



1.7 Child Safe Standards Policy

Purpose

The purpose of the Child Safe Standard Policy (the **Policy**) is to help to provide a safe environment for all children in its care by setting out John Street Community Early Childhood Cooperative's (John Street) processes and procedures for child safety.

It identifies the expectations and requirements for staff and volunteers to ensure the protection of children and outlines the training and support for staff.

Objective

The Policy has been developed to make it clear that John Street does not tolerate child abuse and is committed to ensure the safe environment for all children in its care, including those who identify as Aboriginal and/or Torres Strait Islander, LGBTQIA, are from a culturally or linguistically diverse background, or who have a disability.

The Policy includes how to respond to an allegation of child abuse, and who to contact.

The Policy has been developed in compliance with the compulsory minimum Child Safety Standards (Standards), which were introduced under the *Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015* (amending the *Child Wellbeing and Safety Act 2005* (Vic)).

This policy is intended to empower children, who are vital and active participants in John Street. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

John Street aims to build a culture in which all staff, volunteers, parents/carers and children feel confident and comfortable in discussing any allegations of child abuse or child safety concerns.

Meaning of 'abuse'

In this policy, 'abuse' refers to an act or omission by an adult that endangers or impairs a child's physical and/or emotional health or development. Child abuse can be a single incident but often takes place over time.

Abuse includes any and all of the following:

- **Physical abuse:** When a child suffers or is likely to suffer significant harm from an injury inflicted by a parent/guardian, caregiver or other adult. The injury may be inflicted intentionally, or be the consequence of physical punishment or the physically aggressive treatment of a child. Physical injury and significant harm to a child can also result from neglect by a parent/guardian, caregiver or other adult.

- **Sexual abuse:** When a person uses power or authority over a child, or inducements such as money or special attention, to involve the child in sexual activity. It includes a wide range of sexual behaviour from inappropriate touching/fondling of a child or exposing a child to pornography, to having sex with a child and grooming with the intent of committing child sexual abuse.
- **Emotional and psychological abuse:** When a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put downs or continual coldness from the parent or caregiver, to the extent that it significantly damages the child's physical, social, intellectual or emotional development.
- **Neglect:** The failure to provide a child with the basic necessities of life, such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed.
- **Domestic/family violence:** When children and young people witness or experience the chronic, repeated domination, coercion, intimidation and victimisation of one person by another through physical, sexual and/or emotional means within intimate relationships. Contrary to popular belief, witnessing episodes of violence between people they love can affect young children as much as if they were the victims of the violence. Children who witness regular acts of violence have greater emotional and behavioural problems than other children.
- **Racial, cultural, religious abuse:** Conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion. It may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture.

Scope of Policy

This policy applies to the Committee of Management (the Board), the Nominated Supervisor, educators, staff, volunteers, students on placement, contractors (a person or company that undertakes a contract to provide materials or labour to perform a service or do a job for John Street, for example photographer, tradesperson etc), families, and children others attending the programs and activities of John Street, including during offsite excursions and activities (all 'stakeholders' for the purpose of this policy).

All of our staff, volunteers, students and contractors must also abide by our Code of Conduct, which specifies the standards of conduct required when working with children.

Our Commitments to Child Safety

John Street makes the following commitments to child safety:

- We want children to be safe, happy and empowered.
- We support and respect all children, as well as our families, staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.

- We have zero tolerance of child abuse. All allegations and safety concerns will be treated very seriously and consistently with our robust 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, identifying risks early and removing and reducing these risks.
- We have robust human resources and recruitment practices for all staff, volunteers, students and contractors and engage only the most suitable people to work with children.
- John Street is committed to regularly training and educating our staff and volunteers on child abuse risks.
- We are committed to the cultural safety of Aboriginal children, the cultural safety of children from LGBTQIA and/or culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We 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 issues.
- We share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk.

We have specific policies, procedures and training in place that support our leadership team, staff, volunteers, students and contractors to achieve these commitments.

Responding to an incident, disclosure or suspicion of child abuse

John Street takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are trained to deal appropriately with allegations.

