



Child Safe Standards Toolkit

This Toolkit provides all Bacchus Marsh Grammar staff, contractors, volunteers and visitors with guidance on how to respond to child safety concerns, allegations, suspicions, incidents and disclosures involving children and young people.

The Toolkit supports compliance with:

- Victorian Child Safe Standards;
- Ministerial Order 1359;
- Mandatory reporting obligations; and
- Victorian Government PROTECT Four Critical Actions.

This Toolkit provides a high-level overview of staff responsibilities and reporting requirements. Detailed operational guidance is contained within the Four Critical Actions Posters and Child Safety Response Templates.

This Toolkit Must Be Read in Conjunction With:

- Child Safe Program Quick Reference Guide
- Four Critical Actions Posters
- Child Safety Response Templates
- Child Safe Policy
- Mandatory Reporting to Child Protection Policy
- Child Safe Complaints Management Policy and Procedures

Who Must Read This Toolkit?

This Toolkit applies to all:

- Employees
- Volunteers
- Contractors
- Visitors
- Members of School Leadership

All staff are required to review this Toolkit and the Child Safe Program Quick Reference Guide annually.



1. Introduction

Bacchus Marsh Grammar operates three campuses:

- Maddingley Campus
- Woodlea Campus
- Staughton Vale Campus

The School is committed to providing a culturally safe, inclusive and child safe environment where the safety, wellbeing and participation of children and young people are paramount.

Every person engaged by the School shares responsibility for safeguarding children from abuse, neglect, grooming, family violence and other forms of harm.

This Toolkit outlines the School's requirements for responding to child safety concerns and must be read in conjunction with the Child Safe Program Quick Reference Guide and the Victorian Government Four Critical Actions resources.

2. Child Safety Response Framework

Bacchus Marsh Grammar adopts the Victorian Government Four Critical Actions Framework.

The updated framework requires staff to:

At All Times

Respond to an Emergency

- Call 000 where a child is at immediate risk.
- Preserve evidence where appropriate.
- Take immediate action to keep students safe.

Adapt to Changing Circumstances

- Be flexible.
- Take additional actions where required.
- Reassess risks and supports as circumstances change.

Document Your Actions

- Record all observations.
- Record disclosures.
- Record concerns.
- Record actions taken.
- Record reports made.
- Record supports provided.

3. Staff Responsibilities

If a staff member:

- witnesses an incident
- receives a disclosure
- observes concerning behaviour
- forms a concern
- forms a reasonable belief that a child has been harmed or is at risk of harm

they must act immediately.

Staff must:

1. Ensure the immediate safety of the child.
2. Follow the applicable Four Critical Actions pathway.
3. Notify a Senior Child Safety Officer as soon as practicable.



4. Record all observations, disclosures, concerns and actions taken.
5. Complete required School documentation.
6. Cooperate with any external authority investigation.
7. Continue to support the student throughout the response process.

Where a child is in immediate danger, Victoria Police must be contacted on 000 immediately.

4. Which Reporting Pathway Applies?

The Victorian Government now provides four separate reporting pathways depending on the source of the concern.

Staff must identify which pathway applies and follow the corresponding poster and documentation template.

Concern Type	Reporting Pathway
Abuse by a family member, neglect, family violence, family wellbeing concerns	Child Abuse in the Family
Abuse by an employee, volunteer, contractor, visitor or other adult engaged by the School	Child Abuse by an Adult Engaged by a School
Abuse or harmful behaviour involving another student	Student-to-Student Abuse
Abuse by a person external to both the School and family environment	Child Abuse in the Community

5. The Four Response Pathways

5.1 Child Abuse in the Family

Used where concerns relate to:

- family violence;
- abuse by a parent or family member;
- neglect;
- significant concerns regarding a child's care, wellbeing or development.

This pathway may involve:

- Family Violence Identification Tool;
- Family Violence Screening Tool;
- Basic Safety Plan;
- Child Protection;
- The Orange Door.

5.2 Child Abuse by an Adult Engaged by the School

Used where concerns relate to:

- employees;
- volunteers;
- contractors;
- visitors;
- any adult engaged by the School.



The School's nominated contact person manages reporting obligations, including notifications to Victoria Police and the Social Services Regulator where required.

5.3 Student-to-Student Abuse

Used where concerns relate to:

- abuse by another student;
- harmful sexual behaviour;
- harmful online behaviour.

This pathway may involve:

- Victoria Police;
- eSafety Commissioner;
- Child Protection;
- local sexual assault services.

5.4 Child Abuse in the Community

Used where concerns relate to a person outside:

- the student's family; and
- the School community.

Reports may involve Victoria Police and Child Protection depending on the circumstances.

6. School Reporting Requirements

When responding to a child safety concern staff must:

Step 1 – Ensure Immediate Safety

- Take immediate action to protect any child at risk.

Step 2 – Notify School Leadership

- Notify a Senior Child Safety Officer or member of School Leadership immediately.

Step 3 – Select the Appropriate Reporting Pathway

- Determine which Four Critical Actions pathway applies.

