

## PURPOSE

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

## SCOPE

This policy applies to complaints and concerns relating to child abuse made by or in relation to a child



Protection or Victoria Police, or there are other safety and wellbeing concerns in relation to informing parents/carers.

Principals may contact the Department of Education and Training Legal Division for advice on notifying parents and carers, and where relevant, the wider school community.

For further guidance, refer to [PROTECT Contacting parents and carers](#)

- [Child Safe Standards](#)
- [Protecting Children — Reporting and Other Legal Obligations](#)
- [Managing and Reporting School Incidents](#)
- [Reportable Conduct](#)
- [Restraint and Seclusion](#)
- [Identify child abuse](#)
- [Report child abuse in schools \(including four critical actions\)](#)
- [Identify and respond to student sexual offending](#)

The following school policies are also relevant to this policy:

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy

### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy please contact the General Office.

Date implemented	2 June 2022
Author	Caroline Gachon

Consultation: Education Policy Sub-committee 21.6.22

Principal:

Joanna Alexander Date: 22.6.22

School Council President:

Geoff Hugo Date: 22.6.22





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APPENDIX B: MANAGING DISCLOSURES OF  
CHILD ABUSE

Important information for staff

***When managing a disclosure relating to child  
abuse you should:***

listen to the student and allow them to speak  
Stay calm and do not ask leading questions

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