



FCJ COLLEGE

## CHILD PROTECTION POLICY

*Ratified by the FCJ College Council on 11 November 2014*

*To be reviewed in 2017*

*Responsibility of the Principal*

### PREAMBLE

The Vision of FCJ College states:

**FCJ COLLEGE is a Catholic Educational Community of Companions *living* in faith, *nurturing* with hope, *serving* with compassion and *fostering* the unique giftedness of each person, so that they are able to live.....  
For God Always.**

At FCJ College, we believe in the right of every child and vulnerable adult to experience love, care and respect as an individual, and to be given the opportunity to grow to their full potential as made in the image of God.

At FCJ College, we nurture, engage and encourage all students, in a safe, respectful and positive environment.

The policy of FCJ College is to ensure that every child attending FCJ College enjoys a safe and secure learning environment free from any form of harm or abuse and that all instances whereby there are reasonable grounds to believe otherwise, are reported to the appropriate Civil Authority.

It is the right of every child to live a full and productive life in an environment that builds confidence, friendships, security and happiness. Under the national *Framework for Protecting Australia's Children (2009)*, protecting children is everyone's responsibility.

Under the *Children, Youth and Families Act 2005*, acting in the best interests of the child includes:

- Reporting as soon as reasonable grounds have been established (*s.184(1)*) to Child Protection all allegations or disclosures of physical abuse, sexual abuse and neglect;
- Reporting to Child Protection when a belief is formed that a child has been harmed or is at risk of being harmed and any opinions based on that belief (*s.184*) .
- Reporting on each and subsequent occasions whereby awareness of any further reasonable grounds for belief are found to exist (*s.184(1)*)
- Protecting the informer from identification other than for the purpose of the protective intervenor or community-based child and family service (*s.191(1)*)

## DEFINITIONS

**“Child”** - for the purpose of the relevant parts of the Children, Youth and Families Act 2005 (Vic.), a child is any person 17 years of age or younger.

**“Employee”** refers to each person working with FCJ College including staff, contractors, religious and volunteers (both paid and unpaid) involved in schools.

**“Harm”** caused to a child is any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing by any cause, other than confirmed accidental harm not involving negligence or misconduct. Harm to a child includes minor harm that is cumulative in nature that would result in a detrimental effect of a significant nature to the child if allowed to continue. Harm can be caused by, amongst other things, physical or emotional abuse or neglect; or sexual abuse or exploitation. (Child Protection Act 1999; Department of Education Manual HS-17 Student Protection, p.10)

**“Principal”** refers to a person who has delegated responsibility for the day to day operations of FCJ College.

**“School”** means a school operated by FCJ College.

**“Student”** is any person, regardless of age, enrolled in a school.

**“Physical Abuse”** consists of any non-accidental form of injury or serious physical harm inflicted on a child or vulnerable adult by any person

**“Sexual Abuse”** – a child is sexually abused when any person uses their authority or power over the child or vulnerable adult to engage in sexual activity.

**“Neglect”** includes failure to provide the child or vulnerable adult with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health or development of the child is significantly impaired or placed at serious risk.

**“Emotional Abuse”** occurs when a child or vulnerable adult is repeatedly rejected, isolated or frightened by threats or by witnessing family violence. Psychological or emotional abuse may occur with or without other forms of abuse.

**“Family Violence”** is defined as violence that occurs within a family including physical, verbal, emotional, psychological, sexual, financial and social abuse.

**“Vulnerable Adults”** is an enrolled student over 17 years of age.

## AIMS AND OBJECTIVES

To provide a safe environment free of exploitation and abuse.

Child protection Policy at FCJ College strives to:

- ensure the safety and well-being of children and vulnerable adults at all times;
- recognise that all children and vulnerable adults have the right to freedom from abuse;
- have a strong commitment to the prevention of abuse and the protection of children and vulnerable adults;
- ensure staff and service providers adhere to VIT Code of Conduct and expectations for the protection of children and vulnerable adults.

## EVALUATION

The aims and objectives of this policy will be evaluated by the Principal in consultation with the College Council every three years and updated as necessary and/or as required by legislation.

