

RED ROCK

CHRISTIAN COLLEGE

340 Settlement Rd Sunbury PO Box 455 Sunbury 3429 03 9740 5400
redrock.cc@bigpond.com www.redrock.vic.edu.au ABN: 73 139 292 866

Child Safety Policy

**Including Students at Risk and
Mandatory Reporting**

POLICY DOCUMENTATION INFORMATION

Title:	Child Safety Policy Including Students at Risk and Mandatory Reporting.
Author:	K. McCoy
Issue Date:	August 2016
Review Date:	2019

Acknowledgements:

Child Protection Toolkit

-Moores Legal Pty Ltd, Our Community 2016

Child Safe Standard Resources

-Victorian Registration & Qualifications Authority

Grooming Offence

-Department of Justice and Regulation

An Overview of the Victorian Child Safe Standards

- Victorian Department of Health and Human Services

Related Documents:

Ministerial Order 870

Crimes Act 1958 (Vic)

Crimes Amendment (Grooming) Act 2014

Betrayal of Trust Implementation, Child Safe Standards and Capacity Building Consultation Report 2015 – State of Victoria, Department of Health and Human Services

College Related Documents:

The college has specific policies and procedures in place to support our leadership, staff and volunteers to achieve our commitment to a child safe learning environment.

- Students at Risk Policy incorporating Mandatory Reporting (policy 8.4.1)
- Protective Behaviour Education (policy 8.4.2)
- Working with Children Check (policy 8.4.4)
- Employment of Staff (policy 4.0)
- Education outside the Classroom (policy 7.4)
- Excursion and Camp Planning & Parent Volunteer Documents
- Risk Management (8.6.10 policy)
- Child Safe Code of Conduct
- Wellbeing Statement
- Casual Relief Teachers Manual

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1. PURPOSE

The purpose of this policy is:

1. To demonstrate the College's commitment to child safety;
2. To facilitate the prevention of child abuse occurring within Red Rock Christian College and or during events associated with the College;
3. To work toward an organisational culture of child safety;
4. To ensure all parties are aware of their responsibilities for identifying possible occasions for child abuse and for establishing controls and procedures for preventing child abuse and or detecting and reporting abuse when it occurs;
5. To provide the College community with guidance as to action that is required where they suspect abuse within or outside the school community;
6. To assist the College community to feel safe and enabled to disclose child safety concerns;
7. To provide assurance that children who disclose child abuse will be supported and action will be taken to ensure their safety;
8. To provide assurance that any and all suspected abuse will be reported to the appropriate authorities;
9. To provide assurance that any and all suspected abuse that occurs by staff, volunteers or contractors will be reported and fully investigated;
10. To provide a clear statement to the College community, including visitors, volunteers and contractors that we have zero tolerance of child abuse;

2. RATIONAL

At the heart of what we believe is that all children are 'fearfully and wonderfully' made by our loving God. Our Wellbeing Statement outlines our endeavours to create a culture in which students thrive. A culture of wellbeing is one in which students feel they belong; have a strong and positive identity and are connected in healthy relationships with peers and staff. A culture of wellbeing creates a safe environment in which students are more likely to demonstrate help seeking behaviours and identify trusted adults they can talk to about concerns or harmful situations they or their friends are facing.

Red Rock Christian College is committed to a learning and working environment for its students and staff that is safe, supportive, caring; and free from wrongful discrimination and sexual harassment.

The College believes in the inherent value of all people and therefore promotes the cultural safety of Aboriginal children, and all children from culturally diverse and or linguistically diverse backgrounds; and promotes the safety of children with a disability.

We therefore, want our students to learn and grow in an environment in which they know people care about them and honour who they are.

Every person within the College community is responsible for the care and protection of students, maintaining zero tolerance to child abuse. The school requires that staff, students and other members of the community treat each other with respect and love. Staff are expected to display Christian love and appropriate professional behaviour in their dealings with each other and the students in their care.

