chair
Ivanhoe Grammar School Business Centre
The Ridgeway
Ivanhoe VIC 3079

In these circumstances, the Board Chair will be responsible for meeting the Principal's responsibilities as set out in this policy.

How the School will deal with concerns

Staff may become aware of concerns directly, such as through their own observations of student behaviour, specific incidents, or the behaviour of other individuals. Staff 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 promptly work out whether mandatory reporting is required.
- If School personnel are alleged to have engaged in child abuse, they will ordinarily be stood down, 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 who is the subject of a concern and ensure there are no reprisals for raising a concern.

When complying with this procedure, staff 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 child is at risk of child abuse.

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

If you believe a student (or any child or young person) is at immediate risk of abuse phone Victoria Police on 000.

School personnel have legal obligations to report child abuse and reportable conduct to external agencies and receive training on their personal obligations, which are summarised below.

Reporting sexual offence - Crimes Act 1958 (Vic)

The Crimes Act 1958 (Vic) makes it a crime to fail to disclose a sexual offence against a child.

As a result, anyone (and not just a not just professionals who work with the School's students, or with children and young people generally) aged 18 or over must make a report to Victoria Police if they form a reasonable belief that a sexual offence has been committed against a child under the age of 16 years, by a person aged 18 years or over.

A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof, but is more than mere rumour or speculation. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a 'reasonable belief' might be formed if:

- A student states that they have been sexually abused.
- A student states that they know someone who has been sexually abused (sometimes the student may be talking about themselves).
- Someone who knows a student states that the student has been sexually abused.
- Professional observations of the student's behaviour or development leads a professional to form a belief that the student has been sexually abused or is likely to be abused.
- Signs of abuse lead to a belief that the student has been sexually abused.

If you are not sure whether you have a reasonable belief, you must consult with the Principal, a member of the School Executive Team, a SSO or the appropriate body to which a report must be made.

If you have formed a reasonable belief in relation to a sexual offence, you must immediately report the belief to Victoria Police by calling 000 in an emergency or otherwise to SOCIT.

You must then make a further report on each occasion on which you become aware of any further reasonable grounds for the reasonable belief.

Please note that fulfilling the roles and responsibilities contained in this policy do not displace or discharge any other obligations that arise if you reasonably believe that a child is at risk of child abuse.

Failure to make a report without reasonable excuse is an offence under section 327 of the Crimes Act 1958 (Vic) and carries a potential term of imprisonment.

However, it may not be an offence not to disclose a sexual offence against a child to Victoria Police if you have a reasonable excuse. You may have a reasonable excuse if you:

- 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 child, but not including the alleged perpetrator of sexual offence).
- Were told about the sexual offence 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.
- Believe on reasonable grounds that the information has already been disclosed to Victoria Police by another person (such as a Child Protection authority), and you have no further information.

If there is uncertainty about the need for a report to Police (or another body) you should seek advice from either a SSO or the Principal about whether you are still required to make a report.

The Reportable Conduct Scheme - Children Wellbeing and Safety Act 2005 (Vic)

The *Children Wellbeing and Safety Act 2005* (Vic) established the Reportable Conduct Scheme (Scheme) which is managed by the Social Services Regulator (SSR). The Scheme requires the School to report and investigate reportable allegations against a current member of staff.

A reportable allegation means any information that leads a person to form a reasonable belief that an employee has committed reportable conduct, or misconduct that may involve reportable conduct, whether or not the conduct or misconduct that is alleged to have occurred was within the course of the person's employment or engagement with the School.

The Principal (or their delegate) will notify SSR of any alleged reportable conduct or alleged misconduct that may involve reportable conduct in respect of a staff member.

Further, the Scheme requires the head of an entity (the Principal) to do certain things upon becoming aware of a reportable allegation about a member of staff. These obligations include, but are not limited to, managing any immediate risks to students, making reports as required by law and investigating the allegations when appropriate clearance has been received.

Where a reportable allegation is about the Principal, the Board Chair will assume responsibility for complying with the Principal's obligations under the Reportable Conduct Scheme.

As soon as practicable, after becoming aware of a reportable allegation, the head of the entity must respond to the allegation. This procedure sets out how the head of the entity will respond to an allegation, by providing a process for the allegation to be investigated and dealt with.

The head of the entity must also make several notifications to the Social Services Regulator (SSR) as follows:

Milestone	Timeframe
Initial notification	Within 3 business days after becoming aware of the reportable allegation
Update	As soon as practicable and within 30 calendar days after becoming aware of the reportable allegation
Advice on investigation	As soon as practicable
Outcomes of investigation	As soon as practicable

Mandatory Reporters - Children, Youth and Families Act 2005 (Vic)

Principals, teachers (including students training to become teachers), registered nurses, registered psychologists, out of home care workers, early childhood workers and others (refer to section 182 of that Act) are mandatory reporters under the Children, Youth and Families Act 2005 (Vic), and have mandatory reporting obligations in relation to child abuse. Failure to do so can constitute an offence under that Act.

If you are a mandatory reporter, and you have formed a reasonable belief that:

- a child has suffered, or is likely to suffer, significant harm, as a result of physical injury or sexual abuse; and
- the child's parents have not protected, or are unlikely to protect, the child 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.

You must then make a further report on each occasion you become aware of any further reasonable grounds for the reasonable belief.

A mandatory reporter must make a report even if a SSO does not share their belief that the report must be made. The School will provide support where appropriate to mandatory reporters who make a report under this procedure.

Victorian Institute of Teaching (VIT)

In accordance with the Education and Training Reform Act 2006 (Vic), the School must notify VIT if it has taken any action against a registered teacher in response to allegations:

- Of serious incompetence.
- Of serious misconduct.
- That the teacher is unfit to be a teacher.
- That the teacher's ability to practice as a teacher is seriously detrimentally affected, or likely to be seriously affected, because of an impairment.
- Any other actions against a registered teacher that may be relevant to their fitness to teach.

The School must also notify VIT if it becomes aware that a registered teacher has been:

- Charged with, convicted or found guilty of certain criminal offences that affect the right to hold a Working with Children Check (WWCC).
- Given a negative notice in relation to a WWCC.

Referral to The Orange Door

A referral to The Orange Door should be considered if, after taking into account the available information, a staff member forms a view that the concerns have a low-to-moderate impact on the wellbeing of a student under the age of 17 years, but the student is not at risk of significant harm (meaning a mandatory report is not required).

Anyone with a concern for a student's wellbeing can make a referral to The Orange Door. If the Principal does not wish to make a mandatory report, this does not discharge the mandatory reporter's legal obligation to do so if the mandatory reporter continues to hold a reasonable belief that abuse or a sexual offence may have occurred (including in circumstances where the student's parents have not or are unlikely to protect their child from that harm). In that circumstance, the mandatory reporter must still make a report to Child Protection or a referral to The Orange Door and in the case of a sexual offence, Victoria Police.

Examples of situations where a referral to The Orange Door may be appropriate include:

- Significant parenting problems that may be affecting the student's development.
- Family conflict, including family breakdown.
- A family under pressure due to a family member's physical or mental illness, substance abuse, disability or bereavement.
- Young, isolated and/or unsupported families.
- Significant social or economic disadvantage that may adversely impact on a student's care or development.

Many cases will not fit neatly into these categories. For guidance about whether a referral to The Orange Door should be considered, staff can refer to the School's Student Safety Officers (SSO's) and information available on the DFFH's website.

The Orange Door can be contacted on 1800 319 355.

PHASE 2 – How Concerns will be managed internally

Step 1 Reporting the concern

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 Student Safety Officer (SSO), Head of Campus or the Principal.

If the concern relates to behaviour between students and does not involve possible child abuse or sexual abuse, the SSO 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.

When a concern is raised with the SSO then for the purpose of this phase:

- 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
- the person allegedly responsible for the behaviour the subject of the concern shall be the 'Respondent'.

Step 2 Responding to the concern

The School will take such steps as it considers appropriate to protect any student (or child or young person) connected with a concern until it is resolved.

The SSO will:

- a. Listen to and acknowledge the concern, confirm that the School takes the concern seriously 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, without seeking extensive information, casting judgment or asking suggestive or leading questions.
- c. Explain that other people may need to be informed about the concern, in order to stop any inappropriate or unlawful behaviour and to comply with the School's legal obligations and procedures.
- d. Offer support to the student(s) involved in the concern, and their families. This may include encouragement to access confidential wellbeing and support services, either internal or external to the School.
- e. Promptly and thoroughly manage the response of the School (including by monitoring the School's overall compliance with this policy and accounting for alternatives if the staff member allocated to resolve the concern is unable to perform their role).
- f. 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).
- g. Promptly report the concern to the Principal and, if required, the Victorian Institute of Teaching. If the Principal is the subject of the concern, notify the Board Chair about the concern.
- h. Ensure any mandatory reporting occurs in accordance with phase 1 of this procedure.

