



**MARIAN
COLLEGE**

PROTECT Procedure: Responding to student sexual offending

Purpose

This procedure seeks to ensure that all staff are aware of and follow their obligations in recognising and reporting suspected student sexual offending. All school staff have a duty of care towards all students impacted by student sexual offending (including an alleged victim, the student engaging in the behaviours and any other impacted students).

Scope

All staff members (which includes the Stewardship council members, school staff, volunteers, contractors, other service providers and those in religious ministry) must take any complaint or concern relating to relating to student sexual offending seriously. Staff have a range of reporting and legal obligations to report suspected child abuse and provide ongoing support. These obligations may overlap, and multiple reports may need to be made in a single circumstance, depending on whether child abuse occurs within the school, or within the family or community. Obligations include:

- The Victorian Child Safe Standards.
- The Reportable Conduct Scheme.
- Mandatory reporting.
- Criminal offences – failure to disclose, failure to protect and grooming.
- Duty of care.
- Responding to student sexual offending.
- Responding to significant concerns for the wellbeing of a child.

Staff must act, and follow the [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#), as soon as they become aware of a child abuse incident – that is, when a child is experiencing, or is at risk of experiencing, abuse. Staff must ensure that they act promptly and thoroughly in their response. Any response to a child safety complaint or concern must not undermine a student’s right to privacy, access to information, social connections or learning opportunities.

This procedure does not apply to harmful sexual behaviours in students under the age of 10. In this circumstance.

Procedures

Becoming aware of a student sexual offending incident

There are a number of ways which staff may become aware that a child is experiencing, or is at risk of experiencing a sexual offences from another student:

Witnessing an incident

Any staff who witness an incident and believe a child has been subjected to, or may be at risk of, abuse, including student sexual offending, must first take immediate action (refer to [Critical Action 1: Responding to an emergency](#) below) to protect the safety of the child or children involved.

<p>Forming a suspicion or reasonable belief</p>	<p>All suspicions that a child has been a victim of student sexual offending and/or a student has engaged in student sexual offending must be taken seriously, including suspicions that the abuse is taking or may take place outside school grounds or areas. If suspicion develops into a reasonable belief, staff must act.</p> <p>A reasonable belief or a belief on reasonable grounds is not the same as having proof but is more than rumour or speculation. A reasonable belief is formed if a reasonable person in the same position would have formed the belief on the same grounds.</p> <p>In some circumstances, staff may also form a reasonable belief that a student's sexual behaviours is indicative of their own experience of child abuse.</p>
<p>Receiving a disclosure about or from a current student</p> <p><i>The role of staff remains the same if disclosures are made by a past student, parent/guardian/carer, a sibling or a peer, or if disclosures involve family violence.</i></p>	<p>All disclosures must be treated seriously and the Four Critical Actions followed.</p> <p>Staff must reassure and support a child or young person who makes a disclosure of student sexual offending and ensure that the disclosure is taken seriously. Staff should never promise to keep any disclosures confidential, as all disclosures of abuse must be reported.</p> <p>For strategies on how to manage a disclosure, refer to PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools and the PROTECT page on the CEVN website https://cevn.cecv.catholic.edu.au under <i>Student Support / PROTECT</i>.</p>
<p>Receiving a disclosure about or from a former student</p>	<p>If a disclosure is received from a former student about historical student sexual offending, staff must act.</p> <p>If the former student is currently of school age and attending a Victorian school – follow the Four Critical Actions as soon as practicable.</p> <p>If the former student is no longer of school age or attending a Victorian school – report the disclosure to the Victoria Police.</p>
<p>Notes and records</p> <p>All staff are to keep clear and comprehensive notes relating to incidents, disclosures and allegations of child student sexual offending and may find it helpful to use the PROTECT: Responding to Suspected Child Abuse: A Template for all Victorian Schools.</p> <p>If a staff member decides not to make a report, they must accurately document their notes relating to the incident, disclosure or allegation of child abuse.</p> <p>Notes and records must be kept securely in accordance with the <i>Public Records Act 1973</i> (Vic.).</p>	

