

Child
Safe
2020



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STRATEGIES to EMBED an ORGANISATIONAL CULTURE of CHILD SAFETY POLICY [Standard 1]

Background Information and Rationale

- Ministerial Order MO870 specifies the following requirements for schools regarding Standard 1:
“The school governing authority must:
(a) develop strategies to embed a culture of child safety at the school
(b) allocate roles and responsibilities for achieving the strategies
(c) inform the school community about the strategies, and allocated roles and responsibilities
(d) put the strategies into practice, and inform the school community about these practices;
and
(e) periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.”
- Preventing child abuse and responding to allegations is everyone’s business. The Child Safe Standards aim to drive cultural change in organisations so that protecting children from abuse is embedded in everyday thinking and practice. To engage this cultural change, schools need to:
 - help leaders create an organisational culture that protects children from abuse
 - ensure the school’s policies and practices reflect a commitment to child safety
 - ensure leadership is aware of allegations and substantiated cases of abuse and responds in ways that protect children from abuse
 - ensure staff and volunteers know and understand the organisation’s commitment to child safety
 - commit to continuous improvement through regular reviews and updating policies and practices, and being open to scrutiny.
- To comply with the Child Safe Standards, an organisation must include the following principles as part of each standard:
 - promoting the cultural safety of Aboriginal children
 - promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
 - promoting the safety of children with a disability
- The school may already use good leadership strategies. Leaders can use this resource to help protect children from abuse by embedding child safety in the school’s everyday thinking and practice.
- Schools must act to protect children from abuse and build an environment where children feel respected, valued and encouraged to reach their full potential. This requires a culture of child safety to be embedded throughout the organisation so that child safety is part of everyone’s everyday thinking and practice. Such a culture is achieved through proactive leadership in demonstrating the appropriate values, attitudes and behaviours of an organisation.
- A child safe environment is the product of a range of strategies and initiatives. The school should foster a culture of openness, inclusiveness and awareness. Children and adults should know what to do if they observe or are subject to abuse or inappropriate behaviour.

Purpose

- To ensure Ivanhoe Primary School complies with the legislative requirements of MO 870.
- To identify those aspects of school leadership that will help to embed an organisational culture of child safety.
- To ensure the school demonstrates its commitment to creating a child safe environment.

- The components of the school's child safe culture are:

Child Safety Review

Over a period of time, and with broad consultation, the school will complete the Child Safety Review as it will help the school to identify what is currently in place and what needs to be developed.

Children have a unique voice and are able to contribute to discussions about how they interact with the school. Through already established forums and in an age-appropriate manner involving class discussions and focus groups, children will be asked what makes them feel safe and unsafe. The school will provide opportunities for opinions to be provided confidentially. Children will be told about what the school is doing to help keep them safe, ensuring the experience is a positive one. We will consistently let children know that their views are valued and respected.

The school will set aside Staff Meeting time so that all staff, teaching and non-teaching, will be given an opportunity to participate in the review to help to identify areas of risk of harm or injury and encourage everyone involved in the school to take a proactive approach to reducing risk.

The already established Consultative Committee, Professional Learning Teams and staff as a whole will provide input. Other forums such as hosted meetings, newsletter articles, surveys and questionnaires will be provided so that School Council, parents/carers and volunteers can provide input into the review.

The review will be completed systematically with an invitation to participate and a date always set for the next section to be addressed. In that way, there will always be a reassurance the work being undertaken is of paramount importance to the school over the long term.

When the school has completed the Child Safety Review, we will have identified the areas in which we need to improve. At this point, an Action Plan will be developed.

Leadership and Staff Responsibilities

The Leadership Team is responsible for embedding a culture of child safety in the school and will take the lead in protecting children from abuse.

However, staff have the responsibility to make school leadership aware of child abuse allegations and risks so that appropriate action can be taken.

All allegations of child abuse and child safety concerns are treated very seriously by this school. This includes complying with all legal requirements, including reporting suspicions of child abuse to police or the Department of Health and Human Services (DHHS) Child Protection as soon as practicable.

If any staff member believes a child is at immediate risk of abuse, they must immediately phone 000 and ask for police. In an emergency, this action is to occur without consultation.

(Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHHS Child Protection.)

Identification and Analysis of Risk of Abuse

The school will adopt an approach to prevent, detect and respond to child abuse risks. This includes a risk management strategy and policy that sets out how your organisation identifies, assess, and takes steps to reduce or remove child abuse risks. Please refer to Standard 6.

Risk analysis always forms part of our preparation for school camps and some excursions. The analysis will now include possible potential for child abuse. The school's *Incursions (Safety of Children Working with External Providers) Policy* already has strategies to minimise the risk of abuse.

Development of a Child Safe Policy

The school has developed a child safe policy which outlines our commitment to promoting children's wellbeing and protecting children from abuse. Please refer to the school's policy documents and to Standard 2.

The school recognises that cultural safety is living in an environment that is safe for people, where there is no assault, challenge or denial of their identity, of who they are what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening.

The school recognises that promotion of cultural safety of children from culturally and/or linguistically diverse backgrounds involves:

- ensuring the school clearly demonstrates a zero tolerance of discrimination
- being respectful, inclusive and welcoming of families from a range of backgrounds
- recognising times of importance to different cultures
- ensuring the physical environment has a positive image of a range of cultures, in terms of decoration and artwork
- employing staff that are representative of the local community
- actively seeking out and talking to families about how they would like to be involved
- asking about the best way to provide information to children and families

The school recognises that promotion of the safety of children with a disability involves:

- acknowledging that children with a disability are particularly vulnerable and ensure risk assessment processes considers their needs
- ensuring the school clearly demonstrates a zero tolerance to discrimination and actively welcomes all children
- making sure the environment does not pose access difficulties
- being responsive to families regarding specific measures that may be required to ensure the safe participation of a child with a disability
- supporting staff, other children and their families to understand and be inclusive of people with a disability
- thinking about how the school can encourage participation and feedback from children with a disability and their families

The school's definition of 'disability' extends to children with a medical condition such as diabetes, epilepsy, anaphylaxis or blood-borne viruses and has developed policies to support these children.

The school recognises that respecting diversity means:

- valuing and respecting people's beliefs
- building responsive relationships
- communicating openly and honestly to find out how best to be inclusive and respect cultural needs
- examining our personal ideas, customs and beliefs and
- respecting that the beliefs of one person may not be the same as another
- acknowledging and respecting that others can hold different beliefs of equal significance

The school's *Inclusion & Diversity Policy* describes the school's commitment to providing teaching and learning environments that are free from discrimination in all forms, including those based on race, ethnicity, gender, ability, disability, sexuality and religion. Anti-discrimination extends to the school's dress code so that children are treated equally with the rights of individual children balanced against the best interests of the school community as a whole when developing and implementing their dress codes.

Empowering and Promoting the Participation of Children in Decision-Making

The school promotes the involvement and participation of children in developing and maintaining a child safe environment.

Ideas from children are sought formally by completion of the annual Student Attitude to School Survey which specifically addresses feelings of safety, through the Junior School Council (JSC), elected House Captains drawn from Year 6 and through focus groups and other formal and informal forums for children.

