# Application of Child Safe Standards at Croydon Hills Primary School

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# Child Safety Policy

## Purpose

Croydon Hills Primary School's Child Safety Policy sets out the school's commitment and approach to creating and maintaining a child safe organisation where children and young people are safe and feel safe, and provides the policy framework for the school's approach to the Child Safe Standards.

## Scope

This policy applies to all staff, volunteers, and contractors in the school environment, whether or not they work in direct contact with children or young people. This policy also applies to school council members where indicated.

The policy will apply to the school environment (see Definitions). The policy covers both school hours and outside of school hours.

## Definitions

**Child abuse**

Child abuse includes:
- any act committed against a child involving:
  - a sexual offence; or
  - grooming; and
- the infliction, on a child, of:
  - physical violence; or
  - serious emotional or psychological harm; and
- Family violence
- serious neglect of a child.

**Child-connected work**

Child-connected work means work authorised by the school, school council, or Secretary of the Department of Education and Training and performed by an adult in a school environment while children are present or reasonably expected to be present.

**Child safety**

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.

**School environment**

School environment means any physical or virtual place made available or authorised by the school for use by a child during or outside school hours, including:

- a campus of the school;
- online school environments (including email and intranet systems); and
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, homestays, and other school activities or events)

**School staff**

School staff means an individual working in a school environment who is:

- employed by the Department of Education and Training;
- directly engaged or employed by a school council; or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).

## Statement of Commitment to Child Safety and Child Safety Principles

Croydon Hills Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

The school's approach to creating and maintaining a child safe school environment is guided by our school philosophy and values. At Croydon Hills Primary School our vision is to '*provide a child safe, inclusive, caring and dynamic environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. We aim to build social responsibility, resilience, perseverance and independence so students can best meet the challenges of our rapidly changing world and become ethical and responsible global and digital citizens. Croydon Hills has a commitment to zero tolerance of child abuse and is committed to child safety.*

*We support and respect all children as well as our staff and volunteers. We want all children at this school to be safe, happy and empowered..*' We know children can struggle to achieve their personal best if they are not safe from abuse.

At Croydon Hills Primary School our values guide the decisions and behaviours of all members of our school community, including in relation to child safety:

- Integrity – being honest, sincere and trustworthy

- Care and Compassion - considering the needs and feelings of others, being kind and compassionate, being inclusive and supportive, accepting and appreciating ourselves and others.
- Respect – for ourselves, our environment and others
- Responsibility – Demonstrating ownership of our actions and words. Being accountable for our actions.
- Resilience – Bouncing back from difficulties and disappointments. Accepting challenges, trying hard and not giving up easily.

We are committed to providing a child safe environment where children and young people are safe, feel safe, and their voices are heard about decisions that affect their lives. Our child safe policies, procedures, strategies and practices will be inclusive of the needs of all children, including (but not limited to Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, students in out of home care, LGBTQI+ students, gender diverse students, international students,and children who are vulnerable.

Every person involved in Croydon Hills Primary School has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

## Child safety principles

In its planning, decision-making and operations, Croydon Hills Primary School will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such concerns;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers

# POLICY

## Strategies to embed a child safe culture

Croydon Hills Primary School's culture encourages staff, students, parents and the school community to raise, discuss and scrutinise child safety concerns.

All child safety documents, including this policy, the Child Safety Code of Conduct [Appendix B], the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, _Identifying and Responding to All Forms of Abuse in Victorian Schools_ and the Four Critical Actions for Schools are readily available online and in hard copy from the school office for all staff and students to read at any time.

Child safety is everyone's responsibility. All school staff are required to:

- Act in accordance with the school's Child Safety Code of Conduct, which clearly sets out the difference between appropriate and inappropriate behaviour
- Act in accordance with the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures at all times, including following the Four Critical Actions for Schools where necessary
- Undertake annual guidance and training on child safety
- Act in accordance with their legal obligations, including:
  - Failure to disclose offence (applies to all adults)
  - Duty of care (applies to all school staff)
  - Mandatory reporting obligations (applies to all mandatory reporters, including teachers, principals, registered psychologists, and registered doctors and nurses)
  - Failure to protect offence (applies to a person in a position of authority within the school)
  - Reportable conduct obligations (applies to all school staff in reporting conduct to the principal, and applies to the principal in reporting to Employee Conduct Branch)
  - Organisational duty of care (applies to the school as an organisation)
  - For more information on these obligations, see Identifying and Responding to All Forms of Abuse in Victorian Schools.