The Four Critical Actions

There are Four Critical Actions for Schools, which must be taken when responding to and reporting a student sexual offending incident, disclosure or suspicion:

Critical Action 1: Responding to an emergency



<p><i>This first step is only applicable if a child has just been abused or is at risk of immediate harm.</i></p> <p><i>If this is not the case, go straight to Critical Action 2: Reporting to Authorities.</i></p>	<p>If student sexual offending has just taken place, or is at risk of taking place, staff must take reasonable steps to protect all impacted students, including:</p> <ul style="list-style-type: none"> • Separating the alleged victim and others involved, ensuring that if the parties involved are all present at the school, they are supervised separately by a staff member. • Arranging and providing urgent medical assistance where necessary, including administering first aid or calling 000 for an ambulance. • Calling 000 for urgent police assistance if the person who is alleged to have engaged in the abuse poses an immediate risk to the health and safety of any person. <p>If the child abuse incident has occurred at school or in a school environment, reasonable steps must be taken to preserve the environment, the clothing and other items, and to prevent any potential witnesses (including school staff members, volunteers and contractors) from discussing the incident until Victoria Police or relevant authorities arrive on the premises.</p>
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Critical Action 2: Reporting to authorities

Following any incident, suspicion or disclosure of student sexual offending, a report must be made as soon as possible to the appropriate authorities.

Failure to report physical and sexual child abuse may amount to a criminal offence.

In all cases, staff members must report internally to the Principal or, if the Principal is involved in the allegation, the Executive team.

Keep notes

Keep comprehensive notes that are dated and include:

- A description of the concerns (e.g. physical injuries, student behaviour).
- The source of those concerns (e.g. observation, report from child or another person).
- The actions taken as a result of the concerns (e.g. consultation with the Principal, report to DFFH Child Protection).

The template provided in *PROTECT: Responding to Suspected Student Sexual Offending: Template for Victorian Schools* can be used.

Ensure all notes are stored according to the *Public Records Act 1973* (Vic.).

Discuss concerns

Due to the complexity of child student sexual offending incidents, disclosures and suspicions, it is recommended that concerns and observations regarding sexual abuse of a child are discussed with the Principal or a member of the Executive team.

This is not a legal requirement, however, it will help to ensure support is provided to all involved in matters of this nature. The confidentiality of these discussions must be maintained.

Staff (particularly mandatory reporters) must then make their own assessment about whether to make a report about the child or young person and to whom the report should be made. It is important to remember that the duty to report student sexual offending, or suspicions of student sexual offending, exists even if the Principal or a member of the Executive team advises you not to proceed.

Gather and document information

The relevant information necessary to make the report includes:



- Full name, date of birth and residential address of both the student alleged to have engaged in the student sexual offending and the victim.
- Details of the concerns and the reasons for those concerns
- Your involvement with the student(s).
- Details of any other agencies involved with the child or young person.

This information can be documented using *PROTECT: Responding to Suspected Student Sexual Offending: Template for Victorian Schools*.

It is critical that completing the template does not impact on reporting times.

Make the report

To report concerns which are life-threatening, phone 000 or the local police station.

Where there is an incident, allegation or you form a suspicion that a student is a victim of student sexual offending and/or a student has committed student sexual offending :

- Contact Victoria Police.
- Report internally to the Principal. If the Principal is involved in the allegation, this must be reported to another member of the Executive team.

Where the victim's parents/guardians/carers are unable to protect the child, and/or the student who is alleged to have engaged in the sexual offending is:

- Over 10 and under 15 years of age and may need therapeutic treatment to address their sexually abusive behaviours.
- Exhibiting behaviour that leads you to form a reasonable belief that they may be a victim of child abuse.

you must:

- Report the matter to [DFFH Child Protection](#) if you consider the child to be in need of protection due to child abuse, or that they have been, are being, or are at risk of being harmed due to any form of abuse, including family violence. If after hours, call the Child Protection Emergency Service on 13 12 78.
- Report internally to the Principal, or a member of the Executive team if the Principal is unavailable.

