

Identify and respond to child abuse in the family

A template for Victorian Catholic schools

Instructions for school staff to complete this template

When	<p>Use this template:</p> <ul style="list-style-type: none"> to document any incident, disclosure or concern that a child has been, or is at risk of being abused. with the <u>4 Critical Actions to Identify and Respond to Child Abuse: Family</u>. This includes the <u>family violence identification and screening tool</u>. 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. If you use this template, it will become the official record of the incident. If you do not use a template provided, you must still ensure you collect, record and securely retain all the information required in the template.</p> <p>Recorded information may inform reports and/or referrals, 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. All Catholic schools should follow their policy and procedure to document and report all child safety incidents to school leadership and their relevant governing body.</p> <p>For further guidance see <u>4 Critical Actions: Document your actions</u>.</p>
Need help?	<p>If you need additional support to complete this template, you can consult:</p> <ul style="list-style-type: none"> a member of your student wellbeing or leadership team <u>support and advisory services for school staff</u>.
More information	<p>Visit www.vic.gov.au/PROTECT to access guidance to identify and respond to child abuse in the family.</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 or the completed family violence identification and/or screening tool.

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 in the family](#).

You can identify abuse in the family in many ways. You can:

- witness an incident
- [receive a disclosure \(including information from a third party\)](#)
- observe [physical or behavioural signs](#)
- observe [signs of family violence trauma in children and young people](#)
- observe [family violence risk factors](#)
- observe [narratives and behaviours that may indicate an adult is using family violence](#)
- see something worrying or problematic online and/or on a student's device.

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 someone in the family

<p>Has a member of staff completed the family violence identification tool?</p>	<p><input type="checkbox"/> No – complete the family violence identification tool (any staff)</p> <p><input type="checkbox"/> Yes</p>
<p>Was the completed identification tool given to the MARAM nominated staff?</p>	<p><input type="checkbox"/> No – give the tool to the MARAM nominated staff member</p> <p><input type="checkbox"/> Yes</p>
<p>Has the MARAM nominated staff member completed the family violence screening tool?</p>	<p><input type="checkbox"/> No – complete the family violence screening tool (MARAM nominated staff)</p> <p><input type="checkbox"/> Yes</p>
<p>Has the MARAM nominated staff member completed the basic safety plan where there is current family violence?</p>	<p><input type="checkbox"/> No – complete the basic safety plan (MARAM nominated staff)</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Not applicable – there is no current family violence</p>

4 Critical Actions: determine your pathway

See [determine your pathway](#).

Family violence

Did you form a belief there is family violence, but it was not a mandatory report or a crime against a child?

- Yes – go to **refer**
 No

Family struggling with care, wellbeing or development of a child

Did you believe there is significant wellbeing concern because the family is struggling with the care, wellbeing or development of a child?

- Yes – go to **refer**
 No

Report to Child Protection, including mandatory report

Was there a reasonable belief that:

- a child has suffered or is likely to suffer significant harm as a result of **physical injury or sexual abuse** and
- the child’s parents have not protected or are unlikely to protect the child from that harm?

- Yes – go to **report**
 No

Crime

Did you form a reasonable belief that a crime against a child has been committed but it is not a mandatory report?

- Yes – go to **report**
 No

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.

Planned Actions

<p>Who have you engaged to plan support?</p>	<p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Parents or carers</p> <p><input type="checkbox"/> School leadership</p> <p><input type="checkbox"/> School health and wellbeing team</p> <p><input type="checkbox"/> Allied health professionals</p> <p><input type="checkbox"/> Specialist support agency (specify) _____</p> <p><input type="checkbox"/> Other (specify) _____</p>
<p>Does the student have any diverse needs?</p> <p>See supporting students with diverse needs</p> <p>This includes:</p> <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. 	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes – specify supports in place</p>
<p>What supports have the student and/or parents or carers have requested?</p>	
<p>Follow up actions</p> <p>Include detail on the follow-up actions taken to support the student</p>	
<p>Current supports in place</p>	
<p>Include how you used information sharing and for what purpose</p> <p>If applicable</p>	

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?	
Does the student identify as Aboriginal or Torres Strait Islander?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, did the student and/or their family choose to be supported by an Aboriginal Community Controlled Organisation (ACCO)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable
Which services has the student been referred to? Include detail on referrals to wellbeing professionals or other specialised services, including The Orange Door	
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: **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?

- DFFH Child Protection
- Victoria Police
- Other (Specify) _____
- 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 the allegations to? Name/position	
Date	
Time	
Discussion outcomes	

Your school's relevant governing body

Contact your principal advisory service or governing body. They will advise you of the next actions consistent with your school's reporting policy. A list of school governing bodies can be found [here](#).

Date	
Time	
Discussion outcomes	

Engage the student and their parents or carers

If Victoria Police or Child Protection 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 or Child Protection?	<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 Child Protection	
Discussion outcomes	

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

Have you adapted to changing circumstances?	<input type="checkbox"/> Yes, consider if you need to repeat one or more of the 4 Critical Actions, see adapt to changing circumstances <input type="checkbox"/> No, continue to provide ongoing support
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 who made had a concern, witnessed the incident, received a disclosure or made the referral/report, require any support?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what support has been received?	

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?

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?

Refer

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

Report

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

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 learning that could help strengthen processes to continue to protect students

Follow up actions

Detail any follow up actions from this review