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Child Safe Reporting Procedure

Outlines the College's processes for responding to and reporting suspected abuse.

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Reporting Immediate Danger

If any person believes a child is in immediate danger, call 000.

Child Protection Contact Details:

The Department of Families, Fairness and Housing (DFFH)

South Division – 1300 555 526

After hours – 131 278

https://services.dffh.vic.gov.au/child-protection-contacts

Contact details for Child Protection District offices can be found in **Appendix 3**, and a **A Step by Step Guide to making a Report to Child Protection or Orange Door** can be found in **Appendix 7**.

Purpose of our Child Safe Reporting Procedure

The Rabbinical College of Australia and New Zealand (the College) is an Orthodox Jewish not-for-profit organisation in St Kilda East, providing formal Jewish educational services to enrolled children and young adults above the age of 16 years. The College also provides a range of informal extracurricular activities for unenrolled students of (primary and high) school age.

The College aims to provide students with a positive and enriching educational environment that promotes their religious, academic, social, physical and emotional development, based on Jewish heritage, commitment to Jewish Law (Halacha) and guided by religious values (Hashkafa).

The College has a zero-tolerance approach to child abuse. The College understands we have a legal and ethical obligation to keep children and young people safe from harm, and we take seriously our responsibility to deliver a learning environment that is caring, nurturing and safe. We are committed to safeguarding children and young people from abuse and neglect, and this is affirmed and guided by our **Child Safety and Wellbeing Policy** and related policies (see **Appendix 1**).

As part of our Child Safety implementation, this Child Safe Reporting Procedure has been developed as a guide to all our personnel in meeting their responsibilities regarding responding to child abuse reports and allegations.

The purpose of our Child Safe Reporting Procedure is to define the roles and responsibilities of College personnel in protecting the safety and wellbeing of children and young people and to enable them to:

- identify different types of harm or neglect that children and young people may be exposed to and indicators whereby a child or young person may be in need of protection; and
- understand and comply with reporting obligations under *Children, Youth and Families Act 2005* and fulfil their duty of care; and
- report child safeguarding concerns in a timely fashion and ensure that appropriate internal and external processes are followed when making a report of a child or young person who may be in need of protection.

This policy is split into four general sections:

1. The College's procedures for **responding** to Child Safety concerns
2. The College's procedures for **reporting** Child Safety concerns
3. The College's procedures for **investigating** Child Safety concerns
4. **Summary** and **related matters**

This policy is to be read in conjunction with related policies as listed in **Appendix 1**.

Scope

This policy applies to all Personnel. Personnel refers to employees, staff, volunteers, committee members and contractors, regardless of their involvement in child related duties. For the purposes of the Reportable Conduct Scheme, the College also applies the current statutory definition of workers and volunteers, including relevant persons supplied by third parties or labour-hire providers.

Personnel also refers to students when they are engaged in the College's outreach or volunteer work with children and young people. This definition distinguishes between adult-children interactions that arise from the enrolled student's volunteer or outreach work for the College, as opposed to the enrolled student's personal interactions with fellow enrolled students under the age of 18. To illustrate:

An 18-year-old enrolled student who provides transportation to a child or young person:

- *If the 18-year-old enrolled student's relationship with the child or young person arises through the student's volunteer or outreach work for the College, such transportation is subject to the College's child safe policies and procedures.*
- *If the 18-year-old enrolled student's relationship with the child or young person is as a fellow enrolled student, such transportation is not subject to the College's child safe policies and procedures.*

Commitment to Child Safety

Rabbinical College has a zero-tolerance approach to all forms of child abuse, child harm or risk of harm, and neglect. As an organisation, we recognise that all children and young people have a right to be kept safe from harm and we are committed to upholding this moral and legal obligation at all times. Consistent with this commitment, Rabbinical College works with all personnel to ensure child safety is at the forefront of practice at all times.

Definitions

All personnel must understand the definitions of child abuse and be able to act on this knowledge and report to the relevant authority where required.

Child abuse describes an act or omission which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. This can be a single event or a series of traumatic events. Most instances of child abuse fall under the definition of cumulative harm (repeated acts of harm) and multidimensional harm (multiple types of child abuse). Child abuse can be perpetrated by parents, caregivers, other adults, and/or other children and young people. Where sexual abuse is perpetrated by children or young people, it is usually referred to as, 'sexually harmful behaviour'. Child abuse, including child harm and neglect, are commonly divided into the following sub-categories:

- physical abuse;
- emotional abuse;
- neglect;
- sexual abuse;
- grooming; and
- exposure to family violence.

Physical Abuse

Physical abuse can consist of any non-accidental infliction of physical violence on a child by any person. Examples of physical abuse may include beating, shaking, burning, assault with implements and female genital mutilation.

Emotional Abuse

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats. It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health.

Neglect

Neglect is the failure to provide for the child's basic needs for life to the extent that the child's health and development are, or are likely to be, placed at risk, including:

- Food
- Clothing
- Shelter
- Medical attention
- Supervision or care

The law differentiates between three different levels of neglect:

- ‘Minor' neglect is low-level neglect that is trivial or temporary
- 'Significant' neglect is medium-level neglect that causes harm to a child that is more than trivial or temporary
- ‘Serious’ neglect involves the continued failure to provide a child with the necessities of life, such as food, clothing, shelter, hygiene, medical attention or adequate supervision, to the extent that the child’s health, safety and/or development is, or is likely to be, jeopardised. Serious neglect can also occur if an adult fails to adequately ensure the safety of a child where the child is exposed to extremely dangerous or life-threatening situations.

Sexual Abuse

Sexual abuse/harm occurs when a person uses power, force, or authority to involve a child in any form of sexual activity. Behaviour sex offenders engage in may include:

- touching or fondling children
- sending obscene or suggestive phone calls/texts to children
- exhibitionism and or voyeurism in front of children
- exposing children to pornographic images
- penetration with penis, finger or other object into the mouth, anus, or vagina.

Child sexual abuse may not always include physical sexual contact and can also include non-contact offences, for example:

- talking to a child in a sexually explicit way
- sending sexual messages or emails to a child
- exposing a sexual body part to a child
- forcing a child to watch a sexual act (including showing pornography to a child)
- having a child pose or perform in a sexual manner (including child sexual exploitation).

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love, through a process of grooming.

Sexually harmful behaviour in children refers to harmful behaviour perpetrated by a child (17 years of age or younger) to another child. Harmful behaviours in children are often an indicator that they have experienced abuse or neglect. Where sexually harmful behaviour occurs, organisations have a duty of care to both children. Note that in children under 10 years of age, such behaviour is often referred to as sexually problematic behaviour.

Grooming

Grooming is predatory behaviour designed to prepare a child for sexual abuse. Many perpetrators of sexual offences against children purposefully create relationships with children and young people,

their families and carers in order to establish the conditions necessary for them to abuse the child. For example:

- giving gifts or special attention to a child or their parent or carer (this can make a child feel special or indebted to an adult)
- controlling a child through threats, manipulation, force or use of authority (this can make a child scared to report unwanted behaviour)
- making close physical contact, such as inappropriate tickling and wrestling
- openly or pretending to accidentally expose the victim to nudity, sexual material and sexual acts (this in itself is classified as child sexual abuse but can also be a precursor to physical sexual assault).

Grooming includes online grooming. It occurs when an adult uses electronic communication (including social media) in a predatory fashion to try to lower a child's inhibitions, or heighten their curiosity regarding sex, with the aim of eventually meeting them in person for the purposes of sexual activity.

It is important to note that when instances of grooming occur, other members of the child's community are also 'groomed'. This allows perpetrators to establish trust and a connection with the child via their support networks, further enhancing the conditions for other forms of child abuse to occur.

Exposure to Family Violence

The Family Violence Protection Act 2008 (Vic) defines family violence as behaviour by a person towards a family member where the behaviour:

- is physically, sexually, emotionally, economically or psychologically abusive
- is threatening or coercive; or
- in any other way controls or dominates the family member and causes that family member to feel fear for the safety or wellbeing of that family member or another person.

A child can be a direct victim to any of these behaviours. Family violence also includes behaviour that causes a child to hear or witness, or otherwise be exposed to the effects of, any of these behaviours.

Responding to Child Safety concerns

Duty of care

College personnel have a duty of care to protect the safety, health and wellbeing of children and young people in their care. If personnel have concerns about the safety, health and wellbeing of any of the children or young people in their care, they must take immediate action.

All personnel working with children have a duty of care to support and protect children which is breached if a person:

- does something that a reasonable person wouldn't do in a particular situation
- fails to do something that a reasonable person would do in the circumstances
- acts or fails to act in a way that causes harm to someone owed a duty of care.

In relation to Child Protection, a breach of that duty of care includes any action or inaction by personnel that fails to comply with our:

- **Child Safety and Wellbeing Policy**
- **Child Safe Code of Conduct**
- **Child Safe Reporting Procedure**

All personnel have a responsibility to report any concerns with our policies, practices or the behaviour of personnel, and are required to report their observations or concerns.

Students or families are also encouraged to report such concerns.

Such reports are made to the Child Safety Officer, who will ensure the matter is handled in accordance with this Procedure, including any immediate protective action, external reporting and investigation required.