We adhere to the Department of Education's **Four Critical Actions** for responding to an incident, disclosure or suspicion of child abuse:

- One: Responding to an Emergency
- Two: Reporting to Authorities
- Three: Contacting Parents/Carers
- Four: Providing Ongoing Support

Further information and guidance about the Four Critical Actions can be found at <http://www.education.vic.gov.au/about/programs/health/protect/Pages/eccritmustact.aspx>.

Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police.

A summary of our **Response Protocol** is Appendix 1 of this Policy.

Our template **Response Form**, to be used for recording information relating to an incident, disclosure or suspicion of child abuse, is at Appendix 2 of this Policy.

Managing a disclosure

If a child seeks to make a disclosure, it is important to validate a child's disclosure by listening and taking them seriously and responding and acting on the disclosure. Strategies to put a child at ease include:

- Let the child talk about their concerns in their own time and in their own words
- Give them your full attention, the time and a quiet space in which to do this and be a supportive and reassuring listener
- Remain calm and use a neutral non-judgmental tone
- Comfort the child if they are distressed
- Record the child's disclosure using the child's words
- Tell the child that telling you is the right thing to do and that what has happened is not their fault
- Let them know that you will act on this information and that you will need to let other people know so that they can help the child
- AVOID asking investigative or invasive questions which may cause the child to withdraw and may interfere with an investigation
- AVOID going over information repeatedly

Acting on suspicions

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.**

We work to ensure all stakeholders know what to do and who to tell if they observe abuse (whether sexual or other abuse) or are a survivor, and if they notice inappropriate behaviour.

If any adult has a "reasonable belief" that an incident has occurred they should report the incident as follows:

- If a child is in immediate danger ensure their safety and call emergency services on 000 for urgent medical and/or police assistance
- If there is a suspicion of sexual abuse of a child (including grooming) contact Victoria Police
- If there is an allegation of abuse by a proprietor, staff member, contractor, volunteer, student or visitor within the service, the matter must be immediately reported directly to Victoria Police

- To report concerns about the immediate safety of a child within their family or the community, call the nearest DHHS office in your region during business hours or after hours the Child Protection Crisis Line on 13 12 78 (24 hours, 7 days a week and toll free within Victoria). *Note: this is an emergency service for weekends and after hours only, and cases reported to the Child Protection Crisis Line will be referred to the relevant DHS office on the following working day*
- Provide the following information:
 - the child's name, age and address
 - the reason for believing that the injury or behaviour is the result of abuse or neglect
 - an assessment of immediate danger to the child/ren (the person making the report may be questioned regarding knowledge of the current location of the alleged abuser/s)
 - a description of the injury or behaviour observed
 - the current location of the child
 - knowledge of other services that support or are involved with the family
 - any other information about the family
 - any specific details that will help the child, such as cultural background, need for an interpreter or disability support requirements
- A notification should be made, even if the notifier does not have all the necessary information

For these purposes, "reasonable belief" means a belief on reasonable grounds that a child or young person is in need of protection after becoming aware that the child or young person's health, safety or wellbeing is at risk and the child's parents/guardians are unwilling or unable to protect them.

Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves);
- behaviour consistent with that of an abuse survivor is observed;
- someone else has raised a suspicion of abuse but is unwilling to report it; or
- observing suspicious behaviour.

Our personnel, volunteers, students and contractors

Training and education

Training and education is important to ensure safety, keeping up to date with best practice, and that stakeholders at John Street understand child safety is everyone's responsibility.

We train our staff to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

New employees will be supervised regularly to ensure they understand John Street'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.

We also support our staff 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 LGBTQIA, those from linguistically, and/or diverse backgrounds, and the safety of children with a disability.

Recruitment

We take all reasonable steps to only employ skilled people to work with children. We develop selection criteria and advertisements, which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. John Street understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from people who identify as Aboriginal and/or Torres Strait Islander, LGBTQIA, from culturally and/or linguistically diverse backgrounds, and/or as living with a disability.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check. Please see the Working with Children Check website www.workingwithchildren.vic.gov.au for further information.

