



ALKIRA SECONDARY COLLEGE

**CHILD SAFETY INFORMATION BOOKLET
FOR THE WIDER SCHOOL COMMUNITY**

Standard 1: Strategies to embed an organisational culture of child safety

Preventing child abuse is everyone's responsibility; it needs to be imbedded into our thinking, attitudes and practices. A cultural change will be required on many levels to ensure Alkira SC continues in its development towards an organisational culture that protects children from abuse and reflects our commitment to child safety. This will be undertaken via the following-

School Leaders

- In liaison with the wider school community, College leaders will create a statement of commitment and Code of Conduct policy that addresses the College's vision, mission, values and objectives in regards to child safety and incorporated measures to prevent child abuse.
- Have a nominated child safe representative who is appropriately trained and supported.
- Establish, in consultation, the processes for induction and training for the College community in recognising and responding to child abuse and new legislative requirements affecting processes, policies and protocols for staff, volunteers and contractors.
- Building responsibility for embedding an organisational culture of safety; including knowledge and understanding of staff obligations and what to do if an allegation is made.
- Advertising of employment positions on Recruitment On-line will include reference to our Child Safe Standards and Code of Conduct; including reference that *Alkira SC promotes the safety, participation and empowerment of all children, including those with a disability. That our school is culturally safe for Aboriginal children and those from culturally and / or linguistically diverse backgrounds.* In addition, that we encourage applications from Aboriginal peoples and those from a culturally and / or linguistically diverse background.
- To investigate partnerships with family / community group to enhance and develop a culture of shared responsibility on organisational child safe policies and the empowerment and inclusiveness of Aboriginal and disabled children.
- Institute and maintain adequate record keeping of child safety issues and responses to any incidents. Strict processes of communication and associated paperwork linked to DET processes and protocols.
- Publish information and **Child Safe policies on the College website** and making the school community aware of child safety strategies via the school newsletter.
- Where opportunities for improvement are identified, then leadership or in conjunction with any other agencies (e.g. DHHS / DET) will adjust processes and protocols and inform the wider community to said change.

School Council

- The School Council communicates that it has zero tolerance of child abuse in any form.
- Child safety is listed for discussion at all formal meetings (e.g. School Council / Consultative Committee).
- Child safety strategies are developed, rigorously reviewed and adjusted to meet legislative needs.
- Effective reporting processes are developed, with identified people in the school to oversee outcomes.
- School Council and identified staff of the College will communicate with the wider school community about the Child Safety Code of Conduct policy and child protection reporting requirements.
- The school will report on child safety in its Annual Report.
- The school will report on child safety (and risk minimisation) in its Risk Registry.

School staff (including contractors, volunteers and any others in a child-connected capacity)

- The College will maintain awareness of Child Safety Code of Conduct policy and child protection reporting requirements to all school staff; including ongoing training and induction of new staff to Alkira SC.
- Ensuring all staff have current VIT (with Criminal History validation) and Working with Children checks, with a register to current validity and photocopies of staff VIT / WWCC cards placed on file.
- Probation periods for employment will assist the College in determining a new staff member's performance and suitability in working with children.
- Clear processes on child safety practices are widely communicated and understood.
- All CRTs listed for employment at the College to supply VIT registration in advance of offer of work.
- Child safety is listed for discussion regularly at staff meetings.
- Staff are provided with professional development to detect inappropriate behaviour.
- Positive behaviours are recognised and encouraged.
- Provide an environment of openness, transparency and approachability on child safety processes.
- Any CRTs, volunteers and / or contractors to be provided with a College 'Child Safe Code of Conduct' document, affirming our commit to the safety and wellbeing of all children and young people at our College. The document will outlay the parameters of our commitment to child safety and list appropriate and inappropriate behaviours within this context. All CRTs, volunteers and / or contractors will need to sign a register acknowledging their reading and understanding of requirements prior to commencing their child-connected work within Alkira SC.

Children

- Children will be made aware on how to report inappropriate behaviour.
- Children will be encouraged to report inappropriate behaviour.
- The school will identify people that children can approach and discuss issues associated with child safety; including the appointment of a Child-Safety Officer.
- The school will create clearly understood and widely publicised child safety reporting procedures.
- The school employees a Student Wellbeing Co-ordinator, who provides counselling and resources to support children.

*(Strategies adapted from VRQA website and
Department of Health and Human Services)*

Standard 2: A child safety commitment of child safety (including policies, protocols and procedures)

Child protection is a shared responsibility between all employees, workers, contractors, associates, and members of the Alkira SC community. The safety and wellbeing of our students form a central and fundamental responsibility of our College and compliments our vision and values of: Respect, Integrity, Care and Excellence.

- **We are committed to Zero tolerance of child abuse;** including physical violence, sexual offences, serious emotional or psychological abuse and serious neglect. It is our moral and legal responsibility to create a nurturing school environment where children and young people are respected, their voices are heard and they are safe and feel safe. All children, regardless of their gender, race, religious beliefs, age disability, sexual orientation, or family or social background, have equal rights to protection from abuse. Alkira SC affirms our commitment towards-
- The support, respect and commit to providing all children with positive and nurturing experiences, as well as our staff and volunteers.
- Actively working towards listening to and empowering children.

- Creating systems to protect children from abuse and will take all allegations and concerns seriously; having mechanisms in place to ensure consistency in line with school, DET and DHHS protocols.
- Teaching children and young people the skills and knowledge to understand and maintain their personal safety and wellbeing.
- Promoting cultural safety and safe learning environments for Aboriginal children, the disabled and children from culturally / linguistically diverse backgrounds.
- We commit to engaging with, listening to, the views of parents and carers about our child-safety practice, policies and procedures. Our College and governing body will be transparent in our decision-making with the wider school community (where it will not compromise the safety of children or young persons)
- Acknowledging the cultural diversity of students and families and being sensitive to how this may impact on student safety issues.