The Principal (or Board Chair if appropriate) will notify the SSO whether they will continue to manage the concern, or whether other senior School personnel will take over this concern management process.

The SSO (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.

The School will then take such steps as it considers appropriate to protect any student connected with a concern until it is resolved, including by ensuring that any mandatory reporting obligations are met, and also, that any required or otherwise appropriate disclosures to relevant authorities (including but not limited to Child Protection and SSR) have been met, regardless of whether there is a legal obligation to report.

Step 3 Resolving the concern

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. When doing so, the School will take into account the diversity and characteristics of the School community to ensure equity is upheld and act to reduce barriers to inclusion.

The School or third party investigating the concern will to the extent it is appropriate or practicable to do so:

- Interview the Notifier and the Respondent.
- Interview any other relevant witnesses, and review any relevant documents.
- Keep a written record of any interviews and documents during the investigation.
- Determine whether, on the balance of probabilities, the concern is substantiated.

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.

Following the conclusion of its investigation, the School will indicate the outcomes of the investigation to:

- The person, or student who raised the concern.
- The person subject of that concern (where appropriate).
- Any external authorities (including but not limited to SSR, Child Protection and Victoria Police) to whom a report is required to be made.
- The Victorian Institute of Teaching (where appropriate).
- The Working With Children Check unit (where appropriate).

Adjustment of this Procedure

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

This procedure applies regardless of whether the alleged behaviour which the subject of concern has occurred on or outside School grounds or concerns current or former students.

It may not be appropriate or possible for the School to investigate that concern in strict accordance with this procedure where a concern is raised with the School and:

- An investigation by Victoria Police, Child Protection, Commission for Children and Young People or the Victorian Institute of Teaching or other external body relevant to the concern is ongoing.
- Civil or criminal proceedings relevant to the concern are ongoing.
- The concern relates to the conduct of current or former students.
- The concern relates to the conduct of former staff.

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).

Historical Abuse

Where a former student has experienced child sexual abuse for which the School is responsible, the School is committed to providing that individual with appropriate redress.

While the appropriate redress will be dictated by the particular circumstances, it will ordinarily include one or more of the following:

- a. A direct personal response to the student who experienced the abuse. This may take the form of an apology or statement of regret and may include an acknowledgement of the impact of the abuse. It will include an assurance as to the steps the School has taken, or will take, to prevent abuse occurring again. It will also include an opportunity for the student, and a support person, to meet with the Principal or another senior representative of the School to discuss their experiences and the School's commitment to student wellbeing.
- b. Access to professional counselling and psychological care.
- c. Financial compensation. Any payment of compensation will take into account the type of abuse that occurred, the circumstances in which it occurred, the impact the abuse has had on the student or former student, and any compensation the student or former student has previously received from the School or other sources.

Consistent with the National Redress Scheme for people who have experienced institutional sexual abuse, offers of redress will usually be made on a 'without prejudice' basis.

Other Considerations

Concerns relating to other students

This procedure also applies to concerns involving the behaviour of other students.

For example, mandatory reporting obligations are not limited to the actions of staff, and the failure to disclose offence can also apply to alleged sexual activity by adult students.

Where a concern involves child abuse or other inappropriate behaviour allegedly perpetrated by a student, the School will comply with its mandatory reporting obligations, and may otherwise exercise its discretion to inform the Sexual Offence and Child-Abuse Investigation Team (SOCIT).

Subject to any Police clearance which may be required, the School will otherwise deal with student-on-student behavioural issues in accordance with its Student Management policy and procedures.

The School will keep records

At all stages of this process, staff 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:

- Relevant emails.
- Case Management Meeting Action plans.
- Incident Reports.

The School will also create, maintain and dispose of any records about student safety in line with the Public Record Office Victoria Recordkeeping Standards, including minimum retention periods regarding these obligations. In addition, the School will ensure all staff understand relevant obligations in relation to information sharing and record-keeping.

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 are 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 appropriate support to students the subject of, or otherwise connected to, concerns raised under this policy, particularly until the concern is resolved.

If a concern involves a student who identifies as Aboriginal or Torres Strait Islander, or is from a culturally and/or linguistically diverse background, has a disability or is otherwise vulnerable (including without limitation students who identify as LGBTQIA+, or are unable to live at home), steps will be taken to ensure that the student, and their family, is supported to understand the situation and are supported (including via the use of an interpreter where required).

The School will also provide appropriate support to staff who make mandatory reports under this policy, or who are assisting the School or families with the process outlined in this procedure.

The School will cooperate with the authorities

The School will cooperate with any external authorities (including but not limited to SSR, Child Protection and Victoria Police) in relation to a concern or report (whether made under this policy or otherwise).

Confidentiality

Appropriate confidentiality will be maintained at all times when dealing with concerns under 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 Student Care Team.

Communication

Where appropriate, the School will provide parents, carers and guardians with guidance and support where a student is the subject of a concern.

Staff do not require consent from a student's parents before making a mandatory report in accordance with this policy. Similarly, staff are not required to disclose that a mandatory report has been made.

However, the School will keep families updated as it considers appropriate about the way in which it is dealing with concerns affecting that family's child.

Victimisation is not tolerated

The School will not tolerate victimisation towards someone because they have participated in a process contemplated by this procedure, including by raising a concern or making a mandatory report.

Principal to be kept informed

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

Communication and Implementation

This procedure is available to parents, students and the School community via the School's website.

This procedure is available to staff as part of the School's internal policies and procedures, and forms part of the School's induction program for incoming staff. Aspects of (and updates to) the School's student safety framework will be addressed in the School's professional development updates, training programs, bulletins and newsletters.

The Board will review this procedure (as part of the Student Safety Framework) and the School's student safe practices at least every two years (or more frequently after a significant student safety incident) and implement improvements where applicable.

Approval and Review Date

Last Review Date: April 2026	Approved By: Board of Governors
Next Review Date: April 2028	Approval Date: May 2026
Policy Owner: Deputy Principal, Head of Campus The Ridgeway Campus	

Identify and respond to child abuse by an adult engaged in an independent school, including grooming

A template for Victorian independent schools

Instructions for school staff to complete this template

When	Use this template: - to document any allegation, complaint, disclosure or concern that a child has been, or is at risk of being abused (including grooming). - with the 4 Critical Actions to Identify and Respond to Child Abuse: Adult engaged by an independent school. - to record actions you have taken. It does not replace the need to follow the 4 Critical Actions immediately. Do not delay taking action to complete this template.
Why	You must document your actions. This template is optional. School staff can use any documentation method that meets record keeping requirements. Recorded information may inform reports, be requested in court proceedings, and support your decisions if evidence is required.
How	Record details factually. Avoid opinions or conclusions and provide as much information as possible. Schools must record all: - observations - disclosures - other details that led them to have a concern about child abuse - the school's response.
Record Management	Records must be kept in a secure, logical place to ensure future access. Follow all data security and record management requirements that apply to your school. Note that these may vary from school to school. For further guidance see 4 Critical Actions: Document your actions.
Need help?	For further information or support to complete this template, please contact Independent Schools Victoria: - Call 03 9825 7200 - Email enquiries@is.vic.edu.au.
More information	Visit www.vic.gov.au/PROTECT to access guidance to identify and respond to child abuse by an adult engaged by an independent school.

Staff member leading the response

Staff Member

Name and role	
School name	
School address/campus	
Relationship to student	

Staff member completing this template, if different to above

Staff Member

Name and role	
School name	
School address/campus	
Relationship to student	

Student details

For additional student and parent/carers information consult your student management system.

Student

Full name	
Year level	
Date of birth	

Responding to an emergency

See [responding to an emergency](#).

Use this section to document how you responded to an emergency, if applicable.

Details	
Have you responded to an emergency?	☐ Not applicable – continue to identify child abuse ☐ Yes
Provide a brief description of the emergency	
Did the student require first aid? If yes, please describe	
Who administered first aid?	
Did the student require further immediate medical assistance?	
Current location and safety status E.g. are all impacted students safe and not in any immediate danger	

4 Critical Actions: **identify** child abuse

See [identify child abuse](#).

You can identify abuse (including grooming) by an adult engaged by an independent school in many ways. You can:

- witness grooming behaviours or an incident
- [receive a disclosure](#) (including information from a third party)
- [observe physical or behavioural signs](#)
- see something worrying or problematic online and/or on a student's or adult's device.

Details of the allegation, complaint, disclosure or concern of abuse (including grooming) by an adult engaged by a school

Include detail of the allegation, complaint, disclosure or concern • Include names, times and dates • For disclosures document the student/s exact words as far as possible	
Physical indicators See types of abuse and what to look for	
Behavioural Indicators See types of abuse and what to look for	
Were there any patterns of behaviour/prior concerns before the incident, disclosure or concern?	

Details of the persons alleged to have engaged in the behaviour

Name	
Relationship to student	
Contact details	

4 Critical Actions: **report** child abuse

See [report abuse to authorities](#). Use this section to document the child abuse you have reported.