Appendix A

Glossary of Terms

Term	Definition
The Act	<i>Child Safety and Wellbeing Act 2005</i>
Aboriginal child	A person under the age of 18 who: <ul style="list-style-type: none"> • is of Aboriginal or Torres Strait Islander descent • identifies as Aboriginal or Torres Strait Islander, and • is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community.
Child abuse	For the purposes of these Standards, abuse constitutes any act committed against a child involving: <ul style="list-style-type: none"> • physical violence • sexual offences • serious emotional or psychological abuse • serious neglect • family violence • grooming
Children from culturally and/or linguistically diverse backgrounds	A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parents' identification on a similar basis.
Child	A person who is under the age of 18 years.
Child safety	In the context of the Child Safe Standards, child safety means measures to protect children from abuse.
Child safe organisation	In the context of the Child Safe Standards, a child safe organisation is one that meets the Child Safe Standards by proactively taking measures to protect children from abuse.
Cultural competency	A set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals that enable them to work effectively in cross-cultural situations.
Cultural abuse	Actions and attitudes that deliberately ignore, denigrate or attack the culture of a person or community.
Cultural safety for Aboriginal children	The positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity. A culturally safe environment does not ignore, challenge or deny cultural identity. Cultural safety upholds the rights of Aboriginal children to: <ul style="list-style-type: none"> • identify as Aboriginal without fear of retribution or questioning • have an education that strengthens their culture and identity • maintain connections to their land and country • maintain their strong kinship ties and social obligations • be taught their cultural heritage by their Elders • receive information in a culturally sensitive, relevant and accessible manner • be involved in services that are culturally respectful



COMMITMENT to CHILD SAFETY POLICY ***[Standards 1 & 2]***

Rationale

- Ivanhoe Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.
- Every person involved in the school has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.
- We are committed to the safety, happiness, participation and empowerment of all children.
- The school has **zero tolerance for child abuse** and all allegations and safety concerns will be treated very seriously and consistently within the school's policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. We are committed to preventing child abuse and identifying risks early, and removing and reducing those risks.
- We are committed to following Departmental practices regarding Human Resources and recruitment for all staff and volunteers.
- Our school is committed as well as obligated to regularly training and educating staff, volunteers and visitors on child abuse risks.
- We are committed and obligated to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the safety, empowerment and participation of students from diverse backgrounds including Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety, empowerment and participation of children with a disability and special needs.
- We have specific policies, procedures and training in place that support our leadership team, staff, volunteers and visitors to achieve these commitments.

Purpose

- To ensure Ivanhoe Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe culture.
- To protect children and reduce any opportunities for child abuse or harm to occur.
- To assist in understanding how to avoid or better manage risky behaviours and situations.
- To raise awareness within the school community of the importance of child safety.
- To ensure the school discharges its duty of care towards children.

Implementation

- This policy is intended for School Leadership, all other staff and School Council.
- The safety and wellbeing of children is a high priority for Ivanhoe Primary School.
- In its planning, decision making and operations, the school will:
 - Take a preventative, proactive and participatory approach to child safety;
 - Value and empower children to participate in decisions which affect their lives;
 - Foster a culture of openness that supports all persons to safely disclose risks of harm to children;



CHILD SAFE POLICY

[Standard 2]

PURPOSE

Ivanhoe Primary School's Child Safety Policy sets out the school's commitment and approach to creating and maintaining a child safe organisation where children and young people are safe and feel safe, and provides the policy framework for the school's approach to the Child Safe Standards.

SCOPE

This policy applies to all staff, volunteers, and contractors in the school environment, whether or not they work in direct contact with children or young people. This policy also applies to School Council members where indicated.

The policy will apply to the school environment (see Definitions section). The policy covers both school hours and outside of school hours.

DEFINITIONS

Child abuse

Child abuse includes:

- any act committed against a child involving:
 - a sexual offence; or
 - grooming; and
- the infliction, on a child, of:
 - physical violence; or
 - serious emotional or psychological harm; and
- serious neglect of a child.

Child-connected work

Child-connected work means work authorised by the school, School Council, or Secretary of the Department of Education and Training and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety

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

School environment

School environment means any physical or virtual place made available or authorised by the school for use by a child during or outside school hours, including:

- a campus of the school;

5. Provide written guidance on appropriate conduct and behaviour towards children.
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development.
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such concerns.
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities.
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk.
10. Value the input of and communicate regularly with families and carers.

POLICY

Strategies to embed a child safe culture

The school culture encourages staff, students, parents/carers and the school community to raise, discuss and scrutinise child safety concerns. This makes it more difficult for abuse to occur and remain hidden.

All child safety documents, including this policy, the Child Safety Code of Conduct, the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, *Identifying and Responding to All Forms of Abuse in Victorian Schools* and the Four Critical Actions for Schools are readily available online and in hard copy at the school's reception for all staff, students and parents/carers to read at any time.

Child safety is everyone's responsibility. All school staff are required to:

- Act in accordance with the school's Child Safety Code of Conduct, which clearly sets out the difference between appropriate and inappropriate behaviour.
- Act in accordance with the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures at all times, including following the Four Critical Actions for Schools where necessary.
- Undertake annual guidance and training on child safety.
- Act in accordance with their legal obligations, including:
 - Failure to disclose offence (applies to all adults)
 - Duty of care (applies to all school staff)
 - Mandatory reporting obligations (applies to all mandatory reporters, including teachers, principals, registered psychologists, and registered doctors and nurses)
 - Failure to protect offence (applies to a person in a position of authority within the school)
 - Reportable conduct obligations (applies to all school staff in reporting conduct to the principal, and applies to the principal in reporting to Employee Conduct Branch)
 - Organisational duty of care (applies to the school as an organisation)
 - For more information on these obligations, see *Identifying and Responding to All Forms of Abuse in Victorian Schools*.

As part of the school's child safe culture, **school leadership** (including the Principal and Assistant Principal) will:

- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when implementing the Child Safe Standards.
- Ensure that child safety is a regular agenda item at school leadership meetings and staff meetings.
- Encourage and enable staff professional learning and training to build deeper understandings of child safety and prevention of abuse.

- Other specific roles and responsibilities are named in the school's other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safe Responding and Reporting Obligations Policy and Procedures, and risk assessment register.

Recruitment

The school follows the Department's Recruitment in Schools Guide October 2019, to ensure child safe recruitment practices, available on the [Department's website](#).

All prospective volunteers are required to comply with our school's Volunteers in Schools Policy, including in relation to assessing the suitability of prospective volunteers and obtaining checks required under this policy. A valid Working with Children Check will be required in compliance with this policy.

Training and supervision

Training and education are important to ensure that everyone in the school understands that child safety is everyone's responsibility.

Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in coming forward with any allegations or suspicions of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse. In compliance with MO 870, this training occurs annually or more often as required.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, to promote the cultural safety of Aboriginal and Torres Strait Islander children and children from linguistically and/or diverse backgrounds, and the safety of children with a disability and vulnerable children.

New employees and volunteers will be inducted into the school, including by being referred to the Child Safety Policy (this document), the Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on the school website.

They will also be supervised regularly to ensure they understand our school's commitment to child safety, and that their behaviour towards children is safe and appropriate. All employees of our school will be monitored and assessed via regular performance review to ensure their continuing suitability for child-connected work. Any inappropriate behaviour will be reported by school staff to the Principal or Assistant Principal and will be managed in accordance with this school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures.

Reporting a child safety concern or complaint

The school has clear expectations for all staff and volunteers in making a report about a child or young person who may be in need of protection. All staff (including School Council employees) must follow the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, including following the [Four Critical Actions for Schools](#) if there is an incident, disclosure or suspicion of child abuse. Immediate actions should include reporting their concerns to DHHS Child Protection, Victoria Police and/or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

We never will prohibit or discourage school staff from reporting an allegation of child abuse. The school will always take action to respond to a complaint in accordance with the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures. In accordance with Action 4 of the Four Critical Actions for Schools and will provide ongoing support for students affected by child abuse.

The Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures can be found on the school's website.

Risk reduction and management

The school believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes, found in the school's risk assessment register. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

REVIEW CYCLE

This policy, first developed in this format in March 2020, will be reviewed two-yearly or if guidelines change (template availability 2 October 2019).