Responding to disclosures

Child safeguarding concerns may arise in a range of ways, for example, through direct disclosure, observation or information received from others. Personnel must remain open to, and aware of, the various ways concerns may arise. The types of complaints or concerning behaviours that require reporting may include:

- Suspicions or beliefs that children have suffered or are at risk of abuse, harm or neglect
- Inappropriate relationships developing between children/young people and adults, or between children of a significant age difference
- Observations of concerning changes in behaviour
- Feelings of discomfort about a relationship between a child/young person and employee, contractor or volunteer.

Disclosures of child abuse must be reported internally and to external authorities.

Any other suspected or actual breach of this Child Safe Reporting Procedure, **Child Safety and Wellbeing Policy**, **Child Safe Code of Conduct**, or other policy, procedure or practice related to the safety of children must be reported to the Child Safety Officer or Executive Director. If the

concern involves either of those persons, or cannot safely be raised with them, it may be reported to the Chair of the Executive Committee or another Board-designated safeguarding contact, or directly to an appropriate external authority. The Rabbinical College expects all employees, volunteers and contractors to be alert to child abuse, child harm, risk of harm and neglect in all contexts and report concerns in accordance with this document.

Employees and volunteers are in the privileged position of being able to notice behavioural signs of abuse which serve as signs of disclosure. Such persons are encouraged to talk with a child or young person when they are disclosing a concern. However, this is to be distinguished from an investigative interview process which must be run through a formal process. Disclosures should be enabled through an open approach which includes:

- Management establishing honest two-way communication between themselves and others
- Management being respectful in all interactions with employees, contractors, volunteers and children and their families
- Staff being open and honest with children and families about confidentiality limits
- Staff educating and supporting personnel to understand their role and to respond to disclosures in a confident and supportive manner

Responding to allegations and disclosures by students

Students will be encouraged to report instances of abuse and will be assured that the College will take these matters very seriously and respond promptly to such allegations. The College's Executive Director is responsible for monitoring and addressing reports of allegations of suspected child abuse, or in his absence, the College's Child Safety Officer. A student may choose to make a disclosure to any member of the College personnel. In all cases, any personnel to whom a disclosure is made is required to take the matter seriously and to act promptly.

The document "**Flowchart 1: Child safety reporting process**" will be placed in a prominent place in public areas of the College campus, and is included in this document in **Appendix 9**.

In situations where a child or young person is making a disclosure or an allegation, our personnel are required to:

- Listen to the allegation or disclosure supportively, without dispute;
- Clarify the basic details, without seeking detailed information or asking suggestive or leading questions, using our College's Child Safety Incident Form (**Appendix 8**);
- Record on the Child Safety Incident Form what was said (where possible, noting the exact words used by the person making the allegation);
- Date and sign the record;
- Explain to the child (if present) that other people may need to be told, in order to stop what is happening;
- Provide reassurance that our organisation will take immediate action in response to the allegation;
- Not independently assess the validity of such allegations or concerns, but to report all allegations or concerns to the Child Safety Officer or Executive Director, who will ensure the matter is handled in accordance with this Procedure, including any immediate protective action, external reporting and investigation required; and
- Report the matter in line with the reporting requirements (section: "**When to Report**") and procedures (section: "**Making a Report**") as set out in this Policy.

Any personnel member fulfilling these roles and responsibilities must be aware that his management of allegations and disclosures by students does not displace or discharge any of his other obligations that arise if he forms his own reasonable belief that a child is at risk of child abuse.

Responding to allegations and disclosures by personnel

The College supports its personnel in making protected disclosures ('whistleblowing') where they have child safety concerns about other personnel within the organisation. The College recognises that personnel who hold concerns may fear reprisal, particularly if the subject of the concern is someone held with high esteem. Whilst the College aims to create an organisational culture where stakeholders feel able to raise concerns without fear, it equally recognises the importance of maintaining multiple pathways for raising concerns.

Protected disclosures may be made to the Child Safety Officer or Executive Director anonymously or confidentially. If the concern involves either of those persons, or the reporter cannot safely raise it with them, the concern may be raised with the Chair of the Executive Committee or another Board-designated safeguarding contact, or directly with an appropriate external authority. No child, family member, personnel member or volunteer will suffer retaliation for making a good-faith child-safety report or complaint. Reports will be kept confidential consistent with the need to protect children, comply with reporting obligations and conduct an adequate investigation, to the extent permissible under law.

Responding to sexually harmful behaviour in children and young people

Research indicates that a significant proportion of sexual abuse experienced in the context of organisations is carried out by children. Sexually harmful behaviour involves children engaging another party in sexual activity that is either unwanted or where, due to the nature of the situation, the other party is not capable of giving consent (e.g. children who are younger or who have a cognitive impairment). A guide to identifying harmful sexual behaviours in children is included in **Appendix 4**.

The College is committed to ensuring its personnel have access to training and support which prepares them to prevent and identify sexually harmful behaviours and respond to peer-to-peer abuse in a timely, child-focused and protective manner:

- If a child exhibits sexually harmful behaviour towards another child within the College context, the organisation owes a duty of care to both children.
- College personnel, in conjunction with the Child Safety Officer, must ensure that any children involved in the alleged incident are safe. This may, for example, involve separating children and providing additional supervision until the relevant authorities and parents/carers have been notified.
- The College recognises that a child who demonstrates sexually harmful behaviours requires therapeutic intervention. They may also have experienced abuse and/or neglect and therefore may require protection.
- If a College personnel member has a concern that a child has harmed another child, they must follow the reporting process requirements (see section: "**When to Report**") and procedures (see section: "**Making a Report**").

Reporting Child Safety concerns

General reporting requirements and expectations

Victorian legislation mandates the reporting of child protection concerns in certain circumstances. All personnel are expected to review relevant legislation as set out in **Appendix 2** of this policy, so they are aware of the circumstances under which they are mandated to report by law.

Notwithstanding legal requirements, the College considers all of its personnel to have a moral, ethical and organisational responsibility to report child protection concerns. Failure by personnel to report child protection concerns is viewed by our organisation as serious misconduct.

See further in this section of the Procedure for tables containing detailed reporting requirements ("**When to Report**") and procedures ("**Making a Report**"). All personnel must ensure internal and external reporting processes are adhered to. It is critical that the process for internally reporting concerns does not in any way delay or impair external reporting to Police or the Department of Families, Fairness and Housing.

Reporting on disclosures of child abuse

The Executive Director is responsible to ensure that the following information is made available to all staff, board members, volunteers, students, parents of students and the broader community:

- **Child Safety and Wellbeing Policy**
- **Child Safe Code of Conduct**
- **Child Safe Reporting Procedure**
- Making a disclosure of abuse
- Responding to disclosures of abuse

This is to be done by:

- including these documents and other relevant documentation on the College Website, at: https://www.rabbinicalcollege.edu.au/childsafety
- placing relevant notices and notifications in public places within the College
- including these documents in the Student Enrolment Pack
- Including these documents in the Staff Handbook

The Executive Director is also to ensure that the following documents are prominently displayed in the Staff Room and Administration Office, in addition to being available on the College's Website:

- **A Step by Step Guide to making a Report to Child Protection or Orange Door**.
- **Flowchart: Child safety reporting process**.
- **Flowchart: Responding to disclosures / incidents process**.

As described in **Appendix 1**, all of these documents are also available on the College's Website at: **https://www.rabbinicalcollege.edu.au/childsafety**.

Reporting Child Abuse Offences

Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 must disclose that information to police.

Failure to disclose the information to police is a chargeable criminal offence ("Failure To Disclose Offence"), except in limited circumstances such as where the information has already been reported to **DFFH Child Protection**.

The offence applies to **all adults** in Victoria, not just professionals who work with children. The failure to disclose offence helps to ensure that protecting children from sexual abuse is the responsibility of the whole community. For a full list of legislation please refer to **Appendix 2**.

Reporting Child Protection Concerns

- All College personnel who **form a reasonable belief** that a child or young person is in need of protection must make the appropriate external report in accordance with the **reporting pathways set out below**.
- All College personnel who **form a belief**, upon reasonable grounds, that a child or young person is displaying sexually abusive behaviours and is in need of therapeutic treatment, MUST report their concerns to DFFH Child Protection.
- If personnel have significant concerns for the wellbeing of a child or young person, they should report their concerns to DFFH Child Protection or Orange Door.
- In cases where personnel have any concerns about a child or young person (whether the above or other), they should discuss their concerns with the Child Safety Officer or the Executive Director.
- In addition, Mandatory Reporters, who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Families, Fairness and Housing (DFFH) Child Protection.

Mandatory Reporters are:

- Registered medical practitioners
- Nurses
- Midwives
- Teachers registered to teach or who have permission to teach pursuant to the Education and Training Reform Act 2006 (Vic)
- Principals of government and non-government schools
- School counsellors
- Out of home care workers (excluding voluntary foster and kinship carers)
- Early childhood workers
- Youth justice workers
- Registered psychologists
- People in religious ministries
- All members of the police force

Forming a reasonable belief

A *reasonable belief* is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a *reasonable belief* might be formed if:

- a child states that they have been abused;
- a child states that they know someone who has been abused (sometimes the child may be talking about themselves);
- someone who knows a child states that the child has been abused;
- professional observations of the child's behaviour or development leads a professional to form a belief that the child has been abused or is likely to be abused; and/or
- signs of abuse lead to a belief that the child has been abused.