Reporting to Victoria Police

Who have you reported the allegations to?

- ☐ Victoria Police
☐ Decision not to report (provide reasons below)

Details of the report to Victoria Police

Date

Time

Report to

Outcome of the report

If you have decided not to report to Victoria Police

Detail why

Any follow-up actions

Reporting to school leadership	
Who have you reported the allegations to? Name/position	
Date	
Time	
Discussion outcomes	

Social Services Regulator	
The nominated contact person must report all allegations, complaints, disclosures and concerns to the Social Services Regulator .	
Who have you reported the allegations to? Name/position	
Date	
Time	
Discussion outcomes	

Other reports	
Who have you reported to?	☐ Victorian Registrations and Qualifications Authority ☐ Victorian Institute of Teaching ☐ Victorian Early Childhood Regulatory Authority
Name/position	
Date	
Time	
Discussion outcomes	

School governing authority (this is optional)	
Have you discussed the issue with your school governing authority?	☐ Yes ☐ No
Date	
Time	
Discussion outcomes	

Engage the student and their parents or carers

If Victoria Police are involved, seek their clearance on what can be shared before contacting parents or carers. Contact parents or carers as soon as possible, preferably on the same day.

Have you sought advice from Victoria Police?	☐ Yes ☐ No
Is it appropriate to contact parent/carer?	☐ Yes ☐ No
List reasons if it is not appropriate to contact parent/carer	
Name of staff member making the call	
Name of parent/carer receiving the call	
What information was shared?	
What information was not shared? Per advice from Victoria Police	
Discussion outcomes	

4 Critical Actions: **refer** students to community services

See [refer students to community services](#). Use this section to document the actions you have taken to refer a student to community services.

Planned Actions	
Who have you engaged to plan referrals?	☐ Student ☐ Parents or carers ☐ School leadership ☐ School health and wellbeing team ☐ Other (specify) _____
If you haven't engaged with the students and/or parents or carers provide reasoning	
Which referrals have you suggested and/or the student and/or parents or carers requested?	
Which services has the student been referred to? Include detail on referrals to wellbeing professionals or other specialised services	
How did you support the student and parents or carers to engage with these services? Include if the school connected the student with the service or if they self-referred	
What information has been shared with other agencies or professionals? Include how you used information sharing and for what purpose, if applicable	

4 Critical Actions: **support** students through your school

See [support students through your school](#). Ensure you document the supports offered and implemented to **all impacted students**.

Planned Actions	
Who have you engaged to plan support?	☐ Student ☐ Parents or carers ☐ School leadership ☐ School health and wellbeing team ☐ Allied health professionals ☐ Specialist support agency (specify) _____ ☐ Other (specify) _____
Does the student have any diverse needs? See Supporting students with diverse needs This includes: • Aboriginal and Torres Strait Islander students • students from culturally and linguistically diverse backgrounds • international students • students with disability • LGBTIQ+ students • students in out-of-home care.	☐ No ☐ Yes – specify supports in place
What supports have the student and/or parents or carers have requested?	
Follow up actions Include detail on the follow-up actions taken to support the student	
Current supports in place	
Include how you used information sharing and for what purpose If applicable	

Review – student outcomes

Complete this section with your school leadership team 4-6 weeks after the allegation, complaint, disclosure or concern. This will support you and your school to continue to protect students in your care and to reflect on your processes and the need for any follow-up actions.

Current student safety and wellbeing

Has the risk of abuse (including grooming) to the student been addressed or mitigated?	☐ Yes ☐ No, consider if you need to repeat one or more of the 4 Critical Actions, see adapt to changing circumstances ☐ Unsure
Does the student have any wellbeing issues that are not being addressed?	☐ Yes ☐ No
How will these issues be addressed?	
Are there other impacted students?	☐ Yes ☐ No ☐ Unsure
If yes, how will their issues be addressed?	

Current wellbeing of impacted staff members

Does the staff member/s who made the report/allegation/complaint, received a disclosure or had a concern require any support?	☐ Yes ☐ No
If yes, what support has been received?	

Review – significant child safety incident

After any significant child safety incident, your school must review its child safety policies, processes and practices and make improvements where needed.

For more details, see [reviewing child safety practices](#).

Review – 4 Critical Actions

Complete this section with your school leadership team 4-6 weeks after the allegation, complaint disclosure or concern. This section will help you determine if the school has followed the PROTECT 4 Critical Actions appropriately. If any required actions have not yet been taken, work with your school leadership team to ensure they are taken as soon as possible.

Implementation of the 4 Critical Actions

Please see below some questions to consider for the post-incident review

Identify

- Was an appropriate decision made in relation to when to act?
- Could the concern of abuse have been detected earlier?
- Did the school take appropriate action in an emergency?

Report

- Was a report made to the appropriate authorities?
- Did the school contact the parents/carers as soon as possible?
- Have the parents continued to be engaged (if appropriate)?

Refer

- Did school staff refer the student to appropriate external services?
- Were the student and parents/carers appropriately engaged in the referral process?

Support

- Were the student and parents/carers engaged to determine the right support?
- Has a student support group been established?
- Has the school provided appropriate support for the student?

Other

- If the student has diverse needs was this considered?
- Was the student appropriately supported in interviews?
- Have any complaints about how this was handled been received?
- Have these complaints been resolved?
- Were staff, students and parents kept informed of how their information will be managed throughout the management of the incident, including the referral process?

Learnings

Detail observations or learnings that could help strengthen processes to continue to protect students

Follow up actions

Detail any follow up actions from this review

Identify and respond to student-to-student abuse

A template for Victorian independent schools

Instructions for school staff to complete this template

When	Use this template: - to document any incident, disclosure or concern that a child has been, or is at risk of being abused. - with the 4 Critical Actions to Identify and Respond to Child Abuse: student-to-student. - to record actions you have taken. It does not replace the need to follow the 4 Critical Actions immediately. Do not delay taking action to complete this template.
Why	You must document your actions. This template is optional. School staff can use any documentation method that meets record keeping requirements. Recorded information may inform reports, be requested in court proceedings, and support your decisions if evidence is required.
How	Record details factually. Avoid opinions or conclusions and provide as much information as possible. Schools must record all: - observations - disclosures - other details that led them to have a concern about child abuse - the school's response. You must document your actions for all students involved who are enrolled at your school. This includes: - students who experienced abuse - students who use violence or engage in behaviour that causes harm. For matters involving more students, complete additional templates.
Record Management	Records must be kept in a secure, logical place to ensure future access. Follow all data security and record management requirements that apply to your school. Note that these may vary from school to school. For further guidance see 4 Critical Actions: Document your actions.
Need help?	For further information or support to complete this template, please contact Independent Schools Victoria: - Call 03 9825 7200 - Email enquiries@is.vic.edu.au.
More information	Visit www.vic.gov.au/PROTECT to access guidance to identify and respond to child abuse by another student.

Staff member leading the response

Staff Member	
Name and role	
School name	
School address/campus	
Relationship to student	

Staff member completing this template, if different to above

Staff Member	
Name and role	
School name	
School address/campus	
Relationship to student	

Student details

For additional student and parent/carer information consult your student management system.

	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
Full name		
Year level		
Date of birth		

Responding to an emergency

See [responding to an emergency](#).

Use this section to document how you responded to an emergency, if applicable.

Details	
Have you responded to an emergency?	☐ Not applicable – continue to identify child abuse ☐ Yes
Provide a brief description of the emergency	
Did the student require first aid? If yes, please describe	
Who administered first aid?	
Did the student require further immediate medical assistance?	
Is the child currently in a safe location? E.g. are all impacted students safe and not in any immediate danger	

4 Critical Actions: **identify** child abuse

See [identify child abuse](#).

You can identify abuse by another student in many ways. You can:

- witness an incident
- [receive a disclosure](#) (including information from a third party)
- [observe physical or behavioural signs](#)
- see something worrying or problematic online and/or on a student's device.

What has led you to have a concern or belief that a student has been, or is at risk of being abused by another student

Include detail of the incident, disclosure or concern

- *Include names, times and dates*
- *Document the student/s exact words as far as possible*

Physical indicators

See [types of abuse and what to look for](#)

Behavioural Indicators

See [types of abuse and what to look for](#)

Were there any patterns of behaviour/prior concerns before the incident, disclosure or concern?

4 Critical Actions: **report** child abuse

See [report abuse to authorities](#). Use this section to document the child abuse you have reported.

Reporting to authorities

Who have you reported the allegations to?