The review will include input from staff, students, parents/carers and the school community.

A mandatory policy – schools must demonstrate a commitment to child safety

School Council Approval Not Required for this policy



CHILD SAFE CODE Of CONDUCT POLICY

[Standard 3]

Rationale

- Ivanhoe Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.
- This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.
- The Principal and school leaders will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. They also will provide information and support to enable the Code of Conduct to operate effectively.
- All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable Behaviours

- As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:
 - upholding the school's statement of commitment to child safety at all times
 - treating children and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities
 - listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
 - promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
 - promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
 - promoting the safety, participation and empowerment of students with a disability
 - reporting any allegations of child abuse or other child safety concerns to the school's leadership
 - understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
 - if child abuse is suspected, ensuring as quickly as possible that the child/ren are safe and protected from harm



SCREENING, SUPERVISION, TRAINING and OTHER PRACTICES that REDUCE the RISK of CHILD ABUSE by NEW and EXISTING PERSONNEL POLICY [Standard 4]

Rationale

- Carefully developed policies and procedures not only help to identify the most suitable persons to work with children in the school, they can also deter unsuitable persons from applying or being appointed, either in a paid or voluntary capacity.
- Selecting suitable and appropriate people to work with children is vital. Everyone benefits when the best people, who also share the school's values about keeping children safe from harm, are chosen. If good care is taken during the recruitment phase, it is more likely that people who are unsuitable to work with children will be screened out. Good recruitment practices help to reduce the opportunities for harm to occur by deterring the 'wrong' people from applying.
- The school needs to be clear about the role and responsibilities of each position, particularly when they involve working closely with children.
- A job description or duty statement should include a clear outline of the role and also state the expectation that staff must provide a child safe environment. It should clearly spell out:
 - the organisational context
 - duties and tasks of the role
 - qualifications, experience and attributes a person must have
 - the level of responsibility and supervision associated with the position
- A well-developed job description is more likely to attract suitably qualified staff and volunteers. When roles and responsibilities are unclear, unsuitable people are more likely to apply because the organisation may not look as professional and capable of identifying unsuitable applicants.

Purpose

- To ensure Ivanhoe Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe culture.
- To raise awareness of the importance of child safety with staff.
- To protect children and reduce any opportunities for abuse or harm to occur.
- To ensure the school selects the best and most suitable staff for any position teaching or non-teaching.
- To ensure the school develops procedures and practices that reduce the risk of child abuse by new and existing personnel and are compliant with the Child Safe Standard 4.
- To ensure the promotion of:
 - the cultural safety of Aboriginal children
 - the cultural safety of children from culturally and/or linguistically diverse backgrounds
 - the safety of children with a disability

- The school is developing a formal induction program for volunteers, external providers (and contractors) to ensure they have appropriate information about the child safe culture of the school.
- The school regularly will provide information, training and education for School Council, staff and volunteers about child safety on a needs-basis, including:
 - what child abuse is
 - how to identify and reduce child abuse risks
 - understanding and appreciating Aboriginal culture and other cultures and languages they may engage with in their role
 - the importance of ensuring culturally safe environments for children from culturally and/or linguistically diverse backgrounds, and how to promote this
 - the importance of ensuring safe environments for children with a disability, and how to promote this
 - what constitutes inappropriate behaviour between children, such as inappropriate sexualised play, bullying and fighting
 - what is inappropriate behaviour between children and adults, with reference to the Child Safe Code of Conduct.
- The school will support staff to build resilience and cope with child abuse incidences
- As part of the process, the school will monitor the currency of all Working with Children Checks and advise staff, volunteers and external providers two months before the expiration date. For specific detail, please refer also to the school's *Procedures for Verifying & Recording Working with Children (Suitability) Checks and VIT Registration Policy*.

Evaluation

- This policy will be reviewed every two years as part of VRQA requirements, if an incident occurs or if guidelines change (latest PROTECT update December 2019).

Policy not mandatory.

It has been developed to demonstrate our commitment to child safety

School Council Approval Not Required for this policy

References:

Creating a Child Safe Organisation Guide p.46

Child Safe Standards Toolkit

www.education.vic.gov.au/school/Principals/spat/safety/Pages/childsafestandardst.aspx

and

Protect – Identifying All Forms of Child Abuse in Victorian Schools July 2019



RESPONDING to SUSPECTED CHILD ABUSE POLICY ***[Standard 5]***

Rationale

- Mandatory reporters must make a report to the Department of Health and Human Services (DHHS) (Child Protection) as soon as practicable if, in the course of practising their profession or carrying out their duties, they form a reasonable belief that a child or young person is in need of protection, as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child from that abuse.
- Any person who forms a belief on reasonable grounds that a child or young person is in need of protection may report their concerns to DHHS Child Protection or Victoria Police.

Purpose

- To ensure Ivanhoe Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe environment.
- To raise awareness within the school community of the importance of child safety.
- To ensure the school has in place strategies to enhance the Child Safe Standard 5.
- To ensure the school discharges its duty of care to students.

Implementation

- This policy is intended for School Leadership, staff, School Council, visitors, volunteers and contractors.
- The safety and wellbeing of all children is a high priority for this school.
- The school has **zero tolerance of child abuse**.
- The school has a process for responding to and reporting suspected child abuse.
- Teachers as mandatory reporters and non-teaching staff are expected to report to DHHS or the police as soon as possible if they form a reasonable belief that a child or young person is in need of protection.
- The Principal should be informed as soon as practicable.
- Staff are to use the Incident Report Form (a separate document) to record any incident, disclosure or suspicion that a child has been, or is at risk of being abused. The Incident Report Form/s can be provided to a child or their family if they disclose an allegation of abuse or safety concern in our school.

When to use the Incident Report Form

- Staff should use the Incident Report Form/s to document any incident, disclosure or suspicion that a child has been, or is at risk of being abused. The Incident Report Form should be used in conjunction with the: Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse. (Please refer to Appendix A.)
- Completing the Incident Report Form should not impact on reporting times. If a child is in immediate danger, school staff should report immediately to Victoria Police on 000.
- Whilst the school staff may need to gather the information to make a report, remember it is not the role of school staff to investigate abuse. Leave this to Victoria Police and/or



PROCEDURES WHEN an ALLEGATION of CHILD ABUSE is MADE POLICY [Standard 5]

Rationale

Legal Responsibilities

- While the child safe standards focus on organisations, every adult who reasonably believes that a child has been abused, whether in their school or not, has an obligation to report that belief to authorities.
- The failure to disclose criminal offence requires all adults (aged 18 and over) who hold a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 to disclose that information to police (unless they have a reasonable excuse not to, for example because they fear for their safety or the safety of another).
- While failure to disclose only covers child sexual abuse, all adults should report other forms of child abuse to authorities. Failure to disclose does not change mandatory reporting responsibilities.
- Mandatory Reporters (doctors, nurses, midwives, teachers, including early childhood teachers, principals and police) must report to child protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.
- The failure to protect criminal offence (commenced on 1 July 2015) applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently failed to do so.

Purpose

- To ensure Ivanhoe Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe environment.
- To ensure the school has in place strategies to enhance Child Safe Standard 5.
- To ensure the promotion of:
 - the cultural safety of Aboriginal children
 - the cultural safety of children from culturally and/or linguistically diverse backgrounds
 - the safety of children with a disability
- To ensure the school discharges its duty of care to students.

