

	<p align="center">Child Protection Reporting Policy, including Procedures for Responding to and Reporting Child Abuse (Child Safety Std 5)</p>	<p>Endorsed by School Council: March 2018 Developed: October 2002</p>
<p>Information: 02 6076 1566 Manager: Principal</p>	<p>DET Schools Reference Guide: 2014 Mandatory Reporting Obligations and eLearning Modules Associated Policies: School Policy & Advisory Guide – Duty of Care, School Policy & Advisory Guide – Child Protection Reporting Obligations, DET Child Wellbeing and Safety Framework, MBSC Mandatory Reporting Policy</p>	<p>Next review: Term 4 2019 Issue No: 1.6</p>

Rationale/Aims:

The purpose of this policy is to explain the roles and responsibilities of school staff to protect the safety and wellbeing of children and young people.

As members of a community, we all have a moral obligation to protect any child under our care and supervision from foreseeable harm.

School staff members play a critical role in protecting children (including identifying, responding and reporting child abuse, including concerns external to the school) and must meet a range of legal obligations to do so.

Recent changes to Victorian legislation create additional legal obligations in relation to reporting suspected sexual child abuse. Failing to meet these obligations can constitute a criminal offence.

These procedures aim to assist school staff when responding to and reporting child abuse.

Implementation:

All mandatory reporters at Corryong College (Victorian Institute of Teaching (VIT) registered teachers, including Principals and staff who have been granted permission to teach by the VIT) will receive a copy of these procedures.

All mandatory reporters must make a report to Victoria Police and/or DHHS Child Protection if they form a belief on reasonable grounds that child abuse has occurred, or a belief that a child is in need of protection from significant harm as a result of sexual abuse or physical injury and the child’s parents are unable or unwilling to protect the child. They must report as soon as practicable after forming the belief, or **they can discharge this duty of care** by taking action which includes notifying the principal or a member of the school leadership team, including the Student Safety and Wellbeing Coordinator (SSWC) of their concerns and the reasons for those concerns.

Procedures: **If you believe a child is at immediate risk of abuse phone 000.**

Duty of Care Obligations

As a school staff member you have a duty to take reasonable steps to protect the safety, health and wellbeing of children under your care and supervision, from harm that is reasonably foreseeable (this applies to ALL school staff). The question of what constitutes “reasonable steps” will depend on the individual circumstances of each case.

If a staff member has concerns about the safety, health and wellbeing of children in their care it is important to take immediate action.

You may breach your duty of care towards a student if you fail to act in the way a reasonable or diligent professional would have acted in the same situation.

There may be times when two or more mandated staff members have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to report to Child Protection. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.

Non-mandated staff members

Any person, who believes on reasonable grounds that a child is in need of protection, may report their concerns to Child Protection. This means that any person, including non-mandated school staff, is able to make a report to Child Protection or Victoria Police when they believe that a child or young person is at risk of harm and in need of protection, and the child's parents are unable or unwilling to protect the child.

In order to discharge duty of care, staff members, **whether or not mandated**, need to report a belief formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief, and on each occasion on which they become aware of any further reasonable grounds for the belief.

You must follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse (see below), to ensure that you fulfil your duty of care obligations for all children who are involved in, or affected by, the suspected child abuse.

Your duty of care also extends to students who are:

- **aged 17 years and over**
In circumstances where you suspect that a student over the age of 17 is subject to abuse you should still follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse (see below). Although DHHS Child Protection work with children under 17 they can still be contacted with concerns relating to students 17 and over for referral and advice.
- **involved in student sexual offending**
You have a duty of care towards all students involved in student sexual offending, including the alleged victim, assailant and any other students in the school who may have witnessed and/or been affected by the abusive behaviour.

Mandatory Reporting

Within a school, mandatory reporters include all:

- Victorian Institute of Teaching (VIT) registered teachers (including Principals)
- staff who have been granted permission to teach by the VIT
- registered doctors and nurses.