As part of Croydon Hills Primary School's child safe culture, school leadership (including the principal and assistant principals) will:

- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, students in out of home care, LGBTQI+ students, gender diverse students, international students, and children who are vulnerable., when implementing the Child Safe Standards
- Ensure that child safety is a regular agenda item at school leadership meetings and staff meetings
- Encourage and enable staff professional learning and training to build deeper understandings of child safety and prevention of abuse
- Ensure that no one is prohibited or discouraged from reporting an allegation of child abuse to a person external to the school or from making records of any allegation.

As part of Croydon Hills Primary School's child safe culture, school mandatory reporting staff are required to:

- Complete the Protecting Children – Mandatory reporting and other obligations online module every year
- Read the school's Child Safety Code of Conduct on induction, and maintain familiarity with that document
- Read the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on induction, and maintain familiarity with that document
- Read the school's Child Safety Policy (this document) on induction, and maintain familiarity with it.

As part of Croydon Hills Primary School's child safe culture, in performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school councils and school council members will:

- Ensure that child safety/wellbeing is a regular agenda item at school council meetings
- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and students in out of home care, LGBTQI+ students, gender diverse students, international students, and children who are vulnerable., when making decisions regarding the Child Safe Standards
- Undertake annual guidance and training on child safety, such as the Child Safe Standards School Council Training PowerPoint.
- Approve the Child Safety Code of Conduct to the extent that it applies to school council employees and members, and if updated, note the new document in its school council meeting minutes
- When hiring employees, ensure that selection, supervision and management practices are child safe (unless delegated to the principal).

*School leadership will maintain records of the above processes.*

## Roles and responsibilities

School leaders will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Child Safety Code of Conduct, which sets out clearly the difference between appropriate and inappropriate behaviour.

Specific child safety responsibilities:

- The Principal is responsible for reviewing and updating the Child Safety Policy every 3 years.
- The Principal is responsible for monitoring the school's compliance with the Child Safety Policy. The school community should approach the Principal if they have any concerns about the school's compliance with the Child Safety Policy.
- The Principal is responsible for informing the school community about this policy, and making it publicly available.
- Other specific roles and responsibilities are named in Croydon Hills Primary School's other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and risk assessment register.

## Recruitment

Croydon Hills Primary School follows the Department's Recruitment in Schools guide to ensure child safe recruitment practices, available on the [Department's website](#).

All prospective volunteers are required to comply with our school's Volunteers Policy, including maintaining a valid Working with Children Check.

## Training and supervision

Training and education is important to ensure that everyone in the school understands that child safety is everyone's responsibility.

Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in coming forward with any allegations or suspicions of child abuse and family violence, or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse and family violence . This training occurs annually or more often as required.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, to promote the cultural safety of Aboriginal and Torres Strait Islander children and children from linguistically and/or diverse backgrounds, and the safety of

children with a disability and students in out of home care, LGBTQI+ students, gender diverse students, international students, and children who are vulnerable.

New employees and volunteers will be inducted into the school, including by being referred to the Child Safety Policy (this document), the Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on the school website. They will also be supervised regularly to ensure they understand our school's commitment to child safety, and that their behaviour towards children is safe and appropriate. All employees of our school will be monitored and assessed via regular performance review to ensure their continuing suitability for child-connected work. Any inappropriate behaviour will be reported by school staff to the Principal or Assistant Principal and will be managed in accordance with Croydon Hills Primary School's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures where required.

## Reporting a child safety concern or complaint

The school has clear expectations for all staff and volunteers in making a report about a child or young person who may be in need of protection. All staff (including school council employees) must follow the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, including following the Four Critical Actions for Schools if there is an incident, disclosure or suspicion of child abuse. Immediate actions should include reporting their concerns to DFFH Child Protection, Victoria Police and/or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

Croydon Hills Primary School will never prohibit or discourage school staff from reporting an allegation of child abuse. The school will always take action to respond to a complaint in accordance with the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures. In accordance with Action 4 of the Four Critical Actions for Schools, Croydon Hills Primary School will provide ongoing support for students affected by child abuse.

The Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures can be found as a part of this policy suite.

## Risk reduction and management

Croydon Hills Primary School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes, found in the school's Child Safe Risk Register [Appendix F]. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

We will identify and mitigate the risks of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment and the characteristics and needs of all children expected to be present in that environment.