Aim of the policy:

- To demonstrate a strong commitment to the care, safety and wellbeing of all students at Alkira SC. To promote child safety within the school environment through ongoing development, implementation, monitoring and risk management evaluations in the protection of children against sexual, physical, psychological and emotional abuse and neglect.
- To respond to the recommendations of the *Betrayal of Trust Inquiry* by enacting Victorian legislative obligations mandated through **Ministerial Order No. 870** to address Child Safe Standards and to comply with VRQA registrations requirements.
- To identify and assess the school's child safety risks and to apply risk mitigation processes, policies and protocols.
- All people engaged or recruited for child-related work, including volunteers, are required to hold a current Working with Children Check and / or VIT teacher registration. Evidence of such must be provided for College records by the individual or external agency (e.g. recruitment agency).
- To provide guidance to staff, volunteers and contractors as to actions that should be taken where they suspect any abuse within or outside of the College.
- All staff, contractors, volunteers, visitors and any other member of the school community involved in child-related work will be required to sign off that they have read and understood the Code of Conduct annually.
- 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 (listed below). The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.
- At least annually, all staff and school counsellors must be provided appropriate guidance and training relating to the child safety standards and their obligations and responsibilities for managing and minimising the risk of child abuse.
- Processes are in place to ensure the continuing suitability of people engaged in child related work.
- New teachers will be inducted to school specific and over-arching DET / VQRA compliant policies and the staff manual that is available to all staff.
- Appropriate procedures will be implemented to provide protection and ongoing support for victims of child abuse.
- All staff will be expected to promote student empowerment and participation and to support appropriate education programs about expected standards of behaviour, healthy and respectful relationships (including sexuality), resilience and child abuse awareness and prevention.
- All students will be made aware of the College expectations and student responsibilities as outlined in the Student Code of Practice Policy.
- Any allegations of abuse and / or safety concerns and any subsequent school response will be promptly reported to appropriate authorities, documented and securely stored.
- The implementation of this policy does not replace any legislative or regulatory obligations or other professional codes of conduct required by those who teach or interact with students.
- This policy applies to all school staff, parents, student, volunteers, contractors or visitors to school

Definitions:

(The following definitions are taken from *Ministerial Order No. 870* (Child Safe Standards- Managing the Risk of Child Abuse in Schools))

Child:

A child enrolled as a student at the school.

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.

Child abuse includes:

(a) Any act committed against a child involving:

- (i) A sexual offence
- (ii) An offence under section 49B (2) of the **Crimes Act 1958** (grooming) and

(b) The infliction, on a child, of-

- (i) Physical violence; or
- (ii) Serious emotional or psychological harm; and

(c) Serious neglect of a child.

Child-Connected:

Means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

School environment:

Any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- (a) A campus of the school
- (b) On-line school environments (including email and intranet systems)
- (c) Other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff:

- (a) In a Government school, an individual working in a school environment who is;
 - (i) Employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) Employed under a contract of service by the council of the school under Part 2.3 of the ETR Act;
 - (iii) A volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).

Standard 3: Code of Conduct

Alkira SC has confirmed and will continue to review processes to ensure all staff and volunteers have a clear set of principles about how they should behave in their interaction with children. It aims to protect children and reduce any opportunities for abuse or harm to occur. It also guides staff and volunteers in how to best support children and to manage difficult situations. All staff, volunteers and contractors are required to comply.

Implementation:

- The Principal and school leaders of Alkira SC will support the implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly learning environments, which empowers all students to learn and develop as individuals.
- A Child Safety Officer (Wellbeing Coordinator) will be appointed as contact for others who have questions or concerns or want to report an allegation of child abuse.
- The Principal and school leaders will also **provide information and support to enable the Code of Conduct to operate effectively.**
- All people engaged or recruited for child-related work, including volunteers, are required to hold a current Working with Children Check and / or VIT teacher registration; proof of personal identity and any professional or other qualifications; etc. Evidence of such must be provided for College records by the individual or external agency (e.g. recruitment agency).

The following principles are those recommended and endorsed by VRQA (as acceptable and unacceptable) and will guide all adult behaviour when interacting with or undertaking child-connected work at Alkira SC-

Acceptable Behaviours

All staff, parents, contractors, visitors and volunteers are responsible for supporting the safety of children by:

- Adhering to the school's Child Safe Code of Conduct at all times; taking all reasonable steps to protect children from abuse;
- Treating everyone in the school community with respect;
- Vigilantly supervising students in all school environments;
- Listening and responding to the views and concerns of children, particularly if they are disclosing 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 children;
- Promoting the cultural safety, participation and empowerment of children with culturally and / or linguistically diverse backgrounds;
- Promoting the safety, participation and empowerment of children with a disability;
- Promoting the safety, participation and empowerment of children living in Out-of-Home Care;
- Ensuring as far as practicable that adults are not alone with a child;
- Reporting any allegations of child abuse to the school's leadership team (Wellbeing Co-ordinator/Child Safety Officer, Principal, Assistant Principals)
- Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958*;
- Reporting any child safety concerns to the school's leadership (Wellbeing Co-ordinator/Child Safety Officer, Principal, Assistant Principals)
- If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe; and
- Reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

Unacceptable Behaviours

Staff, parents, contractors, visitors and volunteers must not:

- Ignore or disregard any suspected or disclosed child abuse;
- Develop any 'special' relationships with children 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) or initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves.
- Put children at risk of abuse;
- 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 due to age, gender, race, culture, vulnerability, sexuality, ethnicity, physical appearance, or disability;
- Have any on-line contact with a child other than for school-related necessities. This includes social media, instant messaging, photo sharing technologies and / or provision of personal contact details (phone / personal email address details);
- Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate;
- Photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes;
- Consume alcohol contrary to school policy or take illicit drugs under any circumstances, within the school environment or at other school events where students are present.

(Samples adapted from VRQA website and A Guide for Creating a Child Safe Organisation- Commission for Children and Young People)

All staff, contractors, volunteers, visitors and any other member of the school community involved in child-related work will be required to sign off that they have read and understood the Code of Conduct annually.

Alkira's Child Safe Code of Conduct policy will be prominently displayed. An annual register will be maintained, listing all signatures of mandated personnel, indicating they have read and understood the requirements.

The below provides a modified Code of Conduct document which will be created for staff, contractors, volunteers, visitors and any other member of the school community involved in child-related work. (Areas have been adapted from DET's PROTECT documents on Child Safe (Standard 3 Exemplar)



ALKIRA SECONDARY COLLEGE

CHILD SAFETY CODE OF CONDUCT

Child protection is a shared responsibility between all employees, workers, contractors, associates, and members of the Alkira SC community. The safety and wellbeing of our students form a central and fundamental responsibility of our College and compliments our vision and values of: Respect, Integrity, Care and Excellence.

We are *committed* to **zero tolerance of child abuse**; including physical violence, sexual offences, serious emotional or psychological abuse and serious neglect. It is our moral and legal responsibility to create a nurturing school environment where children and young people are respected, their voices are heard and they are safe and feel safe. All children, regardless of their gender, race, religious beliefs, age disability, sexual orientation, or family or social background, have equal rights to protection from abuse.

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 of Alkira SC 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.