Step 4 – Complete School Documentation

- Document:
 - concerns;
 - disclosures;
 - observations;
 - reports made;
 - actions taken;
 - support provided.

Step 5 – Continue Supporting the Student

- Work with wellbeing and leadership staff to ensure appropriate support arrangements are in place for as long as necessary.



7. Child Safety Response Templates

The following templates are available on the Staff Portal and must be used where applicable:

Child Abuse in the Family

Used for family violence, abuse or neglect concerns.

Child Abuse by an Adult Engaged by a School

Used for allegations, disclosures, complaints or concerns involving an adult engaged by the School.

Student-to-Student Abuse

Used where concerns involve another student, including harmful sexual behaviour.

Child Abuse in the Community

Used where abuse is suspected to have occurred outside the family and School environments.

8. Four Critical Actions Posters

The following posters form part of this Toolkit and are attached as appendices:

Appendix 1

- Family Pathway

Appendix 2

Student-to-Student Abuse Pathway

Appendix 3

Adult Engaged by a School Pathway

Appendix 4

Community Pathway

The posters provide the Victorian Government's operational guidance under the four key response stages:

- Identify
- Report
- Support
- Refer

Staff must refer to the relevant poster whenever responding to a child safety concern.

9. Family Violence Screening Tool and Basic Safety Plan

The Family Violence Screening Tool and Basic Safety Plan is attached as Appendix 5 and 6. This must be completed if you form a reasonable belief that there is current family violence. The MARAM nominated staff member is responsible for completing these forms.

10. Annual Staff Requirements

All staff must annually review:

- Child Safe Standards Toolkit
- Child Safe Program Quick Reference Guide
- Four Critical Actions Posters



- Relevant Child Safe Policies

Staff are expected to understand:

- their reporting obligations
- the four reporting pathways
- how to access the Appropriate response template
- when and how a concern must be escalated

11. Related Policies and Documents

Child Safe Policy

Child Safe Code of Conduct

Child Safe Complaints Management Policy and Procedures

Mandatory Reporting to Child Protection Policy

Staff and Student Professional Boundaries Policy

Staff Code of Conduct

Child Safe Program Quick Reference Guide

Appendix 1: PROTECT: 4 Critical Actions – Identify and respond to student-to-student abuse



4 CRITICAL ACTIONS

Identify | Report | Support | Refer

Identify and respond to student-to-student abuse

Provide the right support at the right time

At all times, you must:

- **Respond to an emergency** – Call 000. Preserve evidence. Keep students safe.
- **Adapt to changing circumstances** – Be flexible. Repeat/take different actions.
- **Document your actions.**

Identify child abuse

All staff

You can identify abuse by:

- witnessing an incident
- receiving a disclosure
- observing:
 - physical or behavioural signs
 - something concerning online or on a device.

If you form a reasonable belief that a student has been, or is at risk of being abused (including harmful sexual behaviour), inform school leadership.

Information Sharing staff/Child Link users

- Request information from Information Sharing Entities or check Child Link.

School leadership/nominated staff

- **Report**
- **Support** and **Refer**

You may need to take actions in support and refer at the same time.

Harmful sexual behaviour

Contact local sexual assault services for support and advice.

Report abuse to authorities

If you believe a crime against a child has been committed, report to:

- Victoria Police.

For harmful online content, report to:

- esafety.gov.au/report

You can contact Independent Schools Victoria for support and advice on child safety related matters, including in you are unsure and need advice on reporting.

Engage parents/carers

- If Victoria Police are involved, seek their clearance on what can be shared before you contact parents/carers.
- Contact parents/carers as soon as possible (same day preferred).

Harmful sexual behaviour

- If Victoria Police are not involved, you can contact your local sexual assault service for advice to engage parents/carers.

Support students through your school

- Support impacted student/s.
- Engage students and parents/carers to find the best support.
- Tailor to diverse needs.
- Use information sharing.
- Continue as long as necessary.

Refer to community services

- Engage student/s and parents/carers to find and connect with suitable services.
- Use information sharing.

Harmful sexual behaviour

- Contact your local sexual assault service for support for students and parents/carers.
- If a student is using harmful sexual behaviour and their parents/carers are not willing or able to help the student connect to a service, call Child Protection.



vic.gov.au/identify-student-to-student-abuse-schools

Key contacts

Child Protection

8:45am to 5pm, Mon-Fri

North 1300 598 521
South 1300 555 526
East 1300 360 452
West 1300 360 462
After hours 13 12 78

Independent Schools Victoria

- 03 9825 7200
- enquiries@is.vic.edu.au

Victoria Police

- 000 (emergencies)
- 131 444 or local police station (non-emergencies)

eSafetyCommissioner

- esafety.gov.au/report

Local sexual assault service



Appendix 2: PROTECT: 4 Critical Actions – Identify and Respond to Child Abuse by an Adult Engaged by a School, Including Grooming



4 CRITICAL ACTIONS

● Identify | ▲ Report | ● Support | ■ Refer

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

Provide the right support at the right time

At all times, you must:

- **Respond to an emergency** – Call 000. Preserve evidence. Keep students safe.
- **Adapt to changing circumstances** – Be flexible. Repeat/take different actions.
- **Document your actions.**

● Identify child abuse

All staff

You can identify abuse by:

- witnessing grooming behaviours or an incident
- receiving a disclosure
- observing:
 - physical or behavioural signs
 - something concerning online or on a device.