We are committed to:

- treating all allegations and safety concerns seriously and consistently with our robust policies and procedures
- rigorously follow legal and moral obligations to contact authorities when we have concerns about a child's safety
- preventing child abuse and identifying risks early, and removing and reducing these risks
- applying robust recruitment practices for all staff
- regularly training and educating our staff and volunteers on child abuse risks

3. DEFINITIONS

Child means a person below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

Child protection means any responsibility, measure or activity undertaken to safeguard children from harm.

Child abuse means all forms of physical abuse, emotional ill-treatment, sexual abuse and exploitation, neglect or negligent treatment, commercial (e.g. for financial gain) or other exploitation of a child and includes any actions that results in actual or potential harm to a child.

Child sexual assault is any act which exposes a child to, or involves a child in, sexual processes beyond his or her understanding or contrary to accepted community standards. Sexually abusive behaviours can include the fondling of genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or any other object, fondling of breasts, voyeurism, exhibitionism, and exposing the child to or involving the child in pornography. It includes child grooming, which refers to actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child to lower the child's inhibitions in preparation for sexual activity with the child.

Reasonable grounds for belief is a belief based on reasonable grounds that child abuse has occurred when all known considerations or facts relevant to the formation of a belief are taken into account and these are objectively assessed. Circumstances or considerations may include the source of the allegation and how it was communicated, the nature of and details of the allegation, and whether there are any other related matters known regarding the alleged perpetrator.

A reasonable belief is formed if a reasonable person believes that:

- (a) The child is in need of protection,
- (b) The child has suffered or is likely to suffer “significant harm as a result of physical injury”,
- (c) The parents are unable or unwilling to protect the child.

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) A child states that they have been physically or sexually abused;
- b) A child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves);
- c) Someone who knows a child states that the child has been physically or sexually abused;
- d) Professional observations of the child’s behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused; and/or
- e) Signs of abuse lead to a belief that the child has been physically or sexually abused.

4. ROLES AND RESPONSIBILITIES

Child Safety is a shared responsibility of all members of Red Rock Christian College. This includes staff, volunteers, contractors, visitors, students and families.

The Board of Governance is responsible for:

The Board of Red Rock Christian College has ultimate responsibility for the detection and prevention of child abuse and is responsible for ensuring that appropriate and effective internal control systems are in place. The Board is also responsible for ensuring that appropriate policies and procedures and a Child Protection Code of Conduct are in place.

The Principal is responsible for:

- Dealing with and investigating reports of child abuse;
- Ensuring that all staff, contractors, and volunteers are aware of relevant laws, organisational policies and procedures, and the organisation’s Code of Conduct;
- Ensuring that all adults within the Red Rock Christian College community are aware of their obligation to report suspected sexual abuse of a child in accordance with these policies and procedures;
- Ensuring that all staff, contractors and volunteers are aware of their obligation to observe the Code of Conduct (particularly as it relates to child safety);
- Providing support for staff, contractors and volunteers in undertaking their child protection responsibilities.

Staff in leadership roles must ensure that they:

- Promote child safety at all times;
- Assess the risk of child abuse within their area of control and eradicate / minimise any risk to the extent possible;
- Educate employees about the prevention and detection of child abuse; and
- Facilitate the reporting of any inappropriate behaviour or suspected abusive activities.

The Leadership team should be familiar with the types of abuse that might occur within their area of responsibility and be alert for any indications of such conduct.

All **staff/volunteers/contractors** share in the responsibility for the prevention and detection of child abuse, and must:

- Familiarise themselves with the relevant laws, the Code of Conduct, and Red Rock Christian College's policy and procedures in relation to child protection, and comply with all requirements;
- Report any reasonable belief that a child's safety is at risk to the relevant authorities (such as the police and / or DHS Child Protection) and fulfil their obligations as mandatory reporters;
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to a responsible person in the organisation); and
- Provide an environment that is supportive of all children's emotional and physical safety.

5. IMPLEMENTATION

5.1 Employment

Red Rock Christian College takes reasonable steps to employ skilled people to work with children. We develop selection criteria which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our organisation understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

Red Rock Christian College undertakes a comprehensive recruitment process which aims to:

- Promote and protect the safety of all children under the care of the organisation;
- Identify the safest and most suitable people who share the College's values and commitment to protect children; and
- Prevent a person from working at the College if they pose a risk to children.