## RELATED DOCUMENTS

This policy should be read in conjunction with the following documents:

- Protection the safety and wellbeing of children and young people DHS Victoria 2010
- Safeguarding policy for children and vulnerable adults sisters FCJ May 2012
- Catholic Education Policy 2.19 Mandatory reporting of child physical and sexual abuse (2013)
- Department of Education and Early Childhood Development – School policy advisory guide website
- Internal FCJ policies – Vision, Mission & Graduate Outcomes; Child Protection Policy, Anti-Discrimination & Bullying Policy; Staff Misconduct Policy; Wellbeing Policy; Students at Risk Policy; Behaviour Management Policy; Catholic Identity & FCJ Charism Policy
- New Laws for the Protection of Children in Victoria, July 2014

## APPENDIX

1. **How to make a report** [a step-by-step government requirement when making a report]
2. **Flow chart** [quick summary of steps to take]
3. **Reporting sheet template** [used to formulate information you'll be asked for prior to making a report]
4. **Brochure for students, parents and others about the process the School uses to ensure children's safety**

## Appendix 1 – How to Make a Report

### How to Make a Report to the Department of Human Services (Child Protection Services)

#### a. Forming a Belief on Reasonable Grounds:

Individual staff members may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or vulnerable adult's health, safety or wellbeing is at risk, and/or that the child's parents are unwilling or unable to protect the child.

There may be reasonable grounds for forming such a belief if:

- A child or vulnerable adult states that they have been physically or sexually abused;
- A child or vulnerable adult states that they know someone who has been physically or sexually abused;
- Someone who knows the child or vulnerable adult states that the child or vulnerable adult has been physically or sexually abused;
- A child shows signs of being physically or sexually abused;
- The staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or vulnerable adult's safety, stability or development;
- The staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision;
- A child's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child.

#### b. Making observations:

Individual staff members should make observations and keep notes of concerns that have led them to believe a report is necessary. These dated notes should be recorded on the Mandatory Reporting Record Form. The notes should be given to the Deputy Principal Staff and Students or relevant Sub School Leader and stored in the student's file. The Deputy Principal Staff and Students or relevant Sub School Leader shall notify the Principal immediately.

#### c. Clarify whether a report to Child Protection Services is required:

A report to Department of Human Services (Child Protection Services) is required when:

- A staff member believes, based on reasonable grounds, that a child or vulnerable adult under the age of 17 has suffered, or is likely to suffer, significant harm as a result of physical, sexual, emotional abuse or neglect; and
- The child's parents or caregiver have not protected, or are unlikely to protect the child or vulnerable adult from such harm;
- **Note:** If a student is 17 years or older this report should be made directly to Victoria Police.

The belief and the reasonable grounds for forming that belief should be reported by the mandated reporter to Child Protection Services as soon as practicable. Additional reports should be made after each occasion in which there is awareness of further concerns.

It is permissible for a teacher to ask a child or vulnerable adult sufficient questions to establish a reasonable belief, but care should be taken not to ask leading questions. Once a concern has been raised, the matter should be referred to the Principal, Deputy Principal Staff and Students or the Wellbeing Coordinator.

To help the child or vulnerable adult, the individual teacher can:

- Listen to the child or vulnerable adult;
- Control expressions of panic or shock;
- Express the belief that the child or vulnerable adult is telling the truth;
- Use the child's language or vocabulary;
- Tell the child that this has happened to other children, and that they are not the only one;
- Reassure the child that to disclose is the right thing to do;
- Emphasise that whatever happened was not the child's fault, and that the child is not bad;

- Tell the child that they know some adults do wrong things;
- Tell the child they will do their best to support and protect them; and
- Indicate what they will do, ie that you will talk to someone who can give you advice about what should happen next.

The individual teacher will not be helping the child if he/she:

- Makes promises that cannot be kept, such as promising not to tell anyone;
- Seeks details beyond those which the child freely wants to give;
- Express an opinion about what was observed or heard;
- Interpret what was heard or observed; and
- Uses emotive terms.

The Principal, Deputy Principal Staff and Students shall not disclose to any other person, the identity, or information with potential to indicate the identity of the reporter without written consent of that individual. If there is uncertainty about the need for a mandatory report to Child Protection Services, the Wellbeing Coordinator or the reporter should ring the Department of Human Services for advice/secondary consultation.

#### **d. Making a report to Child Protection Services:**

If a staff member believes a report to Child Protection Services is required the Deputy Principal Staff and Students or Wellbeing Coordinator will be notified and they will immediately consult with the Principal. The reporter, Deputy Principal Staff and Student or the Wellbeing Coordinator will proceed with a report to Child Protection Services.

The following information will be required when making a report:

- The child's name, age and address;
- Name of parents and address details;
- Your reason for believing the injury or behaviour is the result of abuse or neglect;
- Your assessment of the immediate danger to the child or vulnerable adult;
- Current whereabouts of the child or vulnerable adult;
- Your description of the injury or behaviour observed; and
- Any other information you have about the family.