All mandatory reporters must make a report to Victoria Police and/or DHHS Child Protection if they form a belief that child abuse has occurred, regardless if the concern is external to the school. It is a criminal offence not to report in these circumstances. Mandatory reporters must also follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse (see below) to ensure they fulfil all of their legal obligations.

Staff **do not require** the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so.

Reports to Child Protection and Victoria Police are confidential unless you consent or a court or tribunal decides that it is necessary in the interests of justice for your identity to be disclosed.

Staff training

As part of their initial induction to the school, staff will be informed of child protection reporting requirements and Department policy (<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx>) and will be provided with supporting documentation in the Staff Handbook.

Mandatory Reporting e-training must be updated every year.

New Criminal Offences

In response to the *Betrayal of Trust Report*, the Victorian Government has introduced new criminal offences to protect children from sexual abuse.

Failure to disclose

This offence applies to all adults (not just professionals who work with children) who form a reasonable belief that another adult may have committed a sexual offence against a child under 16 years of age and fail to report this information to the Victoria Police.

Failing to disclose a sexual offence based on concerns for the interests of the perpetrator or organisation (e.g. concerns about reputation, legal liability or financial status) will not be regarded as a reasonable excuse.

Failure to protect

This offence applies to a person in a position of authority within an organisation who:

- knows of a substantial risk that a child under the age of 16, under the care, supervision or authority of the organisation will become a victim of a sexual offence committed by an adult associated with the organisation (e.g. employee, contractors, volunteer, visitor)
- negligently fails to remove or reduce the risk of harm.

A position of authority includes Principals and Assistant Principals and staff in institutional management positions (for example in government schools this includes Regional Directors and other senior managers).

MANDATORY REPORTING OVERVIEW: If a student discloses an incident of abuse to you:

- Try and separate them from the other students discreetly and listen to them carefully.
- Let the student use their own words to explain what has occurred.
- Reassure the student that you take what they are saying seriously, and it is not their fault and that they are doing the right thing.
- Explain to them that this information may need to be shared with others, such as with their parent/carer, specific people in your organisation, or the police.
- Do not make promises to the student such as promising not to tell anyone about the incident, except that you will do your best to keep them safe.
- Do not leave the student in a distressed state. If they seem at ease in your company, stay with them.
- Provide them with an incident report form to complete, or complete it together, if you think the student is able to do this.
- As soon as possible after the disclosure, record the information using the student's words and report the disclosure to the Student Safety and Wellbeing Coordinator (SSWC), Principal class officer or the police or Child Protection.
- Ensure the disclosure is recorded accurately, and that the record is stored securely.

MANDATORY REPORTING OVERVIEW: If a parent/carer advises abuse in the College or raises a concern:

- Explain that the College has processes to ensure all abuse allegations are taken very seriously.
- Ask about the wellbeing of the child.
- Allow the parent/carer to talk through the incident using their own words, however advise the parent/carer that you will take notes during the discussion to capture all details.
- Explain to them the information may need to be repeated to authorities or others, such as the Student Safety and Wellbeing Coordinator (SSWC), Principal Class officer or the police or Child Protection.
- Do not make promises, except that you will do your best to keep the child safe.
- Provide them with an incident report form to complete, or complete it together.
- Ask them what action they would like to take and advise them of what the immediate next steps will be.
- Ensure the report is recorded accurately, and that the record is stored securely.

One: Responding to an emergency

Health, Wellbeing and Safety > PROTECT > One: Responding to an emergency

Critical Information

If a child has just been abused, or is at immediate risk of harm you must take reasonable steps to protect them. These include:

- separating the alleged victim and others involved, ensuring both parties are supervised by a school staff member
- arranging and providing urgent medical assistance where necessary by:
 - administering first aid assistance
 - calling 000 for an ambulance and following any instructions from emergency service officers/paramedics.
- 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 (you should also identify a contact person at the school for future liaison with police)
- Take reasonable steps to preserve the environment, the clothing, other items, and potential witnesses until the police or other relevant authorities arrive on the premises.