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

All staff, parents, contractors, visitors and volunteers are responsible for supporting the safety of children by:

- Adhering to the school's Child Safe Code of Conduct at all times; taking all reasonable steps to protect children from abuse;
- Treating everyone in the school community with respect;
- Vigilantly supervising students in all school environments;
- Listening and responding to the views and concerns of children, particularly if they are disclosing 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 children;
- Promoting the cultural safety, participation and empowerment of children with culturally and / or linguistically diverse backgrounds;
- Promoting the safety, participation and empowerment of children with a disability;
- Promoting the safety, participation and empowerment of children living in Out-of-Home Care;
- Ensuring as far as practicable that adults are not alone with a child;
- Reporting any allegations of child abuse to the school's leadership team (Wellbeing Co-ordinator/Child Safety Officer, Principal, Assistant Principals)
- Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958*;
- Reporting any child safety concerns to the school's leadership (Wellbeing Co-ordinator/Child Safety Officer, Principal, Assistant Principals)
- If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe; and
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Staff, parents, contractors, visitors and volunteers must not:

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- Put children at risk of abuse;
- 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 due to age, gender, race, culture, vulnerability, sexuality, ethnicity, physical appearance, or disability;
- Have any on-line contact with a child other than for school-related necessities. This includes social media, instant messaging, photo sharing technologies and / or provision of personal contact details (phone / personal email address details);
- Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate;
- Photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes;
- Consume alcohol contrary to school policy or take illicit drugs under any circumstances, within the school environment or at other school events where students are present.

This Code of Conduct was endorsed by the Alkira Secondary College school council on 30/7/16 for review in three years if legislative or other changes require in the interim.

I declare that I have read, understood and will commit to my moral and legal obligations in the safety and wellbeing of students and young people at Alkira SC.

Standard 4: Screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel

Alkira SC will ensure that newly recruited and existing staff and volunteers understand the importance of child safety, are aware of current policies, procedures and are trained to minimise the risk of child abuse.

These protocols will assist our College to identify the most suitable persons to work with children but will also act as a screening tool to deter unsuitable persons from applying or being appointed (paid / voluntary) basis.

Ministerial Order No. 870 provides the framework for how schools will be required to comply with the Standards. Overall responsibility for ensuring compliance rests with the Victorian Registration and Qualifications Authority (VRQA). Accountability to compliance rests with Alkira SC.

The Ministerial Order specifies the following requirements for schools regarding recruitment. The following information has been taken from DET's PROTECT documents on Child Safe (Standard 4), which Alkira SC will utilize to ensure our compliance to this standard and recruitment of staff to the College-

Each job for school staff which involves child connected work must have a clear statement that sets out:

- a) The job's requirements, duties and responsibilities regarding child safety; and
- b) The job occupant's essential or relevant qualifications, experience and attributes in relation to child safety.

1. All applicants for jobs that involve child connected work for the school must be informed about the school's child safety practices (including the Code of Conduct).
2. In accordance with any applicable legal requirement or school policy, the school must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child connected work:
 - a) Working with Children Check status, or similar check;
 - b) Proof of personal identity and any professional or other qualifications;
 - c) The person's history of work involving children; and
 - d) References that address the person's suitability for the job and working with children.
3. The school need not comply with the requirements in step (3) above if it has already made reasonable efforts to gather, verify and record the information set out in steps (3)(a) to (3)(d), above about a particular individual within the previous 12 months.
4. The school must ensure that appropriate supervision or support arrangements are in place in relation to:
 - a) The induction of new school staff into the school's policies, codes, practices, and procedures governing child safety and child connected work; and
 - b) Monitoring and assessing a job occupant's continuing suitability for child connected work.
5. The school must implement practices that enable the school governing authority to be satisfied that people engaged in child-connected work perform appropriately in relation to child safety.

In order to meet these obligations, Alkira SC commits to undertaking the following actions:

- Advertising of employment positions on **Recruitment On-line** will include reference to our Child Safe Standards and Code of Conduct; including reference that *Alkira SC promotes the safety, participation and empowerment of all children, including those with a disability. That our school is culturally safe for Aboriginal children and those from culturally and / or linguistically diverse backgrounds, where we encourage applications from Aboriginal peoples and those from a culturally and / or linguistically diverse background.*
- Ensuring all staff have current VIT (with Criminal History validation) and Working with Children checks, with photocopies of such placed on file.
 - The College will liaise with VIT on any staff identified as not having registered by the required period.
 - The College will inform volunteers, contractors and the wider school community about the parameters of requiring a Working with Children's Check (unless exempt) if they intend to undertake child-connected work. (Full list is available from Department of Justice website)
- Use of probation periods.

Important areas that the College will take into consideration when recruiting new staff / volunteers-

- Relevant and verifiable experience in working with a diversity of children.
 - The College will conduct a fair and transparent interview of all short-listed applicants for employment positions; allowing (where able) opportunities to draw on the applicant's real-life experiences to assess their skills and suitability in working with children.
 - Understanding of children's physical, emotional needs.
 - Understanding professional boundaries.
 - Communication skills.
 - Application of non-discriminatory attitudes or behaviours towards any child, for any reason.
 - Responses from referees (2 x referee's minimum will be requested for each position). One referee must be the current or most recent employer; including the applicant's direct employer.
 - Require evidence of identity (e.g. driver's licence / passport)
 - Applicant provide a true copy of their qualifications.
- Monitor and Review provisions will be undertaken at the College, checking that the Working with Children Checks of relevant staff and volunteers are still valid. These will be linked to a register held at the College.
 - Alkira SC is committed to pro-actively and systematically identifying and assessing risks to student safety across our entire school environment and reducing or eliminating (where possible) all potential sources of harm. We will document, implement, monitor and periodically review our risk management strategies for child safety and ensure that the strategies change as needed as new risks arise. All risks to child safety will be listed on our **Risk Register** and reviewed annually.

Standard 5: Processes for responding to & reporting suspected child abuse

The following information has been taken from DET's **PROTECT** documents- *Identifying and Responding to ALL Forms of Abuse in Victorian Schools* and linked website- www.education.vic.gov.au/protect to address Standard 5

Duty of Care

- All school staff members have a duty to take reasonable steps to protect children under their care and supervision from harm that is reasonably foreseeable. The question of what constitutes "reasonable steps" will depend on the individual circumstances of each case.
- Staff may **breach their duty of care** towards a student **if they fail to act in the way a reasonable or diligent professional would have acted in the same situation**. In relation to suspected child abuse, reasonable steps may include:
 - Acting on concerns and suspicions of abuse as soon as practicable
 - Seeking appropriate advice or consulting with other professionals or agencies when the school staff member is unsure of what steps to take.
 - Reporting the suspected child abuse to appropriate authorities such as Victoria Police and DHHS Child Protection.
 - Arranging counselling and/or other appropriate welfare support for the child
 - Providing ongoing support to the child – this may include attending DHHS Child Protection Case Planning meetings, and convening regular Student Support Group meetings.
 - Sharing information with other school based staff who will also be responsible for monitoring and providing ongoing support to the child.