If a student is 17 years or older this report should be made directly to Victoria Police.

If there is an allegation of abuse by a staff member or visitor at the School, the matter must be immediately reported to Victoria Police.

Your identity as a reporter will remain confidential unless:

- The reporter chooses to inform the child, vulnerable adult or family of the report;
- The reporter consents in writing to their identity being disclosed;
- A court or tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child ; or
- A court or tribunal decides that, in the interests of justice, the reporter is required to attend court to provide evidence.

#### **Communication**

A decision regarding who else (if anyone) should be informed, needs to be made.

The School ought not to discuss the notification with parents until consultation with Child Protection Services or Victoria Police has taken place.

The need for confidentiality should be remembered at all times in the interests of the child or vulnerable adult

and family if:

- the relevant authority advises not to inform the parents, the School must not inform the parents;
- the relevant authority advises that better outcomes for the students may be achieved by informing the parents of the notification, the Principal or delegate may decide whether or not the parents will be informed;
- a decision has been made not to inform the parents or caregivers, and a complaint is received about the notification, the parents and caregivers should be referred to the Principal;
- the School decides to inform the parents or caregivers, the identity of the member of staff involved in the notification will not be disclosed without the permission of the member of staff.

### **Support**

It is important that reports are managed in a caring, supportive and confidential manner.

Support for the reporting member of staff and the student who is the cause for concern, as well as anyone else affected, will be arranged.

### **Monitoring**

After notification to Child Protection Services is made, a senior protective worker will decide whether or not further investigation is required. The reporter (member of staff) will be advised of this decision.

If the reporter (member of staff) is not advised, the Deputy Principal Staff and Students may contact Child Protection

### **Interviewing the Student at School**

Sometimes Child Protection Services or the Victoria Police may need to interview a student at school. Where parents or caregivers are not implicated in allegations, it is usually of assistance to the student to have parents present during the interview.

In cases where there are concerns about the on-going safety of the student at home, or the possibility that either or both parents are implicated in the alleged abuse, an interview of the student should proceed without parental consent.

Child Protection Services will inform parents that an interview has taken place with the student, on the same day that the interview occurs. Discretion will be exercised about the necessity to inform parents of an interview with an older student when the student expresses a strong wish that the interview remain confidential.

### **Support Persons**

It is particularly important that very young students are interviewed in the presence of a familiar adult who will provide general advice to the student about the process, and provide support to the student during the interview.

### **Document Control, Protection of Individuals and Confidentiality of Information**

There should be no detailed communication with alleged perpetrators or any other students involved until after approval from Victoria Police. Police and Child Protection Services are to be the investigating body at all times. The Principal or his/her delegate is the only authorised representative of the School able to make media comment.

### **Employees and Child Protection**

All offers of employment are subject to the following checks prior to commencing employment:

- A criminal history check with the check confirming no criminal activity;
- The applicant giving an assurance that:
  - he/she has not been found guilty by a court of any criminal offence, including but not limited to a sexual offence, a violent offence, an act of indecency or any crime against or involving a child;
  - he/she does not have any matter pending involving any criminal offence, including but not limited to a sexual offence, a violent offence, an act of indecency or any crime against or involving a child;
  - he/she has not been dismissed, retired or resigned from any previous employment following allegations

- that he/she was involved in improper conduct of a sexual nature with a student or a child;
- he/she is not aware of any current physical, medical or emotional conditions that could significantly impact on his/her ability to successfully discharge the responsibilities of the position.

The induction procedures for all members of staff will include information and strategies for staff avoiding potential situations where a student may misinterpret their actions.

Rooms where students are seen alone by members of staff have windows or glass panels.

Staff members become aware of possible signs that a colleague may reasonably be suspected of actually or potentially abusing a student. This suspicion must be reported to one of the following members of staff:

- Principal;
- Deputy Principal Staff and Students/Sub School Leader;
- Supervisor of non-teaching staff.