Document written records of report

Make a written record of the report, including:

- The date and time of the report, and a summary of what was reported.
- The name and position of the person who made the report.
- The name, position and contact details of the person who received the report.

All additional information provided to either Victoria Police or DFFH Child Protection must be stored securely and maintained indefinitely by the College to ensure that records are accessible upon request by external authorities investigating the matter.



Additional steps for overseas students

Where a student sexual offending incident, disclosure or suspicion involves an international student at the College and the College has issued a Confirmation of Appropriate Accommodation and Welfare (CAAW) letter for that student (thereby assuming responsibility for the child's accommodation, support and general welfare), the school will also need to contact the Victorian Registration and Qualifications Authority (VRQA).

Making additional reports

If after a report is made, staff continue to suspect that a child is at risk and in need of protection, any further observations should continue to be recorded and a report made on each separate occasion where a reasonable belief has been formed that a child is a victim of student sexual offending or has engaged in student sexual offending.

Where a staff member is aware that another school staff member has formed a reasonable belief about the same child on the same occasion or based on the same indicators of student sexual offending, and has made a report to the appropriate authority, the staff member need not make a further report.

However, if the staff member has formed a reasonable belief of further student sexual offending on different observations, further indicators or additional information, a further report must be made to the appropriate authority detailing this additional information.

Harmful sexual behaviour

Most children and young people are likely to engage in some level of age-appropriate sexual behaviour as part of typical development. Research identifies a continuum of sexual behaviours from common sexual play through to very concerning sexual behaviour. Harmful sexual behaviour in children under 10 years may include:

- Frequent, repeated behaviour, for example, compulsive masturbation.
- Sexual behaviour between children who do not know each other well.
- High-frequency occurrences of sexual behaviour that interfere with normal childhood activities.
- Sexual behaviour associated with emotional distress.
- Sexual behaviour between children of different ages and developmental levels.
- Aggressive, forced and/or coerced interaction between children
- Behaviour that does not stop once the child is told to stop, or occurs in secret.
- Behaviour that causes harm to the child or other children.

Students older than 10 may also exhibit harmful sexual behaviours that are not sexual offending.

In all cases, staff need to consider whether the behaviour is abnormal, whether the child should be referred for specialist assistance, and when to report an incident to the appropriate agencies. Staff should consider:

- Consulting with wellbeing professionals (including student support services) to support the student displaying problem sexual behaviours.



- Convening a student support group.
- Developing a student support plan to determine and document support strategies for students displaying problem sexual behaviours and strategies to maintain the safety of other students and school community members.
- Whether the child may be the victim of child abuse and the harmful sexual behaviour may be a physical or behavioural indicator that this may be occurring. Harmful sexual behaviour in a child does not necessarily indicate that the child has been sexually abused. However, if staff form a reasonable belief that the child is being abused within the family or community, they must report to DFFH Child Protection and/or Victoria Police.

If you are unsure of what action to take in response to your concerns about a child, speak to the Principal or a member of the Executive team, or contact DFFH Child Protection or The Orange Door for further advice.

Critical Action 3: Contacting parents/guardians/carers

Following an incident, disclosure or suspicion of student sexual offending, timely communication with parents/guardians/carers of impacted students can be critical.

However, College staff must always seek advice from Victoria Police or DFFH Child Protection to ensure that it is appropriate to contact the parents/guardians/carers.

Advice from Victoria Police or DFFH Child Protection will depend on several factors, including whether:

- A disclosure to the parents/guardians/carers may result in further abuse to the child.
- The child is a mature minor and assessed to be sufficiently mature and intelligent to make decisions for themselves and has requested that their parents/guardians/carers not be notified – the College should insist that another responsible adult is notified in lieu of the parents/guardians/carers.
- The notification of parents/guardians/carers would adversely affect an investigation of the matter by external authorities.