☐ Victoria Police

☐ eSafety Commissioner

☐ Other (Specify) _____

☐ Decision not to report (provide reasons below)

Details of the report to authorities

Date

Time

Report to

Outcome of the report

Details of the report to authorities

Date

Time

Report to

Outcome of the report

If you have decided not to report

Detail why

Any follow-up actions

Reporting to school leadership		
Who have you reported to? Name/position		
Date		
Time		
Discussion outcomes		
School governing authority (this is optional)		
Have you discussed the issue with your school governing authority?		☐ Yes ☐ No
Date		
Time		
Discussion outcomes		
Engage the student and their parents or carers		
If Victoria Police are involved, seek their clearance on what can be shared before contacting parents or carers. Contact parents or carers as soon as possible, preferably on the same day. Harmful sexual behaviour – where Victoria Police are not involved and you need help engaging with parents and carers you can contact your local sexual assault service for support and advice.		
Have you sought advice from Victoria Police or your local sexual assault service?		☐ Yes ☐ No
Is it appropriate to contact the parent/carer/s?		☐ Yes ☐ No
List reasons if it is not appropriate to contact the parent/carer/s.		
	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
Name of staff member making the call		
Name of parent/carer receiving the call		
What information was shared?		
What information was not shared? Per advice from Victoria Police		
Discussion outcomes		

4 Critical Actions: **support** students through your school

See [support students through your school](#).

Your actions in **support** complement your actions in **refer**. They can happen at the same time if you decide that's the best way to help the student/s.

Planned Actions		
	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
Who have you engaged to plan support?	☐ Student ☐ Parents or carers ☐ School leadership ☐ Allied health professionals ☐ Specialist support agency (specify) _____ ☐ Other (specify) _____	☐ Student ☐ Parents or carers ☐ School leadership ☐ Allied health professionals ☐ Specialist support agency (specify) _____ ☐ Other (specify) _____
Does the student have any diverse needs? • See supporting students with diverse needs • This includes: • Aboriginal and Torres Strait Islander students • students from culturally and linguistically diverse backgrounds • international students • students with disability • LGBTIQ+ students • students in out-of-home care.		
What supports have the student and/or parents or carers requested?		
Follow up actions Include detail on the follow-up actions taken to support the student		
Current supports in place		
Include how you used information sharing and for what purpose If applicable		

4 Critical Actions: **refer** students to community services

See [Refer students to community services](#). Use this section to document the actions you have taken to refer a student to community services.

Planned Actions		
	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
Who have you engaged to plan referrals?	☐ Student ☐ Parents or carers ☐ School leadership ☐ School health and wellbeing team ☐ Other (specify)_____	☐ Student ☐ Parents or carers ☐ School leadership ☐ School health and wellbeing team ☐ Other (specify)_____
If you haven't engaged with the students and/or parents or carers provide reasoning		
Which referrals have you suggested and/or the student and/or parents or carers requested?		
Which services has the student been referred to? Include detail on referrals to wellbeing professionals or other specialised services		
How did you support the student and parents or carers to engage with these services? Include if the school connected the student with the service or if they self-referred		
What information has been shared with other agencies or professionals? Include how you used information sharing and for what purpose, if applicable		

Review – student outcomes

Complete this section with your school leadership team 4-6 weeks after the incident, disclosure or concern. This will support you and your school to continue to protect students in your care and to reflect on your processes and the need for any follow-up actions.

Current student safety and wellbeing		
	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
Does the student have any wellbeing issues that are not being addressed?	☐ Yes ☐ No	☐ Yes ☐ No
How will these issues be addressed?		
Are there other impacted students?	☐ Yes ☐ No ☐ Unsure	☐ Yes ☐ No ☐ Unsure
If yes, how will their issues be addressed?		
Current wellbeing of impacted staff members		
Does the staff member/s who made the report/witnessed the incident, received a disclosure or had a concern require any support?	☐ Yes ☐ No	
If yes, what support has been received?		

Review – significant child safety incident

After any significant child safety incident, your school must review its child safety policies, processes and practices and make improvements where needed.

For more details, see [reviewing child safety practices](#).

Review – 4 Critical Actions

Complete this section with your school leadership team 4-6 weeks after the incident, disclosure or concern. This section will help you determine if the school has followed the PROTECT 4 Critical Actions appropriately.

Implementation of the 4 Critical Actions

Please see below some questions to consider for the post-incident review

Identify

- Was an appropriate decision made in relation to when to act?
- Could the concern of abuse have been detected earlier?
- Did the school take appropriate action in an emergency?

Report

- Was a report made to the appropriate authorities?
- Did the school contact the parents/carers of all impacted students as soon as possible?
- Have the parents continued to be engaged (if appropriate)?

Support

- Were the student/s and parents/carers engaged to determine the right support?
- Has a student support group been established?
- Has the school provided appropriate support for the student/s?

Refer

- Did school staff refer the student/s to appropriate external services?
- Were the student/s and parents/carers appropriately engaged in the referral process?

Other

- If the student/s has diverse needs was this considered?
- Was the student/s appropriately supported in interviews?
- Have any complaints about how this was handled been received?
- Have these complaints been resolved?
- Were staff, students and parents kept informed of how their information will be managed throughout the management of the incident, including the referral process?

Learnings

Detail any observations/learning that could help strengthen processes to continue to protect students

Follow up actions

Detail any follow up actions from this review

Identify and respond to child abuse in the family

A template for Victorian independent schools

Instructions for school staff to complete this template

When	Use this template: - to document any incident, disclosure or concern that a child has been, or is at risk of being abused. - with the 4 Critical Actions to Identify and Respond to Child Abuse: Family. This includes the family violence identification and screening tool. - to record actions you have taken. It does not replace the need to follow the 4 Critical Actions immediately. Do not delay taking action to complete this template.
Why	You must document your actions. This template is optional. School staff can use any documentation method that meets record keeping requirements. Recorded information may inform reports and/or referrals, be requested in court proceedings, and support your decisions if evidence is required.
How	Record details factually. Avoid opinions or conclusions and provide as much information as possible. Schools must record all: - observations - disclosures - other details that led them to have a concern about child abuse - the school's response.
Record Management	Records must be kept in a secure, logical place to ensure future access. Follow all data security and record management requirements that apply to your school. Note that these may vary from school to school. For further guidance see 4 Critical Actions: Document your actions.
Need help?	For further information or support to complete this template, please contact Independent Schools Victoria: - Call 03 9825 7200 - Email enquiries@is.vic.edu.au.
More information	Visit www.vic.gov.au/PROTECT to access guidance to identify and respond to child abuse in the family.

Staff member leading the response

Staff Member	
Name and role	
School name	
School address/campus	
Relationship to student	

Staff member completing this template, if different to above

Staff Member	
Name and role	
School name	
School address/campus	
Relationship to student	

Student details

For additional student and parent/carer information consult your student management system or the completed family violence identification and/or screening tool.

Student	
Full name	
Year level	
Date of birth	

Responding to an emergency

See [respond to an emergency](#).

Use this section to document how you responded to an emergency, if applicable.

Details

Have you responded to an emergency?	☐ Not applicable – continue to identify child abuse ☐ Yes
Provide a brief description of the emergency	
Did the student require first aid? If yes, please describe	
Who administered first aid?	
Did the student require further immediate medical assistance?	
Current location and safety status E.g. are all impacted students safe and not in any immediate danger	

4 Critical Actions: **identify** child abuse

See [identify child abuse in the family](#).

You can identify abuse in the family in many ways. You can:

- witness an incident
- [receive a disclosure \(including information from a third party\)](#)
- observe [physical or behavioural signs](#)
- observe [signs of family violence trauma in children and young people](#)
- observe [family violence risk factors](#)
- observe [narratives and behaviours that may indicate an adult is using family violence](#)
- see something worrying or problematic online and/or on a student's device.

What has led you to have a concern or form a reasonable belief that a student has been, or is at risk of being abused by someone in the family

Has a member of staff completed the family violence identification tool ?	☐ No – complete the family violence identification tool (any staff) ☐ Yes
Was the completed identification tool given to the MARAM nominated staff?	☐ No – give the tool to the MARAM nominated staff member ☐ Yes
Has the MARAM nominated staff member completed the family violence screening tool ?	☐ No – complete the family violence screening tool (MARAM nominated staff) ☐ Yes
Has the MARAM nominated staff member completed the basic safety plan where there is current family violence?	☐ No – complete the basic safety plan (MARAM nominated staff) ☐ Yes ☐ Not applicable – there is no current family violence

4 Critical Actions: determine your pathway

See [determine your pathway](#).

Family violence

Did you form a belief there is family violence, but it was not a mandatory report or a crime against a child?

☐ [Yes](#) – go to **refer**

☐ [No](#)

Family struggling with care, wellbeing or development of a child

Did you believe there is significant wellbeing concern because the family is struggling with the care, wellbeing or development of a child?

☐ [Yes](#) – [go](#) to **refer**

☐ [No](#)

Report to Child Protection, including mandatory report

Was there a reasonable belief that:

- a child has suffered or is likely to suffer significant harm as a result of **physical injury or sexual abuse** and
- the child's parents have not protected or are unlikely to protect the child from that harm?