Notify your school's nominated contact person if you become aware of any allegation, complaint, disclosure or concern that:

- an adult engaged by the school may be abusing a child, or
- a child is at risk of being abused.

▲ Report abuse to authorities

The school's nominated contact person manages reports.

If you believe a crime has been committed against a child, report to:

- Victoria Police.

All allegations, complaints, disclosures and concerns, report to:

- Social Service Regulator

You can contact Independent Schools Victoria for support and advice on child safety related matters, including if you are unsure and need advice on reporting.

Engage parents/carers

- Obtain clearance from Victoria Police (if involved) before contacting parents/carers on what can be shared.
- Contact parents/carers as soon as possible (same day preferred).

● Support students through your school

- Support impacted student/s.
- Arrange support for impacted students and staff through regional/centralised services.
- Engage students and parents/carers to find the best support.
- Tailor to diverse needs.
- Use information sharing.
- Continue as long as necessary.

■ Refer to community services

- Engage student/s and parents/carers to find and connect with suitable services.
- Use information sharing.

Key contacts

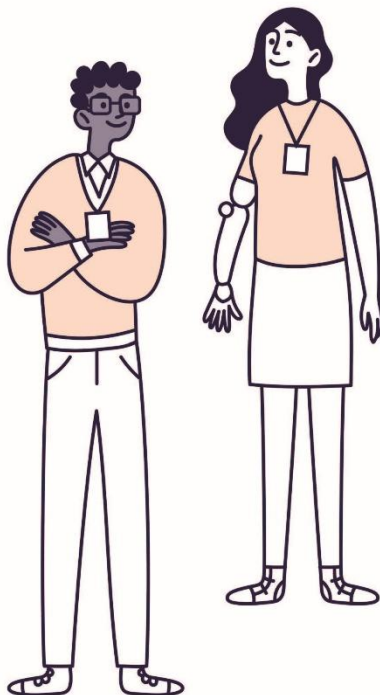
Independent schools Victoria

- 03 9825 7200
- enquiries@is.vic.edu.au
- Social Service Regulator
- 1300 310 778
- Reportable.Conduct@ssr.vic.gov.au
- rsc.ssr.vic.gov.au

Victoria Police

- 000 (emergencies)
- 131 444 or local police station (non-emergencies)

Local sexual assault service



vic.gov.au/identify-abuse-adult-independent-school

Appendix 3: PROTECT 4 Critical Actions – Identify and Respond to Child Abuse in the Community



4 CRITICAL ACTIONS

● Identify | ▲ Report | ● Support | ■ Refer

Identify and respond to child abuse in the community

Provide the right support at the right time

At all times, you must:

- **Respond to an emergency** – Call 000. Preserve evidence. Keep students safe.
- **Adapt to changing circumstances** – Be flexible. Repeat/take different actions.
- **Document your actions.**

● Identify child abuse

All staff

You can identify abuse by:

- witnessing an incident
- receiving a disclosure
- observing:
 - physical or behavioural signs
 - something concerning online or on a device.

If you form a reasonable belief that a child has been abused, or is at risk of abuse, inform school leadership.

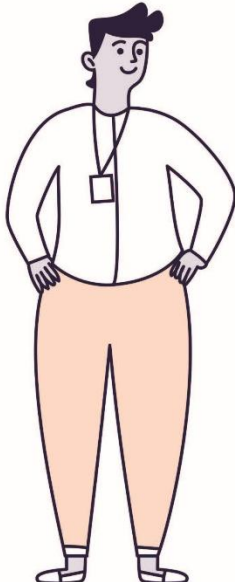
Information Sharing staff/Child Link users

- Request information from Information Sharing Entities or check Child Link.

School leadership/nominated staff

- ▲ **Report**
- ● **Support** and ■ **Refer**

You may need to take actions in support and refer at the same time.



▲ Report abuse to authorities

If you believe a crime has been committed against a child, report to:

- Victoria Police.

If you form a reasonable belief that the parents/carers have not, or are unlikely to, protect the student from significant harm. You must report physical and sexual abuse. Report to:

- Child Protection

You can contact Independent Schools Victoria for support and advice on child safety related matters, including if you are unsure and need advice on reporting.

Engage parents/carers

- If Victoria Police/Child Protection are involved, seek their clearance on what can be shared before you contact parents/carers.
- Contact parents/carers as soon as possible (same day preferred).

● Support students through your school

- Support impacted student/s.
- Engage students and parents/carers to find the best support.
- Tailor to diverse needs.
- Use information sharing.
- Continue for as long as necessary.

■ Refer to community services

- Engage students and parent/carers to find and connect with suitable services.
- Use information sharing.