Alkira SC staff need to liaise with the Child Safety Officer in all cases of suspicion or reasonable belief that child abuse has occurred, is occurred or is at risk of occurring.

Student Understanding of Reporting

Alkira SC will institute processes and protocols to make students aware of child safety / child abuse and their need to report matters of child abuse to authorities.

Child safe information and curriculum will be developed and shared through Pastoral Care sessions of Alkira SC.

Mandatory Reporting

All VIT registered teachers and Principals, staff who have been granted permission by VIT to teach, registered doctors and nurses are all classified as 'Mandatory Reporters'. This classification obligates these people to make a report to Victoria Police and / or DHHS Child Protection as soon as practicable if they form a belief on reasonable grounds that:

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

In response to the ***Betrayal of Trust Report***, the Victorian Government has introduced new criminal offences to protect children from sexual abuse. New legislation states that failure to report, or take action in relation to suspected child sexual abuse can now constitute a criminal offence. This includes:

Failure to Disclose

This offence applies to all adults (not just professionals who work with children) who form a reasonable belief that another adult may have committed a sexual offence against a child under 16 years of age and fail to report this information to Victoria Police.

Failure to Protect

This offence applies to people in positions of authority (Principal Class) who:

- Knows of a substantial risk that a child under the age of 16, under the care, supervision or authority of the organisation will become a victim of a sexual offence committed by an adult associated with the organisation (e.g. employee, contractors, volunteer, visitor);

and

- Negligently fails to remove or reduce the risk of harm.

**** STAFF MUST ACT ****

What is a Disclosure?

What is Reasonable Belief?

What do I do next?

What is Suspicion?

What are the different types of abuse?

All Alkira SC staff **must act** as soon as they witness an incident that breaches student safety or when they form a reasonable belief that a child has been or is at risk of being abused.

Alkira SC will record any child safety complaints, disclosures or breaches of the Code of Conduct (and subsequent action) and store these to DET and Alkira SC security and privacy conventions. To make processes, understandings and obligations clear, our College has appointed a dedicated Child-Safety Officer (Wellbeing Co-ordinator) which staff must liaise with on all child safety areas.

The following information has been taken from DET's **PROTECT** documents- *Identifying and Responding to ALL Forms of Abuse in Victorian Schools* and linked website- www.education.vic.gov.au/protect

Forming a Suspicion

All staff suspicions that a child has been or may be in danger of being abused must be taken seriously. Alkira SC staff should liaise with our Child Safety Officer, who will advise on the specific incident.

Receiving a Disclosure (current student / former student)

If a child discloses that they have been, are being, or are in danger of being abused, Alkira SC staff must treat the disclosure seriously and take immediate action by following the ***Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse***. (Processes to such are discussed below).

- If a former student discloses historical abuse, all staff **must act**. If the former student is currently of school age and attending a Victorian school, staff must follow the *Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse*. If the student is no longer of school age or attending a Victorian school, staff must still act by contacting Victoria Police.

**** All disclosures MUST be documented utilising the **Responding to Suspected Child Abuse template****

**** Additional strategies and advise on how to handle a disclosure can be found on the Departments website: www.education.vic.gov.au/protect**

Forming a Reasonable Belief

If Alkira SC staff witness behaviour, have a suspicion or receive a disclosure of child abuse, that staff member needs to determine whether they have formed a Reasonable Belief that a child is being abused or is at risk of being abused. A reasonable belief does not require proof (but needs to be more than a rumour).

Six different identified types of abuse

All staff who believe that a child is being abused by any type of abuse or at risk of being abused must follow the **Four Critical Actions for Schools** (discussed in detail later)-

Detailed information on each area (and physical / behavioural indicators) can be gained from DETs website- www.education.vic.gov.au/protect

1: Physical

Abuse which is any non-accidental infliction of physical violence on a child by any person.

2: Sexual

Is when a person uses power or authority over a child to involve them in sexual activity (which can also include non-contact offences). It may not always involve force, as in some circumstances, a child may be manipulated.

3: Grooming

Is when a person engages in predatory conduct to prepare a child for sexual activity at a later time. This may involve communicating and / or attempting to befriend or establish a relationship or other emotional connection with the child or their parent / carer.

4: Emotional

Emotional child abuse occurs when a child is repeatedly rejected, isolated, or frightened by threats or by witnessing family violence.

5: Neglect

Serious neglect significantly impairs the health or physical development of the child or places this development at serious risk.

6: Family Violence

Family violence can include physical violence or threats, verbal abuse, emotional and physical abuse, sexual abuse and financial and social abuse.

** When identifying child abuse, it is critical to remember that:

- The trauma associated with child abuse can significantly impact upon the wellbeing / development of a child.
- All concerns about the safety and wellbeing of a child, or the conduct of a staff member, contractor or volunteer **must** be acted upon as soon as practicable.

Responding to Incidents, Disclosures and Suspicions of Child Abuse

Taking Action:

Staff members of Alkira SC play a critical role in protecting children in their care; including-

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

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, the staff member 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
- Liaising with Alkira's Child Safety Officer at the school who will confer with Police on the specific incident.

ACTION 2: REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed, the staff member **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 our College, all staff members must report all instances of suspected child abuse and sexual abuse involving a school staff member, contractor or volunteer to Victoria Police. School staff **must also** report the incident **internally** to:

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

If the source of suspected abuse is from within the family or community, all staff **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.

ACTION 3: CONTACTING PARENTS/CARERS

The 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 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 does not wish for their parents / carers to be contacted).
- **To contact** the parents / carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

ACTION 4: PROVIDING ONGOING SUPPORT

Alkira SC **will** provide ongoing support for children impacted by abuse via **Student Support Plans**, liaison with DET / External agencies, SSGs and wellbeing strategies; as follows-

- Management Support Plan - for victims of sexual abuse and
- Supportive Behaviour Plan - for alleged student perpetrators of sexual abuse.

** These templates are listed below **

If a staff member believes that a child is not subject to abuse, but still holds **significant concerns** for their wellbeing, they 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.

Strategies in **support** of a child may include liaison and communication with (but not limited to), the following:

- DHHS Child Protection and Victoria Police;
- Regional Office and engagement of Student Incident and Recovery Unit (SIRU);
- Parents/carers of all impacted students (where appropriate, following advice from authorities);
- If an international student is impacted, liaison with International Education Division (Government schools);
- If an Aboriginal or Torres Strait Islander Student is impacted, liaison with Koorie Education Officer;
- Liaison with Victoria Police;
- Ongoing communication and action as set out by the Employee Conduct Branch (Government schools).