☐ [Yes](#) – go to **report**

☐ [No](#)

Crime

Did you form a reasonable belief that a crime against a child has been committed but it is not a mandatory report?

☐ [Yes](#) – go to **report**

☐ [No](#)

4 Critical Actions: **support** students through your school

See [support students through your school](#).

Your actions in **support** complement your actions in **refer**. They can happen at the same time if you decide that's the best way to help the student.

Planned Actions	
Who have you engaged to plan support?	☐ Student ☐ Parents or carers ☐ School leadership ☐ Allied health professionals ☐ Specialist support agency (specify) _____ ☐ Other (specify) _____
Does the student have any diverse needs? See Supporting students with diverse needs This includes: • Aboriginal and Torres Strait Islander students • students from culturally and linguistically diverse backgrounds • international students • students with disability • LGBTIQA+ students • students in out-of-home care.	☐ No ☐ Yes – specify supports in place
What supports have the student and/or parents or carers have requested?	
Follow up actions Include detail on the follow-up actions taken to support the student	
Current supports in place	
Include how you used information sharing and for what purpose If applicable	

4 Critical Actions: **refer** students to community services

See [refer students to community services](#). Use this section to document the actions you have taken to refer a student to community services.

Planned Actions	
Who have you engaged to plan referrals?	☐ Student ☐ Parents or carers ☐ School leadership ☐ School health and wellbeing team ☐ Other (specify) _____
If you haven't engaged with the students and/or parents or carers provide reasoning	
Which referrals have you suggested and/or the student and/or parents or carers requested?	
Does the student identify as Aboriginal or Torres Strait Islander?	☐ Yes ☐ No
If yes, did the student and/or their family choose to be supported by an Aboriginal Community Controlled Organisation (ACCO)	☐ Yes ☐ No ☐ Not applicable
Which services has the student been referred to? Include detail on referrals to wellbeing professionals or other specialised services, including The Orange Door	
How did you support the student and parents or carers to engage with these services? Include if the school connected the student with the service or if they self-referred	
What information has been shared with other agencies or professionals? Include how you used information sharing and for what purpose, if applicable	

4 Critical Actions: **report** child abuse

See [report abuse to authorities](#). Use this section to document the child abuse you have reported.

Reporting to authorities

Who have you reported the allegations to?

☐ [DFFH Child Protection](#)

☐ [Victoria Police](#)

☐ Other (Specify) _____

☐ Decision not to report (provide reasons below)

Details of the report to authorities

Date

Time

Report to

Outcome of the report

Details of the report to authorities

Date

Time

Report to

Outcome of the report

If you have decided not to report

Detail why

Any follow-up actions

Reporting to school leadership	
Who have you reported the allegations to? Name/position	
Date	
Time	
Discussion outcomes	
School governing authority (this is optional)	
Have you discussed the issue with your school governing authority?	☐ Yes ☐ No
Date	
Time	
Discussion outcomes	
Engage the student and their parents or carers	
If Victoria Police or Child Protection are involved, seek their clearance on what can be shared before contacting parents or carers. Contact parents or carers as soon as possible, preferably on the same day.	
Have you sought advice from Victoria Police or Child Protection?	☐ Yes ☐ No
Is it appropriate to contact parent/carer?	☐ Yes ☐ No
List reasons if it is not appropriate to contact parent/carer	
Name of staff member making the call	
Name of parent/carer receiving the call	
What information was shared?	
What information was not shared? Per advice from Victoria Police or Child Protection	
Discussion outcomes	

Review – Student outcomes

Complete this section with your school leadership team 4-6 weeks after the incident, disclosure or concern. This will support you and your school to continue to protect students in your care and to reflect on your processes and the need for any follow-up actions.

Current student safety and wellbeing

Have you adapted to changing circumstances?	☐ Yes, consider if you need to repeat one or more of the 4 Critical Actions, see adapt to changing circumstances ☐ No, continue to provide ongoing support
Does the student have any wellbeing issues that are not being addressed?	☐ Yes ☐ No
How will these issues be addressed?	
Are there other impacted students?	☐ Yes ☐ No ☐ Unsure
If yes, how will their issues be addressed?	

Current wellbeing of impacted staff members

Does the staff member who made had a concern, witnessed the incident, received a disclosure or made the referral/report, require any support?	☐ Yes ☐ No
If yes, what support has been received?	

Review – 4 Critical Actions

Complete this section with your school leadership team 4-6 weeks after the incident, disclosure or concern. This section will help you determine if the school has followed the PROTECT 4 Critical Actions appropriately.

Implementation of the 4 Critical Actions	
Please see below some questions to consider for the post-incident review	
Identify	
• Was an appropriate decision made in relation to when to act? • Could the concern of abuse have been detected earlier? • Did the school take appropriate action in an emergency?	
Support	
• Were the student and parents/carers engaged to determine the right support? • Has a student support group been established? • Has the school provided appropriate support for the student?	
Refer	
• Did school staff refer the student to appropriate external services? • Were the student and parents/carers appropriately engaged in the referral process?	
Report	
• Was a report made to the appropriate authorities? • Did the school contact the parents/carers as soon as possible? • Have the parents continued to be engaged (if appropriate)?	
Other	
• If the student has diverse needs, was this considered? • Was the student appropriately supported in interviews? • Have any complaints about how this was handled been received? • Have these complaints been resolved? • Were staff, students and parents kept informed of how their information will be managed throughout the management of the incident, including the referral process?	
Learnings Detail observations or learning that could help strengthen processes to continue to protect students	
Follow up actions Detail any follow up actions from this review	

Identify and respond to child abuse in the community

A template for Victorian independent schools

Instructions for school staff to complete this template

When	Use this template: - to document any incident, disclosure or concern that a child has been, or is at risk of being abused. - with the 4 Critical Actions to Identify and Respond to Child Abuse: Community. - to record actions you have taken. It does not replace the need to follow the 4 Critical Actions immediately. Do not delay taking action to complete this template.
Why	You must document your actions. This template is optional. School staff can use any documentation method that meets record keeping requirements. Recorded information may inform reports, be requested in court proceedings, and support your decisions if evidence is required.
How	Record details factually. Avoid opinions or conclusions and provide as much information as possible. Schools must record all: - observations - disclosures - other details that led them to have a concern about child abuse - the school's response.
Record Management	Records must be kept in a secure, logical place to ensure future access. Follow all data security and record management requirements that apply to your school. Note that these may vary from school to school. For further guidance see 4 Critical Actions: Document your actions.
Need help?	For further information or support to complete this template, please contact Independent Schools Victoria: - Call 03 9825 7200 - Email enquiries@is.vic.edu.au.
More information	Visit www.vic.gov.au/PROTECT to access guidance to identify and respond to child abuse in the community.

Staff member leading the response

Staff Member	
Name and role	
School name	
School address/campus	
Relationship to student	

Staff member completing this template, if different to above

Staff Member	
Name and role	
School name	
School address/campus	
Relationship to student	

Student details

For additional student and parent/carer information consult your student management system.

Student	
Full name	
Year level	
Date of birth	

Responding to an emergency

See [responding to an emergency](#).

Use this section to document how you responded to an emergency, if applicable.

Details	
Have you responded to an emergency?	☐ Not applicable – continue to identify child abuse ☐ Yes
Provide a brief description of the emergency	
Did the student require first aid? If yes, please describe	
Who administered first aid?	
Did the student require further immediate medical assistance?	
Is the child currently in a safe location? E.g. are all impacted students safe and not in any immediate danger	

4 Critical Actions: **identify** child abuse

See [identify child abuse](#).

You can identify abuse in the community in many ways. You can:

- *witness an incident*
- [receive a disclosure](#) (including information from a third party)
- [observe physical or behavioural signs](#)
- *see something worrying or problematic online and/or on a student's device.*

What has led you to have a concern or belief that a student has been, or is at risk of being abused by someone in the community

Include detail of the incident, disclosure or concern

- Include names, times and dates
- Document the student/s exact words as far as possible

Physical indicators

See [types of abuse and what to look for](#)

Behavioural Indicators

See [types of abuse and what to look for](#)

Were there any patterns of behaviour/prior concerns before the incident, disclosure or concern?

Details of the persons alleged to have committed the abuse (if known)

Name

Relationship to student

Contact details

4 Critical Actions: **report** child abuse

See [report abuse to authorities](#). Use this section to document the child abuse you have reported.

Reporting to authorities

Who have you reported the allegations to?

☐ Victoria Police

☐ DFFH Child Protection

☐ Other (Specify) _____

☐ Decision not to report (provide reasons below)

Details of the report to authorities

Date

Time

Report to

Outcome of the report

Details of the report to authorities

Date

Time

Report to

Outcome of the report

If you have decided **not** to report

Detail why

Any follow-up actions

Reporting to school leadership

Who have you reported the allegations to? Name/position

Date

Time

Discussion outcomes

School governing authority (this is optional)

Have you discussed the issue with your school governing authority?