Ensuring Immediate Safety

If a child has just been abused, or is at immediate risk of harm you **must** take reasonable steps to protect them. These include:

- separating the alleged victim and others involved, ensuring all parties are supervised by a school staff member
- arranging and providing urgent medical assistance where necessary by:
 - administering first aid assistance
 - calling 000 for an ambulance and following any instructions from emergency service officers/paramedics
- 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 (you should also identify a contact person at the school for future liaison with police).

Preserving Evidence

Where an incident of suspected child abuse occurs at the school, you may need to take action to preserve any items that may amount to evidence of the abuse. Consider all of the following:

Environment

Do not clean up the area and preserve the sites where the alleged incidents occurred. Cordon off the relevant area/room/building and take reasonable steps to ensure that no one enters these areas.

Clothing

If sexual abuse/physical abuse is suspected you may also need to ensure that the person who has allegedly committed the abuse and the child who has allegedly been abused remain in their clothing and, if this is not possible, ensure that the clothes are not washed, are handled as little as possible, and stored in a sealable bag

Other Physical Items

If there are any other items that may amount to evidence (e.g. weapons, bedding, condoms), **try and ensure that these things remain untouched.**

Potential Witnesses

Reasonable precautions must be taken to **prevent discussion of the incident between those involved in the alleged incident** (including any other children who may have witnessed the incident). If the incident involves:

- two or more students, a staff member should be allocated to remain with each student involved in separate rooms
- a staff member, they should be asked to remain with a member of the school's leadership team and be instructed not to discuss the incident with any staff/student/s carers/family members.

For more detailed information, visit:

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/schcritone.aspx>

Two: Reporting to authorities

Health, Wellbeing and Safety > PROTECT > Two: Reporting to authorities

Critical Information

As soon as immediate health and safety concerns are addressed you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and child sexual abuse may amount to a criminal offence.

If the source of suspected abuse comes from **within the school** (this includes any forms of suspected child abuse involving a school staff member, contractor or volunteer) you **must**:

- contact Victoria Police (via your local police station)
- ALSO report internally to:
 - School Principal/Leadership Team (all instances)
 - Government Schools: Employee Conduct Branch and Security Services Unit (03) 9637 2934
 - Catholic Schools: Diocesan education office

If the source of suspected abuse comes from **within the family** or **community** you **must**:

- report to **DHHS Child Protection** (see contact details) if a child is considered to be:
 - in need of protection due to child abuse
 - at risk of being harmed (or has been harmed), and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.
- **ALSO** report suspected sexual abuse (including grooming) to **Victoria Police**
- ALSO report internally to:
 - School Principal and/or leadership team (all instances)
 - Government Schools: DET Security Services Unit (03) 9637 2934
 - Catholic Schools: Diocesan education office
 - Independent Schools: School Principal and/or school chairperson.

Reporting if the incident, suspicion or disclosure relates to an international student

If the incident, suspicion or disclosure relates to an **international student** you will most likely be required to make an additional report:

- **Government schools** must **also** contact International Education Division on (03) 9637 2990

In some circumstances the Principal and/or leadership team may advise you not to proceed with reporting suspected abuse. Regardless of this advice, if you hold a reasonable belief that a child has been, or is at risk of being abused you **must** still make a report to DHHS Child Protection and/or Victoria Police. This report may be critical in protecting a child from abuse. If you fail to report you may not discharge your duty of care and in some circumstances this can result in criminal charges.

If you decide not to report, this decision should be documented within:  [Responding to Suspected Child Abuse: Template \(docx - 67.41kb\)](#).

For advice on the actions that must be taken in the event that a report has already been made, see: [Making Additional Reports](#).

You should consider reporting to Child FIRST if you have other reasonable concerns for the wellbeing of a child, such as concerns due to conflict within a family, parenting difficulties, isolation of a family or a lack of apparent support.