Strategies of **ongoing support** of a child may include (but not limited to), the following:

- Overseeing the development of a short-term action plan for all children impacted by suspected abuse in consultation with the Region and the Student Incident and Recovery Unit (SIRU);
- Ensuring ongoing education and support services are provided for all children involved via formation of a Student Support Group (SSG), overseen by the Child Safety Officer and representatives from a number of support agencies, including Student Incident and Recovery Unit (SIRU);
- Developing, implementing and reviewing a **Student Support Plan** in partnership with children and their parents/carers, allied health workers and external support agencies where appropriate (this plan should list appropriate school-level and non-school based supports and should assist students in returning to school);
- Addressing concerns as they arise.

Provision of **school based wellbeing services** for a child may include (but not limited to), the following:

- Continued monitoring of the situation and the health and wellbeing of impacted children and staff members;
- Ensuring the provision of ongoing support for the children, families and staff members involved.

The Principal (or representative) will undertake a **review process between 4-6 weeks** after a report is made.

Please note:

Staff must understand that fulfilling the roles and responsibilities contained in the procedures does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse.

If a staff member believes that a child is not subject to abuse, but still holds **significant concerns** for their wellbeing, they 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.

** Staff **must** use the *Responding to Suspected Child Abuse* template to keep clear and comprehensive notes.

Contact Information for Staff:

- **DHHS - Child Protection:** South Division: 1300 655 795; Dandenong (03) 8765 5444; A/H: 13 12 78
 - **Sexual Offences and Child Abuse Investigation Team:** (SOCIT) Dandenong: (03) 8769 2200
 - **Regional Office:** Dandenong: (03) 8765 5600
 - **(DET) Security Services Unit:** (03) 9589 6266
 - **(DET): Student Incident and Recovery Unit:** (03) 9637 2934
 - **Child First (Casey): (03) 9705 3939** www.dhs.vic.gov.au
 - **(Casey) Aboriginal children and families:** (03) 9794 5973
 - **Victoria Police:** 000
 - **eHeadspace** (online and a 9am-1am telephone support service) www.eheadspace.org.au or 1800 650 850
 - **KidsHelp Line** on 1800 55 1800 or visit for 24-hour support
 - Talk to your doctor, psychologist, social worker
- ** In the case of **international students**, the Principal must notify the International Education Division on (03) 9637 2990 to ensure that appropriate support is arranged for the student.
- ** In the case of **Koorie students**, the Principal must notify the Regional Office to ensure that the Regional Koorie support officer can arrange appropriate support for the student.
- ** **Please note:** whilst staff members may need to gather information to make a report, it is not the role of Alkira SC staff to investigate abuse- leave this to Victoria Police and / or DHHS Child Protection.

*Information contained in this policy has been taken, in part, from DET's **PROTECT** documents- Identifying and Responding to ALL Forms of Abuse in Victorian Schools and linked website- www.education.vic.gov.au/protect*

Responding to Suspected Child Abuse: template for Victorian Schools

The following information and template has been taken from DET's **PROTECT** documents- *Identifying and Responding to ALL Forms of Abuse in Victorian Schools* and linked website- www.education.vic.gov.au/protect to address Standard 5.

DET has provided a template that it recommends that all schools should use in order to document any incident, disclosure or suspicion that a child has been, or is at risk of being abused. The recommended template needs to be used in conjunction with the *Four Critical Actions for Schools: 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, school staff should report immediately to Victoria Police.

When completing this template, staff need 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.

It is a requirement under **Ministerial Order No. 870- Child Safe Standards- Managing the risk of child abuse in schools** for schools to keep clear and comprehensive notes on all observations, disclosures and other details that led them to suspect the abuse. All documentation will be stored securely.



Reporting Template for Victorian Schools

Responding to an Incident, Disclosure or Suspicion of Child Abuse

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

STAFF MEMBER LEADING THE RESPONSE

NAME:

OCCUPATION:

LOCATION (SCHOOL ADDRESS):

RELATIONSHIP TO CHILD:

CRITICAL ACTION 1: IMMEDIATE RESPONSE TO AN INCIDENT

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

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

CHILD'S INFORMATION

PERSONAL DETAILS

NAME:

GENDER:

YEAR LEVEL/CLASS:

DATE OF BIRTH:

RESIDENTIAL ADDRESS:

PARENT/CARER NAME/S:

PARENT/CARER CONTACT:

LANGUAGE(S) SPOKEN BY CHILD:

DISABILITIES, MENTAL OR PHYSICAL HEALTH ISSUES:

CHILD'S BACKGROUND

CULTURAL STATUS AND RELIGIOUS BACKGROUND

IF THE CHILD IS OF ABORIGINAL OR TORRES STRAIT ISLANDER BACKGROUND, GOVERNMENT SCHOOLS MUST CONTACT THEIR KOORIE ENGAGEMENT SUPPORT OFFICER, AND CATHOLIC SCHOOLS MUST CONTACT THE DIOCESAN EDUCATION OFFICE TO ARRANGE CULTURALLY APPROPRIATE SUPPORT. IF THE CHILD IS AN INTERNATIONAL STUDENT YOU MUST NOTIFY THE INTERNATIONAL EDUCATION DIVISION ON (03) 9637 2990

ANY KNOWN PREVIOUS HISTORY OF SUSPECTED ABUSE

(PRIOR TO THIS INCIDENT, DISCLOSURE OR SUSPICION OR INVOLVEMENT WITH AGENCIES):

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

FOUNDATIONS 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 IS 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

REPORTING TO AUTHORITIES

TICK THE AUTHORITIES YOU HAVE REPORTED TO:

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

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

PROVIDE DETAILS OF YOUR INTERNAL DISCUSSIONS TO EITHER OF THE FOLLOWING:

GOVERNMENT SCHOOL STAFF MUST REPORT TO SECURITY SERVICES UNIT AND ALSO TO THE EMPLOYEE CONDUCT BRANCH IF THE INCIDENT, DISCLOSURE OR SUSPICION INVOLVES A STAFF MEMBER, CONTRACTOR OR VOLUNTEER.