Croydon Hills Primary School monitors and evaluates the effectiveness of the actions it takes to reduce or remove risks to child safety, more information can be found in the school's CHild Safe Risk Register.

## Listening to, communicating with and empowering children

Croydon Hills Primary School has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. Our school is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of need.

When the school is gathering information in relation to alleged misconduct with or abuse of a child, the school will listen to the person's account, take them seriously, check understanding and keep the child (and/or their parents/carers, as appropriate) informed about process.

The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly including:

- All of our child safety policies and procedures will be available via the Croydon HIlls Primary School Website.
- PROTECT Child Safety posters will be displayed across the school
- School newsletters will inform students and the school community about the school's commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety
- Age-appropriate discussions with children about personal safety and the safety of others
- The Four Critical Actions are actively taught to mandatory reporters and other school staff
- The whole school is encouraged to contribute to risk assessment and mitigation through appropriate channels such incident reporting and alerting staff leadership.

The school will use its health and wellbeing programs to deliver appropriate education to its students about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);

- resilience; and
- personal safety and what to do if children feel unsafe'

## Communication

This school is committed to communicating our child safety strategies to the school community through:

- Ensuring that the Child Safety Policy , Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure (this document) are available on the school website and made available in hard copy from school administration upon request.
- Once per term reminders in the school newsletter of our school's commitment to child safety
- Ensuring that child safety is a regular agenda item at school leadership meetings and staff meetings for discussion
- The staff handbook
- Staff, Volunteer and Contractor Inductions.

## Confidentiality and privacy

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law and other relevant laws. The principles regulating the collection, use and storage of information is included in the Department of Education and Training's Schools' Privacy Policy.

## Related policies and documents

Related policies and documents include:

- Code of Conduct [Appendix B]
- Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures (included in this document)
- Risk assessment register [Appendix F]
- Identifying and Responding to All Forms of Abuse in Victorian Schools
- Four Critical Actions for Schools
- Recording your actions: Responding to suspected child abuse – A template for Victorian schools
- Identifying and Responding to Student Sexual Offending
- Four Critical Actions for Schools: Responding to Student Sexual Offending
- Policy and Advisory Library – Duty of Care
- Policy and Advisory Library – Child Protection Reporting Obligations
- Schools' Privacy Policy.

## Policy evaluation and review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3 years. The review will include input from students, parents/carers and the school community.

## Approval

School Principal: Christian Holdsworth

Date of last review: 8th December 2021

### REVIEW CYCLE

Ratified by School Council        - December 2021

Review Date                       - November 2024

# Child Safety Responding and Reporting Obligations (Including Mandatory Reporting) Policy and Procedures

## Purpose

The purpose of this policy is to ensure that all staff and members of our school community understand the various legal and other reporting obligations related to child safety that apply to Croydon Hills Primary School. The specific procedures that are applicable at our school are contained at Appendix A.

## Scope

This policy applies to all school staff, volunteers and school community members. It also applies to all staff and students engaged in any school and school council run events, activities and services (such as Outside School Hours Care).

## Policy

All children and young people have the right to protection in their best interests.

Croydon Hills Primary School understands the important role our school plays in protecting children from abuse including:

- Physical abuse
- Sexual abuse (including sexual exploitation)
- Family violence
- Emotional abuse
- Neglect (including medical neglect)
- Grooming

The staff at Croydon Hills Primary School are required by law to comply with various child safety reporting obligations. For detailed information about each obligation, please refer to Identifying and Responding to All Forms of Abuse in Victorian Schools.

At Croydon Hills Primary School we also recognise the diversity of the children and young people at our school and take account of their individual needs and backgrounds when considering child safety.

**Mandatory Reporting**

The following individuals are mandatory reporters under the *Children, Youth and Families Act 2005* (Vic):

- Victorian Institute of Teaching (VIT) registered teachers, including principals
- School staff who have been granted permission to teach by the VIT
- Registered medical practitioners and nurses
- Registered psychologists
- All members of the police force
- People in religious ministry
- Staff who provide direct support to students for mental, emotional or psychological wellbeing, including (but not limited to) School Health and Wellbeing staff, Primary Wellbeing Coordinators, Student Wellbeing Coordinators, Mental Health Practitioners, Chaplains, and Student Support Services staff

All mandatory reporters must make a report to the Department of Families, Fairness and Housing (DFFH) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:
- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse, and
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Croydon Hills Primary School to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal does not share their belief that a report is necessary.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually. We also require/encourage all other staff to undertake this module, even where they are not mandatory reporters.