Implementation

- This policy is intended for School Leadership, staff, School Council, visitors, volunteers and contractors.
- The safety of every child at the school is a high priority.
- The school has a zero tolerance of child abuse.
- The school will ensure that all staff are aware of their responsibilities under the "failure to disclose" and "failure to protect" legislation including that failure to comply with the reporting obligations may be committing a criminal offence.
- If a child discloses an incident of abuse to you:
 - Try and separate them from the other children discreetly and listen to them carefully.
 - Let the child use their own words to explain what has occurred.

Evaluation

- This *policy* will be reviewed every two years as part of the VRQA requirements, if an incident occurs or if guidelines change (latest PROTECT information December 2019).

Policy not mandatory.

It has been developed to demonstrate our commitment to child safety

School Council Approval Not Required for this policy

References:

Creating a Child Safe Organisation Guide

Child Safe Standards Toolkit

www.education.vic.gov.au/school/Principals/spag/safety/Pages/childsafestandards.aspx

and

Protect – Identifying All Forms of Child Abuse in Victorian Schools July 2019

www.vrqa.vic.gov.au/child-safe

APPENDIX A

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

All staff members must implement the four critical actions set out below.

However, all staff members are required also to notify the Principal if they have formed a belief about child abuse and therefore are obligated to make a report. All staff members will be supported through this process by the Principal.

ACTION 1: RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to ACTION 2.

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

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

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

ACTION 2: REPORTING TO AUTHORITIES

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

IF THE SOURCE OF SUSPECTED ABUSE IS FROM WITHIN THE SCHOOL:

VICTORIA POLICE

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

You **must also** report **internally** to:

- School Principal
- Employee Conduct Branch
- DET Security Services Unit

IF THE SOURCE OF SUSPECTED ABUSE IS FROM WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION

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

- in need of protection from child abuse



STRATEGIES to IDENTIFY, REDUCE or REMOVE the RISKS of CHILD ABUSE POLICY [Standard 6]

Rationale

- Creating a child safe organisation begins with a clear, evidence-informed understanding of the potential risks to children in the setting.
- Taking a preventative approach means identifying the potential risks in the school environment. These range from the impact of the physical environment and how it affects the continual supervision of staff and children to staff recruitment practices.
- School staff, students and parents/carers are in the best position to know the vulnerabilities and risks within the school and its activities and how to plan to prevent them.

Purpose

- To ensure Ivanhoe Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe environment.
- To describe the minimum requirements for child safe risk management in the school.
- To ensure the school develops strategies to identify and reduce or remove risks that are compliant with the Child Safe Standard 6.
- To ensure the promotion of:
 - the cultural safety of Aboriginal children
 - the cultural safety of children from culturally and/or linguistically diverse backgrounds
 - the safety of children with a disability
- To ensure the school discharges its duty of care towards children.

Definitions

'The school environment' is defined as anywhere within the school grounds, classrooms, computer and/or science laboratories, storerooms, offices.

It extends to off-site locations such as venues for school camps, sporting venues, excursions.

Implementation

- The safety and wellbeing of all children is a high priority for this school.
- The school has **zero tolerance of child abuse**.
- Management of risk is everyone's responsibility. Parents/carers, visitors and volunteers will be asked to let the School Leadership know if they observe any unsafe practice or something in the physical environment.
- This policy is intended for School Leadership, staff, School Council, parents/carers, visitors and volunteers.
- The risk management process will involve:
 - establishing the context (internal and external factors, objectives, appetite for risk)
 - identify the risk
 - analysing and evaluating the risk,
 - risk treatment (treat, share, retain, avoid)

References:

Creating a Child Safe Organisation Guide p.46

Child Safe Standards Toolkit

www.education.vic.gov.au/school/Principals/sppa/safety/Pages/childsafestandards.aspx

and

Protect – Identifying All Forms of Child Abuse in Victorian Schools July 2019



STRATEGIES to PROMOTE the PARTICIPATION and EMPOWERMENT of CHILDREN POLICY

[Standard 7]

Rationale

- When children are respected and valued, they are much more likely to speak up about issues of safety and wellbeing. If children feel they cannot express themselves in the school, there is a risk that any harm that is occurring will remain undiscovered and ongoing.
- Becoming a child safe organisation means developing strategies to communicate and engage with all children who are involved with the school. It is important to ask children when they feel safe, and when they feel unsafe – their comments may surprise you.
- To create a true child safe organisation, it makes sense to ask those you are trying to protect when they feel safe and when they feel unsafe. Their comments and insight will always be different from the adult perspective. Well-intentioned people put policies and procedures aimed at protecting children in place, yet it is rare that children know these policies exist.
- Often children do not know what to do if they feel unsafe or are concerned about something.
- The concept of 'safety' is very broad and means different things to different people, especially children. It is much easier to understand the concept of 'physical' safety and the need for safe practices around hygiene, road and water safety, slippery surfaces, pool fencing, sign-in and sign-out procedures and staff supervision ratios. All of these contribute to the physical protection of children.
- In a child safe organisation, we also want to promote 'psychological' safety.
- Even if the physical environment is as safe as we can make it, when children feel unsafe, we need to understand why and respond to their needs. Psychological safety means children feel valued, respected and cared for. They know they can speak to people if they feel unsafe or unhappy, and that something will be done to address their concerns. Knowing this increases their self-esteem, which boosts their confidence and empowers them to speak up when necessary.
- Children also contribute valuable insight and ideas towards the creation of a meaningful child safe organisation. Children may be able to identify strengths, weaknesses, risks and dangers in activities that may not be identified by other methods.
- Children must be empowered to understand their rights, recognise what abuse is and understand it is not 'okay' and that they can do something about it.

Purpose

- To ensure Ivanhoe Primary School complies with the legislative requirements of MO 870.
- To ensure the school demonstrates its commitment to creating a child safe culture.
- To ensure the school develops strategies to promote the participation and empowerment of children that are compliant with the Child Safe Standard 7.
- To ensure the promotion of:
 - the cultural safety of Aboriginal children
 - the cultural safety of children from culturally and/or linguistically diverse backgrounds
 - the safety of children with a disability

Implementation

- This policy is intended for School Leadership and all other staff.
- The promotion of a child safe culture is a high priority for this school.

Evaluation

- This policy will be reviewed every two years as part of VRQA requirements, if an incident occurs or if guidelines change (latest PROTECT update December 2019).

Policy not mandatory.

It has been developed to demonstrate our commitment to child safety

School Council Approval Not Required for this policy

References:

Creating a Child Safe Organisation Guide p.46

Child Safe Standards Toolkit

www.education.vic.gov.au/school/Principals/spag/safety/Pages/childsafestandards.aspx

and

Protect – Identifying All Forms of Child Abuse in Victorian Schools July 2019



CRITICAL INCIDENT PLAN

GENERAL STATEMENT

Ivanhoe Primary School is responsible for:

- planning for and managing emergencies
- responding swiftly to emergency incidents including medical emergencies
- reporting emergencies and incidents
- liaising with a range of support agencies including the Security Services Unit
- testing emergency procedures.

RATIONALE

Ivanhoe Primary School may become directly or indirectly involved in a tragic or traumatic event. The incident may involve loss of life, serious injury or emotional disturbance. The incident may occur in the school environment or outside. It may involve staff, students or those close to them. The network of those involved in a traumatic event can be wide, especially if it directly involves the school. Feelings of grief and loss can continue over long periods of time.

BROAD GUIDELINES

Student Support Service (SSS) staff in the region are crucial in ensuring that school staff and students are supported when a critical incident impacts on a school.

They provide valuable support to student welfare coordinators, chaplains, school nurses and other school welfare staff who have a key role in responding to critical incidents in schools.