☐ Yes

☐ No

Date

Time

Discussion outcomes

Engage the student and their parents or carers

If Victoria Police or Child Protection are involved, seek their clearance on what can be shared before contacting parents or carers. Contact parents or carers as soon as possible, preferably on the same day.

Have you sought advice from Victoria Police or Child Protection?

☐ Yes

☐ No

Is it appropriate to contact parent/carer?

☐ Yes

☐ No

List reasons if it is not appropriate to contact parent/carer

Name of staff member making the call

Name of parent/carer receiving the call

What information was shared?

What information was not shared?
Per advice from Victoria Police or Child Protection

Discussion outcomes

4 Critical Actions: **support** students through your school

See [support students through your school](#).

Your actions in **support** complement your actions in **refer**. They can happen at the same time if you decide that's the best way to help the student.

Planned Actions

Who have you engaged to plan support?	☐ Student ☐ Parents or carers ☐ School leadership ☐ Allied health professionals ☐ Specialist support agency (specify) _____ ☐ Other (specify) _____
Does the student have any diverse needs? See supporting students with diverse needs This includes: • Aboriginal and Torres Strait Islander students • students from culturally and linguistically diverse backgrounds • international students • students with disability • LGBTIQ+ students • students in out-of-home care.	☐ No ☐ Yes – specify supports in place
What supports have the student and/or parents or carers requested?	
Follow up actions Include detail on the follow-up actions taken to support the student	
Current supports in place	
Include how you used information sharing and for what purpose If applicable	

4 Critical Actions: **refer** students to community services

See [Refer students to community services](#). Use this section to document the actions you have taken to refer a student to community services.

Planned Actions	
Who have you engaged to plan referrals?	☐ Student ☐ Parents or carers ☐ School leadership ☐ School health and wellbeing team ☐ Other (specify) _____
If you haven't engaged with the students and/or parents or carers provide reasoning	
Which referrals have you suggested and/or the student and/or parents or carers requested?	
Does the student identify as Aboriginal or Torres Strait Islander?	☐ Yes ☐ No
If yes, did the student and/or their family choose to be supported by an Aboriginal Community Controlled Organisation (ACCO)	☐ Yes ☐ No ☐ Not applicable
Which services has the student been referred to? Include detail on referrals to wellbeing professionals or other specialised services	
How did you support the student and parents or carers to engage with these services? Include if the school connected the student with the service or if they self-referred	
What information has been shared with other agencies or professionals? Include how you used information sharing and for what purpose, if applicable	

Review – student outcomes

Complete this section with your school leadership team 4-6 weeks after the incident, disclosure or concern. This will support you and your school to continue to protect students in your care and to reflect on your processes and the need for any follow-up actions.

Current student safety and wellbeing

Does the student have any wellbeing issues that are not being addressed?

- ☐ Yes
☐ No

How will these issues be addressed?

Are there other impacted students?

- ☐ Yes
☐ No
☐ Unsure

If yes, how will their issues be addressed?

Current wellbeing of impacted staff members

Does the staff member/s who made the report/witnessed the incident, received a disclosure or had a concern require any support?

- ☐ Yes
☐ No

If yes, what support has been received?

Review – 4 Critical Actions

Complete this section with your school leadership team 4-6 weeks after the incident, disclosure or concern. This section will help you determine if the school has followed the PROTECT 4 Critical Actions appropriately.

Implementation of the 4 Critical Actions

Please see below some questions to consider for the post-incident review

Identify

- Was an appropriate decision made in relation to when to act?
- Could the concern of abuse have been detected earlier?
- Did the school take appropriate action in an emergency?

Report

- Was a report made to the appropriate authorities and to the department?
- Did the school contact the parents/carers as soon as possible?
- Have the parents continued to be engaged (if appropriate)?

Support

- Were the student and parents/carers engaged to determine the right support?
- Has a student support group been established?
- Has the school provided appropriate support for the student?

Refer

- Did school staff refer the student to appropriate external services?
- Were the student and parents/carers appropriately engaged in the referral process?

Other

- If the student has diverse needs was this considered?
- Was the student appropriately supported in interviews?
- Have any complaints about how this was handled been received?
- Have these complaints been resolved?
- Were staff, students and parents kept informed of how their information will be managed throughout the management of the incident, including the referral process?

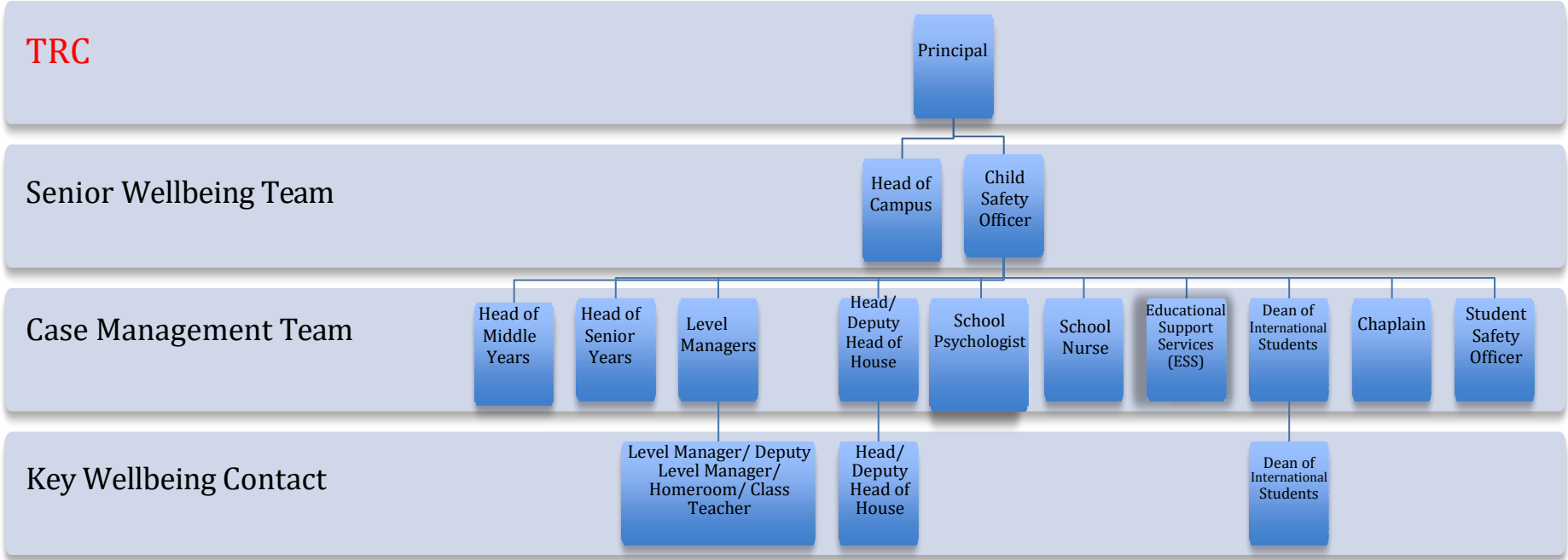
Learnings

Detail observations or learnings that could help strengthen processes to continue to protect students