Where advised that it is appropriate to do so, school staff should make sensitive and professional contact with parents/guardians/ carers as soon as possible, on the day that school staff became aware of the incident, disclosure or suspicion of student sexual offending.

Critical Action 4: Providing ongoing support

Staff members have a critical role to play in supporting students impacted (including students who are victims of student sexual offending, students who have engaged in student sexual offending and students who have witnessed or otherwise been impacted by student sexual offending) to ensure that they feel supported and safe at the College.

Support provided to students includes (but is not limited to):

- Regular communication with the student or students and their parents/guardians/carers where appropriate.
- A support group of College wellbeing staff and teachers to plan, support and monitor affected students.
- Student Support Plans for students impacted by the incident to ensure appropriate levels of care and support are provided
- Access to counselling.
- Contacting Student Wellbeing for information regarding the range of school-based support services that may be available (e.g. SAFEMinds, referrals to family violence services, Centres Against Sexual Assault (CASA) or headspace).

Our College and KEM, as our governing body, have a duty to provide support to staff members who have witnessed an incident or disclosure, or who have made a report to external authorities about a reasonable belief of child abuse. Staff members may have also experienced child abuse (including family violence) or be experiencing family violence and



	<p>abuse in their own lives. Staff members requiring wellbeing support can contact the College Employee Assistance Program (EAP) provider.</p> <p>A review of the reporting process must occur four to six weeks after a report has been made to identify if any further follow-up support actions are needed.</p>
	<p>Providing developmentally and culturally appropriate support</p> <p>While a child or young person’s background should not impact a decision to report suspected abuse, it is important to be sensitive to their individual circumstances when providing support and working with families impacted by abuse. Considering the diversity of all children may include (but not be limited to):</p> <ul style="list-style-type: none"> • Children with disabilities: <ul style="list-style-type: none"> • Consider their chronological age, developmental age and cognitive functioning to tailor developmentally appropriate support strategies. • Consider vulnerability to ongoing abuse. • Aboriginal and Torres Strait Islander children <ul style="list-style-type: none"> • Consider culturally appropriate support. • Children from Culturally and Linguistically Diverse (CALD) backgrounds: <ul style="list-style-type: none"> • Consider culturally appropriate support that ensures the child’s safety and wellbeing. • Engage interpreters as necessary to assist communication and engagement with family members. • Children from refugee backgrounds <ul style="list-style-type: none"> • Trauma, dislocation and loss may impact both the child/young person and their family. Specialist support services may be consulted as requiredC • Engage interpreters as necessary to assist communication and engagement with family members. • International students <ul style="list-style-type: none"> • Additional supports must be considered given the child’s family may not be present to provide support in the home environment.

Potential consequences of making a report

Confidentiality

The identity of a reporter must remain confidential unless:

- The reporter chooses to inform the child, young person or parent 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.
- A court or tribunal decides that, in the interests of justice, the reporter is required to provide evidence.

In the event there is a breach of your confidentiality, and the above exceptions do not apply, please contact the Principal.

Professional protection

If a report is made in good faith:

- It does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter.
- The reporter cannot be held legally liable in respect of the report.