For more information about Mandatory Reporting see the Department's *Policy and Advisory Library*: [Protecting Children — Reporting and Other Legal Obligations](#).

## Child in need of protection

Any person can make a report to DFFH Child Protection if they believe on reasonable grounds that a child is in need of protection. Eastern Division Intake covers the Eastern Regions of Melbourne and is based in Box Hill: 1300 360 391 (8.45am-5pm Mon to Fri) or After Hours 131 278 (After 5pm weekdays, 24 hours weekends and public holidays). The policy of the Department of Education and Training (DET) requires all staff who form a reasonable belief

that a child is in need of protection to report their concerns to DFFH or Victoria Police, and discuss their concerns with the school leadership team.

For more information about making a report to DFFH Child Protection, see the Department's *Policy and Advisory Library*: [Protecting Children — Reporting and Other Legal Obligations](#) and [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse.](#)

At Croydon Hills Primary School we also encourage all staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST see the *Policy and Advisory Library*: [Protecting Children – Reporting and Other Legal Obligations](#) .

## Reportable Conduct

Our school must notify the Department's Employee Conduct Branch (9637 2594) if we become aware of an allegation of 'reportable conduct'.

There is an allegation of reportable conduct where a person has formed a reasonable belief that there has been:

- a sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical violence committed against, with or in the presence of a child;
- behaviour causing significant emotional or physical harm to a child;
- significant neglect of a child; or
- misconduct involving any of the above.

The Department, through the Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

Our principal must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former teachers, contractors, volunteers (including parents), allied health staff and school council employees.

If school staff become aware of reportable conduct by any person in the above positions, they should notify the school principal immediately. If the allegation relates to the principal, they should notify the Regional Director.

For more information about Reportable Conduct see the Department's *Policy and Advisory Library*: [Reportable Conduct](#).

## Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual

offence has been committed by an adult against a child under the age of 16 by another person aged 18 years or over.

Failure to disclose information to Victoria Police (by calling 000 or local police station) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

"Reasonable excuse" is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed, for example, through a mandatory report to DFFH Child Protection.

## Failure to protect offence

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (i.e. persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

### Grooming

Grooming is a criminal offence under the *Crimes Act 1958* (Vic). This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

**Further information**

For more information about these offences and reporting obligations see: [Protecting Children — Reporting and Other Legal Obligations](#)

## Related policies and documents

Related policies and documents include:

- Child Safety Policy [included in this document]
- Code of Conduct [Appendix B]
- Child Safety Lead Role - Role Description [Appendix C]
- Principal's Checklist [Appendix D]
- Risk assessment register [Appendix F]
- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Policy and Advisory Library – Duty of Care](#)
- [Policy and Advisory Library – Child Protection Reporting Obligations](#)
- [Schools' Privacy Policy](#).

## Review Cycle

Ratified by School Council - December 2021

Review Date                    - November 2022

# Child Safety Responding and Reporting Procedures at Croydon Hills Primary School

## For students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Croydon Hills Primary School they should start with their classroom teacher.
- At Croydon Hills Primary School our Student Wellbeing Officers and Principals are also trusted people that students can talk to.

## Managing disclosures made by students

### When managing a disclosure you should:

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you").

*When managing a disclosure you should AVOID:*

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).

## General procedures

Our school will follow the ***Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse*** (Four Critical Actions) when responding to incidents, disclosures and suspicions of child abuse.

All staff at our school who believe that a child is in need of protection, even if it doesn't meet the threshold required for mandatory reporting or the staff member is not a mandatory reporter, should in the first instance, speak to the Assistant Principal (Wellbeing) or Principal, or should make the required reports to DFFH Child Protection and/or Victoria Police as necessary.

At our school the Principal will be responsible for monitoring overall school compliance with this procedure.

Nothing in this procedure prevents a staff member or any other person from reporting to the relevant authorities if they form a reasonable belief that a child is at risk of abuse.

## Reporting suspicions, disclosures or incidents of child abuse

### *Responsibilities of all school staff*

If a school staff member reasonably suspects or witnesses an incident of child abuse or receives a disclosure of child abuse, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid and call 000.
- Speak to the Assistant Principal (Wellbeing) or another member of the Principal Team as soon as possible, who will follow the Four Critical Actions.
- Make detailed notes of the incident or disclosure using the Responding to Suspected Child Abuse: Template and ensure that those notes are kept and stored securely in the Assistant Principal (Wellbeing)'s office. An overview of the disclosure should also be logged on Compass as a Chronicle.