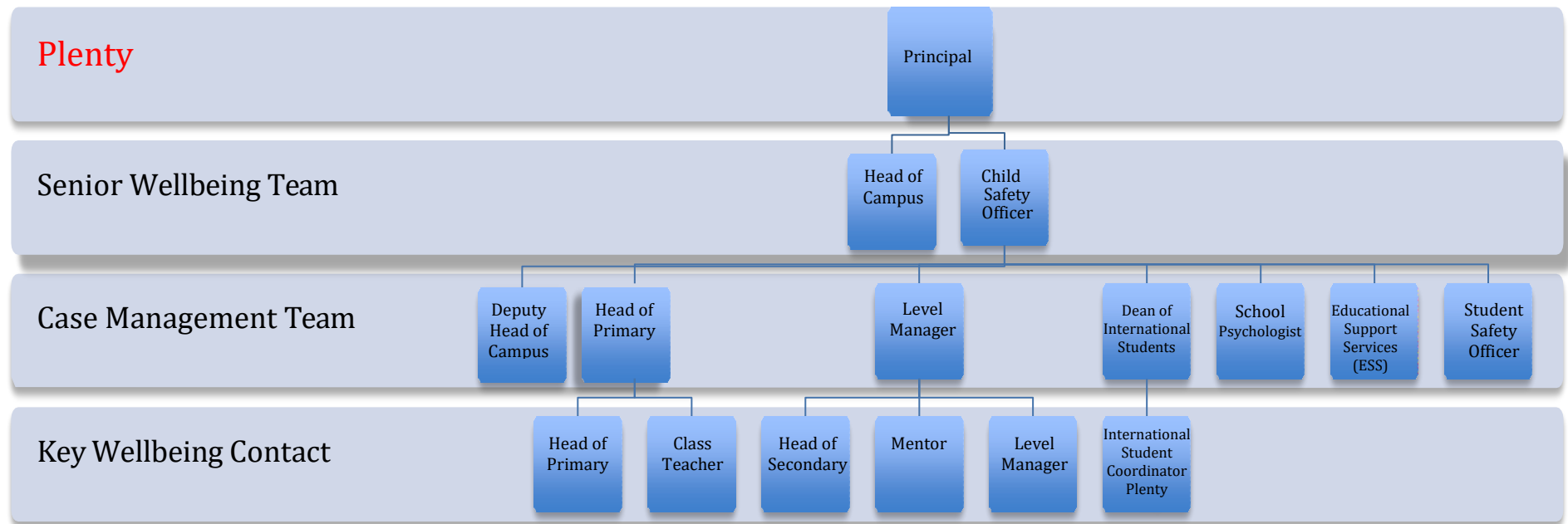
Follow up actions

Detail any follow up actions from this review

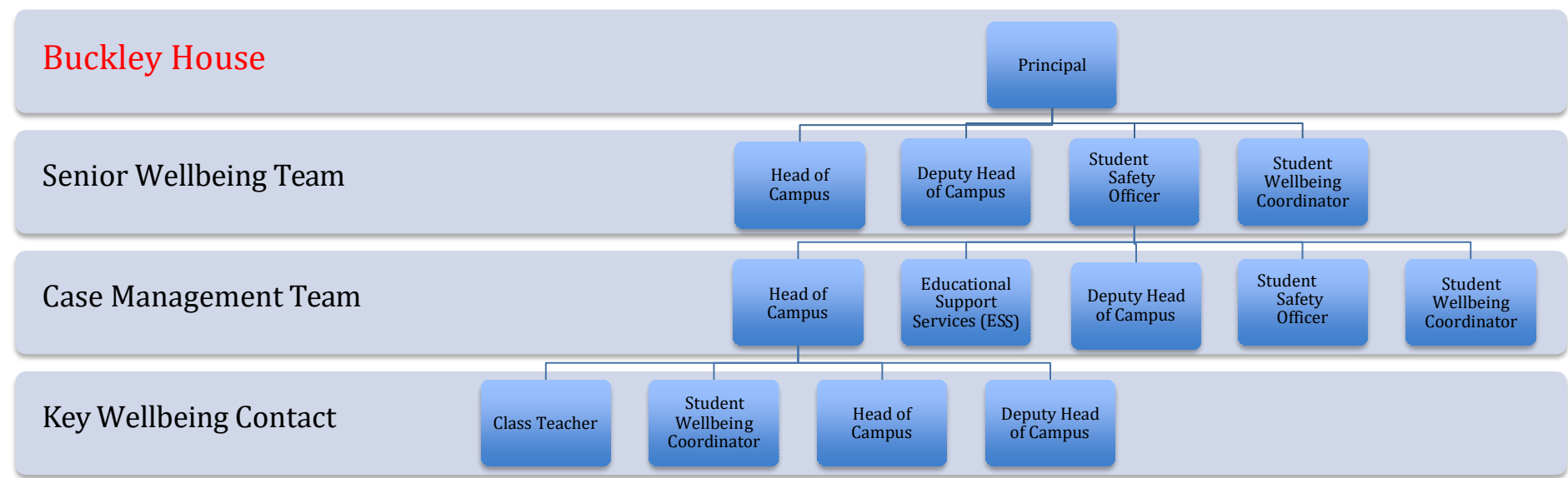
Attachment 1 - Student Care Team Structures - TRC



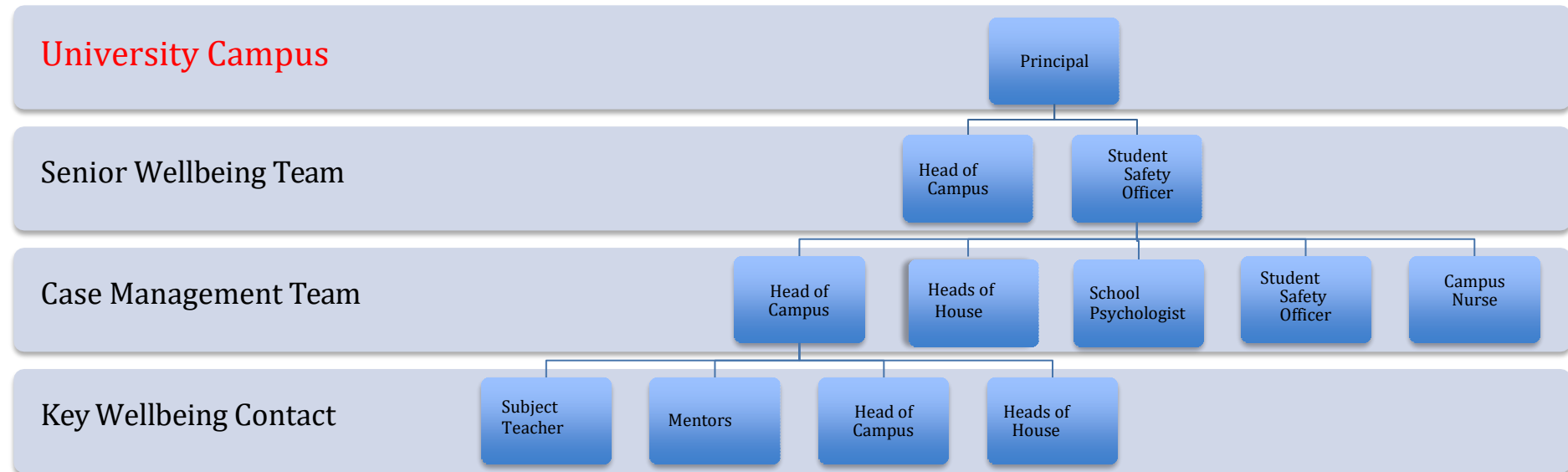
Attachment 2 - Student Care Team Structures - Plenty



Attachment 3 - Student Care Team Structures – Buckley House



Attachment 4 - Student Care Team Structures – University Campus



REPORTING A **STUDENT SAFETY CONCERN**





4 CRITICAL ACTIONS

Identify | Report | Support | Refer

Identify and respond to child abuse by an adult engaged by a school, including grooming

Provide the right support at the right time

At all times, you must:

- **Respond to an emergency** – Call 000. Preserve evidence. Keep students safe.
- **Adapt to changing circumstances** – Be flexible. Repeat/take different actions.
- **Document your actions.**

Identify child abuse

All staff

You can identify abuse by:

- witnessing grooming behaviours or an incident
- receiving a disclosure
- observing:
 - physical or behavioural signs
 - something concerning online or on a device.

Notify your school's nominated contact person if you become aware of any allegation, complaint, disclosure or concern that:

- an adult engaged by the school may be abusing a child, or
- a child is at risk of being abused.

Report abuse to authorities

The school's nominated contact person manages reports.

If you believe a crime has been committed against a child, report to:

- Victoria Police.
- All allegations, complaints, disclosures and concerns, report to:
 - Social Service Regulator

You can contact Independent Schools Victoria for support and advice on child safety related matters, including if you are unsure and need advice on reporting.

Engage parents/carers

- Obtain clearance from Victoria Police (if involved) before contacting parents/carers on what can be shared.
- Contact parents/carers as soon as possible (same day preferred).

Support students through your school

- Support impacted student/s.
- Arrange support for impacted students and staff through regional/centralised services.
- Engage students and parents/carers to find the best support.
- Tailor to diverse needs.
- Use information sharing.
- Continue as long as necessary.

Refer to community services

- Engage student/s and parents/carers to find and connect with suitable services.
- Use information sharing.

Key contacts

Independent schools Victoria

- 03 9825 7200
- enquiries@is.vic.edu.au

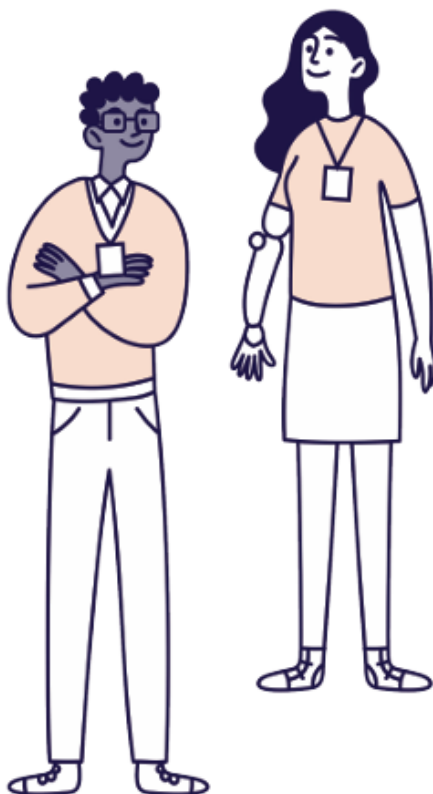
Social Service Regulator

- 1300 310 778
- Reportable.Conduct@ssr.vic.gov.au
- rcs.ssr.vic.gov.au

Victoria Police

- 000 (emergencies)
- 131 444 or local police station (non-emergencies)

Local sexual assault service



vic.gov.au/identify-abuse-adult-independent-school

Identify and respond to student-to-student abuse

Provide the right support at the right time

At all times, you must:

- **Respond to an emergency** – Call 000. Preserve evidence. Keep students safe.
- **Adapt to changing circumstances** – Be flexible. Repeat/take different actions.
- **Document your actions.**

Identify child abuse

All staff

You can identify abuse by:

- witnessing an incident
- receiving a disclosure
- observing:
 - physical or behavioural signs
 - something concerning online or on a device.