IMPLEMENTATION ACTION TO BE TAKEN AS A RESULT OF A TRAGIC/TRAUMATIC EVENT WHICH INVOLVES THE SCHOOL

Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases. However, the following 4 principles must be followed:

1. provide clear, accurate information
 2. describe the actions to be followed
 3. provide help for all affected
 4. maintain a normal school program or as close to normal as possible
- Contact the Department's Security Service Unit on 9589 6266 and report the incident
 - Contact the SSS network nominated emergency management contact
Daisy Grinter - 0428 737490
 - In some instances a SSS network emergency management contact or school may also be contacted by regional staff due to the nature and seriousness of an incident, to ascertain whether any additional response or support is required or to gather information.
 - Schools should however take the initiative in seeking support/advice and not wait for a regional officer to make contact.
 - If further advice and support is required, the emergency management contact should contact the region's Manager Professional Practice Unit
Pat Brophy - (mobile) 0437179419, (office) 8393 4588

RESOURCES

- [DET Emergency Management Planning](#)
- [Emergency and Critical Incident](#)

EVALUATION

This plan will be evaluated as part of the Ivanhoe Primary School policy review cycle



COMMUNITY CODE of CONDUCT POLICY

- All staff, volunteers and committee members of Ivanhoe Primary are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.
 - This code of conduct is used:
 - as part of induction training for new leadership members, staff and volunteers
 - as part of refresher training for existing leadership members, staff and volunteers
 - to inform parents/carers and other persons associated with the organisation what behaviour they can expect from the organisation's leadership, staff and volunteers
 - to support and inform organisational protocols and reporting procedures should breaches of the code be suspected or identified
 - include a reference to the code of conduct in employment advertisements and contracts to ensure compliance.
 - All personnel of Ivanhoe Primary are responsible for supporting the safety, participation, wellbeing and empowerment of children by:
 - adhering to the school's child safe policy at all times and upholding our statement of commitment to student safety at all times
 - taking all reasonable steps to protect children from abuse
 - treating everyone with respect
 - listening and responding to the views and concerns of children, particularly if they are telling you that they or another student has been abused and/or are worried about their safety or the safety of another
 - promoting the cultural safety, participation and empowerment of Aboriginal students (for example, by never questioning an Aboriginal student's self-identification)
 - promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
 - promoting the safety, integration and empowerment of students with a disability (for example, during personal care activities)
 - ensuring as far as practicable that adults are not left alone with a child
 - reporting any allegations of student abuse to Ivanhoe Primary School's Child Safety Officer (Assistant Principal), and ensure any allegation is reported to the police or student protection
 - reporting any student safety concerns to Child Safety Officer (Principal/Assistant Principal)
 - if an allegation of student abuse is made, ensure as quickly as possible that the child/children are safe
 - encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.
- Staff and volunteers must not:
- develop any 'special' relationships with students that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
 - exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometimes, for example while reading a storybook to a child in a Foundation class in an open plan area)

- put children at risk of abuse (for example, by locking doors)
 - do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
 - engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
 - use inappropriate language in the presence of children
 - express personal views on cultures, race or sexuality in the presence of children
 - discriminate against any child, including because of culture, race, ethnicity or disability
 - ignore or disregard any suspected or disclosed child abuse.
- By observing these standards, you acknowledge your responsibility to immediately report any breach of this code to Ivanhoe Primary Student Safety Officer (Principal/Assistant Principal). If you believe a student is at immediate risk of abuse phone 000.
 - This Code of Conduct is included in the *Camps & Excursions Policy* and *Volunteers in Schools Policy*. Where it is specified in these policies, volunteers will agree to adhere to this Code of Conduct by signing this document.

Name:

Signature:

Date:

Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.

© State of Victoria, Department of Health and Human Services, December 2015.

Where the term 'Aboriginal' is used it refers to both Aboriginal and Torres Strait Islander peoples. Indigenous is retained when it is part of the title of a report, program or quotation. Throughout this paper we refer to 'Aboriginal peoples' rather than 'Aboriginal people' to reflect the plurality and diversity of Victorian Aboriginal communities.

Available at: www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies-guidelines-and-legislation/student-safe-standards

Policy last reviewed in July 2016

Not a mandatory policy
School Council Approval No Longer Required

PROTECT



Spotting the Warning Signs of Child Abuse: For School Staff

A REASONABLE BELIEF

What do I do if I suspect (form a reasonable belief) a child is being abused?

You **MUST** take action as soon as you witness an incident, receive a disclosure or suspect that a child has been, or is at risk of being abused. You **MUST** act whenever you form a reasonable belief which means acting even if you are unsure and have not directly observed the abuse. Failure to act can be a criminal offence.

You **MUST** follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse

When should I act?

You **MUST** act even if you are unsure and have not observed the abuse.

You **MUST** follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse. Failure to act can be a criminal offence.

What is child abuse?

Child abuse can include physical abuse, sexual abuse, grooming, emotional or psychological harm, neglect or family violence.

It doesn't have to involve physical contact or force. Child abuse can include:

- talking to a child in a sexually explicit way
- grooming a child for future sexual activity
- forcing a child to watch pornography
- being witness to family violence
- failing to provide a child with an adequate standard of nutrition, supervision or medical care to the extent that the development of the child is placed at serious risk, or is significantly impaired.

Who is most likely to be impacted by child abuse?

Any child can be victim to child abuse, however children who are vulnerable, isolated and/or have a disability are disproportionately abused.

Abuse is often committed by someone the child knows well such as a family member or someone within the school setting. In fact, child abuse can be committed by any member of the community.

Regardless of who the perpetrator or victim is the trauma of child abuse can have devastating impacts upon a child's wellbeing and development that can last for the rest of their life.

This is why it is critical that we respond immediately to any form of suspected abuse within our school communities.



What are the signs that a child has been abused?

The most common physical and behavioural indicators of child abuse are outlined below. This is not an exhaustive list.

If you feel uncomfortable about a child's physical presentation or behaviour, but have not directly witnessed or been told about abuse, or risk of abuse, you should still act.

You can seek further advice and if you form a reasonable belief that a child has been abused, is being abused, or is at risk of abuse then you **MUST** follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse.

Common PHYSICAL indicators of child abuse

- bruises, welts, cuts/grazes or burns (especially those on back, bottom, legs, arms and inner thighs or in unusual configurations and may resemble an object)
- internal injuries and bone fractures not consistent with the explanation offered
- any injury to the genital or rectal area (e.g. bruising, bleeding, infection or anything causing pain to go to the toilet)
- wearing clothes unsuitable for weather conditions to hide injuries
- sexually-transmitted diseases and/or frequent urinary tract infections
- appearing consistently dirty and unwashed and/or inappropriately dressed for weather conditions
- being consistently hungry, tired and listless
- having unattended health problems and lack of routine medical care
- internal injuries.

Common BEHAVIOURAL indicators of child abuse

- disclosure of abuse and/or drawings or writing which depicts violence and abuse
- habitual absences from school without reasonable explanation
- significant and unexplained delays in emotional, mental or physical development
- regressive or unusual changes to behaviour (e.g. sudden decline in academic performance, nervousness, depression, withdrawal, hyperactivity, aggression, bedwetting)
- drug or alcohol misuse, suicide or self-harm, harm to others or animals
- an inconsistent or unlikely explanation for an injury, or inability to remember the cause
- reluctance to go home and/or a wariness or fear of a parent/carer
- unusual fear of physical contact with adults
- persistent and age-inappropriate sexual activity (e.g. excessive masturbation or rubbing genitals against adults, promiscuity)
- poor self-care or personal hygiene
- an unusually close connection with an older person
- possessing expensive gifts or money (e.g. a new mobile phone given to them by a "friend")
- taking on a caretaker role prematurely, trying to protect other family members.

What are the signs that an adult is perpetrating abuse?

The most common indicators that an adult is abusing a child are outlined below. This is not an exhaustive list.