Such signs include but are not limited to:

- Instances of staff members being alone with one student, or a very small group of students, without adequate educational reasons; or
- Teachers or staff members who, for example:
  - Have individual students alone with them in locked classrooms during breaks or after school;
  - Have to be alone with individual students conducting sessions where their activities are not visible to outside observers, eg deliberately covering up a window to shut out visibility;
  - Repeatedly single out individual students for inappropriate rewards or rides in their motor vehicle, sit students on their knee at the teacher's table while marking their work;
  - Repeatedly touch students inappropriately;
  - Conduct inappropriate written correspondence with individual students;
  - Share inappropriate jokes and sexual innuendos with students; or
  - Meet students socially out of hours, without the knowledge of parents;
  - Use inappropriate terms of endearment to individual students;
  - Spend excessive amounts of time supervising student toilets, dressing rooms or showers;
  - Inappropriately display themselves to students, while changing for swimming or sport in the same dressing rooms;
  - At camps stay unnecessarily long periods in routine supervision of sleeping quarters at night;
  - Visit students at home in the absence of parents;
  - Invite students to stay at their home or holiday venue during holiday periods;
  - Use the Internet to access pornography;
  - Conduct sex education or body awareness lessons when it is not their role to do so;
  - Show nude photography or paintings to students when it is not their role to do so; or
  - Share soft pornography magazines with their students, or positively encourage their students to continue reading such material.

### **Responding to Allegations of Child Abuse involving an FCJ Staff Member**

Allegations involving members of staff will be reported to Victoria Police. The Chair of the School Council will also be informed as will the Executive Officer of the FCJ Advisory Board while maintaining confidentiality.

## Definitions of child abuse and indicators of harm

### Physical Abuse:

Physical abuse consists of any non-accidental form of injury or serious physical harm inflicted on a child or vulnerable adult by any person.

Physical	Behavioural
<ul style="list-style-type: none"><li>• Bruises or welts on facial areas and other areas of the body, including back, bottom, legs, arms and inner thighs. Any bruises or welts in unusual configurations, or those that look like the object used to make the injury, for example fingerprints or handprints, buckles, iron or teeth.</li><li>• Burns that show the shape of the object used to make them, such as an iron, grill, cigarette; or burns from boiling water, oil or flames</li><li>• Fractures of the skull, jaw, nose and limbs, especially those not consistent with the explanation offered or with the type of injury probable/possible at the child's age and development.</li><li>• Cuts and grazes to the mouth, lips, gums, eye area, ears</li><li>• Human bite marks</li><li>• Bald patches where hair has been</li><li>• Multiple injuries, old and new</li><li>• Poisoning</li><li>• Internal injuries</li></ul>	<ul style="list-style-type: none"><li>• Disclosure of an injury inflicted by someone else, or an inconsistent or unlikely explanation or inability to remember the cause of the injury</li><li>• Unusual fear of physical contact with adults</li><li>• Wearing clothes unsuitable for weather conditions to hide injuries</li><li>• Wariness or fear of a parent, carer or guardian; reluctant to go home</li><li>• No reaction or little emotion displayed when hurt</li><li>• Little or no fear when threatened</li><li>• Habitual absences from school without explanations</li><li>• Overly compliant, shy, withdrawn, passive and uncommunicative</li><li>• Fearfulness when other children cry or shout</li><li>• Unusually nervous or hyperactive, aggressive, disruptive and destructive to self and/or others</li><li>• Excessively friendly with strangers</li><li>• Sadness or frequent crying</li><li>• Poor memory and concentration</li></ul>

### Sexual Abuse:

A child is sexually abused when any person uses their authority or power over the child or vulnerable adult to engage in sexual activity.

### Possible Indicators:

Physical	Behavioural
<ul style="list-style-type: none"><li>• Injury to the genital area</li><li>• Vaginal bleeding or discharge</li><li>• Inflammation and infection of genital area</li><li>• Sexually transmitted diseases</li><li>• Bruising and other injury to breasts, buttocks and thighs</li><li>• Anxiety-related illnesses</li><li>• Frequent urinary tract infections</li></ul>	<ul style="list-style-type: none"><li>• Disclosure of sexual abuse</li><li>• Persistent and age-inappropriate sexual activities</li><li>• Drawings or descriptions in stories that are sexually explicit and not age-appropriate</li><li>• Fear of home, specific place or particular adult; excessive fear of men or of women</li><li>• Poor or deteriorating relationships with adults and peers</li><li>• Poor self care or personal hygiene</li><li>• Arriving early at school and leaving late</li><li>• Complaining of headaches, stomach pains or nausea without physiological basis</li><li>• Frequent rocking, sucking or biting</li><li>• Reluctance to participate in physical or recreational activities</li><li>• Sudden accumulation of money or gifts</li></ul>



	<ul style="list-style-type: none"> <li>• Truancy or running away from home</li> <li>• Delinquent or aggressive behaviour</li> <li>• Depression</li> <li>• Self-injurious behaviour</li> <li>• Sudden decline in academic performance, poor memory and concentration</li> <li>• Promiscuity</li> </ul>
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### **Emotional Abuse:**

Emotional abuse occurs when a child or vulnerable adult is repeatedly rejected, isolated or frightened by threats or by witnessing family violence. Psychological or emotional abuse may occur with or without other forms of abuse.