Any person who believes, on reasonable grounds, that a child is in need of protection may report their concerns. They do not require proof that abuse has taken place but need only to have reasonable grounds for their belief. If a report is made in good faith, the reporter cannot be held legally liable, regardless of the outcome of the notification. Permission is not needed from parents or carers to make a report and they do not need to be informed that a report is being made.

Reportable Conduct Scheme

Victoria's Reportable Conduct Scheme provides independent oversight of how organisations respond to allegations of child abuse and child-related misconduct by workers and volunteers. The scheme commenced in 2017 and, from 23 February 2026, is regulated by the Social Services Regulator (SSR). The College must maintain systems that enable prompt identification, notification, risk management and investigation of allegations that may be reportable conduct.

Reportable conduct may include allegations concerning employees, volunteers, committee members, contractors, relevant externally supplied workers and adult students who are engaged by the College in outreach or volunteer work with children or young people. A reportable allegation may concern conduct occurring in connection with College duties or outside the College, including conduct in a person's private life, where the allegation falls within the statutory scope of the Scheme. For an enrolled student who also has a Personnel/volunteer role, the Scheme may therefore apply to alleged conduct that occurred while he was acting in his separate capacity as a fellow student, because the statutory Scheme is not limited to conduct occurring in the course of the volunteer role. This does not mean that every peer-to-peer student interaction is governed by the Personnel provisions of the Child Safe Code of Conduct, nor does it make the College responsible for managing an underlying external incident. It means that the College must still comply with any statutory Reportable Conduct notification and investigation obligations and consider the child-safety and suitability implications for the person's engagement with the College.

Failure to Disclose

The failure to disclose offence applies to adults that have information that leads them to form a 'reasonable belief' that another adult has sexually offended against a child under 16 in Victoria. Such adults must report the information to Police as soon as possible, unless they have a 'reasonable excuse' for not reporting the information or are exempt from the offence. If they fail to report the information, they may be charged with a criminal offence. The maximum penalty is three years imprisonment.

The failure to disclose offence helps to ensure that protecting children from sexual abuse is the responsibility of the whole community.

There are 5 types of Reportable Conduct:

- **Sexual offences** committed against, with or in the presence of a child;
- **Sexual misconduct** committed against, with or in the presence of a child;
- **Physical violence** against, with or in the presence of a child;
- Any behaviour that causes **significant emotional or psychological harm** to a child; and
- **Significant neglect** of a child.

Current information about the Reportable Conduct Scheme is available at https://www.vic.gov.au/reportable-conduct-scheme

Any disclosure made regarding alleged Reportable Conduct must be brought to the immediate attention of the Executive Director. The Executive Director will determine what action must be taken by following the guidelines as noted in this policy.

The Executive Director must:

- Notify the Social Services Regulator of a reportable allegation within the timeframe required by law, using the regulator's current notification process.
- Respond to a reportable allegation made against a worker or volunteer from the organisation, by ensuring that allegations are appropriately investigated;
- Report allegations which may involve criminal conduct to the police;
- Provide the Social Services Regulator with the further information and updates required by law, within the applicable statutory timeframes;
- Inform the Social Services Regulator of the investigator and provide required contact details;
- After the investigation has concluded, provide the Social Services Regulator with the findings and any other information required by law, including relevant disciplinary or protective action; and
- Manage the risks to children.

The Head of Organisation must comply with the statutory notification and update obligations under the Reportable Conduct Scheme. Where there is uncertainty, the College should promptly obtain guidance from the Social Services Regulator.

Current regulator contact details and reporting pathways are maintained at https://www.vic.gov.au/reportable-conduct-scheme.

Table: When to report

The following table sets out when to report a concern that a child or a young person has been abused or is in need of protection.

Type of Reporting	Who Reports	To Whom
Mandatory Reporting - DFFH Child Protection Mandatory reporters must make a report as soon as practicable if, in the course of practising their profession or carrying out their duties, they form a belief on reasonable grounds that a child or young person is in need of protection as a result of physical injury or sexual abuse and the child's parents are unable or unwilling to protect the child. Mandatory reporters must make a report on each occasion that they form a belief. Mandatory reporters must make a report even if another mandatory reporter does not share their belief. Mandatory reporters must ensure that a report has been made in instances where another mandatory reporter has undertaken to make a report.	Mandatory reporters: ● Teachers registered to teach or who have permission to teach Pursuant to the *Education and Training Reform Act 2006 (Vic)* ● Principals of government and non-government schools ● Registered medical practitioners ● Nurses ● Midwives ● School counsellors ● Out of home care workers (excluding voluntary foster and kinship carers) ● Early childhood workers ● Youth justice workers ● Registered psychologists ● People in religious ministries ● All members of the police force	DFFH Child Protection
Child in need of protection Any person may make a report if they believe on reasonable grounds that a child is in need of protection for any of the following reasons: ● The child has been abandoned and there is no other suitable person who is willing and able to care for the child. ● The child's parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child. ● The child has suffered or is likely to suffer significant harm as a result of physical injury and the parents are unable or unwilling to protect the child. ● The child has suffered or is likely to suffer significant harm as a result of sexual abuse and their parents are unable or unwilling to protect the child. ● The child has suffered or is likely to suffer emotional or psychological harm and the parents are unable or unwilling to protect the child. ● The child's physical development or health has been, or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care.	Any person	DFFH Child Protection. Victoria Police where there is immediate danger or suspected criminal conduct.

Type of Reporting	Who Reports	To Whom
Child displaying sexually abusive behaviours and in need of therapeutic treatment Any person may make a report if they believe on reasonable grounds that a child who is 10 years of age or over, but under 18 years of age, is in need of therapeutic treatment because he or she has exhibited sexually-abusive behaviours.	Any person	DFFH Child Protection
Significant concerns about wellbeing of a child Any person may make a report if they have significant concerns for the wellbeing of a child.	Any person	DFFH Child Protection AND / OR Orange Door
Reportable Conduct Allegations of child abuse against employees, volunteers, committee members, contractors, students engaged in outreach or volunteer work with children and young people.	Executive Director or designate	Social Services Regulator
Reasonable belief that a sexual offence has been committed by an adult against a child under 16. Any adult who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must report that information to police. It is a criminal offence not to make a report, except in the following circumstances: ● The victim is 16 years of age or older and does not have an intellectual disability that limits his/her capacity to make an informed decision; and he/she does not want the information reported to the police. ● The victim has disclosed the information in confidence in the course of a therapeutic relationship with you as a registered medical practitioner or counsellor. ● The victim turned 16 years of age before 27 October 2014. Reasonable excuses for failing to comply with the requirement include a: ● reasonable belief that the information has already been reported to police or DFFH Child Protection disclosing all of the information; and ● reasonable fear that the disclosure will place someone (other than the alleged perpetrator) at risk of harm.	Any person aged 18 or over	Victoria Police

Table: Making a report

The following table describes the steps that need to be taken when making a mandatory report, to report child abuse or child protection concerns.

Step	Description
1	**In case of an emergency or if a child is in immediate danger contact Triple Zero (000) or the local police station** Alternatively, to report concerns about the immediate safety of a child within their family unit to DFFH Child Protection, call the Child Protection Crisis Line on 13 12 78 (24 hours 7 days, toll free)
2	**Using our Incident Reporting Form (see Appendix 8), keep comprehensive notes that are dated,** and include the following: ● Identifying details (name and contact details of person completing the form; details of the child involved in the incident (include DOB); name and details of any witnesses) ● Details of the incident (e.g. What happened? Who was involved? When/ where did it take place?) that led to concerns about the child's safety (e.g. physical injuries, student behaviour); ● the source of this information (e.g. observation of behaviour, report from child or another person); ● Category of abuse type; ● the actions taken as a result of the concerns (e.g. consultation with the Child Safety Officer, report to DFFH Child Protection, which agencies were notified etc); and ● Other Relevant information.
3	**Gather the relevant information necessary to make the report.** This should include the following information (see **Incident Reporting Form** Appendix 8): ● full name, date of birth, and residential address of the child or young person; ● the details of the concerns and the reasons for those concerns; ● the individual staff member's involvement with the child and young person; and ● details of any other agencies that may be involved with the child or young person, if known.
4	**Make a report to the relevant agency** To report concerns that are life threatening phone 000 or the local police station. To report concerns about the immediate safety of a child within their family unit to DFFH Child Protection, call the Child Protection Crisis Line on 13 12 78 (24 hrs 7 days, toll free) To report concerns to DFFH Child Protection, contact South Division Intake 1300 555 526.

Step	Description
5	**Using our Incident Reporting Form (see Appendix 8), make a written record of report** This needs to include the following information: ● the date and time of the report; ● a summary of what was reported; ● the name and position of the person who made the report; and ● the person who received the report.
6	**Notify the Child Safety Officer and/or Executive Director** That an external report has been made, identifying the authority notified.

Documentation: Guides and Flowcharts

As part of our policy for responding to reports or allegations of child abuse, we have developed a Child Safety Incident Form (**Appendix 8**), which is to be used by any of our Personnel to document any allegation, disclosure, incident or concern regarding child abuse. In situations where our personnel become aware of abuse whether through observation of potential indicators, or by directly observing potentially abusive behaviour towards a child or young person, they are required to use our Incident Form to record their observations and concerns as accurately as possible.