Red Rock Christian College requires all workers/volunteers to pass through the organisation's recruitment and screening processes prior to commencing their engagement with the College.

Persons applying for a role as a teacher with the College must be registered with the Victorian Institute of Teaching.

Red Rock Christian College may require applicants to provide a police check in accordance with the law and as appropriate, before they commence working at the College and during their time with the College at regular intervals.

All non-teaching staff and volunteers must have a current Working With Children Check.

Red Rock Christian College will undertake thorough reference checks as per the approved internal procedure.

Once engaged, workers/volunteers must review and acknowledge their understanding of this Policy.

5.2 Child Safe Code of Conduct

All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff, volunteers, students and their families are given the opportunity to provide feedback on the Code of Conduct.

5.3 Training and supervision

Training and education is important to ensure that everyone in our organisation understands that child safety is everyone's responsibility.

Our school culture aims for staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations 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.

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

New employees and volunteers will be supervised regularly to ensure they understand our school's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (refer to our code of conduct). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

5.4 Identifying and Managing Risk of Child Abuse

In Victoria, organisations are required to protect children when a risk is identified. In addition to general occupational health and safety risks, we proactively manage risks of abuse to our students.

We have risk management strategies in place to identify, assess and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, doors that can lock), and online environments (for example, no contact on social media)

5.5 Identifying Students at Risk of Child Abuse

The Australian Government, Department of Health provides a broad definition of 'at risk' to capture the students wellbeing, integration, social and educational outcomes. Although, students at our College may be exposed to risk factors within these categories, for the purpose of this policy, the focus is for those at risk of abuse.

It is accepted that students who are from Aboriginal background or are linguistically or culturally diverse may be at greater risk of abuse. Some factors that may contribute to this increase in risk are:

- past government policies like the forced removal of children from their homes and communities
- Lower socio-economic status
- Difference in child rearing practices
- Intergenerational trauma
- May not feel culturally safe enough to report abuse
- Distrust of social service providers
- Prior trauma or displacement and loss
- Communication barriers

Likewise students with disabilities are also considered to have an increased risk of being abused compared with children without a disability.

For students with disabilities the following may be some of the contributing factors:

- Impaired communication
- Prior abuse
- Less sexual education than peers

Signs of Abuse and Indicators of Students at Risk

Physical Violence

Physical violence occurs when a child suffers or is likely to suffer significant harm from a non-accidental injury or injuries inflicted by another person. Physical violence can be inflicted in many ways, including beating, shaking, burning or use of weapons (such as, belts and paddles).

Possible physical indicators are:

- Unexplained bruises;
- Burns and/or fractured bones.

Possible behavioural indicators are:

- Showing wariness or distrust of adults;
- Wearing long sleeved clothes on hot days (to hide bruising or other injury);
- Fear of specific people;
- Unexplained absences;
- Academic problems.

Sexual offences

Sexual offences occur when a person involves the child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to his/her age and development. Child sexual abuse can involve a range of sexual activity including fondling, masturbation, penetration, voyeurism and exhibitionism. It can also include exposure to or exploitation through pornography or prostitution, as well as grooming behaviour.

Possible physical indicators are:

- Presence of sexually transmitted diseases;
- Pregnancy.
- Vaginal or anal bleeding or discharge;

Possible behavioural indicators are:

- Displaying sexual behaviour or knowledge that is unusual for the child's age;
- Difficulty sleeping;
- Being withdrawn;
- Complaining of headaches or stomach pains;
- Fear of specific people;
- Showing wariness or distrust of adults;
- Displaying aggressive behaviour.

Serious emotional or psychological abuse

Serious emotional or psychological abuse occurs when harm is inflicted on a child through repeated rejection, isolation, or by threats of violence. It can include derogatory name-calling and put-downs, or persistent and deliberate coldness from a person, to the extent where the behaviour of the child is disturbed or their emotional development is at serious risk of being impaired. Serious emotional or psychological abuse could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.

Possible physical indicators are:

- Delays in emotional, mental, or even physical development;
- Physical signs of self-harming.