We carry out reference checks and police record checks to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not the actual criminal record) if an applicant's criminal history affected our decision-making process.

If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context.

Fair procedures for personnel

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our John Street Response Form (see Appendix 2), including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as an organisation take.

Contractors, volunteers and students

We take the follow steps in relation to contractors, volunteers and students:

- Assess the nature of the work or task being undertaken by contractors, volunteers and students to determine whether a Working with Children Check is required
- Assess the nature of the work or task being undertaken by contractors, volunteers and students to determine whether a position description is required
- Consider whether a screening or recruitment process is relevant to the role and the risks to children
- Inform contractors, volunteers and students of policies relevant to their role as part of their orientation to the service
- Provide supervision to ensure clear expectations about the role and responsibilities
- Do not leave contractors, volunteers or students (or visitors) alone with children.
- Have conversations about child safety and wellbeing and how the service maintains and responds to issues of safety with contractors, volunteers and students.

Privacy

Our collection of personal information 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.

Diversity

We promote diversity and tolerance in John Street, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.
- do not discriminate on the basis of age, gender, race, culture, religion, disability, vulnerability, sexuality or other protected attributes under the *Equal Opportunity Act 2010*.

Legislative responsibilities

We take 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.

- **Failure to protect:** People of authority in John Street 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 (please refer to Appendix 1 for our Response Protocol and Appendix 2 for our template Response Form).

Risk management

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

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, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).

Regular review

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, LGBTQIA, culturally, and/or linguistically diverse communities, and people with a disability.

Responsibility

It is the responsibility of all stakeholders to implement this policy.

Legislative Provisions

DEEWR Child Care Service Handbook 2011-2012

Section 6.5	<i>What are my services responsibilities to parents?</i>
Section 6.6	<i>What are my responsibilities to children?</i>
Section 6.6	<i>What are my services responsibilities to staff?</i>

Education and Care Services National Law Act 2010 (Vic) - Section 3(2)(b); 3(3)(a)(b)(c)(d)(e)(f); 165-166 & 168

Education and Care Services National Regulations 2016:

r.155	<i>Interactions with children</i>
r.156	<i>Relationships in groups</i>
r.168 (2)(i)	<i>Education and Care Service must have policies and procedures</i>

National Quality Standard for Early Childhood Education and Care & School Age Care

Standard 1.1	<i>The educational program enhances each child's learning and development.</i>
Standard 1.2	<i>Educators facilitate and extend each child's learning and development.</i>
Element 2.1.1	<i>Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.</i>

Element 2.2.3	<i>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</i>
Standard 4.2	<i>Educators, coordinators and staff members are collaborative, respectful and ethical</i>
Standard 5.1	<i>Respectful and equitable relationships are maintained with each child</i>
Standard 5.2	<i>Each child is supported to build and maintain sensitive and responsive relationships.</i>
Standard 6.1	<i>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</i>
Standard 7.1	<i>There is a commitment to continuous improvement</i>
Standard 7.2	<i>Effective leadership builds and promotes a positive organisational culture and professional learning community.</i>

Sources

Department of Education and Training, Victoria – website at <http://www.education.vic.gov.au>

Department of Justice and Regulation, Victoria – website at <http://www.justice.vic.gov.au/>

Wrongs Amendment (Organisational Child Abuse) Act 2017 – accessible via <http://www.legislation.vic.gov.au/>

Victorian Government’s Reportable Conduct Scheme (July 2017) – information about the scheme can be found at <https://ccyp.vic.gov.au/child-safety/resources/reportable-conduct-scheme-information-sheets/>

Related John Street Policies, Procedures and Guidelines

Policies	<i>Philosophy; Code of Conduct; Expectations of Educators; Dealing with Complaints; Inclusion of Children with Additional Needs; Managing Poor Work Performance & Gross Misconduct; Personal Safety & Security; Equity, Diversity & the Children’s Program; Multicultural Programming for Social Inclusion; Program Planning; Educational Equipment & Toys; Communication with Families; Supervision of Children; Ongoing Professional Development</i>
Appendices	Appendix 1: Response Protocol Appendix 2: Response Form

Authorisation & Review

This policy was approved by the John Street Board in July 2018.