To assist personnel with their reporting obligations, each staff member will be issued with a copy of:

- The document "**A Step by Step Guide to making a Report to Child Protection or Orange Door**". A copy of this document will be prominently displayed in the Staff Room and Administration Office and is included in this document as **Appendix 7**.
- The document "**Flowchart: Child safety reporting process**". A copy of this document will be prominently displayed in the Staff Room and Administration Office, as well as in public areas of the College campus, and is included in this document in **Appendix 9**.
- The document "**Flowchart: Responding to disclosures / incidents process**". A copy of this document will be prominently displayed in the Staff Room and Administration Office and is included in this document in **Appendix 9**.

As described in **Appendix 1**, all of these documents are also available on the College's Website at: **https://www.rabbinicalcollege.edu.au/childsafety**.

Potential consequences of making a report

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; and/or
- a Court or Tribunal decides that, in the interests of justice, the reporter is required to provide evidence.

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; and
- the reporter cannot be held legally liable in respect of the report.

Police or DFFH interviews at College Premises

DFFH Child Protection and/or Victoria Police may conduct interviews of children and young people at the College premises without the parent's knowledge or consent. Such interviews at the College premises occur only in exceptional circumstances and if it is in the best interests of the child to proceed in this manner.

DFFH Child Protection and/or Victoria Police will notify the Child Safety Officer or Executive Director of their intention to interview the child or young person on the College premises.

When officers from DFFH Child Protection or Victoria Police come to the College premises, the Child Safety Officer or Executive Director should request to see identification before permitting them to have access to the child or young person.

When a child or young person is being interviewed by DFFH Child Protection and/or Victoria Police, College staff must arrange to have a supportive adult present with the child or young person. Where possible, the interview room should be a comfortable space and one that is not intimidating for the child or young person.

The roles and responsibilities of staff members in supporting children who are involved with DFFH Child Protection may include the following:

- 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; and
- liaising with professionals.

Request for Information and Protection Application

DFFH Child Protection and/or Orange Door and/or Victoria Police and/or The Social Services Regulator 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.

In certain circumstances, DFFH Child Protection can also direct College staff to provide information or documents about the protection or development of the child. Such directions should be in writing and only be made by authorised persons within DFFH Child Protection.

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.

Investigating Child Safety concerns

When the College will investigate

The College does not assume responsibility for managing or investigating the underlying external incident merely because it becomes aware of conduct occurring outside the College context. For example, if a child or young person discloses harm by a family member, the College's role is to support the child or young person and report the concern in line with the reporting requirements (section: "**When to Report**") and procedures (section: "**Making a Report**") set out in this Policy.

However, where an allegation concerning a person covered by the Reportable Conduct Scheme falls within that Scheme, the fact that the alleged conduct occurred outside College duties or in private life does not remove the College's statutory obligations. In that circumstance, the College will make the required notifications, ensure that any Reportable Conduct investigation required by law is conducted, coordinate appropriately with Police or other authorities, manage risks to children, and consider any resulting implications for the person's suitability or continued engagement with the College. This does not make the College responsible for managing the underlying external family, private or third-party matter itself. Where our personnel elect to report directly to the authorities a matter of which the College is unaware, we request that they also inform our Child Safety Officer or Executive Director that a report has been made, to enable the College to provide appropriate support where relevant.

All instances, allegations, disclosures or reasonable concerns of abuse or neglect arising from an action by an employee or volunteer within the College context will be investigated as appropriate. In addition, where the Reportable Conduct Scheme applies to alleged conduct outside the College context, the College will ensure that the investigation required by that Scheme is conducted. The College may conduct an investigation internally or engage an appropriately independent external provider.

The College adopts a rigorous approach to internally investigating child safety concerns involving allegations against any personnel or other stakeholders. Any internal investigations will be undertaken so as not to interfere with external investigations by the DFFH, Police or any other regulatory body. The College recognises that these external investigations take precedence, and this may involve delaying internal inquiries until external processes have been concluded. The College will be guided by the Police, DFFH and other statutory bodies when allegations of child abuse are made against any College personnel and will ensure first and foremost that its statutory reporting obligations are met before any matters are internally investigated. Internal investigations should only be undertaken once the College is assured that its internal processes will not interfere with the integrity of external investigations.

How the College will investigate

Investigations can be stressful situations for all involved. The College will ensure that steps are put in place to not further traumatise the alleged victim and support is offered to the child or young person and their family.

Where an allegation is made, or concern arises that any personnel has harmed or poses a risk to a child, or concern arises that any personnel are in breach of the College's **Child Safe Code of Conduct**, the following applies:

- Any personnel with knowledge of the above are obliged to report the matter immediately to the Child Safety Officer or Executive Director.
- The Child Safety Incident Form (**Appendix 8**) must be completed as accurately as possible.
- Once received by the Child Safety Officer or Executive Director, the concerns will be reviewed. In doing so, the College will disregard factors such as the authority or position of the persons involved and any pre-existing views about the good character, or otherwise, of any person involved or under investigation.
- The investigation into the breach will be managed in a fair, unbiased and supportive manner in line with practices described in our **Child Safety Grievance Policy and Procedure**.
- The review may conclude that:
    - There is an allegation that a crime has been committed. See **Appendix 5** of this policy for definitions of harm;
    - The **Child Safe Code of Conduct** may have been breached, but no crime has been committed; or
    - Based on available information, it is not possible to form a view.
- Where there is any indication that a crime may have been committed, the Child Safety Officer or Executive Director must refer the matter to Police without delay and ensure that any Reportable Conduct notification is made to the Social Services Regulator within the applicable statutory timeframe;
- Where the Child Safety Officer or Executive Director has not been able to form a view about the gravity of concerns, they should seek prompt guidance from Police and/or the Social Services Regulator as appropriate, without delaying any mandatory external report.

During Police investigations

Where a Police investigation is required or taking place:

- The Child Safety Officer or Executive Director will cooperate fully with the Police and other authorities and assist in their investigation of the allegation.
- The College will await clearance from Police before undertaking any internal investigations, and will be guided by Police as to the timing of the internal investigation.
- The College is committed to undertaking internal investigations regardless of the outcome of a Police investigation as we recognise the differing thresholds between Police and internal investigations and are committed to our Reportable Conduct obligations.

During internal investigations

Where there is a concern that the **Child Safe Code of Conduct** may have been breached, but no crime committed:

- The Child Safety Officer or Executive Director will commission an internal investigation.
- The Child Safety Officer or Executive Director will appoint an investigator who is not the subject's immediate manager.

During all investigations

Where a Police or internal investigation is taking place:

- The College commits to ensuring that the personnel who is the subject of the concern will not have contact with children or young people. The Child Safety Officer or Executive Director will decide whether the subject of the concern should be suspended from duties without prejudice or placed on alternate duties, pending an investigation. In reaching this decision, the Child Safety Officer or Executive Director must be guided by the need to safeguard all children and young people in the organisation;
- The College will make clear to all other personnel aware of the allegation that:
    - the allegation will be properly investigated, but the allegation alone does not establish that the person is guilty.
    - they are not to discuss the matter with any person, except as directed by police, child protection authorities and/or the Executive Director, and only in direct relation to investigation of the allegation.
- The College will provide appropriate support to the child and family who are impacted by the allegations or concern;
- The College will provide appropriate support to personnel who are the subject of allegations or concerns and / or who are impacted by the allegations or concern;
- Should the employee, committee member or volunteer resign during the course of an investigation, the College will progress and conclude the investigation in absentia; and
- Where an internal investigation and/or Police investigation substantiates concerns, the College will take appropriate disciplinary action in line with its policies and procedures.

See also:

- **Current guidance for organisations investigating reportable allegations** is available at: **https://www.vic.gov.au/reportable-conduct-scheme**

- **Current regulator guidance about involving children and young people in reportable conduct investigations** is available through: **https://www.vic.gov.au/reportable-conduct-scheme**

Summary and related matters

Summary of actions the College will take in the event of a disclosure

Where personnel form a belief that a child or young person is deemed to be at immediate risk, the personnel must contact emergency services on '000'.

Where personnel form a belief that a child or young person has suffered abuse or is at risk of abuse, they must report this to the Child Safety Officer or the Executive Director without delay and, in any event, within 24 hours, unless doing so would pose a potential conflict of interest or place the child at further risk, e.g. if the Child Safety Officer or the Executive Director is the subject of the concern.

In either case:

- All College personnel must complete the College incident reporting form (see **Appendix 8**).
- The concerned personnel will work with the Child Safety Officer and / or the Executive Director to agree on the appropriate reporting avenues i.e. DFFH and/or the Police. It is best practice for the person who first received the disclosure/identified the concern, to make the report. The appropriate external reporting pathway depends on the nature of the concern and the applicable legal obligation. Reports may need to be made to DFFH Child Protection, Victoria Police and/or the Social Services Regulator. Personnel must follow the **When to Report table** and related procedures in this Policy. All reports should be made without delay, i.e. on the same day the concern rose.
- Should the child protection concern relate to risk posed by College personnel, the Child Safety Officer or Executive Director will have overall responsibility for dealing with the matter and must follow procedures as set out in the **Investigation Section** of this policy.
- Should College personnel wish to make a protected disclosure, they may do so directly to the Child Safety Officer or the Executive Director.
- The College will ensure that appropriate support is provided to the child of concern, their family, as well as relevant employees, volunteers, committee members, contractors, students engaged in outreach or volunteer work with children and young people.