Key contacts

Child Protection

8:45am to 5pm, Mon-Fri

North	1300 598 521
South	1300 555 526
East	1300 360 452
West	1300 360 462
After hours	13 12 78

Independent schools Victoria

- 03 9825 7200
- enquiries@is.vic.edu.au

Victoria Police

- 000 (emergencies)
- 131 444 or local police station (non-emergencies)

The Orange Door



Local sexual assault service



vic.gov.au/identify-child-abuse-community



Appendix 4: PROTECT 4 Critical Actions – Identify and Respond to Child Abuse in the Family



4 CRITICAL ACTIONS

Identify | Support | Refer | Report

Identify and respond to child abuse in the family

Provide the right support at the right time

Identify child abuse

All staff

You can identify abuse by:

- witnessing an incident
- receiving a disclosure
- observing:
 - physical or behavioural signs
 - signs of family violence trauma in students
 - family violence risk factors
 - narratives and behaviours that may indicate an adult is using family violence
 - something concerning online or on a device.

You only need to collect enough information to form a reasonable belief or inform your next steps. If you form a reasonable belief:

- go to **Determine your pathway**
- inform school leadership.

If you have a concern that a student is experiencing, or at risk of, child abuse in the family, and need more information:

- complete Family Violence Identification Tool
- provide to MARAM-nominated staff.

MARAM nominated staff

- complete Family Violence Screening Tool
- If you form a reasonable belief that there is current family violence:

- inform school leadership
- go to **Determine your pathway**
- complete Basic Safety Plan.

Information Sharing staff/Child Link users

- Request information from Information Sharing Entities or check Child Link.

At all times, you must:

- **Respond to an emergency** – Call 000. Preserve evidence. Keep students safe.
- **Adapt to changing circumstances** – Be flexible. Repeat/take different actions.
- **Document your actions.**

Determine your pathway

Report to Child Protection (including mandatory report)

- **Report**
- **Support** and **Refer**

Crime

- **Report**
- **Support** and **Refer**

Family violence

(not a mandatory report or crime)

- **Refer** then **Support**

Family struggling with the care, wellbeing or development of a child

- **Support** and **Refer**

You may need to take actions in support and refer at the same time.

If you are unsure which pathway to take, contact The Orange Door for advice.

Support students through your school

- Engage students and parents/carers to find the best support.
- Tailor to diverse needs.
- Use information sharing.
- Continue for as long as necessary.

Refer to community services

- Engage the student and parents/carers, and connect them to services:
 - the Orange Door for family violence or families struggling with care, wellbeing or development of a child. First Nations people can be supported by an Aboriginal Community Controlled Organisation.
 - local sexual assault services for sexual offences or harmful sexual behaviour.
- Use information sharing.

Report abuse to authorities

Report to Child Protection (including mandatory report)

If you form a reasonable belief that the parents/carers have not, or are unlikely to, protect the student from significant harm. You must report physical and sexual abuse. Report to:

- Child Protection.

You can contact Independent Schools Victoria for support and advice on child safety related matters, including if you are unsure and need advice on reporting.

Crime

If you believe a crime has been committed against a child, report to:

- Victoria Police
- your school's relevant governing body.

Engage parents/carers

- If Child Protection/Victoria Police are involved, seek their clearance on what can be shared before you contact parents/carers.
- Contact parents/carers as soon as possible (same day preferred).

Key contacts

Child Protection

8:45am to 5pm, Mon-Fri

North	1300 598 521
South	1300 555 526
East	1300 360 452
West	1300 360 462
After hours	13 12 78

Independent schools Victoria

- 03 9825 7200
- enquiries@is.vic.edu.au

Victoria Police

- 000 (emergencies)
- 131 444 or local police station (non-emergencies)

The Orange Door



Local sexual assault service



vic.gov.au/identify-child-abuse-family



Appendix 5: Family Violence Screening Tool

Family violence screening tool

INSTRUCTIONS – before completing tool

Why

Your school or service is prescribed under the Family Violence Multi-Agency Risk Assessment and Management Framework (MARAM). This means your school or service is required to ensure its policies, procedures, practice guidance and tools align with MARAM.

The Four Critical Actions set out the actions schools and services must take when responding to an incident, disclosure, or suspicion or reasonable belief of child abuse, including exposure to family violence. Following the Four Critical Actions helps your school or service to meet MARAM obligations.

For more information, see **Report child abuse in schools** <www.schools.vic.gov.au/report-child-abuse-schools> or **Report child abuse in early childhood** <www.vic.gov.au/child-protection-early-childhood-protect/report-child-abuse-early-childhood>.

This tool helps you to ask screening questions and decide whether you believe that a child or young person is experiencing, or is at risk of experiencing, family violence.

Who

MARAM nominated staff can use this tool. These staff members are identified by the school or service leader and should have qualifications, training, experience or a role aligned with wellbeing, such as wellbeing coordinators and leadership staff.

When

Complete this tool if you receive a completed Family Violence Identification Tool from a staff member, if you receive a disclosure, or if you observe signs of trauma for a child or young person, family violence risk factors, or narratives (e.g. statements or stories) or behaviours that indicate an adult is using family violence.

You must act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a suspicion or reasonable belief that a child has, or is at risk of being abused. You do not have to directly witness the child abuse or know the source of the abuse.