You **must** identify a contact person at the school for future liaison with Victoria Police and/or DHHS Child Protection and seek advice about contacting parents/carers. See: [Action Three](#)

For more detailed information, visit:

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/schcrittwo.aspx>

Three: Contacting Parents/Carers

Health, Wellbeing and Safety > PROTECT > Three: Contacting Parents/Carers

Critical Information

- **In many cases where it is suspected that a child has been, or is at risk of being abused, it is extremely important that parents/carers are notified as soon as practicable.**
- However before contacting parents, Principals (or their delegate) must seek advice from DHHS Child Protection or Victoria Police (depending on who the report was made to).
- This is critical to ensure the safety of the child as well as to avoid any compromise to the investigations being conducted by the relevant authorities or agencies.
- Where advised to be appropriate, schools should make sensitive and professional contact with parents as soon as possible on the day of the incident, disclosure or suspicion.

The Principal (or delegate) will be advised not to contact the parents in circumstances where:

- the parents are alleged to have engaged in the abuse
- a disclosure to the parent/carer may subject the child to further abuse
- the child is a mature minor (assessed to be sufficiently mature and intelligent to make such decisions on his or her own behalf) and have requested that their parent/carer not be notified (in these circumstances ideally the child will nominate another responsible adult who can be contacted)
- the notification is likely to adversely affect the investigation of the incident by the relevant authorities.

Where advised to be appropriate, schools should make sensitive and professional contact with parents as soon as possible on the day of the incident, disclosure or suspicion. For advice and support on contacting parents:

Government schools can contact Student Incident and Recovery Unit on (03) 9637 2934

Where advised to be appropriate the Principal and/or reporting staff member (ideally together) should inform the parents/carers of the child impacted by the suspected child abuse. During this conversation it is important to:

- Remain calm
- Be empathic to feelings
- Validate concerns
- Provide appropriate details of the incident, disclosure and/or suspicion of child abuse
- Outline the action the school staff have taken to date
- Inform them of who the incident, disclosure and/or suspicion has been reported to
- Provide the name and contact phone number of DHHS Child Protection and/or the police officer who is investigating
- Provide information on whether they are likely to be contacted by DHHS Child Protection or Victoria Police (if known)
- Inform them that the investigation may take some time and ask what further information they would like and how school staff can assist them.
- Assure them that school wellbeing staff can provide support to the child. Victorian Government school staff can make referrals to Student Support Services or other wellbeing staff based at the school
- Invite the parents/carers to attend a Student Support Group meeting where a Student Support Plan can be prepared to ensure that appropriate support can be provided for their child

For more information on what information can be shared, see: [Privacy and information sharing](#)

For information on sharing information about an incident to the school community, see: [Information sharing with school staff](#)

For more detailed information, visit:

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/schcritthree.aspx>

Four: Providing on-going support

Health, Wellbeing and Safety > PROTECT > Four: Providing on-going support

Critical Information

- **In addition to reporting suspected abuse, as a school staff member you have a critical role in supporting students impacted by abuse and have a Duty of Care to ensure that the students feels safe and supported at school.**
- Support can include direct support and referral to wellbeing professionals and community services and should involve the development of a Student Support Plan.
- Principals are responsible for ensuring students are supported during interviews at school conducted by Victoria Police or DHHS Child Protection and you may be required to respond to subpoenas to attend court.
- Support must be provided to any impacted staff members.

Experiences of child abuse can cause trauma and significantly impact on the mental health and wellbeing of children. In addition to reporting and referral into relevant authorities, as a school staff member you play a central role in addressing this trauma and have a Duty of Care to ensure that the students feels safe and supported at school.

This section outlines actions that schools must take, where deemed appropriate, to support students who are impacted by child abuse, including:

Working Together and Planning Support

- Student Support Services (government schools only)
- wellbeing staff members
- allied health and wellbeing professionals engaged by the student and families.
- **Government schools** can contact their Regional Office and also refer to the Continuum of Supports for a description of the range of school based support services that may be locally available.

Engaging Allied Health and Wellbeing Supports

- Referring to Non-School Based Supports
- Providing Developmentally and Culturally Appropriate Support
- Providing Support for Impacted School Staff Members
- Supporting Students in Interviews Conducted at School
- Responding to Subpoenas or Court Attendance
- Responding to Complaints or Concerns.

