

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

A template for Victorian independent schools

Instructions for school staff to complete this template

<p>When</p>	<p>Use this template:</p> <ul style="list-style-type: none"> to document any allegation, complaint, disclosure or concern that a child has been, or is at risk of being abused (including grooming). with the 4 Critical Actions to Identify and Respond to Child Abuse: Adult engaged by an independent school. to record actions you have taken. It does not replace the need to follow the 4 Critical Actions immediately. Do not delay taking action to complete this template.
<p>Why</p>	<p>You must document your actions. This template is optional. School staff can use any documentation method that meets record keeping requirements.</p> <p>Recorded information may inform reports, be requested in court proceedings, and support your decisions if evidence is required.</p>
<p>How</p>	<p>Record details factually. Avoid opinions or conclusions and provide as much information as possible.</p> <p>Schools must record all:</p> <ul style="list-style-type: none"> observations disclosures other details that led them to have a concern about child abuse the school's response.
<p>Record Management</p>	<p>Records must be kept in a secure, logical place to ensure future access. Follow all data security and record management requirements that apply to your school. Note that these may vary from school to school.</p> <p>For further guidance see 4 Critical Actions: Document your actions.</p>
<p>Need help?</p>	<p>For further information or support to complete this template, please contact Independent Schools Victoria:</p> <ul style="list-style-type: none"> Call 03 9825 7200 Email enquiries@is.vic.edu.au.
<p>More information</p>	<p>Visit www.vic.gov.au/PROTECT to access guidance to identify and respond to child abuse by an adult engaged by an independent school.</p>

Staff member leading the response

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

Staff member completing this template, if different to above

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

Student details

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

Student	
Full name	
Year level	
Date of birth	

Responding to an emergency

See [responding to an emergency](#).

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

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

4 Critical Actions: **identify** child abuse

See [identify child abuse](#).

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

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

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

Include detail of the allegation, complaint, disclosure or concern

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

Physical indicators

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

Behavioural Indicators

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

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

Details of the persons alleged to have engaged in the behaviour

Name

Relationship to student

Contact details

4 Critical Actions: **report** child abuse

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

Reporting to Victoria Police

Who have you reported the allegations to?

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

Details of the report to Victoria Police

Date

Time

Report to

Outcome of the report

If you have decided not to report to Victoria Police

Detail why

Any follow-up actions

Reporting to school leadership

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

Social Services Regulator
The nominated contact person must report all allegations, complaints, disclosures and concerns to the [Social Services Regulator](#).

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

Other reports

Who have you reported to?	<input type="checkbox"/> Victorian Registrations and Qualifications Authority <input type="checkbox"/> Victorian Institute of Teaching <input type="checkbox"/> Victorian Early Childhood Regulatory Authority
Name/position	
Date	
Time	
Discussion outcomes	

School governing authority (this is optional)

Have you discussed the issue with your school governing authority?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Date	
Time	
Discussion outcomes	

Engage the student and their parents or carers

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

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

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

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

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

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

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

Planned Actions	
Who have you engaged to plan support?	<input type="checkbox"/> Student <input type="checkbox"/> Parents or carers <input type="checkbox"/> School leadership <input type="checkbox"/> School health and wellbeing team <input type="checkbox"/> Allied health professionals <input type="checkbox"/> Specialist support agency (specify) _____ <input type="checkbox"/> Other (specify) _____
Does the student have any diverse needs? See Supporting students with diverse needs This includes: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • students from culturally and linguistically diverse backgrounds • international students • students with disability • LGBTIQ+ students • students in out-of-home care. 	<input type="checkbox"/> No <input type="checkbox"/> Yes – specify supports in place
What supports have the student and/or parents or carers have requested?	
Follow up actions Include detail on the follow-up actions taken to support the student	
Current supports in place	
Include how you used information sharing and for what purpose If applicable	

Review – student outcomes

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

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

Current wellbeing of impacted staff members	
Does the staff member/s who made the report/allegation/complaint, received a disclosure or had a concern require any support?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what support has been received?	

Review – significant child safety incident

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

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

Review – 4 Critical Actions

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

Implementation of the 4 Critical Actions

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

Identify

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

Report

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

Refer

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

Support

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

Other

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

Learnings

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

Follow up actions

Detail any follow up actions from this review