### **Possible Indicators:**

<b>Physical</b>	<b>Behavioural</b>
<ul style="list-style-type: none"> <li>• Speech disorders</li> <li>• Delays in physical development</li> <li>• Failure to thrive</li> </ul>	<ul style="list-style-type: none"> <li>• Overly compliant, passive and undemanding behaviour</li> <li>• Extremely demanding, aggressive, attention seeking behaviour</li> <li>• Antisocial, destructive behaviour.</li> <li>• Poor self image</li> <li>• Unexplained mood swings</li> <li>• Behaviours that are not age-appropriate</li> <li>• Mental or emotional delays</li> <li>• Depression, suicidal thoughts or actions</li> <li>• Fear of failure, overly high standards and excessive neatness</li> <li>• Running away</li> <li>• Violent drawings or writing</li> <li>• Contact with other children forbidden</li> </ul>

### **Neglect:**

Neglect includes failure to provide the child or vulnerable adult with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health or development of the child is significantly impaired or placed at serious risk.

### **Family Violence:**

Family violence is defined as violence that occurs within a family including physical, verbal, emotional psychological, sexual, financial and social abuse. When there are strong indicators that incidents of family violence are placing children at significant risk or danger, Child Protection Services must be informed. Family violence is a criminal offence and can be liable for prosecution.

### **Possible Indicators:**

<b>Physical</b>	<b>Behavioural</b>
<ul style="list-style-type: none"> <li>• Speech disorders</li> <li>• Delays in physical development</li> <li>• Failure to thrive</li> <li>• Bruises or welts on facial areas and other parts of the body</li> <li>• Fractures of the skull, jaw, nose and limbs</li> <li>• Cuts and grazes to the mouth, lips, gums, eye area, ears</li> <li>• Multiple injuries, old and new</li> </ul>	<ul style="list-style-type: none"> <li>• Overly compliant, shy, withdrawn, passive and uncommunicative</li> <li>• Extremely demanding, aggressive, attention-seeking behaviour</li> <li>• Antisocial, destructive behaviour</li> <li>• Low tolerance or frustration</li> <li>• Showing wariness and distrust of adults</li> <li>• Demonstrated fear of parents, carers or guardians or of going home</li> </ul>

	<ul style="list-style-type: none"> <li>• Becoming passive and compliant</li> <li>• Depression</li> <li>• Anxiety</li> <li>• Criminal activity</li> </ul>
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*[Source: Child Protection Policy (Mandatory Reporting) Lauriston Girls' School 2011]*

### **Grooming Behaviour:**

The following examples of grooming behaviour have been identified by the NSW Ombudsman in a 2013 child protection practice update. The examples can serve as a useful guide in understanding the Victorian legislation. Examples of offending behaviour might include:

- Persuading a child or group of children that they have a 'special relationship', for example by:
  - Spending inappropriate special time with a child;
  - Inappropriately giving gifts;
  - Inappropriately showing special favours to one child but not other children.
- Inappropriately allowing the child to overstep the rules.
- Asking the child to keep the relationship to themselves.
- Testing boundaries, for example by:
  - Undressing in front of a child;
  - Encouraging inappropriate physical contact (even where it is not overtly sexual);
  - Talking about sex;
  - 'Accidental' intimate touching.
- Inappropriately extending a relationship outside of work (noting of course that relationships out of work can so often be appropriate – for example, where there is an existing friendship with the child's family or as part of normal social interactions in the community);
- Inappropriate personal communication (including emails, telephone calls, text messaging, social media and web forums) that explores sexual feelings or intimate personal feelings with a child.
- An adult requesting that a child keep any aspect of their relationship secret, or using tactics to keep any aspect of the relationship secret, would generally increase the likelihood that grooming is occurring.

The new Victorian law on grooming is not limited however by any set of examples.

*[Source: New Laws for the Protection of Children in Victoria, July 2014]*

## Appendix 2

### Flow chart

# A step-by-step guide to making a report to Child Protection or Child FIRST

#### Protective concerns

You are concerned about a child because you have:

- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role.