In the context of student-to-student offending school staff have a Duty of Care to support all students who are impacted by the abuse – this will include the students who were subjected to the abuse, the students who perpetrated the abuse, and any students who witnessed or were otherwise impacted by the abuse.

Referring to External Supports

School staff can also refer to the wide range of non-school based support services, which specialise in providing tailored support and advice for children impacted by abuse.

For example the Centres Against Sexual Assault (CASA) provide expert support for victims of sexual assault and HeadSpace can provide tailored support for children whose mental health is impacted by exposure to abuse.

For details on where to go for further support, see: [Counselling/Support Organisations](#)

All schools can contact their local government for advice on available local services.

Government schools can contact their Regional Office for advice on local and specialised services.

Providing Developmentally and Culturally Appropriate Support

Whilst a child's background should not impact on a decision to report suspected abuse, school staff need to be sensitive to a child's individual circumstances when providing support and working with families impacted by abuse.

Be aware that some people from culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse. For example, people from some cultures may experience anxiety when talking with police, and communicating in English may be a barrier for some. You need to be sensitive to these issues and meet people's needs where possible, such as having an interpreter present (who could be a friend or family member).

If an allegation of abuse involves an Aboriginal child, you will need to ensure a culturally appropriate response. A way to help ensure this could include contacting the Koorie Engagement Support Officer (KESO), engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisation to review policies and procedures.

Some children with a disability may experience barriers disclosing an incident. For example, children with hearing or cognitive impairments may need support to help them explain the incident, including through sign language interpreters. Advice on [communicating with people with a disability](#) can be found on the Department of Health and Human Services website.

It is a requirement under the Child Safety Standards that school governing authorities must "take account of the diversity of all children", including (but not limited to) the needs of:

- Children with disabilities
- Aboriginal and Torres Strait Islander Children
- Children from Culturally and Linguistically Diverse (CALD) backgrounds
- Students with refugee backgrounds
- International students

Providing support for other impacted children

It can be stressful for other children involved in any incidents, disclosures or suspicions of child abuse. Principals must ensure that other impacted children are offered and provided appropriate support.

Providing Support for Impacted School Staff Members

It can also be stressful for staff involved in any incidents, disclosures or suspicions of child abuse. Principals must support impacted staff members to access necessary support.

Government Schools: DET Employee Assistance Program (EAP) on 1300 361 008

Supporting Children who are interviewed at School

All children (including children who are alleged to have perpetrated abuse) must be independently supported in any interviews conducted by Victoria Police or DHHS Child Protection at school.

Where possible and appropriate the child's parent/carer should be present for these interviews. However if this is not appropriate or practicable the Principal (or delegate) may be identified as the independent person or support person for the child for the purpose of the interview.

Police interviews

In the event that Victoria Police schedule an interview with a child at the school, the Principal (or delegate) must advise the child's parent/carer (where advised to be appropriate) as well as:

- Student Incident and Recovery unit on (03) 9637 2934
- Koorie Engagement Support Officer if the child is Aboriginal or Torres Strait Islander

- International Division if the child is an international student on (03) 9637 3990

Police interviews at school where the child is the alleged victim or witness

The following has critical detail on when and how police interviews are conducted at school and what role the Principal (or delegate) should play if they are nominated as the support person.

- Police should only interview children at school as a matter of urgency or necessity.
- A request must be made to the Principal (or delegate) who must be advised of the reason for the interview.
- The child's parent/carer should be present where it is practical and appropriate to make these arrangements. If the parent/carer is not able to be present, an independent person must be present during the interview (the role of the independent person is to ensure the child understands what is happening and to provide support).
- Principals (or delegate) may if necessary, act as an independent person where the child is a victim, unless they believe it will place them in a conflict of interest to do so.
- As an independent person, school staff must refrain from providing their opinions or accounts for events during interviews.

Police interviews at school where a student has allegedly abused another child

If the police need to speak with a student who has allegedly abused another child this should preferably be done in the presence of the parent/carer, or another independent person that is not a school staff member.