CATHOLIC SCHOOL STAFF MUST REPORT TO THEIR CATHOLIC DIOCESAN EDUCATION OFFICE

DATE:

TIME:

AUTHORITY:

OUTCOMES FROM THE REPORT:

REPORTING INTERNALLY

PROVIDE DETAILS OF YOUR DISCUSSION WITH SCHOOL LEADERSHIP

TIME:

DATE:

NAMES:

DISCUSSION OUTCOMES:

PROVIDE DETAILS OF YOUR INTERNAL DISCUSSIONS TO EITHER OF THE FOLLOWING:

GOVERNMENT SCHOOL STAFF MUST REPORT TO SECURITY SERVICES UNIT AND ALSO TO THE EMPLOYEE CONDUCT BRANCH IF THE INCIDENT, DISCLOSURE OR SUSPICION INVOLVES A STAFF MEMBER, CONTRACTOR OR VOLUNTEER

CATHOLIC SCHOOL STAFF MUST REPORT TO THEIR CATHOLIC DIOCESAN EDUCATION OFFICE

TIME:

DATE:

NAMES:

DISCUSSION OUTCOMES:

CRITICAL ACTION 3: CONTACTING PARENTS/CARERS

ACTIONS TAKEN

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

SCHOOL STAFF MUST CONSULT WITH VICTORIA POLICE AND/OR DHHS CHILD PROTECTION TO DETERMINE IF IT IS APPROPRIATE TO CONTACT PARENTS, IF IT IS, PARENTS MUST BE CONTACTED AS SOON AS POSSIBLE (PREFERABLY ON THE SAME DAY OF THE INCIDENT, DISCLOSURE OR SUSPICION).

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

- 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

PLANNED ACTIONS

INCLUDE DETAIL ON WHAT FOLLOW-UP ACTIONS HAVE OCCURRED TO SUPPORT THE STUDENT (FOR EXAMPLE, REFERRAL TO WELLBEING PROFESSIONALS AND OTHER SPECIALISED SERVICES, THE CONVENING OF A STUDENT SUPPORT GROUP AND DEVELOPMENT OF SUPPORT PLANS):

FOLLOW UP ACTIONS

SUPPORT:

REFERRALS(S):

PROCESS OF REVIEW

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

SAFETY AND WELLBEING

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

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

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

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

REVIEW OF ACTIONS TAKEN

HAVE SCHOOL STAFF FOLLOWED THE FOUR CRITICAL ACTIONS FOR SCHOLS: 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

DID THE SCHOOL TAKE APPROPRIATE ACTION IN AN EMERGENCY?

- NO
- YES

ACTION 2

WAS A REPORT MADE TO THE APPROPRIATE AUTHORITIES AND INTERNALLY?

- NO
- YES

WERE SUBSEQUENT REPORTS MADE IF NECESSARY?

- NO
- YES

ACTION 3

DID THE SCHOOL CONTACT THE PARENTS/CARERS ASAP?

- NO
- YES

HAVE THE PARENTS CONTINUED TO BE ENGAGED IF APPROPRIATE?

- NO
- YES

ACTION 4

HAS THE SCHOOL PROVIDED ADEQUATE SUPPORT FOR THE STUDENT?

- NO
- YES

HAS A STUDENT SUPPORT PLAN BEEN ESTABLISHED, IMPLEMENTED AND REVIEWED?

- NO
- YES

HAS A STUDENT SUPPORT GROUP BEEN ESTABLISHED?

- NO
- YES

WAS THE STUDENT APPROPRIATELY SUPPORTED IN ANY INTERVIEWS?

- NO
- YES

HAVE ANY COMPLAINTS BEEN RECEIVED?

- NO
- YES

HAVE THE COMPLAINTS BEEN RESOLVED?

- NO
- YES



Management Support Plan

Student Name: _____ **Home Group:** _____ **P/C Teacher:** _____ **Sub school:** _____ **AP:** _____

An individual Management Support Plan must be specifically developed for each **student involved in an allegation of sexual assault**. The Management Support Plan must be developed with the student, the parents/carers and relevant staff. It is advisable that external agencies providing support are involved. The Management Support Plan must be signed by the Principal, parents/carers and the student. The purpose of a student-specific Management Support Plan is to maintain safety and wellbeing and meet the school's duty of care to all students. **This information is confidential and should be kept securely.**

Categories	Management Strategies	Actions	Person Responsible
Internal and External Support	<p><i>-What supports are currently in place for the student (i.e. counselling and return to school strategies)?</i></p> <p><i>-Have you identified key teachers & friends to provide support?</i></p> <p><i>-Does the student require a Personal Safety Plan? (Safe places, self-talk, help-seeking, self-calming strategies, support people, etc.)</i></p> <p><i>-Is an individual intervention program required?</i></p>	<p>- Ensure appropriate in school and external supports are in place and identified (name & contact details with permission) e.g.: SECASA, SOCIT, SCIAU, Regional Office, SSSO, private psychologist, GP, etc.</p> <p>-Determine if student is residing with parent/carer (who is responsible adult?)</p> <p>-Determine appropriate phased return to school plan if necessary</p> <p>-Inform staff (including Admin) of any changes to parent/carer arrangements</p> <p>-Prin/SWC/AP to liaise with student/parents/carer to determine most appropriate support teacher & friend.</p> <p>-Assess need (consult with student, parents/carers, SSSO, SOCIT, SECASA psychologist). Appropriate accommodations to be made as required. Circulate plan to staff.</p> <p>-Assess need (in consultation with support team). Who will facilitate the intervention program? When? Length of program? Goals? Success measures?</p>	<p>Prin /SWC/AP</p> <p>Prin/SWC/AP/P/C</p> <p>Prin/SWC/AP/PC/nominated teacher</p> <p>Prin/SWC/AP/nominated teacher</p>
Educational Support	<p><i>-If the student is absent from school for more than one week, what school work is being provided to the student?</i></p> <p><i>-Who will provide feedback to the student on their performance and out of school work?</i></p> <p><i>-Is extra support required (i.e. tuition)?</i></p>	<p>-Liaise with student/parents/carers/teacher re appropriate workload. Organise supply of work e.g.: Compass, hard copies etc.</p> <p>-Liaise with teachers to ensure work is assessed & feedback provided</p> <p>-Liaise with student/ parents/carers – organise additional support if required</p>	<p>Prin/SWC/AP/PC/nominated teacher</p> <p>Prin/SWC/AP/PC/nominated support teacher</p> <p>Nominated support teacher</p>
Yard Duty	<p><i>-Does the student require special arrangements to ensure a safe environment?</i></p>	<p>-Assess need to provide safe space</p>	<p>Prin/SWC/AP/PC/nominated teacher</p>
Start of the Day	<p><i>-Does someone need to meet the student?</i></p>	<p>-Liaise with student/parent/carer to identify appropriate staff/students</p>	<p>Prin/SWC/AP/PC/nominated teacher</p>
End of the Day	<p><i>-Does someone need to wait for the student to be collected?</i></p>	<p>-Liaise with student/parent/carer to identify appropriate staff/students</p>	<p>Prin/SWC/AP/PC/nominated teacher</p>
Whole School Events, Camps or Excursions	<p><i>-What advice does the supervising teacher need?</i></p> <p><i>-What strategies need to be put in place to ensure the safety of all students?</i></p>	<p>-Need to know basis only (minimal information shared)</p> <p>-To be determined in consultation with student/parent/carers/support team</p>	<p>Prin/SWC/AP/PC/nominated teacher</p>
Review	<p><i>-When, how frequently and by whom will the Management Support Plan be reviewed?</i></p>	<p>-To be determined in consultation with all parties</p>	<p>Prin/SWC/AP/PC/nominated teacher</p>

Student: _____

Parent/Carer: _____

Principal: _____

Date: _____



Supportive Behaviour Management Plan

Student Name: _____ **Home Group:** _____ **P/C Teacher:** _____ **Sub school:** _____ **AP:** _____

An Individual Supportive Behaviour Management Plan must be specifically developed for **alleged perpetrators or students with inappropriate sexualised behaviour**. The Supportive Behaviour Management Plan must be developed with the student, the parents/carers and relevant staff. It is advisable that external agencies providing support are involved. The Supportive Behaviour Management Plan must be signed by the Principal, parents/carers and the student. The purpose of a student-specific supportive Behaviour Management Plan is to maintain safety and wellbeing and meet the school's duty of care to all students.