All our personnel retain the right to report directly to relevant authorities, such as police or child protection, any concerns they may have in relation to the safety and welfare of a child or young person, regardless of whether or not they have also reported that matter internally.

No one at the College may under any circumstances:

- prohibit or discourage College personnel from reporting an allegation of child abuse to a person external to the organisation
- state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation
- require personnel to make a judgment about the truth of the allegation of child abuse
- prohibit personnel from making records about an allegation or disclosure of child abuse
- discuss any concerns or allegations with unauthorised personnel – within or outside our organisation – such prohibition not being designed to limit, in any way, their rights and

responsibilities to report their concerns or allegations, but rather as part of our organisation's commitment to ensuring privacy, confidentiality and natural justice
- make deliberately false, misleading or vexatious allegations.

Historical Abuse

In all circumstances where historical abuse allegations are made which pertain to the Rabbinical College of Australia and New Zealand, the organisation will cooperate fully with police investigations. Any allegation of historical abuse which pertains to the College should be notified to the Executive Director (or designate) within 24 hours of receipt.

The Executive Director will be responsible for overseeing the handling of the allegation, including confirming that it has been referred to the Police and that all relevant information held by the College has been provided to relevant authorities.

The Executive Committee must also be notified of the allegation within 48 hours of receipt.

At the conclusion of the Police investigation, the Executive Director in consultation with the Executive Committee will determine whether it is appropriate to undertake an internal investigation. An internal investigation would generally be warranted where staff, personnel or volunteers implicated in the allegation are still involved with the College or the allegation occurs after the implementation of the Reportable Conduct Scheme on 1 July 2017.

In all such circumstances, the College will undertake an internal review to determine if there is a need to amend any College policies, procedures or processes. Reviews will be focused upon the identification and application of learning to minimise future risk.

Record keeping and storage

The College will keep confidential records of any child safety concerns or complaints should they arise. Notes and observations should be clear, easy to read and accessible. Documentation should include, dates, times and location, as well as details of conversations with other personnel, or the child or young person and their family. Reports should be accurate and impartial and without the use of derogatory or emotive language.

Detailed descriptions of the incident or concern, evidence and actions taken, including incident forms, reports made to authorities and any other follow-up actions will be completed. Records relating to actual or alleged child sexual abuse will be retained for at least 45 years from the date the record is created, subject to any longer legal, claims-management, archival or investigation requirement. Other child-safety records will be retained in accordance with applicable legal and College recordkeeping requirements and must not be destroyed while subject to a legal, investigation or claim hold.

All information collected by the College will be stored in the College's GSuite Account, in a shared drive accessible only to the Child Safety Officer, Executive Director and GSuite administrator.

Privacy

We have a comprehensive **Privacy Policy**. We expect our Personnel to protect the privacy of children, young people and families. At the beginning of their involvement with our services, we will provide children, young people and their parents/carers with information that details this policy and its implications. The information will be made available in developmentally appropriate language and in language to accommodate the main communities that access our services (i.e. English speaking students / families from a Jewish religious/cultural background).

We will ask for consent from children, young people and their parents/carers before we seek out or provide information about them to any other individuals or organisation. However, we may not ask for consent to disclose information to Police, regulatory authorities or statutory child protection agencies in the event that we have concerns about the safety and well-being of a specific child or young person.

Periodic Policy Review

Review Schedule

The Rabbinical College of Australia and New Zealand will review the operation of this Child Safe Reporting Procedure as part of its ongoing monitoring and will formally review this Procedure at least every 3 years, in consultation with stakeholders. Some circumstances may trigger an earlier review, such as (but not limited to):

- after any serious incident; or,
- legislative changes; or,
- organisational changes; or,
- as deemed appropriate by the Executive Director and/or the Executive Committee.

Endorsement and review dates of the current version appear in the footer of this document. Endorsement and review dates of previous versions appear in the table below.

This policy has been reviewed and endorsed by:

Ari Schachter

Ari Schachter
Menahel Gashmi

Date: 18/09/2026

Josh Goldhirsch

Josh Goldhirsch
On behalf of the Executive Committee

Date: 18/09/2026

Version History

Version Number	Version Name	Endorsed by	Endorsement Date
1	Child Protection Policy	Interim CEO	December 2016
2	Child Safety Reporting Policy	Executive Director Executive Committee	15 December 2020
3	Child Safe Reporting Procedure	Executive Director Executive Committee	26 February 2023
4	Child Safe Reporting Procedure	Menahel Gashmi Executive Committee	September 2026

Appendix 1: Associated Policies, Procedures, Forms, Records and Documents

This Appendix contains other policies and procedures that relate to, and should be read in conjunction with, this document. These documents are all accessible on the College's website, at: https://www.rabbinicalcollege.edu.au/childsafety. They may include, but are not limited to:

Policies and Procedures

Child Safety and Wellbeing Policy
https://www.rabbinicalcollege.edu.au/childsafetypolicy
Outlines the College's commitment, culture and approach to providing child protection and safety.

Child Safe Code of Conduct
https://www.rabbinicalcollege.edu.au/codeofconduct
Outlines the College's clear expectations for appropriate behaviours with children and young people.

Child Safe Reporting Procedure
https://www.rabbinicalcollege.edu.au/childreportingprocedure
Outlines the College's processes for responding to and reporting suspected abuse.

Human Resources Policy
https://www.rabbinicalcollege.edu.au/humanresourcespolicy
Outlines the College's practices that reduce the risk of child abuse by new and existing personnel.

Risk Management for Child Safety Policy
https://www.rabbinicalcollege.edu.au/riskmanagementpolicy
Outlines the College's strategies to identify and reduce or remove risks of child abuse.

Child Safety Grievance Policy and Procedure
https://www.rabbinicalcollege.edu.au/grievancepolicy
Outlines the College's framework for receiving, managing and addressing child safety grievances.

Child-Friendly Documents

Commitment to Children
https://www.rabbinicalcollege.edu.au/commitment_children
Communicates the College's commitment to safeguarding children and young people in simple language.

Child-friendly and Parent-friendly Child Safety and Wellbeing Policy
https://www.rabbinicalcollege.edu.au/child_friendly_policy

Communicates all the College's Child Safety Policies and related documentation in a child-friendly and parent-friendly manner, and includes a reporting flowchart and child-friendly complaints guide.

Templates of Forms, Records and Related Documents

Flowchart: Child safety reporting process
http://rabbinicalcollege.edu.au/flowchart_reporting
Provides personnel and students with an easy-to-understand infographic of the reporting process.

Flowchart: Responding to disclosures / incidents process
http://rabbinicalcollege.edu.au/flowchart_responding
Provides personnel with an easy-to-understand infographic of managing incidents and disclosures.

A Step by Step Guide to making a Report to Child Protection or Orange Door
http://rabbinicalcollege.edu.au/stepbystepreporting
Provides personnel with an easy-to-access and clear guide to alerting Child Protection or Orange Door.

Risk Assessment and Action Plan Template
https://www.rabbinicalcollege.edu.au/riskassessment
The College's template for assessing and managing child safety risks with an action plan.

Working With Children Check Register Template
https://www.rabbinicalcollege.edu.au/wwcc_register
The College's template for tracking the status of Personnel WWCC's.

HR Personnel Records Checklist
http://rabbinicalcollege.edu.au/hrchecklist
The College's checklist for ensuring all Personnel records are up-to-date.

HR Recruitment and Induction Checklist
http://rabbinicalcollege.edu.au/hrrecruitlist
The College's template for managing the recruitment and induction process.

HR Applicant Interview & Referee Record
http://rabbinicalcollege.edu.au/hrapplicant
The College's template for managing recruitment and referees interviews.

HR Personal Details and Identity Record
http://rabbinicalcollege.edu.au/hridentity
The College's checklist for authenticating personnel identity.

Appendix 2: Legislation and Guidance

Child Wellbeing and Safety Act (2005) – establishes the Victorian Children's Council and principles for the wellbeing of children in Victoria.

Children, Youth and Families Act (CYFA), 2005 – governs and guides the process of child protection in Victoria. Under this Act a person can make a report to Child Protection Services if they have: A significant concern for a child's wellbeing; belief the child is in need of protection; significant concern before the birth of a child about his/her wellbeing after his/her birth.

Crimes Act 1958 (Vic), s 49M – creates the offence of grooming for sexual conduct with a child under 16. An adult commits the offence if they communicate by words or conduct with a child under 16, or with a person who has care, supervision or authority of the child, intending to facilitate sexual conduct involving the child.

Crimes Act 1958 (Vic), s 49O – creates the failure-to-protect offence. It applies where a person in authority in an organisation knows of a substantial risk that a child under 16 in the organisation's care, supervision or authority will be sexually abused by an associated adult, and negligently fails to reduce or remove that risk.

Crimes Act 1958 (Vic), s 327 – creates the failure-to-disclose offence. An adult who forms a reasonable belief that another adult has committed a sexual offence against a child under 16 must report that information to Victoria Police, unless an exemption or reasonable excuse applies.