Appendix 1

RESPONSE PROTOCOL

Responding to Incidents, Disclosures and Suspicions of Child Abuse

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 survivors 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 service 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 SERVICE:

VICTORIA POLICE

You must report all instances of suspected child abuse which are led by a staff member, contractor or volunteer, or child to Victoria Police.

REPORT TO MANAGEMENT

You must report to your approved provider or licensee.

Notify the regulator

Report to the Centre's Quality Assessment and Regulation Division. Notifications may be made at www.acecqa.gov.au/national-quality-agenda-it-system or by contacting **1300 307 415**.

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

- 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.

REPORT TO MANAGEMENT

You must report to your approved provider or licensee.

NOTIFY THE REGULATOR

Notify the Quality Assessment and Regulation Division of any serious incidents, circumstances, or complaints which raise concerns about the safety, health and wellbeing of a child being educated and cared for by a service. Notifications may be made at www.acecqa.gov.au/national-quality-agenda-it-system or by contacting **1300 307 415**.

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.

ACTION 3: CONTACTING PARENTS/CARERS

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

- **not to contact** the parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and has requested that their parent/carer not be contacted).
- **to contact** the parents/carers and provide agreed information as soon as possible (for licensed and approved services it is a requirement that parents/carers are notified within 24 hours if the suspected abuse occurred at the service).

ACTION 4: PROVIDING ONGOING SUPPORT

The centre must take reasonable steps to make a child feel safe and supported whilst they are attending your service.

We will also consider providing support for children impacted by abuse. Eg. 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

West Division (Metro) 1300 664 9777

AFTER HOURS

After hours, weekends, public holidays 13 12 78

CHILD FIRST

www.dhs.vic.gov.au

VICTORIA POLICE

000 or contact your local police station

QUALITY ASSESSMENT AND REGULATION DIVISION

1300 307 415

Appendix 2

RESPONSE FORM

WHEN TO USE THIS FORM?

All early childhood service staff must utilise this template to document any suspicion that a child has been, is being, or is at risk of being abused.

If needed, staff will be supported by management to complete this template, and to ensure that they meet their obligations.

This template should be used in conjunction with following the **Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse**.

Completing this template should not impact on reporting times. If a child is in immediate danger staff should immediately contact Victoria Police on 000.

Whilst you may need to gather the information to make a report, remember it is not the role of staff to investigate abuse, leave this to Victoria Police and/or DHHS Child Protection.

WHY RECORD THIS INFORMATION?

When completing this template your aim should be to provide as much information as possible. This information will be critical to any reports and may be sought at a later date if the matter is the subject of Court proceedings. These notes may also later assist you if you are required to provide evidence to support any decisions.

RESPONDING TO AN INCIDENT, DISCLOSURE OR SUSPICION OF CHILD ABUSE

PLEASE NOTE: IF YOU ARE MAKING A REPORT TO DHHS CHILD PROTECTION OR VICTORIA POLICE YOU MUST SEEK ADVICE BEFORE CONTACTING PARENTS/CARERS SO AS NOT TO COMPROMISE ANY INVESTIGATION OR PLACE A CHILD AT FURTHER RISK

STAFF MEMBER LEADING THE RESPONSE

NAME:

OCCUPATION:

LOCATION (SCHOOL ADDRESS):

RELATIONSHIP TO CHILD:

CRITICAL ACTION 1: IMMEDIATE RESPONSE TO AN INCIDENT

If anyone is in immediate danger staff should report immediately to Victoria Police on 000.

See action 1 of [Four Critical Actions For Early Childhood: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).

RESPONDING TO AN EMERGENCY

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

WHO ADMINISTERED THIS? (NAME AND TITLE)

DID THE CHILD REQUIRE FURTHER IMMEDIATE MEDICAL ASSISTANCE?