Interviews	<p>DFFH Child Protection and/or Victoria Police may conduct interviews of children and young people at the school without their parent/guardian/carer’s knowledge or consent.</p> <p>When external authorities are investigating a report of abuse or risk of abuse, it is the role of the Principal to ensure that students are supported throughout interviews at the school.</p> <p>For more information, refer to <i>PROTECT Procedure: Police and Child Protection</i> interviews at the College.</p>
Support for the child or young person	<p>The roles and responsibilities of the Principal or other staff in supporting children who are involved with DFFH Child Protection may include:</p> <ul style="list-style-type: none"> • Acting as a support person for the child or young person. • Attending DFFH Child Protection case–planning meetings. • Observing and monitoring the child’s behaviour. • Liaising with professionals.
Requests for information	<p>DFFH Child Protection and/or The Orange Door and/or Victoria Police may request information about the child or family for the purpose of investigating a report and assessing the risk to the child or young person.</p> <p>For further information, refer to <i>PROTECT Procedures: Responding to Police and Child Protection Requests</i> for further information.</p>
Witness summons	<p>If DFFH Child Protection makes a protection application in the Children’s Court of Victoria, any party to the application may issue a witness summons to produce documents and/or to give evidence in the proceedings.</p> <p>Where schools receive a subpoena or witness summons, they should contact the MACS Legal and Professional Standards Unit for support and advice.</p>
Responding to complaints or concerns	<p>Complaints or concerns about staff management of a child abuse incident may be received. These complaints or concerns may be voiced by parents/guardians/carers or others.</p> <p>The Complaints Handling Policy must be followed to ensure that all complaints, concerns or feedback on school policies, procedures or processes are effectively captured and appropriately managed.</p> <p>If the complaint raises concerns that child abuse or a risk of child abuse has gone unreported, or provides further information about a report, the <u>Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse</u> must be followed to ensure that any new information received through a complaint or concern is reported to authorities where required.</p>

Definitions

For the purpose of this procedure the following terms are defined as follows:

Insert term	Insert definition
Child abuse	<p>Child abuse is conduct that results in a child being harmed. It can take many forms and includes:</p> <ul style="list-style-type: none"> • Physical abuse. • Sexual abuse including grooming. • Emotional and psychological abuse. • Family violence. • Serious neglect.
Child Information Sharing Scheme (CISS)	<p>The Child Information Sharing Scheme (CISS) is an information sharing scheme established in the <i>Child Wellbeing and Safety Act 2005</i> (Vic). It permits certain organisations, including MACS schools, to share information to support child safety and wellbeing.</p>



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 suspicions, incidents, disclosures or allegations of child abuse (Ministerial Order No. 1359).
Department of Education (DE)	Victorian government department that leads the delivery of education and development services to children, young people and adults.
Family Violence	<p>Family violence is behaviour towards a family member of that person that is:</p> <ul style="list-style-type: none"> • Physically or sexually abusive. • Emotionally or psychologically abusive. • Economically abusive. • Threatening. • Coercive. • Controlling or dominating the family member and cause that family member to feel for their safety and wellbeing or another person. <p>Family violence is also behaviour by a person towards a family member that meets description above and causes a child to hear or witness or be exposed to the effects of behaviour.</p>
Family Violence Information Sharing Scheme (FVISS)	Implemented by the Victorian government under the Family Violence Protection Act 2008. The scheme enables the sharing of information between authorised organisations to assess and manage family violence risk and supports effective assessment and management of family violence risk. It permits certain organisations, including schools, to share information to support child safety and wellbeing.
Grooming	<p>Grooming is when a person engages in predatory conduct to prepare a child for sexual abuse 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 or carer. It can include:</p> <ul style="list-style-type: none"> • Giving gifts or special attention to a child or their parent or carer. • Controlling a child through threats, manipulation, force or use of authority. • Using electronic communication to try to lower the child's inhibitions or heighten their curiosity regarding sex. <p>(Vic.) carrying a maximum 10-year term of imprisonment. Under section 49M, the adult's words or conduct must be intended to facilitate the child engaging or being involved in the commission of, or attempt to commit, a sexual offence by the adult or another adult.</p>
Mandatory reporters	<p>Mandatory reporters are certain classes of professionals who are legally required to report a reasonable belief of child physical or sexual abuse to child protection authorities.</p> <p>In Victorian schools, this includes registered teachers, school Principals, early childhood workers, nurses, registered psychologists, school counsellors and all people in religious ministry.</p>
Mandatory reporting	<p>All mandatory reporters must make a report to Victoria Police and/or the Department of Families, Fairness and Housing 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, and are unable or unwilling to protect the child from harm of that type.</p> <p>The Principal, registered teachers and early childhood teachers, counsellors, religious clergy, registered medical practitioners, registered psychologists and nurses are considered mandatory reporters. It is a criminal offence for a mandatory reporter to fail to comply with this obligation.</p>