If you feel uncomfortable in any way about a relationship between an adult and a child (or inappropriate relationships between children such as siblings) you **MUST** still act by following the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse.

Common indicators of adults abusing children

Family members (parents, siblings, extended family)

- attempts by one parent to alienate their child from the other parent
- overprotective or volatile relationships
- reluctance by the child to be alone with one or more of their family members
- a child and a sibling behaving like boyfriend and girlfriend (embarrassment if they are found alone together).

Other adults (e.g. school staff member, volunteers, coaches)

- touching a child inappropriately
- bringing up sexual material or personal disclosures into conversations with a child
- inappropriate contact with the child (e.g. calls, emails, texts, social media)
- obvious or inappropriate preferential treatment of the child (making them feel "special")
- giving inappropriate/expensive gifts to a child
- having inappropriate social boundaries (e.g. telling the child about their own personal problems)
- offering to drive a child to or from school
- inviting themselves over to their homes, calling them at night
- befriending the parents/carers of the child and making visits to their home
- undermining the child's reputation (so that the child won't be believed).

Where to go for further advice?

- Your Principal or a member of the leadership team
- DHHS Child Protection on 131 278
- Your local police station

In addition, Catholic school staff can contact their local diocesan education office:

- Archdiocese of Melbourne: Student Wellbeing Information Line on (03) 9267 0228
- Diocese of Sale: Senior Education Consultant on (03) 5622 6600
- Diocese of Ballarat: Student Wellbeing on (03) 5337 7135
- Diocese of Sandhurst: Team Leader Pastoral Wellbeing on (03) 5443 2377.

Want to know more?

The advice contained within this factsheet is drawn from *Identifying and Responding to All Forms of Abuse in Victorian Schools* which can be found at www.education.vic.gov.au/protect

You must refer to this guidance to ensure you meet your obligations to protect children.

To familiarise yourself with this policy and to consider how it applies in different scenarios, visit www.education.vic.gov.au/protect.



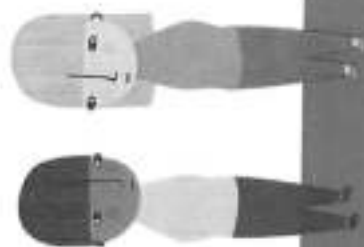
FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT

THE EDUCATION STATE

VICTORIA
Education and Training



YOU MUST TAKE ACTION

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

- You must act, by following the 4 critical actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.
- You must act if you form a suspicion/reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).
- You must use the Responding to Suspected Child Abuse template to keep clear and comprehensive notes.

* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

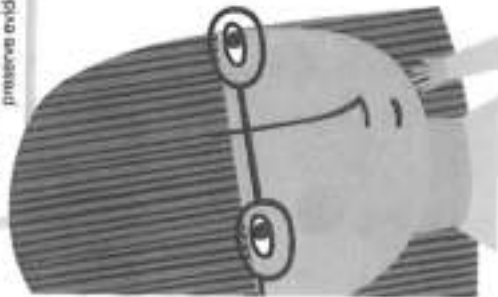
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RESPONDING TO AN EMERGENCY

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

- If a child is at immediate risk of harm you must ensure their safety by:
- separating alleged victims and others involved
 - advising first aid
 - calling 000 for urgent medical and/or police assistance to respond to immediate health or safety concerns
 - identifying a contact person at the school for future liaison with Police.

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



2

REPORTING TO AUTHORITIES

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

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE

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

You must also report internally to:

- GOVERNMENT SCHOOLS
 - School Principal and/or leadership team
- CATHOLIC SCHOOLS
 - School Principal and/or leadership team
- INDEPENDENT SCHOOLS
 - School Principal and/or school chaplain

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION

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

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

VICTORIA POLICE

You must also report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You must also report internally to:

GOVERNMENT SCHOOLS

You must also report to:

- School Principal and/or leadership team
- DET Security Services Unit

CATHOLIC SCHOOLS

You must also report to:

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

INDEPENDENT SCHOOLS

You must also report to:

- School Principal and/or school chaplain

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

3

CONTACTING PARENTS/CARERS

Your Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

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

4

PROVIDING ONGOING SUPPORT

Your school must provide support for children impacted by abuse. This should include the development of a Student Support Plan in consultation with wellbeing professionals. This is an essential part of your duty of care requirements. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.

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

CONTACT

DHHS CHILD PROTECTION

AREA

- North Division 1300 664 8777
- South Division 1300 655 795
- East Division 1300 360 381

West Division (Bund) 1600 075 899

West Division (Metrol) 1300 664 8777

AFTER HOURS

After hours, weekends, public holidays 13 12 78

CHILD FIRST

www.dhs.vic.gov.au

VICTORIA POLICE

000 or your local police station

DET SECURITY SERVICES UNIT
(03) 9589 6266

STUDENT INCIDENT AND RECOVERY UNIT
(03) 9637 2934

EMPLOYEE CONDUCT BRANCH
(03) 9637 2595

DIOCESAN OFFICE
Melbourne (03) 9287 0228
Ballarat (03) 5337 7155
Sale (03) 5622 8600
Sandhurst (03) 5443 2377

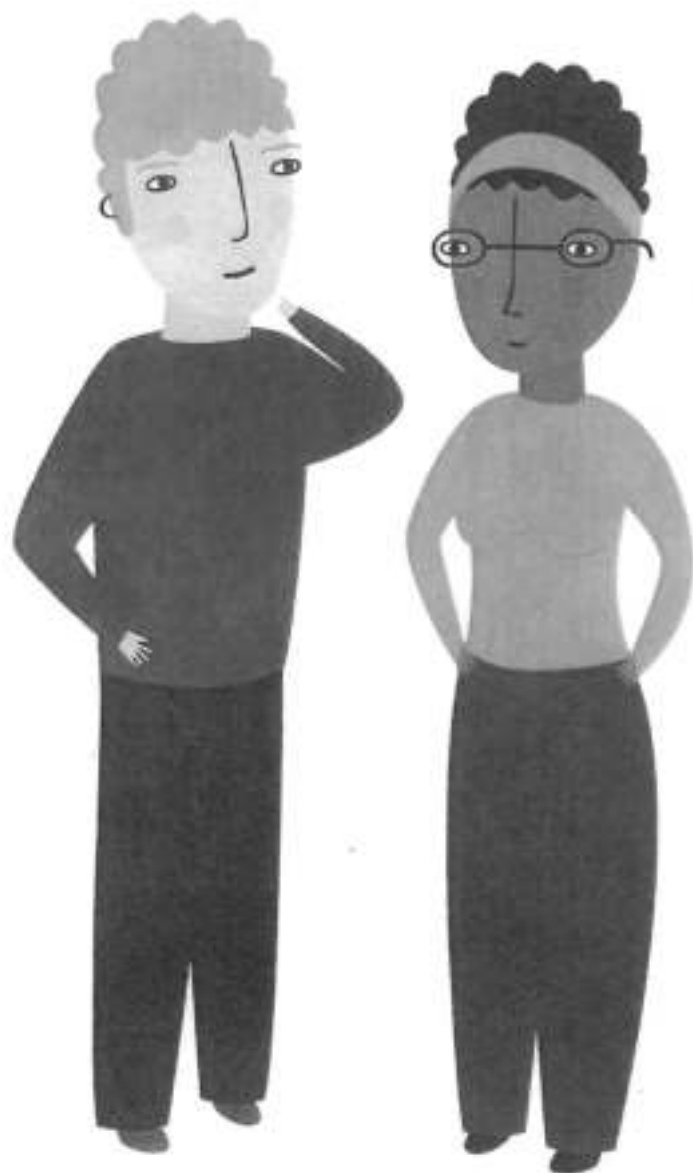
INDEPENDENT SCHOOLS
VICTORIA
(03) 9625 7200

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources
www.education.vic.gov.au/protect

CHILD ABUSE INCIDENT REPORTING FORM

RESPONDING TO AN EMERGENCY

DID THE CHILD REQUIRE FIRST AID? PROVIDE DETAILS IF 'YES'.