CURRENT LOCATION AND SAFETY STATUS:

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

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INFORMATION OF THE ALLEGED VICTIM

CHILD'S PERSONAL DETAILS	
NAME:	GENDER:
RELATIONSHIP TO SERVICE: (E.G. 2 DAY, 3 YEAR OLD KINDER)	DATE OF BIRTH:
RESIDENTIAL ADDRESS:	
PARENT/CARER NAME/S:	
PARENT/CARER CONTACT:	
LANGUAGE(S) SPOKEN BY CHILD:	
DISABILITIES, MENTAL OR PHYSICAL HEALTH ISSUES:	

CHILD'S BACKGROUND
CULTURAL STATUS AND RELIGIOUS BACKGROUND

PREVIOUS HISTORY OR INDICATORS OF SUSPECTED ABUSE

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):

DETAILS OF THE INCIDENT, DISCLOSURE OR SUSPICION

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

INDICATORS OR INSTANCES WHICH LED YOU TO BELIEVE THAT A CHILD/CHILDREN ARE SUBJECT TO CHILD ABUSE, OR AT RISK OF ABUSE:

DETAIL ANY DISCLOSURES OR INCIDENTS OR SUSPICIONS (INCLUDING NAMES, TIMES AND DATES DOCUMENTING A CHILD'S EXACT WORDS AS FAR AS POSSIBLE). INCLUDE SPECIFIC DETAIL HERE ON WHAT LED YOU TO FORM A REASONABLE BELIEF THAT A CHILD HAS BEEN, OR IS AT RISK OF BEING ABUSED.

ANY PHYSICAL INDICATORS OF ABUSE:

ANY BEHAVIOURAL INDICATORS OF ABUSE:

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:

CRITICAL ACTION 2: REPORTING

See Action 2 of [Four Critical Actions for Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)

REPORTING TO AUTHORITIES

TICK THE AUTHORITIES YOU HAVE REPORTED TO:

- VICTORIA POLICE
- DHHS CHILD PROTECTION
- CHILD FIRST
- DECISION NOT TO REPORT

IF YOU'VE DECIDED NOT TO REPORT, LIST YOUR REASONS HERE. ALSO INCLUDE ANY FOLLOW-UP ACTIONS UNDERTAKEN BY YOU BELOW:

PROVIDE OF YOUR REPORT	
DATE:	TIME:
AUTHORITY:	
NAME OF PERSON SPOKEN TO:	
OUTCOMES FROM THE REPORT:	

REPORTING INTERNALLY	
PROVIDE DETAILS OF YOUR DISCUSSION WITH LICENSEE OR APPROVED PROVIDER	
TIME:	DATE:
NAMES:	
DISCUSSION OUTCOMES:	

NOTIFICATION TO THE REGULATOR (LICENSED AND APPROVED SERVICES): <i>ALL LICENSED AND APPROVED SERVICES MUST NOTIFY THE QUALITY ASSESSMENT AND REGULATION DIVISION IF THERE IS AN INCIDENT AT THE SERVICE AND/OR THE HEALTH, SAFETY OR WELLBEING OF A CHLD HAS BEEN COMPROMISED WHILST ATTENDING THE SERVICE.</i>	
TIME:	DATE:
NAMES:	
DISCUSSION OUTCOMES:	

CRITICAL ACTION 3: CONTACTING PARENTS/CARERS

See Action 3 of [Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)

ACTIONS TAKEN (ALLEGED VICTIM)

PROVIDE DETAILS OF YOUR DISCUSSION WITH PARENTS/CARERS (IF APPROPRIATE):

YOU MUST CONSULT WITH VICTORIA POLICE AND/OR DHHS CHILD PROTECTION TO DETERMINE IF IT IS APPROPRIATE TO CONTACT PARENTS, IF IT IS DEEMED APPROPRIATE, PARENTS MUST BE CONTACTED AS SOON AS POSSIBLE (WITHIN 24 HOURS OF THE INCIDENT, DISCLOSURE OR SUSPICION).

HAVE YOU SOUGHT ADVICE FROM DHHS CHILD PROTECTION OR VICTORIA POLICE?