Mature minor	A mature minor is an individual in a school who is assessed by the Principal of that school to be a mature minor.
Physical violence	<p>The Child Wellbeing and Safety Act 2005 (Vic) states that physical violence committed against, with, or in the presence of a child is a type of reportable conduct.</p> <p>In this context:</p> <ul style="list-style-type: none"> Physical violence may include: <ul style="list-style-type: none"> Actual physical violence – this is where the staff member uses physical force against, with or in the presence of a child without a lawful reason, which has the ability to cause injury or harm to the child. It can include hitting, punching, kicking, pushing or throwing something that strikes a child or another person. Apprehended physical violence – this is where the staff member engages in conduct or behaviour against, with, or in the presence of a child that is capable of causing a child to think that physical force is about to be used against them or another person. This could include words, gestures, or actions. <p>The conduct must be intentional or reckless i.e. the person did not think about the likely consequences of their behaviour for a child.</p>
Reasonable belief	<p>A reasonable belief is more than suspicion. There must be some objective basis for the belief. However, it is not the same as having proof and does not require certainty. For example, a person is likely to have a reasonable belief if they:</p> <ul style="list-style-type: none"> Observed the conduct themselves. Heard directly from a child that the conduct occurred. Received information from another credible source that the conduct occurred (including another person who witnessed the reportable conduct or misconduct).
Reportable allegation	A reportable allegation means any information that leads a person to form a reasonable belief that an employee has committed reportable conduct, or misconduct that may involve reportable conduct, whether or not the conduct or misconduct is alleged to have occurred within the course of the person's employment.
Reportable conduct	<p>Reportable conduct is defined under the <i>Child Wellbeing and Safety Act 2005</i> (Vic.) for the purposes of the Reportable Conduct Scheme is:</p> <ul style="list-style-type: none"> A sexual offence committed against, with or in the presence of, a child, whether or not a criminal proceeding in relation to the offence has been commenced or concluded. Sexual misconduct, committed against, with or in the presence of, a child. Physical violence committed against, with or in the presence of, a child. Any behaviour that causes significant emotional or psychological harm to a child. Significant neglect of a child as defined in the <i>Child Wellbeing and Safety Act 2005</i> (Vic).
Risk	<p>Risk is defined as the effect of uncertainty on objectives. An effect is a deviation from the expected – positive and/or negative. Risk is often expressed in terms of a combination of the consequences of an event (including changes in circumstances or knowledge) and the associated likelihood of occurrence.</p> <p>In the context of child safety and wellbeing, risk can include the chance that child abuse or harm to child may occur in connection with a school. These risks may include any one or more of the following:</p> <ul style="list-style-type: none"> Situational risk – this refers to the specific characteristics of the activity and the environment where it occurs. Propensity risk – this refers to the profile of all adults that engage with children in schools. Institutional risk – this refers to the characteristics of the College, such as its culture, attitudes, policies and procedures, and skills and resources.