DHHS Child Protection interviews at school

DHHS Child Protection may conduct interviews of children at Victorian schools without parental knowledge or consent of the parent/carer (although this will only occur in exceptional circumstances and if it is in the child's best interests to proceed in this manner).

The information below includes critical detail on when and how DHHS Child Protection interviews are conducted at school and what role the Principal (or delegate) should play if they are nominated as the support person.

- DHHS Child Protection will notify the school staff of any intention to interview a child at the school. This may occur regardless of whether the school staff member is the source of the report to DHHS Child Protection.
- When DHHS Child Protection practitioners arrive at the school, the school Principal (or delegate) should ask to see their identification before allowing DHHS Child Protection to have access to the child. See Visitors in School Policy.
- Children should be advised of their right to have a supportive adult present during interviews. If the child is too young to understand the significance, a supportive adult should be provided even though they may not have consented or requested this to occur.
- A staff member may be identified as a support person for the child during the interview. Prior to the commencement of the interview, the DHHS Child Protection practitioner should always authorise the staff member of the school to receive information regarding DHHS Child Protection's investigation. This could be conducted verbally or in writing using the relevant DHHS Child Protection proforma.
- As an independent person, school staff must refrain from providing their opinions or accounts for events during interviews.

Complying with Subpoenas or Court Attendance

- A subpoena / witness summons is a Court Order that compels you to produce documents, or attend Court and give evidence, or to do both of these things.

- You are usually issued with a subpoena / witness summons because one of the parties to the legal proceedings believes that you may have information / documentation that is relevant to the legal proceeding.
- If a **government school** staff member receives a subpoena / witness summons in the context of their employment with the DET, they should contact the Legal Division on (03) 9637 3146 for advice and assistance in meeting their legal obligations.

Responding to Complaints or Concerns

There may be concerns or complaints about the school staff's management of an incident, in particular by parents/carers. This is a very stressful time for parents/carers, and concerns that they do not believe have been dealt with fairly may quickly escalate.

As a first step school staff must consider whether the complaint raises any concerns about unreported abuse and/or risk of abuse. You must follow the Four Critical Actions: Responding to Incidents, Disclosures or Suspicions of Child Abuse if **any** new information comes to light which leads you to believe that a child may be subject to, or at risk of any unreported abuse.

Government school complaint process

Principals or delegates of government schools should follow the Department's standard parent complaints process, including:

- meeting the complainants to clarify their concerns (a face-to-face meeting with the Principal will often resolve the matter)
- documenting the concerns, clarify the issues, explain and gain agreement to further action
- linking the complainants to the responsible Regional Office (e.g. the Regional Director) if the issues are not quickly resolved,
- advising complainants of internal and external supports including the role of parent groups to provide independent advice and support
- advising complainants of their rights to:
 - escalate their complaint, in writing, to: Deputy Secretary Regional Services Group
 - write to the Victorian government Ombudsman if they have exhausted the internal procedures and remain dissatisfied.

If the complaint is related to sexual abuse, government school Principals (or delegates) should seek advice from the Student Incident and Recovery Unit on (03) 9637 2934 and the Legal Division on (03) 9637 3146.

For additional information on managing parent complaints, see: [School Policy & Advisory Guide: Parent Complaints](#).

For more detailed information, visit:

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/schcritfour.aspx>

Review Process:

The Child Protection Reporting Policy, including Procedures for Responding to and Reporting Child Abuse should be reviewed every year and following significant incidents if they occur.

References:

Identifying and Responding to all Forms of Child Abuse in Victorian Schools: [ChildSafeStandard5_SchoolsGuide.pdf](#)

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Child Safe Standards – Managing the risk of child abuse in schools, Ministerial Order No. 870

DET Child Safe <http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx>

Related Policies and Documents:

- [School Policy & Advisory Guide – Duty of Care](#)
- [School Policy & Advisory Guide – Child Protection Reporting Obligations](#)
- [DET Child Wellbeing and Safety Framework](#)
- MBSC Mandatory Reporting Policy
- <http://www.education.vic.gov.au/school/principals/spag/governance/pages/socialmedia.aspx>