How

Organise a conversation with the child or young person (or adult victim survivor if safe, reasonable and appropriate, noting your primary responsibility is always to the child or young person).

Record disclosures and observations in this tool.

Do not ask questions of, or in front of, a person you suspect may be using family violence.

NEXT STEPS – after completing tool

The information you record in this tool will help you decide next steps. See Outcomes and next steps.

If circumstances change and there is new risk-relevant information, you can copy and paste the screening conversation and decision statement sections of this tool to the bottom of this document and complete again. This ensures you do not repeat any work, all risk-relevant information is in one document, and authorities have historic and current information.

Personal details

Record the personal details you know. You can consult your school or service's record management system.

Child or young person

Full name

Year level

Date of birth

Other relevant details
(e.g. in out-of-home
care, services they
are engaged with)

Parent or carer 1

Full name

Relationship to
child or young person
(e.g. parent,
carer, step parent)

Contact details
(phone, email)

Other relevant details
(e.g. interpreter
needed, employment
status)

Parent or carer 2

Full name

Relationship to
child or young person
(e.g. parent,
carer, step parent)

Contact details
(phone, email)

Other relevant details
(e.g. interpreter
needed, employment
status)

Sibling(s)

Name(s)

School or service

Year level

Other relevant details

Parent or carer 3	
Full name	
Relationship to child or young person (e.g. parent, carer, step parent)	
Contact details (phone, email)	
Other relevant details (e.g. interpreter needed, employment status)	
Sibling(s)	
Name(s)	
School or service	
Year level	
Other relevant details	
Sibling(s)	
Name(s)	
School or service	
Year level	
Other relevant details	
Sibling(s)	
Name(s)	
School or service	
Year level	
Other relevant details	

Screening conversation

1. HAVE YOU RECEIVED A COMPLETED FAMILY VIOLENCE IDENTIFICATION TOOL FROM A STAFF MEMBER THAT REQUIRES YOU TO SCREEN FOR FAMILY VIOLENCE?

☐ Yes

☐ No, I have received a disclosure or identified signs that family violence may be occurring.

If 'Yes', go to number 2 and start screening.

If 'No', summarise the information here before moving to number 2.

2. ASK THE FOLLOWING QUESTIONS of the child or young person (or adult victim survivor, if safe, reasonable and appropriate, noting your primary responsibility is always to the child or young person).

These questions are a guide for your screening conversation. The child or young person may address multiple questions in a single response, which means you would not need to ask all questions. Consider the age and developmental stage of the child or young person when asking these questions.

QUESTION	YES	NO	RECORD MORE INFORMATION, INCLUDING <i>WHEN</i> :
Has anyone in your family, or a current or former partner, made you feel scared or worried?	☐	☐	
Have they made you feel stupid, or like you do not matter?	☐	☐	
Have they physically hurt you or anyone else or pets in any way (e.g. hit, slap, kick or otherwise hurt)?	☐	☐	
Have they threatened to harm you or anyone else in any way?	☐	☐	
Do you have any immediate concerns about your safety, or the safety of someone else in your family?	☐	☐	
Do you feel safe today?	☐	☐	
Would you call someone you trust or the police if you felt unsafe or in danger?	☐	☐	

3. Has the screening conversation with the child or young person (or adult victim survivor) identified any of the following family violence RISK FACTORS?

RISK FACTORS SPECIFIC TO CHILD OR YOUNG PERSON

- ☐ History of professional involvement and/or statutory intervention
- ☐ Change in behaviour not explained by other causes
- ☐ Child is victim of other forms of harm from perpetrators outside the family e.g. harassment, grooming and physical and sexual assault
- ☐ Exposure to family violence
- ☐ Sexualised behaviours towards a child by the perpetrator
- ☐ Child intervention in violence
- ☐ Behaviour indicating non-return of child (e.g. perpetrator not following custody arrangements)
- ☐ Undermining the child-parent relationship (e.g. perpetrator making negative comments to the child about the other parent)

SERIOUS RISK FACTORS SPECIFIC TO ADULT VICTIM SURVIVOR – THESE CAN INCREASE THE RISK TO THE CHILD

- ☐ Physical assault while pregnant or following new birth
- ☐ Escalation – increase in severity and/or frequency of violence
- ☐ Planning to leave or recent separation

SERIOUS RISK FACTORS FOR A CHILD OR YOUNG PERSON AND/OR ADULT VICTIM SURVIVOR CAUSED BY PERPETRATOR

- ☐ Controlling behaviours
- ☐ Access to weapons
- ☐ Use of weapon in most recent event
- ☐ Has ever tried to strangle or choke the victim survivor
- ☐ Has ever threatened to kill the victim survivor
- ☐ Has ever harmed or threatened to harm or kill pets or other animals
- ☐ Has ever threatened or tried to self-harm or commit suicide
- ☐ Stalking of victim survivor
- ☐ Sexual assault of victim survivor
- ☐ Obsession or jealous behaviour toward victim survivor
- ☐ Unemployed or disengaged from education
- ☐ Drug and/or alcohol misuse/abuse

Record more information relevant to the above, and/or any additional risk factors. See 'Family violence risk factors' at <www.vic.gov.au/information-sharing-guidance-and-tools/all-staff#family-violence-risk-factors> or on page 28 of the *Information Sharing and Family Violence Reforms: Guidance and Tools* PDF.