Children Legislation Amendment (Reportable Conduct) Act 2017 – established Victoria's Reportable Conduct Scheme from 1 July 2017. The Scheme is now administered by the Social Services Regulator under the Child Wellbeing and Safety Act 2005. The Regulator independently oversees organisations' responses to reportable allegations, including notification, investigation, risk management and relevant information-sharing functions.

Mandatory Reporting, ss 182(1), 184 and 162(1)(c)-(d) of the Children, Youth and Families Act 2005 (Vic) – Certain prescribed professionals and people in religious ministry are mandatory reporters and must report to DFFH Child Protection where the statutory mandatory-reporting threshold is met. See the Child Safe Reporting Procedure for the reporter categories, applicable threshold and reporting process.

Worker Screening Act 2020 – Outlines the Working with Children Check framework, child-related work and obligations of individuals and organisations. The College also follows current Social Services Regulator requirements and guidance concerning Working with Children Check clearances and any interim or exclusionary action.

Wrongs Amendment (Organisational Child Abuse) Act 2017 – A new statutory duty of care has been created under the Wrongs Amendment (Organisational Child Abuse) Act 2017 to ensure that there is a clear legal duty placed on organisations to take reasonable steps to minimise the risk of child abuse (sexual and/or physical abuse) perpetrated by organisational representatives.

Appendix 3: Child Protection Reporting – Contact Information

Victoria		
Reporting authority	**Further services / information**	**Contact details**
Department of Families, Fairness and Housing	The Child Protection Service has the following main functions: ● investigate matters where it is alleged that a child is at risk of significant harm; ● refer children and families to services that assist in providing the ongoing safety and well-being of children; ● supervise children on legal orders; and ● provide and fund out of home care services, specialist support services, and adoption and permanent care. The Orange Door provides children, young people and families easier access to services for family violence and child and family wellbeing. Anyone with a concern for a child or family's wellbeing can contact or refer to The Orange Door. For further information about the process of reporting concerns refer to the About Child Abuse page of the department's website.	Department of Families, Fairness and Housing 50 Lonsdale St Melbourne VIC 3000 **To report instances of child abuse:** **Metropolitan** East Division: 1300 360 452 South Division: 1300 555 526 North Division: 1300 598 521 West Division: 1300 360 462 **All regions after hours** 131 278 **https://services.dffh.vic.gov.au/child-protection-contacts**

Appendix 4: Identifying Sexually Harmful Behaviour in Children

Introductory Qualification: The following model is designed to help parents and carers assess whether a child is displaying normal or concerning sexual development behaviours. It is adapted from the Traffic Light Model developed by Queensland Family Planning, 2016. As such, this model classifies behaviours as they are perceived in wider society. However, it must be noted that many behaviours classified below as “normal” or “healthy” may be expressly forbidden or discouraged from the perspective of Halacha (Jewish Law). This leads to two important ramifications:

- Behaviours that are classified as “normal” or “healthy” should not necessarily be regarded as acceptable according to Halacha (Jewish Law).
- Behaviours that are classified as “normal” or “healthy” may, in fact, be an indicator for a child who comes from a background of Halacha (Jewish Law) observance, and discretion is required.

Normal vs Concerning Sexual Development in Children: Traffic Light Model

The following model can be used to help parents and carers to assess if a child is displaying normal or concerning sexual development behaviours.

Green: Sexual behaviours that are considered ‘normal’, healthy, spontaneous, curious, light-hearted, easily distracted, experimental, and that are in line with age and ability level. Action: opportunity to give the child or adolescent positive feedback and information.

Yellow: Sexual behaviours that are outside the norm in terms of persistence, frequency or disparity in age/development. Action: gather more information to assess the most appropriate action.

Red: Sexual behaviours outside the norm – behaviour that is excessive, secretive, compulsive, coercive or degrading. Action: requires immediate intervention and action.

When using the traffic light model it is important to remember the model is evidence based and outlines what research shows is normal and irregular sexual behaviours in children at various ages and stages of development.

Considerations

There are various influences on children’s sexual behaviour and development, including:

- Parents and family relationships
- Media - television, internet, radio, magazines, etc
- Peer relationships
- How adults treat each other
- Children’s services
- School environments

- Cultural background and norms
- Social overlays or judgments should be managed carefully in order to appropriately respond to the behaviours in the first instance.

When assessing a child's sexualised behaviour it is important to consider the following variables:

- Is the behaviour age appropriate or concerning?
- What is the context of the behaviour?
- What is the age difference and relationship between children?
- What is the vulnerability of the child? (age, cognitive ability, socio economic status)

Situations of sexualised behaviour and peer sexual play which causes concern

- The children engaged in the sexual play do not have any ongoing mutual relationships.
- The children engaged in the sexual play/behaviour are of different ages or development levels.
- Any sexual play/behaviour which continues in spite of consistent and clear requests to stop.
- Sexual behaviour which occurs in public or other places where the child has been told is not acceptable.
- Sexual play/behaviour which is eliciting complaints from other children or adversely affecting them.
- Sexual behaviour which progresses in frequency, intensity or intrusiveness over time.
- Sexual behaviour that is associated with fear, anxiety, deep shame or intense guilt.
- Children who manually stimulate or have oral or genital contact with an animal.
- Sexual behaviours which cause physical or emotional pain to self or others.
- Children who use sex to hurt others.
- When verbal and/or physical expressions of anger precede, follow or accompany the sexual behaviour.
- When coercion, force, bribery, manipulation or threats are associated with sexual behaviours.

0 – 5 Years	
Green	• Thumb-sucking, body-stroking, genital holding • Curious - wants to touch others' private parts, e.g. when in bath • Games, e.g. doctor/nurse, 'show me yours, I'll show you mine' • Enjoyment being nude, using slang language for toilet functions
Yellow	• Preoccupation with adult sexual behaviour • Preoccupation with touching others' genitals • Use of adult sexual language • Peeping at others' private body parts, pulling others pants down/skirt up • Sexualised play with dolls
Red	• Simulation of foreplay/sexual behaviour in play • Persistent masturbation, touching or attempting to touch others' genitals • Sexual behaviour between children involving penetration with objects • Forcing other children to engage in sexual play

5 - 9 Years	
Green	• Self-touching, masturbation to self-soothe • Increased curiosity about other children's genitals and adult sexuality (e.g. babies, gender differences) • Using 'toilet words', body parts as swear words to be silly, telling dirty jokes • Increased sense of privacy about bodies
Yellow	• Persistent/recurrent questions about sexual activity • Writing sexually threatening notes • Engaging in mutual masturbation • Constant public touching of own genitals • Use of adult language to discuss sex e.g., "do I look sexy?" • Persistent use of dirty words
Red	• Persistent masturbation, especially in front of others • Sexual behaviours engaging younger/less able children (e.g. sneaking into room of sleeping younger children to touch or engage in sexual play • Simulation of sexual acts sophisticated for age e.g. oral sex • Persistent sexual themes in talk, play, art, etc

9 - 12 Years	
Green	• Use of sexual language and dirty words/jokes with peers • Having girlfriends/boyfriends; consensual kissing with known peers • Some exhibitionism e.g. flashing/mooning to same age peers • Increased need for privacy • Occasional masturbation • Use of internet to chat online
Yellow	• Sudden change in behavior or dress • Mixing with new and/or older people • Bullying involving sexual aggression • Pseudo maturity, inappropriate knowledge, discussion of sexuality • Preoccupation with online chat or pornography • Persistent expression of fear of pregnancy or STIs • Mutual masturbation, preoccupation with masturbation
Red	• Persistent masturbation, particularly in front of others • Sexual activity, oral sex, intercourse, coercion of others into sexual acts • Sending nude/sexually provocative images of self or others online • Degradation/humiliation of self or others using sexual themes • Presence of STI • Penetration of children, animals, dolls or other objects

13 - 18 Years	
Green	• Sexually explicit conversations with peers; obscenities/jokes within norm • Solitary masturbation • Interest in erotica • Use of internet to chat online • Sexual activity: flirting, hugging, kissing, foreplay, hand-holding, consensual oral sex, intercourse with partner of similar age and development
Yellow	• Sexual preoccupation • Anxiety interferes with daily function • Preoccupation with pornography, online chat, meeting online acquaintance • Sexually aggressive themes/ obscenities/ graffiti • Peeping, exposing, non-consensual sexual touch, violation of other's space • Unsafe sexual behaviour i.e. unprotected, intoxicated, multiple partners
Red	• Compulsive masturbation (especially chronic or public) • Degradation of self/others with sexual themes • Preoccupation with sexually aggressive pornography • Sexual harassment, attempt/force others to expose genitals • Sexual contact or talk with others of a significantly different age developmental status • Sending nude or sexually provocative images of self to others online • Genital injury to self/others • Sexual penetration or contact with animals