- If the staff member is a mandatory reporter and reasonably believes that a student has suffered physical and/or sexual abuse from which the child's parents have not protected the child, they must make a report to DFFH Child Protection. It is recommended the reporter does this under the guidance of and with the support of a Principal Class member.
- If the staff member has formed a 'reasonable belief' that a sexual offence has been against a child, they must make a report to Victoria Police. It is recommended the reporter does this under the guidance of and with the support of a Principal Class member.

In circumstances where a member of the leadership team disagrees that a report needs to be made, but the staff member has formed a 'reasonable belief' that the child is in need of protection and/or has been the victim of sexual abuse, the staff member must still contact DFFH Child Protection and/or Victoria Police to make the report.

### *Responsibilities of Assistant Principal (Wellbeing) and Principal Class members*

The *Assistant Principal (Wellbeing) and Principal Class members* are responsible for promptly managing the school's response to an incident, suspicion or disclosure of child abuse, and ensuring that the incident, suspicion or disclosure is taken seriously. The *Assistant Principal (Wellbeing) and Principal Class members* are also responsible for responding appropriately to a child who makes or is affected by an allegation of child abuse.

If the *Assistant Principal (Wellbeing) or Principal Class members* receive a report from a school staff member or member of the school community of a suspicion, disclosure or incident of child abuse, they must:

- Follow the [Four Critical Actions](#) as soon as possible, including:
  - Responding to an emergency
  - Reporting to authorities/referring to services
  - Contacting parents/carers and
  - Providing ongoing support.
- Make detailed notes of the incident or disclosure, including actions taken using the [Responding to Suspected Child Abuse: Template](#) and ensure that those notes are kept and stored securely in the Assistant Principal (Wellbeing)'s office. An overview of the disclosure should also be logged on Compass as a Chronicle. They are also responsible for ensuring that any staff member who reported the incident, disclosure or suspicion to them also makes and keeps notes of the incident.
- At Croydon Hills Primary School, Assistant Principal (Wellbeing) and Principal Class members will be responsible for ensuring that there is a prompt response to the disclosure and that the child is appropriately supported.
- If the *Assistant Principal (Wellbeing) or Principal Class members are* unavailable, the school's Wellbeing Officers, Leading Teacher and Learning Specialists will take on the role and responsibilities described in this section.

## Duty of care and ongoing support for students

Fulfilling the requirements in this procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.

All staff have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students. All staff must ensure that Assistant Principal (Wellbeing) or Principal Class members is aware of any incidents, suspicions or disclosures of child abuse as soon as possible after they occur. This will allow appropriate support to be put in place for the student affected.

## For school visitors, volunteers and school community members

All community members aged 18 years or over should be aware of their legal obligations – see *Failure to disclose offence* above, in this Policy.

Any person can make a report to DFFH Child Protection if they believe on reasonable grounds that a child is in need of protection. For contact details see the Four Critical Actions **- https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf**

There is no requirement for community members to inform the school if they are making a disclosure to DFFH Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, and where disclosure of that concern will not compromise any potential police investigation, the community member should report this concern to the principal so that appropriate steps to support the student can be taken.

# Child Safety

# Code of Conduct

Croydon Hills Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

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 Croydon Hills Primary School 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. The Principal and school leaders of Croydon Hills Primary School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, school council members, 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

As staff, school council members, volunteers, contractors, school council members and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:
- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you 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 students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- Inclusion of LGBTQI+ and home care children in all activities.
- reporting any allegations of child abuse or other child safety concerns to the school's Principal Team
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

## Unacceptable behaviours

Staff, volunteers, contractors, and any other member of the school community involved in child-related work must not:
- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol or take illicit drugs under any circumstances.

*This Code of Conduct was endorsed/approved by the School Council on 8th December 2021 for review if legislative or other changes require in the interim or no later than December 2024.*


I agree to adhere to the Code of Conduct


Name: ...…………………………… VIT/WWCC#: ………………………….. Expiry ........ / …… / ……

Signature:    ................................................................. Date ..........................

## CHILD SAFETY LEADER ROLE DESCRIPTION

### Identified leader: Assistant Principal (Student Well Being)

The role of Child Safety Officer includes leadership support and the ability to direct other staff (where appropriate), to undertake the role effectively.