	<ul style="list-style-type: none"> • Vulnerability risk – these are factors that can increase a child’s exposure to the risk of being abused, the impact of the child abuse if it occurs, or an increase in the reluctance for the child to report abuse. Children who are more likely to be exposed to vulnerability include: <ul style="list-style-type: none"> • Children from Aboriginal backgrounds. • Children with disability.
School environment	<p>Means any of the following physical, online or virtual places used during or outside school/service hours:</p> <ul style="list-style-type: none"> • A campus of the school. • Online or virtual school environments made available or authorised by the College or KEM for use by a child or student (including email, intranet systems, software, applications, collaboration tools and online services). • Other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for camps, approved homestay accommodation, delivery of education and training, sporting events, excursions, competitions and other events) (Ministerial Order No. 1359).
Staff	<p>Means an individual working in a school environment who is:</p> <ul style="list-style-type: none"> • Directly engaged or employed by a school governing authority. • A contracted service provider engaged by the College (whether or not a body corporate and whether or not any other person is an intermediary) engaged to perform child-related work for the College. • A minister of religion, a religious leader or an employee or officer of a religious body associated with the College or KEM (Ministerial Order No. 1359).
Serious emotional or psychological harm	<p>Serious emotional or psychological abuse may occur when a child is repeatedly rejected, isolated or frightened by threats or the witnessing of family violence. It also includes hostility, derogatory name-calling and put-downs, or persistent coldness from a person, to the extent where the behaviour of the child is disturbed, or their emotional development is at serious risk of being impaired. Serious emotional or psychological harm could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.</p>
Serious neglect	<p>Neglect includes a failure to provide a child with an adequate standard of nutrition, medical care, clothing, shelter or supervision. Significant neglect causes harm to a child that is more than trivial or temporary. Serious neglect is when the child is exposed to an extremely dangerous or life-threatening situation and there is a continued failure to provide a child with the basic necessities of life.</p>
Sexual offences	<p>For the purposes of this procedure, a sexual offence occurs when a person involves a child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to the child’s age and development. Sexual offences are governed by the Crimes Act 1958 (Vic.). Sexual abuse can involve a wide range of sexual activity and may include fondling, masturbation, oral sex, penetration, voyeurism and exhibitionism. It can also include exploitation through pornography or prostitution.</p>
The Orange Door	<p>The Orange Door is a family information, referral and support team run by a registered community service in a local area that can receive confidential referrals about a child of concern. It does not have any statutory powers to protect a child but can refer matters to relevant services.</p>
Volunteer	<p>A person who performs work without remuneration.</p>



Related Policies and Documents

Supporting Documents

- PROTECT: Identifying and Responding to Abuse – Reporting Obligations Policy
- PROTECT Procedure: Informing staff of reporting obligations
- PROTECT Procedure: Police or DFFH Child Protection interviews at school
- PROTECT Procedure: Responding to all forms of child abuse
- PROTECT Procedure: Responding to offences under the *Crimes Act 1958* (Vic.)
- PROTECT Procedure: Responding to police and Child Protection requests for further information
- Police or DFFH Child Protection interviews at school – Student Interview Template

Related Policies and Procedures

- Child Safety Code of Conduct
- Child Safety and Wellbeing Policy
- Child Safety and Wellbeing Record Keeping Policy
- Complaints Handling Policy
- ICT Acceptable Usage Policy
- Duty of Care Policy
- Recruitment Policy
- Reportable Conduct Policy
- Supervision Policy

Resources

- [Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](#)
- [Child Information Sharing Scheme](#)
- [Child Information Sharing and Family Violence Reforms on the CEVN website DET Mature Minors and Decision Making \(2020\)](#)
- [Family Violence Information Sharing Scheme](#)
- [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [National Framework for Protecting Australia's Children 2021–2031](#)

Legislation and Standards

- *Child Wellbeing and Safety Act 2005 (Vic.)*
- *Children, Youth and Families Act 2005 (Vic.)*
- *Crimes Act 1958 (Vic.)*
- *Education and Training Reform Act 2006 (Vic.)*
- *Education and Training Reform Regulations 2017 (Vic.)*
- *Family Violence Protection Act 2008 (Vic.)*
- *Information Privacy Act 2000 (Vic.)*
- *Ministerial Order 1359: Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*
- *Victorian Institute of Teaching Act 2001 (Vic.)*
- *Working with Children Act 2006 (Vic.)*
- *Wrongs Act 1958 (Vic.)*

Document History

Written By:	Executive Team
Date of Approval:	September 2025
Approval Authority:	Executive Team
Next Review:	September 2028