Possible behavioural indicators are:

- Exhibiting low self-esteem;
- Exhibiting high anxiety;
- Displaying aggressive or demanding behaviour;
- Being withdrawn, passive and/or tearful;
- Self-harming.

There are many indicators of child abuse. The presence of a single indicator, even several indicators, does not prove that abuse has occurred. However, the repeated occurrence of an indicator, or the occurrence of several indicators together, should alert teachers to the possibility of abuse.

5.6 Reporting

Our school takes our legal responsibilities seriously including:

- Failure to disclose: Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.

- In situations where a person in a leadership position is suspected in involvement in the abuse, or if the person having the suspicion does not believe the matter is being appropriately addressed or dealt with, the matter should be reported to the next highest level.
- Failure to protect: People of authority in our school will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- Any personnel who are mandatory reporters must comply with their duties.

The tables below outline mandatory and voluntary reporting requirements relevant to the state of Victoria.(Moore, Child Protection Toolkit, 2016)

Legislation	Mandated Reporters	When must a report be made?	Who is a child?	Who to report to?
Crimes Act 1958 (Vic)	Any person 18 years or older	A mandated reporter must make a report if they form a reasonable belief that a sexual offence has been committed in Victoria against a child by another person of or over the age of 18.	A person under 16 years old.	Victoria Police
Children, Youth and Families Act 2005 (Vic)	-Registered medical practitioners, midwives, and registered nurses -Teachers registered or granted permission to teach under the Education, Training and Reform Act 2006 (Vic) - Principals -Police	A mandated reporter must make a report as soon as is practicable if: - they form a belief on reasonable grounds that a child is in need of protection from physical injury or sexual abuse; - the parents cannot or will not protect the child; and - the belief is formed in the course of practising his/her position of employment.	A person under 17 years old.	DHHS Child Protection

Legislation	Voluntary Reporters	When can a report be made?	Who is a child?	Who to report to?
Children, Youth and Families Act 2005 (Vic)	Any person	A voluntary reporter may make a report if the person has a significant concern for the wellbeing of a child.	A person under 17 years old.	DHHS Child Protection Child First
	Any person	Any person may make a report if they believe on reasonable grounds that a child is in need of protection for any of the following reasons: -The child has been abandoned or the child's parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child -The child's physical development or health has been or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care. -The child has suffered or is likely to		DHHS Child Protection Victoria Police

		suffer: -significant harm as a result of physical injury and the parents are unable or unwilling to protect the child. -significant harm as a result of sexual abuse and their parents are unable or unwilling to protect the child. -emotional or psychological harm and the parents are unable or unwilling to protect the child.		
	Any person	Any person may make a report if they believe on reasonable grounds that a child is displaying sexually abusive behaviours and is in need of therapeutic treatment.	A person 10 years old or over, but under 15 years old.	DHHS Child Protection

5.7 Investigating

If the appropriate child protection service or the police decide to conduct an investigation of a report made concerning a student of Red Rock Christian College, all employees, contractors or volunteers must co-operate fully with the investigation.

Whether or not the authorities decide to conduct an investigation, the principal will consult with the authorities to determine whether an internal investigation is appropriate. If it is decided that such an investigation will not conflict with any proceeding of the authorities, the principal may decide to conduct such an investigation. All employees, contractors and volunteers must co-operate fully with the investigation.

Any such investigation will be conducted according to the rules of natural justice.

The principal will make every effort to keep any such investigation confidential; however, from time to time other members of staff may need to be consulted in conjunction with the investigation.

8. PROCEDURE FOR RESPONDING TO CHILD ABUSE

If a child discloses an incident of abuse or if a parent/carer raises concern or allegations of abuse which may have taken place at school, follow the guidelines in response. Remember, always take allegations seriously, make sure the child is safe and knows you will help.