- NO
- YES

IS IT APPROPRIATE TO CONTACT PARENT/CARER

- NO

YES

LIST REASONS IF IT IS NOT APPROPRIATE TO CONTACT PARENT/CARER:

IF CONTACTING PARENT/CARER, PROVIDE THE FOLLOWING DETAILS:

NAME OF STAFF MEMBER MAKING THE CALL:

NAME OF PARENT/CARER RECEIVING THE CALL:

DISCUSSION OUTCOMES:

CRITICAL ACTION 4: PROVIDING ONGOING SUPPORT

See Action 4 of Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse

PLANNED ACTIONS

INCLUDE DETAIL ON WHAT FOLLOW-UP ACTIONS HAVE OCCURRED TO SUPPORT THE STUDENT (FOR EXAMPLE, REFERRAL TO SPECIALISED SERVICES):

FOLLOW UP ACTIONS

SUPPORT:

REFERRALS(S):

PROCESS OF REVIEW

COMPLETE THIS SECTION BETWEEN 4-6 WEEKS AFTER AN INCIDENT, SUSPICION OR DISCLOSURE OF ABUSE IN CONJUNCTION WITH YOUR MANAGEMENT/APPROVED PROVIDER. THIS WILL SUPPORT YOU AND YOUR SERVICES TO CONTINUE TO PROTECT CHILDREN IN YOUR CARE AND TO REFLECT ON YOUR PROCESSES AND THE NEED FOR ANY FOLLOW- UP ACTION.

SAFETY AND WELLBEING

CURRENT SAFETY AND WELLBEING OF THE CHILD

IS THE CHILD SAFE FROM ABUSE AND HARM?

- NO
- YES

IF NOT CONSIDER THE NEED TO MAKE A FURTHER REPORT

DOES THE CHILD HAVE ANY WELLBEING ISSUES THAT ARE NOT CURRENTLY BEING ADDRESSED?

- NO
- YES

IF SO, CONSIDER HOW THESE CAN BE ADDRESSED AND CAPTURED WITHIN A STUDENT SUPPORT PLAN

CURRENT WELLBEING OF OTHER CHILDREN WHO MAY BE IMPACTED BY THE ABUSE

ARE THERE ANY OTHER CHILDREN WHO MAY BE IMPACTED BY THE ABUSE?

- NO
- YES

IF SO HAVE THEIR WELLBEING NEEDS BEEN MET

- NO
- YES

CURRENT WELLBEING OF IMPACTED STAFF MEMBERS

DOES THE STAFF MEMBER WHO MADE THE REPORT/ WITNESSED THE INCIDENT, FORMED A SUSPICION OR RECEIVED A DISCLOSURE REQUIRE ANY SUPPORT?

- NO
- YES

IF SO HAS THIS BEEN RECEIVED?

- NO
- YES

REVIEW OF ACTIONS TAKEN

HAVE SCHOOL STAFF FOLLOWED THE FOUR CRITICAL ACTIONS FOR EARLY CHILDHOOD SERVICES: RESPONDING TO INCIDENTS, DISCLOSURES OR SUSPICIONS OF CHILD ABUSE?

WAS AN APPROPRIATE DECISION MADE IN RELATION TO WHEN TO ACT?

- NO
- YES

COULD THE SUSPECTED ABUSE HAVE BEEN DETECTED EARLIER?

- NO
- YES

ACTION 1

HAVE THE PARENTS CONTINUED TO BE ENGAGED IF APPROPRIATE?

- NO
- YES

ACTION 4

HAS THE SERVICE PROVIDED ADEQUATE ON-GOING SUPPORT FOR THE CHILD?

- NO
- YES

DID THE STAFF TAKE APPROPRIATE ACTION IN AN EMERGENCY?

- NO
- YES

ACTION 2

WAS A REPORT MADE TO THE APPROPRIATE AUTHORITIES AND INTERNALLY?

- NO
- YES

WERE SUBSEQUENT REPORTS MADE IF NECESSARY?

- NO
- YES

ACTION 3

DID THE SCHOOL CONTACT THE PARENTS/CARERS ASAP?

- NO
- YES

HAVE ANY COMPLAINTS BEEN RECEIVED?

- NO
- YES

HAVE THE COMPLAINTS BEEN RESOLVED?

- NO
- YES