Appendix 5: Definitions used in this Policy

Term	Definition
Aboriginal Child	A person under the age of 18 who: ● Is of Aboriginal or Torres Strait Islander descent ● Identifies as Aboriginal or Torres Strait Islander, and ● Is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community
Adult	A person 18 years of age or older and includes persons who are employees, volunteers and associates of the College.
Bullying	Bullying involves the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time. Bullying has been described by researchers as taking many forms which are often interrelated and include: ● Verbal (name calling, put downs, threats) ● Physical (hitting, punching, kicking, scratching, tripping, spitting) ● Social (ignoring, excluding, ostracising, alienating) ● Psychological (spreading rumours, stalking, dirty looks, hiding or damaging possessions).
Child or young person	A person under the age of eighteen years
Child Abuse	An act committed against a child involving: physical abuse, emotional and psychological abuse, neglect, exposure to family violence, sexual abuse, grooming
Child related work	Work within one or more occupational fields prescribed under the Worker Screening Act 2020 (Vic) that usually involves direct contact with a child as part of the person's duties, whether or not that contact is supervised, and is not merely occasional or incidental. Different statutory rules may apply to particular categories, including ministers of religion
Children from culturally and/or linguistically diverse backgrounds	A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parents' identification on a similar basis
Child safe organisation	In the context of child safe standards, a child safe organisation is one that meets the child safe standards by proactively taking measures to protect children from abuse

Child Safety	In the context of the child safe standards, child safety means measures to protect children from abuse
Children with a disability	A disability can be any physical, sensory, neurological disability, acquired brain injury or intellectual disability or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Children can be born with a disability or acquire a disability suddenly through an injury or illness. Some disabilities may be obvious while others are hidden
College	The Rabbinical College of Australia and New Zealand
Contractor	A person or organisation that undertakes a contract to provide materials, tasks or labour to do a service or job.
Culturally and/or linguistically diverse background (CaLD)	Identification with particular cultural or linguistic affiliations by virtue of place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of parents' identification on a similar basis
Cumulative Harm	Cumulative harm refers to the effects of multiple adverse or harmful circumstances and events in a child's life. Cumulative harm may be caused by an accumulation of a single recurring adverse circumstance (such as unrelenting low-level care); or by multiple circumstances or events (such as persistent verbal abuse and denigration, inconsistent or harsh disciplines and/or exposure to family violence.)
Department of Families, Fairness & Housing (DFFH)	The statutory authority responsible for receiving and investigating reports of child abuse
Direct Contact	A direct contact role is one that has contact with children and young people that is not incidental, but normally part of providing a service, program or activity for children and young people. This direct delivery may require regular physical contact and forms of ongoing communication.
Disclosure	Refers to a child telling someone (through words, drawings or actions) that he or she feels unsafe or has been harmed.
Emotional Abuse	Emotional abuse occurs when a child's parent, caregiver or any other adult repeatedly rejects the child or uses threats to frighten the child. This may involve: ● Being repeatedly rejected, name called or being put down. ● Being frightened by threats. ● Continual coldness to the extent that it significantly damages the child's physical, social, intellectual or emotional development. ● Can involve repeated exposure to family violence

Exposure to Family Violence	Family violence is behaviour by a person towards a family member that is: ● Physically or sexually abusive ● Emotionally (psychologically) abusive ● Coercive or any way controls or dominates the family member and causes that family member to fear for their safety or wellbeing or that of another family member. ● Behaviour by a person that causes a child to hear or witness or otherwise be exposed to the effects of, behaviour referred to above. Exposure to family violence includes children seeing, hearing or experiencing the violence in a number of ways.
Grooming	Grooming is a term used to describe what happens when a perpetrator of abuse builds a relationship with a child with a view to sexually abusing them . Grooming concerns predatory conduct undertaken to prepare a child for sexual activity. There is no set pattern in relation to the grooming of children. For some perpetrators, there will be a lengthy period of time before the abuse begins. The child may be given special attention and, what starts as an apparently normal display of affection, such as cuddling, can develop into sexual touching or masturbation and then into more serious sexual behaviour. Other perpetrators may draw a child in and abuse them relatively quickly. Some abusers do not groom children but abuse them without forming a relationship at all. Grooming can take place in any setting where a relationship is formed, such as leisure, music, sports and religious activities, or in internet chatrooms, in social media or by SMS. Many perpetrators of sexual offences against children purposely create relationships with children and young people, their families and carers in order to create a situation where abuse could occur. For example: ● Spending special time with a child e.g. in private settings, away from the organisation, online ● Isolating the children or young person from family and peers ● Giving gifts to a child ● Showing favouritism ● Allowing the child to step out of boundaries or rules ● Touching the child ● Testing and breaking professional boundaries
Harm	Harm, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by ● physical, psychological or emotional abuse or neglect; or ● sexual abuse or exploitation. ● a single act, omission or circumstance; or ● a series or combination of acts, omissions or circumstances.
Multi-Dimensional Harm	Occurs when more than one abuse type is experienced at the same time e.g. sexual abuse also involving physical abuse and emotional abuse at the same time.

Mandatory Reporter	Certain persons in prescribed occupations or roles are mandatory reporters under the Children, Youth and Families Act 2005 (Vic). They must report to DFFH Child Protection if, in the course of their duties, they form a reasonable belief that a child needs protection from physical or sexual abuse. Separate legal duties may require reporting to Victoria Police. See the Child Safe Reporting Procedure for the applicable reporting pathways. Mandatory reporters include registered medical practitioners, nurses, midwives, teachers and early childhood teachers, school principals and counsellors, police officers, out-of-home care workers, early childhood workers, youth justice workers, registered psychologists and people in religious ministry.
Neglect	Neglect is the failure to provide for the child's basic needs for life: ● Food ● Clothing ● Shelter ● Medical attention ● Supervision or care To the extent that the child's health and development are, or are likely to be, placed at risk.
Parent	All those who have parent equivalent responsibilities for a child or young person including guardians, grandparents or other relatives, foster parents or other authorised carers
Personnel	All staff, volunteers, committee members and contractors, regardless of their involvement in child related duties, who are associated with the College. Personnel Includes all of those whom we employ directly, those we employ indirectly through other groups or organisations, and all those who are involved as volunteers. Personnel also refers to students when they are engaged in the College's outreach or volunteer work with children and young people. This definition distinguishes between adult-children interactions that arise from the enrolled student's volunteer or outreach work for the College, as opposed to the enrolled student's personal interactions with fellow enrolled students under the age of 18. To illustrate with an example: *An 18-year-old enrolled student who provides transportation to a child or young person:* ● *If the 18-year-old enrolled student's relationship with the child or young person arises through the student's volunteer or outreach work for the College, such transportation is subject to the College's child safe policies and procedures.* ● *If the 18-year-old enrolled student's relationship with the child or young person is as a fellow enrolled student, such transportation is not subject to the College's child safe policies and procedures.*
Physical Abuse	Physical abuse occurs when a child suffers or is likely to suffer significant harm from an injury inflicted by a child's parent or caregiver or any other adult. The injury may be inflicted intentionally or may be the inadvertent consequence of physical punishment or physically

	aggressive treatment of a child. This may take the form of punching, beating, shaking or otherwise harming a child.
Practice and Behaviour Guidelines	Our **Practice and Behaviour Guidelines** assist in identifying and preventing behaviour that may be harmful to children and young people. They describe what is and is not, acceptable behaviour when working with or engaging with children and young people.
Reasonable Grounds of Belief	A 'reasonable belief' is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. A 'reasonable belief' might be formed when: ● a child states that they have been abused ● a child states that they know someone who has been abused (sometimes the child may be talking about themselves) ● someone who knows a child states that the child has been abused ● professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been abused ● signs of abuse lead to a belief that the child has been abused.
Sexual Abuse	Sexual abuse occurs when a person uses power, force or authority to involve a child in any form of sexual activity. Behaviours sex offenders engage in may include: ● touching or fondling ● obscene or suggestive phone calls/texts ● exhibitionism and or voyeurism ● pornographic images ● penetration with penis, finger or other object into the mouth, anus or vagina It is important to note that sexual abuse includes both contact and non-contact behaviours.
Sexual Exploitation	Sexual exploitation occurs when children are forced into sexual activities that are then recorded in some way and/or used to produce pornography. Such pornography can be in the form of actual photos or videos or published on the internet. Exploitation can also involve children who are forced into prostitution.
Sexually Harmful Behaviour	Refers to harmful behaviour perpetrated by a child (17 years of age or younger) to another child. Harmful behaviours in children are often an indicator that they have experienced abuse or neglect. Where sexually harmful behaviour occurs, organisations have a duty of care to both children. Note that in children under 10 years of age, such behaviour is usually referred to as *sexually problematic behaviour.*
The Act	*Child Wellbeing and Safety Act 2005 (Vic)*

Appendix 6: Indicators of Abuse and Neglect

There are many indicators of child abuse and neglect. The presence of a single indicator, or even several indicators, does not mean that abuse or neglect has occurred. However, the occurrence of an indicator or multiple indicators should alert employees and volunteers to the possibility of child abuse and neglect. Equally, abuse and neglect may occur without the presence of obvious indicators, so staff and volunteers should remain open and aware and utilise their professional judgment to assess risk. The following list includes examples of indicators and is not exhaustive.