- 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. Do not put words in their mouth or ask leading questions.
- Reassure the child that you take what they are saying seriously, and it is not their fault and they are doing the right thing in asking for help.
- Explain to them that this information may need to be shared with others, such as with their parent/care giver, or specific people in the school.
- Do not make promises to the child such as promising not to tell anyone.
- Do not leave the child in a distressed state. If they seem at ease in your company, stay with them.
- Provided them with an incident report form to complete, or complete it together if you think the child is able to do this.
- As soon as possible after the disclosure, record the information using the child's words and report the disclosure to the principal, police or child protection.
- Ensure the disclosure is recorded accurately, and that the record is stored securely.
- If you believe the child is in immediate risk of abuse call 000

Parent/Carer alleges their child has been abused at school

- Ask about the wellbeing of the child
- Explain that the school has processes to ensure all abuse allegations are taken seriously.
- Allow the parent/carer to talk through the incident in their own words,
- Advise the parent/carer that you will take notes during the discussion to capture details
- Explain to them the information may need to be repeated to authorities or together, such as the principal/board, the police or child protection.
- Do not make promises at this early stage, except that you will do your best to keep the child safe.
- Provide them with an incident report form to complete, or complete it together
- Ask the child what action they would like to take and advise them of what immediate steps will be taken.
- Ensure the report is recorded accurately, and that the record is stored securely.

8.1 Considering Diversity

It is important that steps are taken to ensure that the child and the child's family understand the situation and are supported. Some people from culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse; this may include a language

barrier or fear of authority. The school will endeavour to take appropriate action to assist in these situations:

- allow the person to have a family member or friend present
- provide an interpreter
- consult with parents of Aboriginal children or local Aboriginal community leaders to plan appropriate support

Some people with disabilities may face barriers in reporting allegations of abuse. The school will endeavour to take appropriate action to assist in these situations:

- allow the person to nominate a friend or family member to assist;
- provide sign language interpreter;
- consult with specialists or parent/carers;
- refer to the Department of Health and Human Services for assistance

8.2 College Procedure:

(Refer to Mandatory Reporting Policy 8.4.1)

If a person believes a child is in immediate danger of abuse, telephone 000.

STEP 1 Individual teachers should make observations and keep note of the concerns that exist that have led them to form the belief that a report may be necessary. It may assist teachers to think in terms of reporting behaviour or a series of behaviours and concerns.

STEP 2 These concerns should be discussed with the Principal.

STEP 3 After these internal discussions, it is usual that the teacher who formed the belief would report to DHS. However, it is possible that as a result of discussion with others in the school, it becomes clear that several teachers share the same belief. It is then possible and legal, that one nominated person may report to DHS on behalf of those teachers. This process must be documented in College records to protect individual teachers not making the report.

STEP 4 If a report is made to DHS, the reporting teacher must inform the Principal if he/she has not already done so. (Complete Incident Report or Child Safe Referral Report)

STEP 5 It should then be decided who else, if anyone should be informed. The need for confidentiality should be remembered at all times in the interests of the child and the family. Only where the welfare of the child will be affected should the matter be discussed with anyone else.

STEP 6 If following a report the family approaches the college, any interview must be conducted with a minimum of two College staff members present, including the principal. The focus of such a meeting should be the welfare of the child not on justifying the actions of the teacher/s involved.

STEP 7 Support for the reporting teacher/s and the student that is the cause for concern and anyone else affected should be arranged by the College with an appropriate Counsellor.

How to report to DHS

The following information is requested when making a report:

- The child's **name**, age and address
- The reason for believing that the injury or behaviour is the result of abuse
- The assessment of immediate danger to the child or children (information may be requested about the whereabouts of the alleged abuser/s)

- A description of the injury or behaviour observed
- The current whereabouts of the child
- Any other information about the family
- Relationship with the child of the person reporting.

The [DHS](#) Phone Number is: 1300 650 172. As a mandated notifier, the teacher must still notify DHS of his/her concerns even if all of the above information is not available. Failure to do this when you have reasonable grounds on which to form a belief is an offence and can incur a penalty.

8.3 Discipline and Dismissal

If it is alleged that a member of staff, contractor or a volunteer may have committed an offence or have breached the College's policies or its Child Safe Code of Conduct the person concerned may be stood down (with pay, where applicable while an investigation is conducted.

If the investigation concludes that an offence (or breach of the College's policies or Child Safe Code of Conduct) has occurred then disciplinary action may follow, up to and including dismissal or cessation of involvement with the organisation. The findings of the investigation will also be reported to any external body as required.