WHO ADMINISTERED THIS? (NAME AND TITLE)

DID THE CHILD REQUIRE FURTHER IMMEDIATE MEDICAL ASSISTANCE?

CURRENT LOCATION AND SAFETY STATUS:

E.G. ARE ALL IMPACTED STUDENTS SAFE AND NOT IN ANY IMMEDIATE DANGER?

IF A CHILD IS IN IMMEDIATE DANGER SCHOOL STAFF SHOULD REPORT IMMEDIATELY TO VICTORIA POLICE ON 000

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:

FAMILY BACKGROUND

FAMILY COMPOSITION (IF KNOWN):

LIST PARENTING OR CARE ARRANGEMENTS AND SIBLING NAMES AND AGES

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

FAMILY BACKGROUND

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

LIKELY REACTION TO A REPORT BEING MADE (IF KNOWN):

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

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

NAME:

GENDER

DATE OF BIRTH:

RELATIONSHIP TO CHILD:

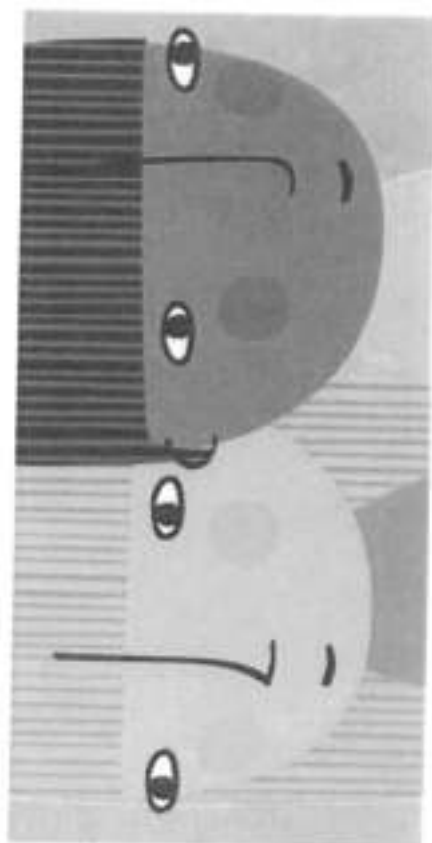
NOTHING IF THEY ARE WITHIN THE SCHOOL OR WITHIN THE FAMILY AND COMMUNITY (THIS WILL
IMPACT ON WHO YOU REPORT TO)

ADDRESS:

CONTACT DETAILS:

PROTECT

IPS CHILD SAFETY RISK REGISTER



Responsible staff member: Pam Wright, Assistant Principal

Approved by School Principal:

Register name: Child Safety Risk Register

Date reviewed: 22/07/2020

Next review due: 21/07/2021

Location(s): Ivanhoe Primary School, 124 Waterdale Road, Ivanhoe, 3079

Risk Title & Description	Risk Causes & Consequences	Existing risk management strategies (existing controls)	Current Risk Assessment			New risk management strategies (treatments)	Who is responsible for each new treatment (noting that the principal is ultimately responsible)	Date of new risk management strategies (treatments)
			Current Risk Consequence How big would the impact of this risk be if it occurred? (choose one)	Current Risk Likelihood How likely is this risk to occur? (choose one)	Current Risk Rating What is the current risk level based on the risk rating matrix the low, medium or high page 9/17			
<p>Risk Title Non-child safe school culture</p> <p>Risk short description There is a risk the school does not develop a culture of child safety</p>	<p>Causes</p> <ul style="list-style-type: none"> Lack of an effective child safety risk management strategy Failure to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety School fails to monitor who is on the premises Lack of reporting procedures Lack of understanding of roles and responsibilities in relation to child safety Lack of leadership on child safety <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Underreporting of child safety incidents to relevant authorities Inappropriate behaviour not reported within school Physical or psychological injury Stress for all personnel involved, which could lead to occupational health and safety issues 	<ol style="list-style-type: none"> Child safety risk management strategies are implemented Child safety policy or statement of commitment Child safety code of conduct Strategies to embed an organisational culture of child safety are adopted Human resources practices for child safe organisations are in place A child safety officer/champion for the school is appointed Staff, volunteers, visitors and contractors receive induction regarding the school's child safety policies, procedures and practices. 	Severe	Unlikely	High	<ol style="list-style-type: none"> Organise Principal, school council and staff to complete training about: <ol style="list-style-type: none"> individual and collective obligations and responsibilities for managing the risk of injury/child abuse child abuse risks in the school environment; and the school's current child safety standards Develop strategies to deliver appropriate education to students (see A Guide to Support Victorian Schools to Meet Child Safe Standard 2, and <u>Engagement and participation of children</u>) about: <ol style="list-style-type: none"> standards of behaviour for students attending the school; healthy and respectful relationships (including sexuality); resilience; and child abuse awareness and prevention. Inclusion of child safety obligations in staff position descriptions. Introduce child safety as a standard discussion item on School Leadership Team meetings and staff meetings. 	<ol style="list-style-type: none"> Principal and Assistant Principal and School Council President. Assistant Principal Principal Prin / AP 	Term 3

	<ul style="list-style-type: none"> Non-compliance with minimum standards/Min Order 870 Breach of duty of care/organisational duty of care Litigation / adverse court ruling Reputation damage (School/Department) Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 	<ol style="list-style-type: none"> Child safety policy and statement of commitment Child safety code of conduct Procedures for responding to and reporting suspected child abuse are developed and implemented Recording your actions: responding to suspected child abuse template is readily available to all staff Performance management procedures are in place 	<p>Severe</p> <p>Unlikely</p> <p>High</p>			<ol style="list-style-type: none"> Develop and distribute regular school bulletins containing material related to child safety to inform the school community <ul style="list-style-type: none"> Conduct periodic reviews of the effectiveness of the child safety risk management strategies put into practice and, if considered appropriate, revise those strategies. 	3. Principal / AP	
Risk Title Child abuse is not reported Risk short description There is a risk that the school does not report child safety concerns	Causes <ul style="list-style-type: none"> Lack of reporting protocols Staff not aware of reporting protocols obligations Familiarity of relationships Poor child safety culture Consequences <ul style="list-style-type: none"> Child safety incident occurs Underreporting of child safety incidents to relevant authorities Inappropriate behaviour not reported within school Physical or psychological injury Stress for all personnel involved, which could lead to occupational health and safety issues Criminal penalties: <ul style="list-style-type: none"> Failure to Report and/or Failure to Protect offences, Penalties under the Responsible Conduct Scheme Non-compliance with minimum standards/Min Order 870 Breach of duty of care/organisational duty of care Litigation / adverse court ruling Reputation damage (School/Department) Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 	<ol style="list-style-type: none"> Child safety policy and statement of commitment Child safety code of conduct Procedures for responding to and reporting suspected child abuse are developed and implemented Recording your actions: responding to suspected child abuse template is readily available to all staff Performance management procedures are in place 	<p>Severe</p> <p>Unlikely</p> <p>High</p>			<ol style="list-style-type: none"> Ensure all school mandatory reporters (and other school staff if possible) undertake the <u>Protecting Children: Mandatory Reporting and other</u> QIMM online module annually Organise Principal, school council and staff to complete training about: <ul style="list-style-type: none"> Individual and collective obligations and responsibilities for managing the risk of injury/child abuse Child abuse risks in the school environment; and The school's current child safety standards Inclusion of child safety obligations in staff position descriptions. Child safety is a discussion item on School Leadership Team meetings and staff meetings. 	1. AP 2. Principal and Assistant Principal and School Council President 3. Principal 4. Principal / AP	
Risk Title Child safety incident due to a child being unsupervised in the school environment Risk short description There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities	Causes <ul style="list-style-type: none"> School fails to monitor who is on the premises Lack of student supervision Lack of appropriate risk management practices in place for recreational or other activities Inappropriate building design Consequences <ul style="list-style-type: none"> Child safety incident occurs Underreporting of child safety incidents to relevant authorities Inappropriate behaviour not reported within school Physical or psychological injury 	<ol style="list-style-type: none"> Enforce minimum practices for child safety organisations are implemented Organised 'yard duty' for teachers before, during and after school Staff to student ratios are observed Visitor and contractor sign-in process, perimeter control (SPAG – Visit only in School) 	<p>Major</p> <p>Possible</p> <p>High</p>			<ol style="list-style-type: none"> Develop and implement policies and procedures to reduce situations where a child may be unsupervised including during recreational or other activities Clear windows in walls to enable visibility of occupants Assessment of new or changed physical environments for child safety risks Restrict or block off access to isolated, internally lockable, hidden or dark rooms or environments at the school Child safety is a discussion item in School Leadership Team meetings and staff meetings Regular reminders to staff on this risk during School Leadership Team meetings and staff meetings 	1. AP 2. Principal / AP 3. HR / QM&S 4. Principal / AP 5. Principal / AP 6. Principal / AP 7. Principal / AP	