4. Has the screening conversation with the child or young person (or adult victim survivor) identified any of the following NARRATIVES (e.g. statements or stories) or BEHAVIOURS that may indicate an adult is using family violence?

NARRATIVES THAT MAY INDICATE AN ADULT IS USING FAMILY VIOLENCE

- ☐ Displays indicators (i.e. comments) of ownership and entitlement, in relation to children
- ☐ Threatens to report partner or ex-partner to authorities about their 'poor parenting'
- ☐ Criticises partner or ex-partner's parenting (e.g. put downs, devaluing worth)
- ☐ Makes comments or euphemisms that may indicate a person is using family violence (e.g. saying they often 'lose it' at a family member)
- ☐ Tries to get you to agree with their negative views about partner or family member throughout your interaction
- ☐ You feel intimidated, manipulated and/or controlled during your interaction

BEHAVIOURS THAT MAY INDICATE AN ADULT IS USING FAMILY VIOLENCE

- ☐ Displays controlling behaviour (e.g. control of time, movement and activities)
- ☐ Displays indicators of jealousy and/or possessiveness (e.g. preventing the victim survivor from socialising with others)
- ☐ Displays indicators of fixation with victim survivor's actions and whereabouts (e.g. monitoring, rumination and intent focus, such as monitoring victim survivor's location via social media)

Record more information relevant to the above, and/or additional narratives or behaviours. See 'Narratives and behaviours which may indicate an adult is using violence' at www.vic.gov.au/information-sharing-guidance-and-tools/all-staff#narratives-and-behaviours-which-may-indicate-an-adult-is-using-violence or on page 36 of the *Information Sharing and Family Violence Reforms: Guidance and Tools* PDF.

Outcomes and next steps

Based on the information recorded in this tool (and the Family Violence Identification Tool, if completed), make a decision from the list below.

- ☐ **I believe there is current family violence.**

I will take **all** the following actions:

- ☐ inform my school or service leadership
- ☐ notify relevant authorities if required according to the Four Critical Actions, per my school or service's standard procedure (attaching this completed tool and the Family Violence Identification Tool if completed)
- ☐ develop a basic safety plan for the child or young person
- ☐ provide ongoing support in line with the Four Critical Actions and MARAM
- ☐ follow my school or service's standard procedure for storing sensitive information.

- ☐ **I do not believe there is current family violence, but I believe the child or young person is experiencing another form of abuse.**

I will take **all** the following actions:

- ☐ inform my school or service leadership
- ☐ notify relevant authorities if required according to the Four Critical Actions, per my school or service's standard procedure (attaching this completed tool and the Family Violence Identification Tool, if completed)
- ☐ provide ongoing support in line with the Four Critical Actions
- ☐ follow my school or service's standard procedure for storing sensitive information.

- ☐ **I do not believe the child or young person is experiencing family violence or any other form of abuse, but I have other wellbeing concerns.**

If you hold concerns about a child's wellbeing but have not formed a reasonable belief of abuse, you must still act.

I will take **all** the following actions:

- ☐ follow my school or service's standard procedures for addressing wellbeing concerns, which may include:
 - ☐ sharing information with other ISEs under CISS if appropriate
 - ☐ seeking advice from or making a referral to a specialist service such as The Orange Door
- ☐ follow my school or service's standard procedures storing sensitive information.

- ☐ **I no longer have any safety or wellbeing concerns for the child or young person.**

I will take **all** the following actions:

- ☐ follow my school or service's standard procedure for storing sensitive information.



THIS TOOL WAS COMPLETED BY:

Initials or code
of staff member
(Do not use full name)

School or
service name

School or
service address

Date of screening
conversation

Date completed

Completed tool
shared with
(if applicable)

Important note

Schools and services **must** ensure that any copies of this tool and the information in this tool are stored in a secure location that can only be accessed by school and services leaders, and MARAM nominated staff.

This template is an extract from the Information Sharing and Family Violence Reforms – Guidance and Tools <www.vic.gov.au/information-sharing-guidance-and-tools>, published by the Department of Education.