8.4 Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

9. REVIEW

Every two years, and following every reportable incident, a review shall be conducted to assess whether the organisation's child protection policies or procedures require modification to better protect the children under the organisation's care. Red Rock Christian College undertakes to seek the view, comments and suggestions from members of its community.

APPENDIX 1

Contact Details

Child Protection Crisis Line (24 Hours)	13 12 78
Child First	1300 786433
DHS North/West Child Protection	1300 664977
Kids Helpline	1800 551800
Life Line	13 11 14
Victorian Police	000

APPENDIX 2

A-Step-by-Step Guide to Making a Report to Child Protection

A step-by-step guide to making a report to Child Protection or Child FIRST

Protective concerns

You are concerned about a child because you have:

- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role.

At all times remember to:

- record your observations
- follow appropriate protocols
- consult notes and records
- consult with appropriate colleagues if necessary
- consult with other support agencies if necessary

STEP 1	STEP 2	STEP 3	STEP 4
<p>RESPONDING TO CONCERNS</p> <ol style="list-style-type: none"> 1. If your concerns relate to a child in need of immediate protection; or you have formed a belief that a child is at significant risk of harm*. Go to Step 4 2. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3 3. In all other situations Go to Step 2. <p>* Refer to Appendix 2: Definitions of child abuse and indicators of harm in the Protocol – <i>Protecting the safety and wellbeing of children and young people</i></p>	<p>FORMING A BELIEF ON REASONABLE GROUNDS</p> <ol style="list-style-type: none"> 1. Consider the level of immediate danger to the child. Ask yourself: <ol style="list-style-type: none"> a) Have I formed a belief that the child has suffered or is at risk of suffering significant harm? YES / NO and b) Am I in doubt about the child's safety and the parent's ability to protect the child? YES / NO 2. If you answered yes to a) or b) Go to Step 4 3. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3 	<p>MAKING A REFERRAL TO Child FIRST</p> <p>Child Wellbeing Referral</p> <ol style="list-style-type: none"> 1. Contact your local Child FIRST provider. <ul style="list-style-type: none"> • See over for contact list for local Child FIRST phone numbers. 2. Have notes ready with your observations and child and family details. 	<p>MAKE A REPORT TO CHILD PROTECTION</p> <p>Mandatory/Protective Report*</p> <ol style="list-style-type: none"> 1. Contact your local Child Protection Intake provider immediately. <ul style="list-style-type: none"> • See over for contact list for local Child Protection phone numbers. • For After Hours Child Protection Emergency Services, call 131 278. 2. Have notes ready with your observations and child and family details. <p>* <i>Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection</i></p>

For further information refer to *Protecting the safety and wellbeing of children and young people – A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools*

Contact Numbers

Department of Education and Early Childhood Development

Department of Human Services Child Protection

CHILD FIRST

METROPOLITAN REGIONS	Eastern	Northern	Western	Southern
	(03) 9265 2400	(03) 9488 9488	(03) 9291 6500	(03) 9794 3555

METROPOLITAN REGIONS	Intake Unit	Regional Office
	1300 360 391	Box Hill (03) 9843 6000
		Preston 1300 664 977
		Footscray 1300 360 462
		Dandenong (03) 9213 2111

Office for Children and Licensed Children's Services:

METROPOLITAN REGIONS

Eastern	(03) 9265 2400
Northern	(03) 9412 5333
Western	(03) 9275 7000
Southern	(03) 9096 9555

RURAL REGIONS

Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

Important information for government schools

Principals of Victorian Government schools must report all incidents to the Emergency and Security Management Unit on

03 9589 6266

Victorian Government schools should contact the Student Critical Incident Advisory Unit (SCIAU), Student Wellbeing Division, for advice and support when responding to allegations of student sexual assault or inappropriate sexual behaviours.

The SCIAU can be contacted on

03 9637 2934 or 03 9637 2487.