If you form a reasonable belief that a student has been, or is at risk of being abused (including harmful sexual behaviour), inform school leadership.

Information Sharing staff/Child Link users

- Request information from Information Sharing Entities or check Child Link.

School leadership/nominated staff

-  **Report**
-  **Support** and  **Refer**

You may need to take actions in support and refer at the same time.

Harmful sexual behaviour

Contact local sexual assault services for support and advice.

Report abuse to authorities

If you believe a crime against a child has been committed, report to:

- Victoria Police.

For harmful online content, report to:

- esafety.gov.au/report

You can contact Independent Schools Victoria for support and advice on child safety related matters, including if you are unsure and need advice on reporting.

Engage parents/carers

- If Victoria Police are involved, seek their clearance on what can be shared before you contact parents/carers.
- Contact parents/carers as soon as possible (same day preferred).

Harmful sexual behaviour

- If Victoria Police are not involved, you can contact your local sexual assault service for advice to engage parents/carers.

Support students through your school

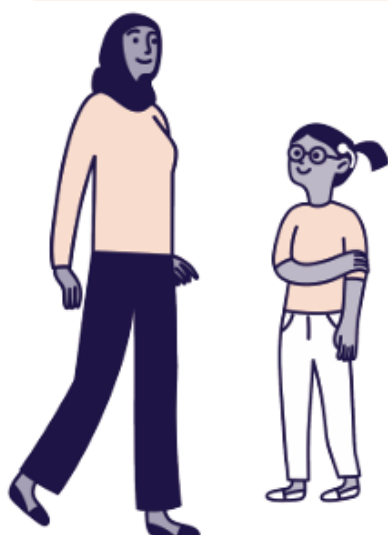
- Support impacted student/s.
- Engage students and parents/carers to find the best support.
- Tailor to diverse needs.
- Use information sharing.
- Continue as long as necessary.

Refer to community services

- Engage student/s and parents/carers to find and connect with suitable services.
- Use information sharing.

Harmful sexual behaviour

- Contact your local sexual assault service for support for students and parents/carers.
- If a student is using harmful sexual behaviour and their parents/carers are not willing or able to help the student connect to a service, call Child Protection.



vic.gov.au/identify-student-to-student-abuse-schools

Key contacts

Child Protection

8:45am to 5pm, Mon-Fri

North 1300 598 521
South 1300 555 526
East 1300 360 452
West 1300 360 462
After hours 13 12 78

Independent Schools Victoria

- 03 9825 7200
- enquiries@is.vic.edu.au

Victoria Police

- 000 (emergencies)
- 131 444 or local police station (non-emergencies)

eSafetyCommissioner

- esafety.gov.au/report

Local sexual assault service



Identify and respond to child abuse in the family

Provide the right support at the right time

Identify child abuse

All staff

You can identify abuse by:

- witnessing an incident
- receiving a disclosure
- observing:
 - physical or behavioural signs
 - signs of family violence trauma in students
 - family violence risk factors
 - narratives and behaviours that may indicate an adult is using family violence
 - something concerning online or on a device.

You only need to collect enough information to form a reasonable belief or inform your next steps. If you form a reasonable belief:

- go to **Determine your pathway**
- inform school leadership.

If you have a concern that a student is experiencing, or at risk of, child abuse in the family, and need more information:

- complete Family Violence Identification Tool
- provide to MARAM-nominated staff.

MARAM nominated staff

- complete Family Violence Screening Tool
- If you form a reasonable belief that there is current family violence:

- inform school leadership
- go to **Determine your pathway**
- complete Basic Safety Plan.

Information Sharing staff/Child Link users

- Request information from Information Sharing Entities or check Child Link.

At all times, you must:

- **Respond to an emergency** – Call 000. Preserve evidence. Keep students safe.
- **Adapt to changing circumstances** – Be flexible. Repeat/take different actions.
- **Document your actions.**

Determine your pathway

Report to Child Protection (including mandatory report)

- **Report**
- **Support** and **Refer**

Crime

- **Report**
- **Support** and **Refer**

Family violence

(not a mandatory report or crime)

- **Refer** then **Support**

Family struggling with the care, wellbeing or development of a child

- **Support** and **Refer**

You may need to take actions in support and refer at the same time.

If you are unsure which pathway to take, contact The Orange Door for advice.

Support students through your school

- Engage students and parents/carers to find the best support.
- Tailor to diverse needs.
- Use information sharing.
- Continue for as long as necessary.

Refer to community services

- Engage the student and parents/carers, and connect them to services:
 - the Orange Door for family violence or families struggling with care, wellbeing or development of a child. First Nations people can be supported by an Aboriginal Community Controlled Organisation.
 - local sexual assault services for sexual offences or harmful sexual behaviour.
- Use information sharing.

Key contacts

Child Protection

8:45am to 5pm, Mon-Fri

North	1300 598 521
South	1300 555 526
East	1300 360 452
West	1300 360 462
After hours	13 12 78

Independent schools Victoria

- 03 9825 7200
- enquiries@is.vic.edu.au

Victoria Police

- 000 (emergencies)
- 131 444 or local police station (non-emergencies)

The Orange Door



Local sexual assault service



Report abuse to authorities

Report to Child Protection (including mandatory report)

If you form a reasonable belief that the parents/carers have not, or are unlikely to, protect the student from significant harm. You must report physical and sexual abuse. Report to:

- Child Protection.

You can contact Independent Schools Victoria for support and advice on child safety related matters, including if you are unsure and need advice on reporting.

Crime

If you believe a crime has been committed against a child, report to:

- Victoria Police
- your school's relevant governing body.

Engage parents/carers

- If Child Protection/Victoria Police are involved, seek their clearance on what can be shared before you contact parents/carers.
- Contact parents/carers as soon as possible (same day preferred).



Identify and respond to child abuse in the community

Provide the right support at the right time

At all times, you must:

- **Respond to an emergency** – Call 000. Preserve evidence. Keep students safe.
- **Adapt to changing circumstances** – Be flexible. Repeat/take different actions.
- **Document your actions.**

Identify child abuse

All staff

You can identify abuse by:

- witnessing an incident
- receiving a disclosure
- observing:
 - physical or behavioural signs
 - something concerning online or on a device.

If you form a reasonable belief that a child has been abused, or is at risk of abuse, inform school leadership.

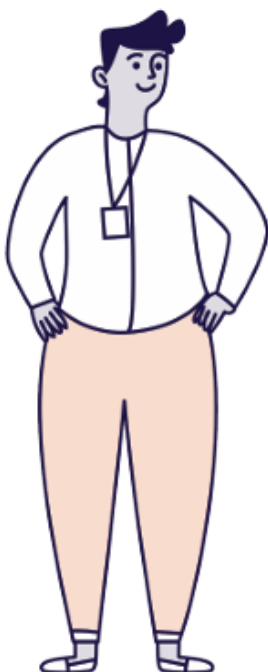
Information Sharing staff/Child Link users

- Request information from Information Sharing Entities or check Child Link.

School leadership/nominated staff

- **Report**
- **Support** and **Refer**

You may need to take actions in support and refer at the same time.



Report abuse to authorities

If you believe a crime has been committed against a child, report to:

- Victoria Police.

If you form a reasonable belief that the parents/carers have not, or are unlikely to, protect the student from significant harm. You must report physical and sexual abuse. Report to:

- Child Protection

You can contact Independent Schools Victoria for support and advice on child safety related matters, including if you are unsure and need advice on reporting.

Engage parents/carers

- If Victoria Police/Child Protection are involved, seek their clearance on what can be shared before you contact parents/carers.
- Contact parents/carers as soon as possible (same day preferred).

Support students through your school

- Support impacted student/s.
- Engage students and parents/carers to find the best support.
- Tailor to diverse needs.
- Use information sharing.
- Continue for as long as necessary.

Refer to community services

- Engage students and parent/carers to find and connect with suitable services.
- Use information sharing.

Key contacts

Child Protection

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Independent schools Victoria

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Victoria Police

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The Orange Door



Local sexual assault service



vic.gov.au/identify-child-abuse-community