#### At all times remember to:

- record your observations
- follow appropriate protocols
- consult notes and records
- consult with appropriate colleagues if necessary
- consult with other support agencies if necessary

STEP 1	RESPONDING TO CONCERNS	STEP 2	FORMING A BELIEF ON REASONABLE GROUNDS	STEP 3	MAKING A REFERRAL TO Child FIRST	STEP 4	MAKE A REPORT TO CHILD PROTECTION
	<ol style="list-style-type: none"> <li>If your concerns relate to a child in need of immediate protection; or you have formed a belief that a child is at significant risk of harm*.</li> </ol> <p><b>Go to Step 4</b></p> <ol style="list-style-type: none"> <li>If you have significant concerns that a child and their family need a referral to Child FIRST for family services.</li> </ol> <p><b>Go to Step 3</b></p> <ol style="list-style-type: none"> <li>In all other situations</li> </ol> <p><b>Go to Step 2.</b></p> <p>* Refer to Appendix 2: Definitions of child abuse and indicators of harm in the Protocol – Protecting the safety and wellbeing of children and young people</p>		<ol style="list-style-type: none"> <li>Consider the level of immediate danger to the child. Ask yourself: <ol style="list-style-type: none"> <li>Have I formed a belief that the child has suffered or is at risk of suffering significant harm? <b>YES / NO</b> and</li> <li>Am I in doubt about the child's safety and the parent's ability to protect the child? <b>YES / NO</b></li> </ol> </li> <li>If you answered yes to a) or b)</li> </ol> <p><b>Go to Step 4</b></p> <ol style="list-style-type: none"> <li>If you have significant concerns that a child and their family need a referral to Child FIRST for family services.</li> </ol> <p><b>Go to Step 3</b></p>		<p><b>Child Wellbeing Referral</b></p> <ol style="list-style-type: none"> <li>Contact your local Child FIRST provider. <ul style="list-style-type: none"> <li>See over for contact list for local Child FIRST phone numbers.</li> </ul> </li> <li>Have notes ready with your observations and child and family details.</li> </ol>		<p><b>Mandatory/Protective Report*</b></p> <ol style="list-style-type: none"> <li>Contact your local Child Protection Intake provider immediately. <ul style="list-style-type: none"> <li>See over for contact list for local Child Protection phone numbers.</li> <li>For <b>After Hours Child Protection</b> Emergency Services, call <b>131 278</b>.</li> </ul> </li> <li>Have notes ready with your observations and child and family details.</li> </ol> <p>* Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection</p>

For further information refer to *Protecting the safety and wellbeing of children and young people – A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools*

## Contact Numbers

### Department of Education and Early Childhood Development

METROPOLITAN REGIONS	
Eastern	(03) 9265 2400
Northern	(03) 9488 9488
Western	(03) 9291 6500
Southern	(03) 9794 3555
RURAL REGIONS	
Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

### Office for Children and Licensed Children's Services:

METROPOLITAN REGIONS	
Eastern	(03) 9265 2400
Northern	(03) 9412 5333
Western	(03) 9275 7000
Southern	(03) 9096 9555
RURAL REGIONS	
Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

### Important information for government schools

Principals of Victorian Government schools must report all incidents to the Emergency and Security Management Unit on **03 9589 6266**.

Victorian Government schools should contact the Student Critical Incident Advisory Unit (SCIAU), Student Wellbeing Division, for advice and support when responding to allegations of student sexual assault or inappropriate sexual behaviours.

The SCIAU can be contacted on

**03 9637 2934 or 03 9637 2487.**

Victorian Government School Principals should refer to the flowchart – *Responding to Allegations of Student Sexual Assault Compulsory Actions for Principals* at:

<http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm>

### Department of Human Services Child Protection

METROPOLITAN REGIONS		METROPOLITAN REGIONS	
Intake Unit		Regional Office	
Eastern	1300 360 391	Box Hill	(03) 9843 6000
North and West	1300 664 977	Preston	1300 664 977
		Footscray	1300 360 462
Southern	1300 655 795	Dandenong	(03) 9213 2111
RURAL REGIONS			
Intake Unit		Regional Office	
Barwon South Western		Geelong	(03) 5226 4540
Gippsland	1800 020 202	Traralgon	(03) 5177 2500
Grampians	1800 000 551	Ballarat	(03) 5333 6530
Hume	1800 650 227	Wangaratta	(03) 5722 0555
		Wodonga	(02) 6055 7777
Loddon Mallee	1800 675 598	Bendigo	(03) 5434 5555