<p>Risk Title Contractor(s) on the premises commit abuse</p> <p>Risk short description There is the risk that contractor(s) commit abuse</p>	<p>Causes</p> <ul style="list-style-type: none"> School fails to monitor who is on the premises Lack of supervision Contractors not aware of school arrangements Lack of background checks on contractors <p>Consequences</p> <ul style="list-style-type: none"> Child safety incidents occur Under-reporting of child safety incidents to relevant authorities Inappropriate behaviour not reported within school Physical or psychological injury Stress for all personnel involved, which could lead to occupational health and safety issues Criminal penalties: <ul style="list-style-type: none"> Failure to Report and/or Failure to Protect offence, Penalties under the Reportable Conduct Scheme Non-compliance with minimum standards/Min Order 870 Breach of duty of care/organisational duty of care Litigation / adverse court ruling Reputation damage (School/Department) Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments 	<p>1. The Visitors in Schools policy is followed where appropriate</p> <p>2. Screening checks, including working with children checks or referee checks</p> <p>3. Visitor and contractor sign-in process, perimeter control (SP45 – 210bits in Schools)</p> <p>4. Signage at school office clearly directing visitors to reception</p> <p>5. Child safety risk management strategies are adopted as appropriate.</p>	<p>Moderate</p>	<p>Rare</p>	<p>1. Refresher training for frequent contractors.</p> <p>2. Contractor induction.</p> <p>3. All contractors supervised while on school grounds</p> <p>4. Staff trained to question unaccompanied visitors on school premises.</p>	<p>1. OH&S Business Manager</p> <p>2. Prin / AP / Admin</p>
<p>Risk Title School staff member or volunteer commits abuse</p> <p>Risk short description There is a risk that a school staff member commits abuse</p>	<p>Causes</p> <ul style="list-style-type: none"> Circumvention of proper pre-employment procedures, including no background/suitability checks A non-compliant recruitment process Non-compliance with relevant policies and procedures including conflict of interest policy Unethical behaviour Lack of child safety culture <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Under-reporting of child safety incidents to relevant authorities Inappropriate behaviour not reported within school Physical or psychological injury Stress for all personnel involved, which could lead to occupational health and safety issues Criminal penalties: <ul style="list-style-type: none"> Failure to Report and/or Failure to Protect offence, Penalties under the Reportable Conduct Scheme Non-compliance with minimum standards/Min Order 870 	<p>1. The DET Recruitment in Schools guide is followed, including appropriate screening and referee checks for preferred candidates.</p> <p>2. Child safety Code of Conduct</p> <p>3. Child Safety Policy</p> <p>4. Suitability Checks for School Volunteers and Visitors</p> <p>5. Performance and development and review processes with regular feedback to provide opportunities to discuss any concerns</p> <p>6. Human Resources practices for child safe organisations are implemented</p> <p>7. Staff management practices as highlighted in the staff handbook</p> <p>8. Planning policy are in place</p> <p>9. Regular staff meetings and Principal 1:1 meetings with staff</p> <p>10. Manager Assist telephone advisory service</p> <p>11. If required refer to HR/WRB Complaints, unsatisfactory performance and misconduct</p> <p>12. School duty of care</p> <p>13. Child safety risk management strategies are adopted as appropriate.</p>	<p>1. Ensure that staff are regularly reminded of their child safety obligations and undergo refresher training</p> <p>2. Thorough induction process</p> <p>3. Leadership model child safe culture</p> <p>4. Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns</p> <p>5. Principal Performance and development</p> <p>6. Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals' and indicators of abuse – see Identifying and Responding to All Forms of Abuse in Victorian Schools</p> <p>7. Child safety standard discussion item on School Leadership Team meetings and staff meetings</p> <p>8. Ensure all school mandatory reporters (and other school staff if possible) undertake the Protecting Children - Mandatory Reporting and other Obligations online module annually</p> <p>9. Develop strategies to deliver appropriate education to students (see A Guide to Support Victorian Schools to Meet Child Safe Standard 2 and Commitment and participation of children) about: <ul style="list-style-type: none"> standards of behaviour for students attending the school </p>	<p>Moderate</p>	<p>Rare</p>	<p>1. AP</p> <p>2. AP</p> <p>3. Principal / AP</p> <p>4. Principal / AP</p> <p>5. Principal</p> <p>6. Principal / AP</p> <p>7. Principals AP</p> <p>8. AP</p> <p>9. AP / Wellbeing LS</p>

	<ul style="list-style-type: none">Breach of duty of care/organisational duty of careLitigation / adverse court rulingReputation damage (School/Department)Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments						<ul style="list-style-type: none">healthy and respectful relationships (including sexuality);resilience; andchild abuse awareness and prevention		
Risk Title Child safety incident at excursions and camps	Causes <ul style="list-style-type: none">Lack of awareness of local conditions (unknown people and environments)School fails to monitor who is in vicinity of school camps / excursionsLack of supervisionInappropriate student behaviourFailure to consider child safety risksLack of appropriate risk management practices in place for recreational or other activities Consequences <ul style="list-style-type: none">Child safety incident occursUnderreporting of child safety incidents to relevant authoritiesInappropriate behaviour not reported within schoolPhysical or psychological injuryStress for all personnel involved, which could lead to occupational health and safety issuesCriminal penalties:<ul style="list-style-type: none">Failure to Report and/or Failure to Protect offence,<ul style="list-style-type: none">Penalties under the Reportable Conduct SchemeNon-compliance with minimum standards/Min Order 870Breach of duty of care/organisational duty of careLitigation / adverse court rulingReputation damage (School/Department)Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments						<ol style="list-style-type: none">1. Team Leader(s) to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions.2. Specific child safety briefing for excursions/camp staff and volunteers3. Avoid staff members/volunteers being alone with students4. Child safety considered when determining sleeping arrangements.	<ol style="list-style-type: none">1. Team leader2. Camp Coordinator3. Camp Coordinator4. Camp Coordinator	
Risk short description There is a risk that a child safety incident occurs whilst on excursions and camps.					Moderate	Unlikely	Mission		