Victorian Government School Principals should refer to the flowchart – Responding to Allegations of Student Sexual Assault Compulsory Actions for Principals at:

<http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm>

After hours Child Protection Emergency Services (AHCPEs)
Statewide number for all emergency child protection matters outside of normal business hours (24 hours, 7 days a week): **131 278**

Victoria Police

000

Catholic Education Offices

Catholic Education Office, Melbourne	(03) 9267 0228
Catholic Education Office, Ballarat Diocese	5337 7235
Catholic Education Office, Sale Diocese	5622 6600
Catholic Education Office, Sandhurst Diocese	5443 2377

Independent Schools Victoria

(03) 9825 7200

Other

Victorian Aboriginal Education Association, Inc.	(03) 9481 0800
Victoria Police Sexual Offences and Child Abuse Unit	(03) 9247 6666
Centre Against Sexual Assault	1800 806 292
Gatehouse Centre, Royal Children's Hospital (for specialist counselling and medical assistance)	(03) 9345 6391
Child Safety Commissioner	(03) 8601 5884
Victorian Aboriginal Child Care Agency	(03) 8388 1855

Local Catchment Area

Contact

Barwon South Western	Greater Geelong, Queenscliff, Surf Coast	1300 551 948
	Colac – Otway, Corangamite	5232 5500
	Warrambool, Moyne, Glenelg, Southern Grampians	1300 889 713
Gippsland	East Gippsland	5152 0052
	Wellington	5144 7777
	La Trobe, Baw Baw	1800 339 100
	South Gippsland, Bass Coast	5662 5150
Grampians	Northern Grampians, West Wimmera, Hindmarsh, Yarrambat, Horsham	1800 195 114
	Ararat, Pyrenees, Hepburn, Ballarat, Golden Plains, Moorabool	1300 783 341
Hume	Wodonga, Towong, Indigo	1800 705 211
	Alpine, Benalla, Mansfield, Wangaratta	1800 705 211
	Greater Shepparton, Strathbogie, Moira	1300 854 944
Loddon Mallee	Mitchell, Murrindindi	1800 663 107
	Greater Bendigo, Campaspe, Central Goldfields, Loddon, Macedon Ranges, Mount Alexander	1800 260 338
	Buloke, Goonawarra, Swan Hill, Mildura	1800 625 533
		1800 MALLEE
Eastern Metropolitan	Yarra Ranges, Knox, Maroondah	1300 369 146
	Monash, Whitehorse, Manningham, Booroondarra	1300 762 125
North and West Metropolitan	Nilumbik, Whittlesea, Banyule, Yarra and Darebin	(03) 9450 0955
	Brimbank, Melton	1300 138 180
	Hume, Moreland	1300 786 433
	Hobson's Bay, Maribyrnong, Melbourne, Moonee Valley and Wyndham	1300 786 433
Southern Metropolitan	Casey, Cardinia, Greater Dandenong	(03) 9705 3939
	Aboriginal children and families (Casey, Cardinia and Great Dandenong)	(03) 9794 5973
	Frankston, Mornington Peninsula	1300 721 383
	Kingston, Bayside, Glen Eira, Stonnington, Port Phillip	1300 367 441

APPENDIX 3

Child Safe Incident Report

Incident Report

Who is the incident report for?

This report can be given to a student to complete on their own or with support. It can also be given to the child's family if they disclose an allegation of abuse or safety concern at Red Rock. Staff can also use this report to record disclosures.

Date report completed: _____ Completed by: _____

Incident Details

Date of incident:	
Time of incident:	
Location of incident:	
Name(s) of child/children involved:	
Name(s) of staff/volunteer involved:	

If you believe the child is at immediate risk of abuse phone 000

Does the child identify as Aboriginal or Torres Strait Islander?

No Yes, Aboriginal Yes, Torres Strait Islander

Please categorise the incident

Physical violence
Sexual offence
Serious emotional or psychological abuse
Serious neglect
Grooming

Incident reporter wishes to remain anonymous?

Yes No

Please describe the incident

When did it take place?	
Who was involved?	
What did you see? What happened?	
Other information	

Office use:

Date incident report received:	
Staff member managing incident:	
Follow-up date:	
Incident ref. number:	

Has the incident been reported?

Child protection (please specify)	
Police (please specify)	
Another 3 rd party (please specify)	