This information is confidential and should be kept securely.

Categories	Management Strategies	Actions	Person Responsible
Internal and External Support	<ul style="list-style-type: none"> -What supports are currently in place for the student (i.e. counselling and return to school strategies)? -Have you identified a key teacher & friend to provide support? -Does the student require a Personal Safety Plan? (Safe places, self-talk, help-seeking, self-calming strategies, support people, etc.) -Is the student a risk to others? -Is an individual intervention program required? 	<ul style="list-style-type: none"> - Determine if student is residing with parent/carer (who is responsible adult?) - Ensure appropriate support team is in place and identified (name & contact details with permission) e.g.: SCIAU, Regional Office, SOCIT, SECASA, SSSO, private psychologist, GP, etc. - Inform staff (including Admin) of any changes to parent/carer arrangements - Determine appropriate phased return to school plan if necessary - Liaise with student/parent/carer to determine most appropriate support teacher/friend -Assess need in consultation with support team & arrange necessary accommodations as required. Inform staff of any safety accommodations/restrictions -Who will facilitate the intervention program? When? Length of program? Goals? Success measures? 	<p>Prin /SWC/AP</p> <p>Prin/SWC/AP</p> <p>Prin/SWC/AP</p> <p>Prin/SWC/AP</p>
Behaviour Support	<ul style="list-style-type: none"> -What are the concerning behaviours? -What are the specific behaviour goals? -What strategies will support these goals? -How will these goals be measured? 	<ul style="list-style-type: none"> -Liaise with student/parents/carers & identified support team to identify concerning behaviour & determine appropriate goals, common language, agreed action & consequences, accommodations, timelines & monitoring measures, etc. -Inform staff of any safety accommodations/restrictions & strategies to support appropriate behaviour goals 	Prin/SWC/AP
Educational Support	<ul style="list-style-type: none"> -If the student is absent from school for more than one week, what school work is being provided to the student? -Who will provide feedback to the student on their performance and out of school work? -Is extra support required (i.e. tuition)? 	<ul style="list-style-type: none"> -Liaise with student/parents/teacher re appropriate workload. Organise supply of work e.g.: Compass, hard copies etc. -Liaise with teachers to ensure work is assessed & feedback provided -Liaise with student/ parents/carers – organise additional support if required 	<p>SWC/AP/PC/nominated teacher</p> <p>SWC/AP/PC/nominated support teacher</p>
Yard Duty	<ul style="list-style-type: none"> -Does the student require special arrangements/supervision to ensure a safe environment? 	<ul style="list-style-type: none"> -Determine appropriate adjustments/prohibited areas/supervision in consultation with student, parents & support team 	Prin/SWC/AP/PC/nominated teacher
Start of the Day	<ul style="list-style-type: none"> -Does someone need to meet the student? 	<ul style="list-style-type: none"> -Liaise with student/parents/carers & support team to identify appropriate staff/students 	Prin/SWC/PC/nominated teacher
End of the Day	<ul style="list-style-type: none"> -Does someone need to wait for the student to be collected? 	<ul style="list-style-type: none"> -Liaise with student/parents/carers & support team identify appropriate staff/students 	Prin/SWC/PC/nominated teacher
Whole School Events, Camps or Excursions	<ul style="list-style-type: none"> -What advice does the supervising teacher need? -What strategies need to be put in place to ensure the safety of all students? 	<ul style="list-style-type: none"> -Need to know basis only (minimal information shared) -To be determined in consultation with support team 	Prin/SWC/AP
Review	<ul style="list-style-type: none"> -When, how frequently and by whom will the Management Support Plan be reviewed? 	<ul style="list-style-type: none"> To be determined in consultation with student, parents/carers & support team 	Prin/SWC/AP

Student: _____

Parent/Carer: _____

Principal: _____

Date: _____

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Alkira SC will adopt an annual risk management analysis, to identify risk assessment specific to child safety. The risk assessment will be added to Alkira's existing Risk Registry.

Hazard Ref	Area	Location	Hazard Type	Hazard Description.	Conseq.	Likelihood	Risk Rating	DET Suggest Controls	Controls implemented at the workplace	Conseq.	Likelihood	Risk Rating	Person Responsible
Alkira SC	All areas	All locations	No organisational culture of child- requiring leadership, public commitment and frequent communication.	All locations	Moderate	Likely	HIGH	The College will be compliant to VQRA having regard to the seven standards identified through Ministerial Order 870.	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available Child safety code of conduct Strategies developed to embed culture of child safety 	Moderate	Possible	MODERATE	Alkira SC Principal
Alkira SC	All areas	All locations	Inappropriate behaviour is not reported and addressed	All locations	Moderate	Unlikely	HIGH	The College will be compliant to VQRA having regard to the seven standards identified through Ministerial Order 870.	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Refresher training for staff – see eLearning mandatory reporting module Child safety code of conduct Clear child safety reporting procedures 	Moderate	Possible	LOW	Alkira SC Principal
Alkira SC	All areas	All locations	Unquestioning trust of long term employees and contractors or norms	All locations	Moderate	Unlikely	HIGH	The College will be compliant to VQRA having regard to the seven standards identified through Ministerial Order 870.	<ul style="list-style-type: none"> Refresher training for staff – see eLearning mandatory reporting module Strategies developed to embed culture of child safety Clear child safety reporting procedures 	Moderate	Possible	LOW	Alkira SC Principal