Broad areas of the role are to:

### PROVIDE AUTHORITATIVE ADVICE
- Act as a source of support, advice and expertise to staff on matters of child safety.
- Liaise with the principal and school leaders to maintain the visibility of child safety.
- Lead the development of the school's child safety culture by providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety.

### RAISE AWARENESS
- Ensure the school's policies are known and used appropriately.
- Ensure the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.

### TRAIN
- Being authoritative in providing advice by:
    - keeping their skills up to date with appropriate training carried out every two years
    - having a working knowledge of how the Department of Families, Fairness and Housing (DFFH) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so.

### PROTECT
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff.
- Make sure staff are aware of training opportunities and the latest DFFH and DET policies and guidance.

## PRINCIPAL'S CHECKLIST

Principals have primary responsibility for managing their school's response to incidents, disclosures and suspicions of child abuse.

As outlined in the ***Minimum Standards for a Child Safe Environment, Ministerial Order No. 870- Child Safe Standards- Managing the risk of child abuse in schools***, it is a requirement that the school leadership team support and empower staff to make a report by having clear policies and procedures about:

- who a staff member can seek advice from regarding if and who to report to
- what arrangements are in place to relieve staff while they are making or deciding to make a report as soon as practicable
- what strategies are in place to support staff through the process of making a report
- maintaining written records

See [www.education.vic.gov.au/protect](www.education.vic.gov.au/protect) for further information.

### PRINCIPAL'S CHECKLIST

If there is an incident, disclosure or suspicion of child abuse concerning a student or staff member at your school the Principal is responsible for:

### *Reporting and recording*

- ☐ Ensuring that **the Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse** have been followed
- ☐ Ensuring that staff complete the **Responding to Suspected Child Abuse: Template for all Victorian Schools**
- ☐ Undertaking the review process included within the template between 4-6 weeks after a report is made.

### *On-going communication*

Ongoing liaison/communication with:

- ☐ DFFH Child Protection and Victoria Police
- ☐ Regional Office and SIRU if engaged
- ☐ Parents/carers of all impacted students (where appropriate, following advice from authorities)

If an international student is impacted:

- ☐ Liaison with International Education Division

If an Aboriginal or Torres Strait Islander Student is impacted:

- ☐ Liaison with Koorie Education Officer

If a staff member is implicated:

- ☐ Liaison with Victoria Police
- ☐ Ongoing communication and action as set out by the Employee Conduct Branch

### *Providing on-going support*

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

Ensuring ongoing education and support services are provided for all children involved via:

☐   Formation of a Student Support Group

☐   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

☐   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.

# Contact Numbers

### 24 Hour Services
| | |
|---|---|
| Victoria Police | 000 |

### Department of Families, Fairness and Housing
| | |
|---|---|
| **Child Protection East Division Intake** | **1300 360 391** |
| [Child Protection North Division Intake | 1300 664 977] |
| [Child Protection South Division Intake | 1300 655 795] |

### Child FIRST
| | |
|---|---|
| Maroondah | 1300 369 146 |

### Department of Education and Training
| | |
|---|---|
| Security Services Unit | 1800 126 126 |
| Student Incident and Recovery Unit | (03) 9637 2934 |
| | or (03) 9637 2487 |
| Legal Division | (03) 9637 3146 |
| Employee Assistance Program | 1300 361 008 |
| Employee Health | (03) 9637 2395 |
| Employee Conduct Branch | (03) 9637 2595 |
| Privacy Unit | (03) 9637 3601 |
| International Division | (03) 9651 3976 |
| Communications Division | (03) 9637 2871 |
| North Eastern Victoria Regional (Glen Waverley) Office | 1300 333 231 |

### Victoria Police
| | |
|---|---|
| Emergency | 000 |
| Croydon Police Station | (03) 9724 0100 |
| Sexual Offences and Child-abuse Investigation Team Knox | (03) 9881 7939 |

### Other Services
| | |
|---|---|
| 24 hour Sexual Assault Crisis Line (SACL) | 1800 806 292 |
| ECASA (Eastern Centre Against Sexual Assualt) | (03) 9870 7330 |
| Eastern Domestic Violence Centre (EDVOS) | (03) 9259 4200 |
| Safe Steps (24 hr Family Violence Support) | 1800 015 188 |
| 1800RESPECT (24hr Family Violence Support) | 1800 737 732 |
| Australian Childhood Foundation | 1800 176 453 |
| Children's Protection Society | (03) 9450 0900 |
| Child Wise | (03) 9695 8900 |
| Vic Aboriginal Education Association | (03) 9481 0800 |
| Child Safety Commission | 1300 782 978 |
| Office of the Children's eSafety Commissioner | 1800 880 176 |
| Victorian Aboriginal Child Care Agency (VACCA) | (03) 9287 8800 |
| Victorian Aboriginal Community Controlled Health Organisation (VACCHO) | (03) 9411 9411 |