### After hours Child Protection Emergency Services (AHCPEs)

Statewide number for all emergency child protection matters outside of normal business hours (24 hours, 7 days a week): **131 278**

Victoria Police **000**

### Catholic Education Offices

Catholic Education Office, Melbourne	(03) 9267 0228
Catholic Education Office, Ballarat Diocese	5337 7135
Catholic Education Office, Sale Diocese	5622 6600
Catholic Education Office, Sandhurst Diocese	5443 2377

Independent Schools Victoria (03) 9825 7200

### Other

Victorian Aboriginal Education Association, Inc.	(03) 9481 0800
Victoria Police Sexual Offences and Child Abuse Unit	(03) 9247 6666
Centre Against Sexual Assault	1800 806 292
Gatehouse Centre, Royal Children's Hospital (for specialist counselling and medical assistance)	(03) 9345 6391
Child Safety Commissioner	(03) 8601 5884
Victorian Aboriginal Child Care Agency	(03) 8388 1855

### CHILD FIRST

Local Catchment Area	Contact
Barwon South Western	Greater Geelong, Queenscliff, Surf Coast Colac – Otway, Corangamite Warramboul, Moyne, Glenelg, Southern Grampians 1300 551 948 5232 5500 1300 889 713
Gippsland	East Gippsland Wellington La Trobe, Baw Baw South Gippsland, Bass Coast 5152 0052 5144 7777 1800 339 100 5662 5150
Grampians	Northern Grampians, West Wimmera, Hindmarsh, Yarrambat, Horsham Ararat, Pyrenees, Hepburn, Ballarat, Golden Plains, Moorabool 1800 195 114 1300 783 341
Hume	Wodonga, Towong, Indigo Alpine, Benalla, Mansfield, Wangaratta Greater Shepparton, Strathbogie, Moira 1800 705 211 1800 705 211 1300 854 944
Loddon Mallee	Mitchell, Murrindindi Greater Bendigo, Campaspe, Central Goldfields, Loddon, Macedon Ranges, Mount Alexander Buloke, Goonawarra, Swan Hill, Mildura 1800 663 107 1800 260 338 1800 625 533 1800 MALLEE
Eastern Metropolitan	Yarra Ranges, Knox, Maroondah Monash, Whitehorse, Manningham, Boroondarra 1300 369 146 1300 762 125
North and West Metropolitan	Nillumbik, Whittlesea, Banyule, Yarra and Darebin Brimbank, Melton Hume, Moreland Hobson's Bay, Maribymong, Melbourne, Moonee Valley and Wyndham (03) 9450 0955 1300 138 180 1300 786 433 1300 786 433
Southern Metropolitan	Casey, Cardinia, Greater Dandenong Aboriginal children and families (Casey, Cardinia and Great Dandenong) Frankston, Mornington Peninsula Kingston, Bayside, Glen Eira, Stonnington, Port Phillip (03) 9705 3939 (03) 9794 5973 1300 721 383 1300 367 441

## Appendix 3

### REPORT OF ABUSE FORM

[for Child Protection Services]

CHILD'S NAME: \_\_\_\_\_ DOB: \_\_\_\_\_

CHILD'S ADDRESS: \_\_\_\_\_

PARENT'S NAME: \_\_\_\_\_

PARENT'S ADDRESS: \_\_\_\_\_

PARENT'S NAME: \_\_\_\_\_

PARENT'S ADDRESS: \_\_\_\_\_

YOUR REASON FOR BELIEVING THE INJURY/BEHAVIOUR IS THE RESULT OF ABUSE OR NEGLECT:

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YOUR ASSESSMENT OF THE IMMEDIATE DANGER TO THE CHILD OR VULNERABLE ADULT:

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CURRENT WHEREABOUTS OF THE CHILD OR VULNERABLE ADULT:

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YOUR DESCRIPTION OF THE INJURY OR BEHAVIOUR OBSERVED:

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ANY OTHER INFORMATION YOU HAVE ABOUT THE FAMILY:

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Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix 4**

Brochure to kids

### **OPERATIONAL PROCEDURES**

#### **Responsibility**

1. **The Principal** is responsible for

#### ***Evaluation Strategy***

[Evaluation strategy]

### **RESOURCE IMPLICATIONS**

The Principal will ensure that a detailed budget is prepared, implemented and evaluated annually.