Alkira SC	All areas	All locations	Recruitment of an inappropriate person	All locations	Moderate	Unlikely	MODERATE	The College will be compliant to VQRA having regard to the seven standards identified through Ministerial Order 870.	Processes updated to require: <ul style="list-style-type: none"> • Criminal history search • Pre-employment reference check includes asking about child safety • WWCC or Victorian Institute of Teaching registration 	Moderate	Possible	LOW	Alkira SC Principal
Alkira SC	All areas	All locations	Engagement with children online	All locations	Moderate	Unlikely	MODERATE	The College will be compliant to VQRA having regard to the seven standards identified through Ministerial Order 870.	<ul style="list-style-type: none"> • Train students and staff to detect inappropriate behaviour • Ensure appropriate settings on all student technologies • Child safety code of conduct • Strategies developed to embed culture of child safety 	Moderate	Possible	LOW	Alkira SC Principal
Alkira SC	All areas	All locations	Unknown people and environments at excursions and camps	All locations	Moderate	Unlikely	MODERATE	The College will be compliant to VQRA having regard to the seven standards identified through Ministerial Order 870.	<ul style="list-style-type: none"> • Assessment of new or changed environments for child safety risks • Ensure Code and strategies apply in all school contexts • Child safety code of conduct • Strategies developed to embed culture of child safety • Clear child safety reporting procedures 	Moderate	Possible	LOW	Alkira SC Principal
Alkira SC	All areas	All locations	Ad-hoc contractors on the premises (e.g. maintenance)	All locations	Moderate	Unlikely	MODERATE	The College will be compliant to VQRA having regard to the seven standards identified through Ministerial Order 870.	<ul style="list-style-type: none"> • Refresher training for frequent contractors • Child safe environments Information and awareness for visitors, staff, volunteers and contractors • Adequate monitoring 	Moderate	Possible	LOW	Alkira SC Principal

Risk Management assessment will cover the following areas at Alkira SC:

- Establishing the Context
- Identify and analyse the risks
- Monitor and Review
- * Consult and Communicate
- * Develop intervention
- * Designate and Manage

Adapted from DETs - DET's **PROTECT** documents- *Identifying and Responding to ALL Forms of Abuse in Victorian Schools* and linked website- www.education.vic.gov.au/protect to address Standard 6.

Standard 7: Strategies to promote child empowerment and participation

Alkira SC acknowledges within our statement of commitment that it is our moral and legal responsibility to create a nurturing school environment where children and young people are respected, their voices are heard and they are safe and feel safe. All children, regardless of their gender, race, religious beliefs, age disability, sexual orientation, or family or social background, have equal rights to protection from abuse.

Within this context it is vitally important that Alkira staff promote the participation and empowerment of all children. When children have an environment in which they feel safe, respected and comfortable, they are more likely to speak on issues of safety and wellbeing.

Alkira SC will, having regard to recommendations established through the *Royal Commission for Children and Young People* and strategies adapted from DHHS booklet- *An Overview of the Victorian Child Safe Standards and published by Victorian Govt. 2015* refine and further develop our processes and protocols, specifically:

- Empowering students to have a formal voice of what needs to occur at the College from their perspective, with an identified forum and scheduled timeframe (created by the Leadership Team) of when this will occur.
- Continually building upon the opportunities and avenues for participation and empowerment of all children within the College.
- Celebrating diversity and continually developing Alkira's capacity to be a culturally and linguistically safe community, where respect and equality is enhanced in all things we do.
- Liaising with student groups within the College to establish standards of care, their rights, how to raise concerns, consulting mechanisms and the various manners that they can have a voice in this area as student leaders / student mentors. Creating strategies and processes for this occur.
- Information and processes for reporting concerns are accessible to all children, for example by having policies and procedures that are able to be accessed and understood by children with a disability.
- Ensure information and processes for reporting concerns are culturally appropriate for Aboriginal children. As required, the school will engage with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisation to review information and processes. Additionally, the Regional Koorie support officer can arrange appropriate support for a student.
- Provide culturally appropriate language, photographs and artwork for Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability when drafting communications materials.
- Translate organisational information (including information about children's rights, child safe policies, statements of commitment and reporting and response procedures) into relevant community languages, as required or upon request.
- Gather strategic feedback from children (for example, through surveys, focus groups, Pastoral Care) about student safety, modes of raising concerns and suggested improvements for the school.
- Enable children to express their views and make suggestions on what child safety means to them, and on child safe policies, reporting and response procedures, and acknowledge and act upon these where possible. (For example, student views could be gathered through Sub-School suggestion boxes, feedback sessions through Pastoral Care sessions or via direct communication with the Child Safety Officer.
- Ensure services are accessible for people with a disability, for example provide appropriate communication aids such as hearing loops through classroom of Alkira's buildings.
- Provide relevant training to all staff of Alkira SC on methods of inclusiveness to encourage the participation of all children, in all activities, through:
 - Promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children;
 - Promoting the cultural safety, participation and empowerment of children with culturally and / or linguistically diverse backgrounds;
 - Promoting the safety, participation and empowerment of children with a disability;
 - Promoting the safety, participation and empowerment of children living in Out-of-Home Care;

- Ensure Aboriginal children are accepted when identifying as Aboriginal, and that staff and volunteers understand appropriate responses to children identifying as Aboriginal.
- Raise awareness within the College about children's RIGHTS through our Values and Expectations posters.
- Provide a physical environment that is visually inclusive and welcoming for Aboriginal peoples and culture, such as by displaying symbols that indicate support and respect for Aboriginal peoples.
- Promoting a school environment where the past is acknowledged and Aboriginal cultural diversity is respected, such as by including an Acknowledgement of Country at each meeting or event.

In meeting our obligations under Child Safe (Standard 7), **Alkira SC will institute appropriate curriculum and a delivery platform** (Pastoral Care sessions), providing students with education on:

- What child abuse is;
- Student rights to make decisions about their body;
- Privacy,
- Forms of child abuse;
- How they can raise concerns about abuse;
- Student Engagement;
- School wide positive behaviour support;
- Safe Schools Hub for students;
- Respectful relationships education;
- Health education;
- Sexuality education;
- Mental Health;
- Supporting Resilience;
- Child wise personal safety education;
- Standards of behaviour for students attending Alkira SC;
- Healthy and Respectful relationships (including sexuality);
- Resilience;
- Mind Matters;
- Healthy Together Achievement Program;
- Daniel Morcombe Child Safety Curriculum

To further meet our legal and moral requirements, Child Safe Standards (1-7) will be continually reflected upon, developed and discussed for refinement **to ensure that it is easily accessible, easy to understand and user friendly to children** and equally, the wider community.

Alkira SC will reflect and re-fine its policies to ensure that these cater for our legislative obligations under Ministerial Order 870 and ongoing needs of our community.

The College will develop a policy that has a specific focus on the promotion of student empowerment to ensure children feel safe and comfortable in reporting concerns or allegations of abuse. All school staff and people working in a child connected capacity will have an awareness of children's rights and adults' responsibilities regarding child appropriate behaviour.