**Sexually Abusive Behaviour Treatment Services Providers:**

| | |
|---|---|
| Australian Childhood Foundation | (03) 9874 3922 |
| Children's Protection Society | (03) 9450 0900 |
| Berry Street | (03) 5822 8100 |

# APPENDIX F - Risk Assessment

| Risk Event or Environment | Existing risk management strategies or existing controls | Likelihood | Consequence | Current risk rating | New risk management strategies or treatments | Who is responsible? | Target risk rating |
|---|---|---|---|---|---|---|---|
| No organisational culture of child safety – lack of leadership, public commitment and frequent messaging | Child safety code of conduct<br>Strategies developed to embed culture of child safety | Possible | Severe | Extreme | • Strategies to embed organisational culture of child safety are reviewed<br>• Statement of commitment to child safety is publicly available | Principal | Low |
| Inappropriate behaviour is not reported and addressed | Child safety code of conduct<br>Clear child safety reporting procedures<br>Performance management procedures | Unlikely | Severe | High | • Strategies to embed organisational culture of child safety are reviewed<br>• Refresher training for staff – see eLearning mandatory reporting module | Principal<br>Child Safety Officer | Low |
| Unquestioning trust of long term employees and contractors or norms | Strategies developed to embed culture of child safety<br>Clear child safety reporting procedures = | Possible | Major | High | • Refresher training for staff – see eLearning mandatory reporting module | Principal<br>Business manager<br>Staff | Low |
| Recruitment of an inappropriate person | WWCC or Victorian Institute of Teaching registration | Unlikely | Major | Medium | Processes updated to require:<br>• Criminal history search | Principal | Low |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | ● Pre-employment reference check includes asking about child safety | | |
| Engagement with children online | Child safety code of conduct<br><br>Strategies developed to embed culture of child safety | Possible | Moderate | Medium | ● Train students and staff to detect inappropriate behaviour<br>● Ensure appropriate settings on all student technologies | Principal<br><br>Teachers | Low |
| Unknown people and environments at excursions and camps | Child safety code of conduct<br><br>Strategies developed to embed culture of child safety<br><br>Clear child safety reporting procedures | Unlikely | Moderate | Medium | ● Assessment of new or changed environments for child safety risks<br>● Ensure Code and strategies apply in all school contexts | Principal<br><br>Camp coordinator and leaders<br><br>Teachers<br><br>Teachers in charge of excursions | Low |
| Ad-hoc contractors on the premises (eg maintenance) | Child safe environments<br><br>Information and awareness for visitors, staff, volunteers and contractors<br><br>Adequate monitoring | Unlikely | Moderate | Medium | ● Refresher training for frequent contractors | Principal<br><br>Business manager | Low |
| Croydon Hills Primary School acknowledges students with disabilities rely on trusted adults to aid in their daily | Education Support Staff allocated to work in concert with classroom teachers. | Unlikely | Moderate | Medium | ● Withdrawal rooms located in highly visible area.<br>● All adults abide by the schools Code of conduct | Principal<br><br>Leadership Team<br><br>Wellbeing Coordinator | Low |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| integration into school life. | | | | **Medium** | • Staff work in partnership to avoid 1:1 student interactions.<br>• Mandatory Reporting Policies and Procedures publically<br>• Child Friendly reporting procedures<br>• Student Wellbeing programs | Teachers | |
| The cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and / or linguistically diverse backgrounds may be a point of vulnerability. | Child safety code of conduct<br>Strategies developed to embed culture of child safety | Unlikely | Moderate | **Medium** | • Withdrawal rooms located in highly visible area.<br>• All adults abide by the schools Code of conduct<br>• Mandatory Reporting Policies and Procedures publically<br>• Child Friendly reporting procedures<br>• Student Wellbeing programs | Principal<br>Leadership Team<br>Wellbeing Coordinator<br>**Teachers** | Low |
| Persons unfit to be around children are invited in to the school | Child safety code of conduct<br>Working With Children Checks | Unlikely | Moderate | **Medium** | • Six monthly audit on school archive of WWCC | Principal<br>Leadership Team<br>Teachers<br>Administration Staff | Low |
| Croydon Hills Primary School acknowledges our school has public | Signs<br>Sign in procedure<br>Fences | Unlikely | Moderate | **Medium** | • Possibility of fencing around the whole school | All staff | Low |

