

# Identify and respond to student-to-student abuse

## A template for Victorian government schools

### Instructions for school staff to complete this template

<b>When</b>	<p>Use this template:</p> <ul style="list-style-type: none"> <li>to document any incident, disclosure or concern that a child has been, or is at risk of being abused.</li> <li>with the <a href="#">4 Critical Actions to Identify and Respond to Child Abuse: student-to-student</a>.</li> <li>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.</li> </ul>
<b>Why</b>	<p>You must document your actions. <b>This template is optional.</b> School staff can use any documentation method that meets record keeping requirements.</p> <p><a href="#">eduSafe Plus</a> can be used for record keeping. You do not need to duplicate information already recorded there in this template. You may upload this template to <a href="#">eduSafePlus</a> or use it to guide your entry.</p> <p>Recorded information may inform reports, be requested in court proceedings, and support your decisions if evidence is required.</p>
<b>How</b>	<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"> <li>observations</li> <li>disclosures</li> <li>other details that led them to have a concern about child abuse</li> <li>the school's response.</li> </ul> <p>You must document your actions for all students involved who are enrolled at your school. This includes:</p> <ul style="list-style-type: none"> <li>students who experienced abuse</li> <li>students who use violence or engage in behaviour that causes harm.</li> </ul> <p><b>For matters involving more students, complete additional templates.</b></p>
<b>Record Management</b>	<p>Records must be kept in a secure, logical place to ensure future access. Government schools must follow the department's <a href="#">Records Management policy</a>.</p> <p>For further guidance see <a href="#">4 Critical Actions: Document your actions</a>.</p>
<b>Need help?</b>	<p>If you need additional support to complete this template, you can consult:</p> <ul style="list-style-type: none"> <li>a member of your student wellbeing or leadership team</li> <li><a href="#">support and advisory services for school staff</a>.</li> </ul>
<b>More information</b>	<p>Visit <a href="http://www.vic.gov.au/PROTECT">www.vic.gov.au/PROTECT</a> to access guidance to identify and respond to child abuse by another student.</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 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
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?	
Is the child currently in a safe location? 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 by another student in many ways. You can:

- witness 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

### What has led you to have a concern or form a reasonable belief that a student has been, or is at risk of being abused by another student

<p>Include detail of the incident, disclosure or concern</p> <ul style="list-style-type: none"> <li>• Include names, times and dates</li> <li>• Document the student/s exact words as far as possible</li> </ul>	
<p>Physical indicators</p> <p>See <a href="#">Types of abuse and what to look for</a></p>	
<p>Behavioural Indicators</p> <p>See <a href="#">Types of abuse and what to look for</a></p>	
<p>Were there any patterns of behaviour/prior concerns before the incident, disclosure or concern?</p>	

## 4 Critical Actions: **report** child abuse

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

### Reporting to authorities

Who have you reported the allegations to?	<input type="checkbox"/> Victoria Police <input type="checkbox"/> eSafety Commissioner <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Decision not to report (provide reasons below)
---	--

### Details of the report to authorities

Date	
Time	
Report to	
Outcome of the report	

### Details of the report to authorities

Date	
Time	
Report to	
Outcome of the report	

### If you have decided not to report

Detail why	
Any follow-up actions	

Reporting to school leadership		
Who have you reported to? Name/position		
Date		
Time		
Discussion outcomes		
Department of Education		
Have you logged an eduSafe Plus incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
eduSafe Plus incident number		
Engage the student and their parents or carers		
<p>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.</p> <p>Harmful sexual behaviour – where Victoria Police are not involved and you need help engaging with parents and carers you can contact your <a href="#">local sexual assault service</a> for support and advice.</p>		
Have you sought advice from Victoria Police or your local sexual assault service?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is it appropriate to contact the parent/carer/s?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
List reasons if it is not appropriate to contact the parent/carer/s.		
	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
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: **support** students through your school

See [support students through your school](#).

Your actions in **support** complement your actions in **refer**. They can happen at the same time if you decide that's the best way to help the student/s.

Planned Actions		
	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
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) _____	<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 <a href="#">Supporting students with diverse needs</a> This includes: <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander students</li> <li>• students from culturally and linguistically diverse backgrounds</li> <li>• international students</li> <li>• students with disability</li> <li>• LGBTIQ+ students</li> <li>• students in out-of-home care.</li> </ul>	<input type="checkbox"/> No <input type="checkbox"/> Yes – specify supports in place	<input type="checkbox"/> No <input type="checkbox"/> Yes – specify supports in place
What supports have the student and/or parents or carers requested?		
Follow up actions Include detail on the follow-up actions taken to support the student e.g. the convening of a student support group and development of support plans		
Current supports in place		
Include how you used information sharing and for what purpose If applicable		

## 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		
	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
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) _____	<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		

## Review – student outcomes

Complete this section with your school leadership team 4-6 weeks after the incident, 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		
	Student 1 – Student who experienced abuse	Student 2 – Student using violence or engaging in behaviour that causes harm
Does the student have any wellbeing issues that are not being addressed?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<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	<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/witnessed the incident, 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](#).

- In matters involving sexual offences, the Sexual Harm Response Unit and School Compliance Unit support schools to complete post-incident reviews and communicate the outcome to the school community.

## Review – 4 Critical Actions

Complete this section with your school leadership team 4-6 weeks after the incident, disclosure or concern. This section will help you determine if the school has followed the PROTECT 4 Critical Actions appropriately.

### 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 and to the department?
- Did the school contact the parents/carers of all impacted students as soon as possible?
- Have the parents continued to be engaged (if appropriate)?

#### Support

- Were the student/s 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/s?

#### Refer

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

#### Other

- If the student/s has diverse needs was this considered?
- Was the student/s 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 any observations/learning that could help strengthen processes to continue to protect students

#### Follow up actions

Detail any follow up actions from this review