

Identify and respond to child abuse by an adult in a government school, including grooming

A template for Victorian government schools

Instructions for school staff to complete this template

When	<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 a government 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.
Why	<p>You must document your actions. This template is optional. School staff can use any documentation method that meets record keeping requirements.</p> <p>eduSafe Plus 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 eduSafe Plus 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>
How	<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.
Record Management	<p>Records must be kept in a secure, logical place to ensure future access. Government schools must follow the department's Records Management policy.</p> <p>For further guidance see 4 Critical Actions: Document your actions.</p>
Need help?	<p>If you need additional support to complete this template, you can consult:</p> <ul style="list-style-type: none"> the department's Conduct and Integrity Division on 03 7034 6768 a member of your student wellbeing or leadership team support and advisory services for school staff
More information	<p>Visit www.vic.gov.au/PROTECT to access guidance to identify and respond to child abuse by an adult engaged by a government 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 a government 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

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?	<input type="checkbox"/> Victoria Police <input type="checkbox"/> Decision not to report (provide reasons below)
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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	

Notify your school's nominated contact person

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

The department's Conduct and Integrity Division

The school principal must report all allegations, complaints, disclosures and concerns of abuse by an adult engaged by a school.

Date	
Time	
Outcome of the report	
Have you logged an incident in eduSafe Plus incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
eduSafe Plus incident number	

Engage the student and their parents or carers

Before engaging with parents and carers, you need clearance from:

- Victoria Police (in situations involving a police response)
- the department's Conduct and Integrity Division.

Once you have clearance, you must contact the parents or carers as soon as possible. Ideally, this should happen on the same day.

Have you sought advice from Victoria Police or the Conduct and Integrity Division?	<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 or Conduct and Integrity Division	
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.

Sexual offences – Conduct and Integrity Division will engage the Sexual Harm Response Unit who will work with regional health and wellbeing staff and the school to make sure impacted students and their families are referred to appropriate supports.

Other matters – Your school’s nominated contact person or wellbeing team may lead **refer** and **support**.

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**. You can use the Student Safety and Wellbeing Plan template. You do not need to duplicate information already recorded there in this template.

Sexual offences (including grooming) – Conduct and Integrity Division will engage the Sexual Harm Response Unit who will work with the school and regional wellbeing staff. This will help make sure that affected students and their families get the support they need.

Other matters – Your school's nominated contact person or wellbeing team may lead **support** and **refer**.

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 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	
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](#).

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 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 and to the department?
- 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