| access from the eastern parklands. | Staff/student awareness/partnering | | | | | |
|---|---|---|---|---|---|---|
| Alcohol consumption | Exclude alcohol consumption at school events that involve children and adults. | Possible | Low | Low | • Pre-event notification of 'alcohol-free' event.<br>• Pre-event notification of Child Safe Policy. | Principal, Assistant Principals | Low |

# FOUR CRITICAL ACTIONS FOR SCHOOLS

# Responding to Incidents, Disclosures and Suspicions of Child Abuse

## YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief * that a child has, or is at risk of being abused.

- You **must** act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).

- It is strongly recommended that you use the *Responding to Suspected Child Abuse template* to keep clear and comprehensive notes, even if you make a decision not to report.

*\* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.*

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## 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 you **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
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

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## 2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **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.

For suspected student sexual assault, please follow the **Four Critical Actions: Student Sexual Offending.**

*Q: Where does the source of suspected abuse come from?*

### WITHIN THE SCHOOL

**VICTORIA POLICE**
You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must** also report **internally** to:

**GOVERNMENT SCHOOLS**
- School principal and/or leadership team
- Employee Conduct Branch
- DET Incident Support and Operations Centre.

**CATHOLIC SCHOOLS**
- School principal and/or leadership team
- Diocesan education office.

**INDEPENDENT SCHOOLS**
- School principal and/or school chairperson
- Commission for Children and Young People on **1300 782 978.**

All allegations of 'reportable conduct' **must** be reported as soon as possible to:

**GOVERNMENT SCHOOLS**
- Employee Conduct Branch

**CATHOLIC SCHOOLS**
- Diocesan education office

**INDEPENDENT SCHOOLS**
- Commission for Children and Young People on **1300 782 978.**

### WITHIN THE FAMILY OR COMMUNITY

**DHHS CHILD PROTECTION**
You **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.

**VICTORIA POLICE**
You **must** also report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must** also report **internally** to:

**GOVERNMENT SCHOOLS**
- School principal and/or leadership team
- DET Incident Support and Operations Centre.

**CATHOLIC SCHOOLS**
- School principal and/or leadership team
- Diocesan education office.

**INDEPENDENT SCHOOLS**
- School principal and/or chairperson.

### OTHER CONCERNS

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from:

- Child FIRST/The Orange Door (in circumstances where the family are open to receiving support)
- DHHS Child Protection
- Victoria Police.

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## 3 CONTACTING PARENTS/CARERS

Your 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/carer (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 parent/carer 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)
- **how to communicate** with all relevant parties with consideration for their safety.

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## 4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a *Student Support Plan* in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.

Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

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## CONTACT

### DHHS CHILD PROTECTION
**AREA**
North Division **1300 664 977**
South Division **1300 655 795**
East Division **1300 360 391**
West Division (Rural) **1800 075 599**
West Division (Metro) **1300 664 977**

**AFTER HOURS**
After hours, weekends, public holidays **13 12 78.**

**CHILD FIRST**
https://services.dhhs.vic.gov.au/ referral-and-support-teams

**ORANGE DOOR**
https://www.vic.gov.au/familyviolence/ the-orange-door.html

### VICTORIA POLICE
**000** or your local police station

**DET INCIDENT SUPPORT AND OPERATIONS CENTRE**
**1800 126 126**

**INCIDENT MANAGEMENT AND SUPPORT UNIT**
**1800 126 126**

**EMPLOYEE CONDUCT BRANCH**
**(03) 9637 2595**

**DIOCESAN OFFICE**
Melbourne **(03) 9267 0228**
Ballarat **(03) 5337 7135**
Sale **(03) 5622 6600**
Sandhurst **(03) 5443 2377**

### INDEPENDENT SCHOOLS VICTORIA
**(03) 9825 7200**

**THE LOOKOUT**
The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: http://www.lookout.org.au

Family violence victims/survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732.**

**PROTECT** · THE EDUCATION STATE · VICTORIA State Government | Education and Training · cecv catholic education commission of victoria ltd · Independent Schools Victoria