INFORMATION SHARING AND FAMILY VIOLENCE REFORMS — TOOLS FOR MARAM NOMINATED STAFF

Appendix 6: Family Violence Basic Safety Plan

Family violence basic safety plan

INSTRUCTIONS – before completing plan

Why	Your school or service is prescribed under the Family Violence Multi-Agency Risk Assessment and Management Framework (MARAM). This means your school or service is required to ensure its policies, procedures, practice guidance and tools align with MARAM. Staff of schools and services have a non-delegable duty of care obligation, which requires them to take reasonable steps to reduce the risk of reasonably foreseeable harm to students. This plan focuses on the child or young person's safety at your school/service. This plan includes a one-off discussion on safety at home, which helps the child or young person to consider measures they may take to support their safety at home. The Four Critical Actions set out the actions schools and services must take when responding to a suspicion, incident, disclosure or reasonable belief of child abuse, including exposure to family violence. Following the Four Critical Actions helps your school or service to meet MARAM obligations. For more information, see Report child abuse in schools <www.schools.vic.gov.au/report-child-abuse-schools> or Report child abuse in early childhood <www.vic.gov.au/child-protection-early-childhood-protect/report-child-abuse-early-childhood>.
Who	MARAM nominated staff can use this tool. These staff members are identified by the school or service leader and should have qualifications, training, experience or a role aligned with wellbeing, such as wellbeing coordinators and leadership staff.
When	You may have completed or received a completed Family Violence Identification Tool and/or Family Violence Screening Tool from a colleague. If you believe there is current family violence and have followed the Four Critical Actions, including notifying relevant authorities, you should develop a basic safety plan for the child or young person. You must act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a suspicion or a reasonable belief that a child has been, or is at risk of being abused. You do not have to directly witness the child abuse or know the source of the abuse. If there is a Family Violence Intervention Order (FVIO) or a parenting order in place, the school or service should review the department's Intervention Order policy at <www2.education.vic.gov.au/pal/intervention-orders/policy> and seek legal advice to determine its responsibilities to the child or young person. Principals of Victorian Government Schools can contact the Department of Education's Legal Division. This may include completing an Individual Safety Plan for Intervention Orders and having a <i>one-off discussion</i> on safety at home. If you are unsure if there is a FVIO or parenting order in place, you can request information from Victoria Police under FVISS or CISS.

INSTRUCTIONS (CONTINUED) – before completing plan

How

Organise a conversation with the child or young person (or adult victim survivor if safe, reasonable and appropriate, noting your primary responsibility is always to the child or young person). This may be done at the same time as the screening conversation.

Record agreed plans in this tool, but do not provide a copy to the child, young person or adult victim survivor as this can increase risk if the person using violence accesses it.

NEXT STEPS – after completing plan

Next steps are outlined in the Outcome and next steps section.

Personal details

Record personal details (if they are not already recorded in a completed Family Violence Identification Tool attached to this tool). You can consult your school or service's record management system.

CHILD OR YOUNG PERSON

Full name

Year level

Date of birth

Other relevant details
(e.g. in out-of-home-
care, services they
are engaged with)

ADULT VICTIM SURVIVOR (IF APPLICABLE)

Full name

Date of birth

Relationship to child
or young person

Contact details
(phone or email)

Other relevant details
(e.g. interpreter
needed, employment
status)

Part 1: Safety at school or service

Discuss the following basic safety plan elements with the child or young person (or adult victim survivor if safe, reasonable and appropriate, noting your primary responsibility and duty of care is always to the child or young person).

Each safety plan is unique and based on the needs of the child or young person, and you should be guided by them on what is important and safe for them. You may not need to complete all sections

You may need to revisit the safety plan if new information or risks are presented.
Insert details as prompted between the '<' and '>' characters.

STAFF CONTACT

The following staff members are aware of and ready to enact this plan: <insert staff names>.

<Insert child or young person's name> has nominated the following staff member as their contact to assist with this plan: <insert staff contact name>.

If <insert staff contact name> is not at the school or service, <insert child or young person's name> will report to <insert a secondary staff contact name> for assistance.

CODE WORD OR PHASE

<Insert child or young person's name> will use the following code word or phrase with one of the staff members aware of this plan to indicate lack of safety: <Insert code word or phase>.

If the code word or phrase is used, school or service staff will act by <insert agreed action>.

ENTRY AND DROP-OFF ARRANGEMENTS

Arrangements could include the following (fill and check options as appropriate):

- ☐ <Insert child or young person's name> will enter the school or service via <insert location> by <insert time>.
- ☐ <Insert child or young person's name> will meet their staff contact, who will walk them to their classroom.
- ☐ If <insert child or young person's name> has not arrived by <insert time>, <insert staff contact name> will <insert agreed action>
- ☐ Reception staff will be notified of these entry and drop-off arrangements, and will notify <insert staff contact name> if there are concerns for the safety or wellbeing of <insert child or young person's name>. Reception staff can call 000 if there is immediate danger.
- ☐ Other: _____

EXIT AND PICK-UP ARRANGEMENTS

Arrangements could include the following (fill and check options as appropriate):

- ☐ <Insert child or young person's name> will leave the school or service via <insert location>, and will be picked up at <insert location> by <insert parent or carer name>.
- ☐ If <insert child or young person's name> has not been collected by <insert time>, <insert staff contact name> will <insert agreed action>.
- ☐ Reception staff will be notified of these exit and pick-up arrangements, and will notify <insert staff contact name> if there are concerns for the safety or wellbeing of <insert child or young person's name>. Reception staff can call 000 if there is immediate danger.
- ☐ Other: _____

BREAK TIMES (E.G. RECESS AND LUNCH TIME)

For example:

- Yard duty teachers will be instructed to take particular note of <insert child or young person's name>.
- Yard duty teachers will monitor entrances and exits to school and school boundaries, and alert school leadership if <insert name of person believed to be using violence> is present.