**FCJ College, Benalla has responded to pastoral and legal responsibilities in the following ways:**

- Caring for children and young people by –
  - acting in their best interest; and
  - taking all reasonable steps to ensure their protection
- Providing extensive professional development in child protection for staff. This includes:
  - pastoral responsibilities
  - legal requirements
  - identification of child abuse and risk of harm
  - reporting procedures
  - interagency cooperation
- Providing further levels of training for other key staff to equip them for their more demanding role in child protection
- Accessing appropriate child protection curriculum materials and resources for student education
- Implementing processes for comprehensive checks at the point of employment to ensure that those employed are fit and proper persons to work in a Catholic School
- Developing clear procedures for responding to complaints of improper conduct by staff
- Fostering a high degree of cooperation between all Catholic Church personnel who work closely with FCJ College, including parish clergy
- Renewing our commitment to work cooperatively with other agencies dealing with the care and protection of children and young people
- Exchanging information under the new provisions in Victoria, with sensitivity and integrity.

**How can school communities work together to ensure that students are protected?**

In all matters to do with the welfare of children the whole school community must work together cooperatively for the most effective outcome. In doing this, **the safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.**

It is only by working together to create a safe and pastoral environment that students may feel safe to disclose if they are at risk of harm.

The Catholic School accepts that it has a key role to play in today's society by assisting students and families with the pressing issue of child protection.

We acknowledge the importance of supporting parents in their efforts to protect their children from abuse, by teaching children about personal safety. We also commit ourselves to maintaining the highest professional standards in working with families in responding to any child protection concern that may arise.

**What can parents do if they have concerns about student safety at school?**

Any concerns should be raised with the Deputy Principal Staff and Students or relevant Sub School Leader who shall notify the Principal immediately (on the parent's behalf).

If for any reason this is not possible parents should contact ⇒ Catholic Education Sandhurst, Bendigo  
Phone: 03 5443 2377

## **The Care, Wellbeing and Protection of Children and Young People**



INFORMATION FOR SCHOOL  
COMMUNITIES ABOUT CHILD WELLBEING  
AND CHILD PROTECTION IN CATHOLIC  
SCHOOLS

## **FCJ COLLEGE Benalla**

Novemer 2014

### A commitment to the protection of children and young people

The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic School communities are called to ensure the welfare and safety of all of its members. The protection of the students entrusted to our care, then, is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic School communities are committed to:

- ensuring that Catholic Schools have at their centre the total care of the whole student
- developing appropriate responses to individuals or families in crisis
- working collaboratively with other agencies involved in the care and protection of children
- inspiring hope and a positive vision for the future.

### Who is responsible for the safety of children?

Whilst all agencies that deal with children have particular responsibilities for the protection of the children in their care, child protection is essentially the responsibility of everybody.

The Victorian Government has adopted a policy that requires agencies that deal with children, including Catholic schools, to work in cooperation with each other for the overall protection of children, taking reasonable steps consistent with their function and expertise to coordinate child/family assistance.

Our Child Protection Policy:

- is based on Victorian law
- meets the current professional expectation of schools in Australia, and
- reflects the pastoral responsibility of those who work in Catholic Schools.

### What is child abuse?

Various forms of child abuse and risk may be reported -

- **Sexual assault/abuse** - a child is sexually abused when any person uses their authority or power over the child or young person to engage in sexual activity.
- **Physical abuse** consists of any non-accidental form of injury or serious physical harm inflicted on a child or young person by any person.
- **Psychological harm/Emotional abuse** occurs when a child or young person is repeatedly rejected, isolated or frightened by threats or by witnessing family violence. Psychological or emotional abuse may occur with or without other forms of abuse.
- **Neglect** includes failure to provide the child or young person with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health or development of the child is significantly impaired or placed at serious risk.
- **Family violence** is defined as violence that occurs within a family including physical, verbal,

- emotional, psychological, sexual, financial and social abuse.

**School staff must ensure the Principal is informed as soon as practicable where there are concerns for the safety, welfare or wellbeing of a child/young person.**

### Mandatory Reporting

Any person working in the College in a professional capacity or paid capacity has a duty to report current concerns that a child (under 17 years) is at risk of significant harm where there are *reasonable* grounds to suspect this. Such concerns are reportable to Department of Human Services (Child Protection Services).

If a student is 17 years or older this report should be made directly to Victoria Police.

### Reasonable Grounds

Reporting to the *Department of Human Services (Child Protection Services)* is a serious action and the law states that the person reporting the matter must have *reasonable grounds* for making the report. It is not necessary for the person making the report to provide proof that abuse has or will actually occur; however, there must be some reasonable basis for suspecting risk of significant harm.