EVENTS AND ACTIVITIES ARRANGEMENTS (E.G. CAMPS AND EXCURSIONS)

<Insert staff contact name> will make arrangements for each school or service event or activity to ensure <insert child or young person's name> is appropriately supervised. These arrangements will be communicated to <insert parent or carer name> and other relevant staff before the event or activity.

CONSIDER THIS SECTION IF ADOLESCENT FAMILY VIOLENCE IS IDENTIFIED (E.G. AGAINST A SIBLING OR INTIMATE PARTNER)

Consider arrangements for in-school or service classes or sessions, including movement between them, activities and shared spaces. For example:

- <Insert child or young person's name> and <insert other child or young person's name> do not share classes.
 - For <insert class or session>, <insert child or young person's name> and <insert other child or young person's name> will be seated apart and follow the direction of <insert staff contact name>.
 - <Insert staff contact name> is aware of this plan and will monitor the situation and take necessary steps to ensure as much distance as possible is maintained between the children or young people.
 - <Insert child or young person's name> will access <insert class or session> via <insert path>.
 - <Insert child or young person's name> will attend <insert activity> and sit <insert arrangement>.
 - <Insert child or young person's name> can attend <insert shared space> exclusively on <insert days> between <insert times>.
-

Part 2: Safety at home

Safety planning for the home is a once-off conversation. You are not expected to provide advice to support the safety of the child or young person at home. The following is a list of prompting questions to support the child or young person to plan for their safety.

Discuss as many of the following basic safety plan elements as is appropriate. It may be as simple as ensuring they know to call 000 in an emergency.

If discussing safety planning at home with an adult victim survivor (if safe, reasonable and appropriate, noting your primary responsibility is always to the child or young person) you should tell them that:

- the school or service can make a referral to specialist services that provide comprehensive risk assessment and management, including comprehensive safety planning
- the school or service will work with specialist services to support the child or young person's wellbeing and safety at the school or service.

CAN YOU TELL ME WHAT YOU USUALLY DO TO KEEP YOURSELF SAFE AT HOME?

**WHO WOULD YOU CONTACT IF YOU FELT UNSAFE AT HOME?
(E.G. FRIEND, FAMILY MEMBER, NEIGHBOUR)**

WOULD YOU FEEL COMFORTABLE CALLING THE POLICE (000) IN AN EMERGENCY?

☐ Yes

☐ No

If no, is there someone close by you can contact who can call the police?
For example, could you text someone you trust a code word or phrase
if you are in trouble?



Consider the age and developmental stage of the child or young person before asking the following questions.

IF YOU NEED TO LEAVE HOME TO FIND SAFETY:

WHAT WOULD YOU TAKE? (E.G. PHONE, CASH, DEBIT OR CREDIT CARD, KEYS, MEDICATION, LAPTOP, MYKI CARD, CLOTHES)

WHEN WOULD YOU LEAVE? (E.G. SCHOOL OR SERVICE DROP-OFF, REGULAR APPOINTMENTS)

WHERE WOULD YOU GO? (E.G. HOUSE OF A FRIEND, FAMILY MEMBER)

HOW WOULD YOU GET THERE? (E.G. CAR, BICYCLE, WALK, PUBLIC TRANSPORT, TAXI OR UBER)

If the person using violence has access to your devices or online accounts, they may be able to track you. If it is safe to do so, check your privacy settings and disable your location.

Outcome and next steps

Insert details as prompted between the '<' and '>' characters.

<INSERT SCHOOL OR SERVICE NAME> AGREES TO TAKING ALL THE FOLLOWING ACTIONS TO ENSURE THE SAFETY OF <INSERT CHILD OR YOUNG PERSON'S NAME> AT THE SCHOOL OR SERVICE, BEGINNING <INSERT START DATE>:

- Share this safety plan with relevant authorities if appropriate under FVISS, per my school or service's standard procedure (with the Family Violence Identification Tool and Family Violence Screening Tool attached, if completed).
- Enact this plan immediately and for as long as the child or young person requires.
- Inform relevant school or service leadership and staff of this plan and provide them with access to it. This may include the staff contact, secondary staff contact and reception staff.
- Ensure this plan is accessible for <insert child or young person's name> to view at the school or service at any time. Do **NOT** provide a copy to the child, young person or adult victim survivor as this can increase risk if the person using violence accesses it.
- Provide ongoing support, including wellbeing support, in line with the Four Critical Actions.
- Set a date to review the basic safety plan to ensure it is still relevant and reflects the changing circumstances for the child or young person and their family. Reviewing this plan does not mean establishing new safety strategies; rather, it is about being responsive to changing risk and safety needs for the child or young person. Update this plan whenever there is new risk-relevant information about the child or young person.
- Follow the school or service's standard procedure for storing sensitive information.

THIS TOOL WAS COMPLETED BY:

Initials or code of staff member (Do not use full name)			
School or service name			
School or service address			
Date of planning conversation			
Date completed			
Date to be reviewed		This safety plan will be reviewed on	
Completed tool shared with (if applicable)			

Important note

Schools and services **must** ensure that any copies of this tool and the information in this tool are stored in a secure location that can only be accessed by school and service leaders, and MARAM-nominated staff.

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