Abuse Type	Indicators
Physical	• Disclosure of abuse • Bruises, burns, sprains, dislocations, bites, cuts. • Fractured bones, especially where a fracture is unlikely to occur accidentally • Poisoning • Internal injuries • Showing wariness or distrust of adults. • Wearing long sleeved clothes on hot days (to hide bruising or other injury) • Demonstrating fear of parents and of going home • Becoming fearful when other children cry or shout • Being excessively friendly to strangers • Being very passive and compliant
Sexual Abuse and Exploitation	• Child telling someone that sexual abuse has occurred • Complaining of headaches or stomach pains • Experiencing problems with schoolwork • Sexually transmitted infections • Bleeding • Pregnancy • Displaying sexual behaviour or knowledge which is unusual for the child's age • Showing behaviour such as frequent rocking, sucking and biting • Experiencing difficulties in sleeping • Having difficulties in relating to adults and peers • Unexplained absences, unexplained gifts or money are often signs of sexual exploitation
Grooming	• Showing favouritism to a child • Giving gifts • Befriending the family • Making contact with the child or family out of hours or not within employment role description • Physically touching a child

Emotional	• Disclosure of abuse • Developmental delays • Displaying low self esteem • Tending to be withdrawn, passive, tearful • Displaying aggressive or demanding behaviour • Being highly anxious • Showing delayed speech • Acting like a much younger child, e.g. soiling, wetting pants • Displaying difficulties in relating to adults and peers
Neglect	• Disclosure of neglect • Frequent hunger • Malnutrition • Poor hygiene • Inappropriate clothing, e.g. Summer clothes in winter • Left unsupervised for long periods • Medical needs not attended to • Abandoned by parents • Stealing food • Staying at school outside school hours • Often being tired, falling asleep in class • Abusing alcohol or drugs • Displaying aggressive behaviour • Not getting on well with peers • Poor socialising habits • Withdrawn, listless, pale and thin
Family Violence	• Disclosure of family violence • Physical injuries • Concentration difficulties • Adjustment difficulties • Anxious or nervous • Depression • Fear of a parent or partner of parent • Isolation from friends and family • Unusual absences • Fear of conflict • Violent outbursts • Aggressive language • Headaches, abdominal pain, stuttering.

Appendix 7: A Step by Step Guide to Making a Report to Child Protection or Orange Door

A step-by-step guide to making a report to Child Protection or Orange Door

Protective concerns

You are concerned about a child because you have:

- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- become aware of possible harm in any context, including outside your professional role.

At all times remember to:

- record your observations and, where relevant, the person's exact words
- follow the College's reporting procedures
- consult notes and records
- consult the Child Safety Officer / Executive Director if appropriate
- do not delay required external reporting or investigate the matter yourself

STEP 1 RESPONDING TO CONCERNS	STEP 2 FORMING A BELIEF ON REASONABLE GROUNDS	STEP 3 MAKING A REFERRAL TO ORANGE DOOR	STEP 4 MAKE A REPORT TO CHILD PROTECTION
1. If a child is in immediate danger, or the concern is life-threatening: **Call 000** 2. If there is no immediate danger, record the concern and consider whether the child may be in need of protection. **Go to Step 2** 3. Internal consultation must not delay any required external report.	Ask yourself: a) Do I reasonably believe the child has suffered, or is likely to suffer, significant harm from abuse or neglect? **AND** b) Has the parent failed, or are they unlikely, to protect the child from that harm? **YES to both → Go to Step 4** If not, but there are significant wellbeing concerns and the child's immediate safety is not compromised: **Go to Step 3** If unsure, seek advice promptly. Do not delay a required report.	**Child Wellbeing Referral** 1. Use The Orange Door where there are significant concerns for a child's wellbeing, but you do not believe the child is at risk of significant harm and the child's immediate safety is not compromised. 2. Contact The Orange Door serving the child's area. Bayside Peninsula: **1800 319 353** 3. Have notes ready with your observations and child and family details.	**Child Protection Report** 1. If the Step 2 threshold is met, report to DFFH Child Protection. Business hours: Contact the intake service for the LGA where the child normally lives. South Division: **1300 555 526** After hours emergency: **13 12 78** Life-threatening: **000** 2. Have notes ready with child and family details and your observations. ** College policy requires personnel to make the appropriate external report in accordance with the Child Safe Reporting Procedure. Where the child-protection threshold above is met, report to DFFH Child Protection. Separate circumstances or legal duties may also require reporting to Victoria Police. Some personnel also have statutory mandatory-reporting duties.*

Appendix 8: Incident Reporting Forms

Form 1: Record of a child abuse allegation, disclosure or concern

If you believe a child is at immediate risk of abuse or harm, you must phone the Police on 000.

Managing an allegation, disclosure or concern:

- ➔ find a private place to talk
- ➔ remain calm and listen in an attentive, active and non-judgemental way
- ➔ encourage the person (including a child) to talk in their own words
- ➔ ask just enough open-ended questions to act protectively without asking any leading questions which suggest an answer and could compromise later investigations
- ➔ take anything a child says seriously
- ➔ allow children to be part of decision-making processes where appropriate
- ➔ tell the person they have done the right thing in revealing the information
- ➔ tell the person that other people may need to be told in order to stop what is happening and to help keep them safe, and provide reassurance that the College will take immediate action
- ➔ tell the person not to try investigate or mediate the matter themselves
- ➔ tell the person to record their own observations, as well as accurate details of any conversation with a parent (who may for example explain a noticeable mark on a child)

Refer to current **Social Services Regulator** guidance on **Reportable Conduct investigations** at: https://www.vic.gov.au/reportable-conduct-scheme

Recording an allegation, disclosure or concern:

- ➔ follow our reporting procedures
- ➔ using this form, document as soon as possible so the details are accurately captured including:
  - ◆ time, date, location and who was present
  - ◆ full details of the (suspected) abuse
  - ◆ exactly what the person said using “I said”, “they said,” statements
  - ◆ the questions personnel asked
  - ◆ any comments personnel made
  - ◆ personnel’s actions following the disclosure
- ➔ ensure the storage of records complies with our Privacy Policy.

It is important that the report is kept confidential while the matter is investigated. Personnel will not discuss the report with people who are not involved, or inform the person they have made the complaint about, to ensure the matter can be investigated without prior knowledge and contamination of evidence.

Form 1: Record of a child abuse allegation, disclosure or concern

Section 1: Child or young person who is the subject of the concern or report	
Name:	Age / D.O.B:
Possible communication barriers:	

Section 2: Parent / Caregiver Details	
Name (Person 1):	Name (Person 2):
Relationship to child:	Relationship to child:
Address:	Address:
Home / Mobile Phone:	Home / Mobile Phone:
Work Phone:	Work Phone:
Email address:	Email address:
Possible communication barriers:	Possible communication barriers:

Section 3: Details of person(s) making disclosure	
The report is based on: a disclosure by the child or young person Yes ☐ No ☐ a disclosure/admission by a parent/guardian Yes ☐ No ☐ an allegation by a parent/guardian Yes ☐ No ☐ concerns or observations by staff or a volunteer Yes ☐ No ☐	
Name (Person 1):	Name (Person 2):
Relationship to child:	Relationship to child:
Address:	Address:
Home Phone:	Home Phone:
Mobile Phone:	Mobile Phone:
Work Phone:	Work Phone:
Email address:	Email address:
Possible communication barriers:	Possible communication barriers:

Form 1: Record of a child abuse allegation, disclosure or concern

Section 4: Details of person(s) receiving disclosure	
Name (Person 1):	Name (Person 2):
Title / role:	Title / role:
Date and time of disclosure:	Date and time of disclosure:
Location of disclosure:	Location of disclosure:

Section 5: Report or allegation of child abuse
☐ Allegation ☐ Disclosure ☐ Report or concern
Name(s) of alleged perpetrator(s) (if known):
Connection of alleged perpetrator(s) to the child or young person (if known) – use section 8 for more details:
Details of the incident / Nature of the alleged abuse – dates, times, location, a description of behaviour of the perpetrator, indicators of abuse, possible injuries – use section 8 to provide more details:
Witness name and details / source details (e.g. observation of behaviour):
Other observations or comments by person making the report – use section 8 to provide more details:

Section 6: Discussion(s) with the child's family/guardians
Family/guardian advised that notification will be made to child protection authorities? ☐ Yes ☐ No
Details of any discussions with family in relation to this report – information provided, reactions, concerns and admissions:
Other relevant information:

Form 1: Record of a child abuse allegation, disclosure or concern

Section 7: Report to police / child protection authorities	
Child protection authority notified: ☐ Yes ☐ No	Police notified: ☐ Yes ☐ No
Date:	Date:
Time:	Time:
Name of person notified:	Name of officer notified:
Department/region:	Department/station:
Person's position:	Officer's position:
Contact details:	Contact details:
Reported by (Name / Role):	Reported by (Name / Role):
Advice provided:	Advice provided:

Section 8: Action Taken
Interim protective action taken (if any) to ensure the child or young person's safety:
Interim action taken to address the support needs of the child or young person and their family (where appropriate):
Interim action taken in relation to the alleged perpetrator (including support needs):
Interim action taken to address the support needs of other personnel involved:

Form 1: Record of a child abuse allegation, disclosure or concern

Section 9: Disclosure Statement
What did the person disclose? (What happened? Who was involved? When/ where did it take place?) Try to use the exact words they used. Use “I said” “they said” statements, include any questions you asked and comments you made. Use this section to add any incomplete information from Section 5:

Section 10: Signature of person(s) completing form	
Name (Person 1):	Name (Person 2):
Signature:	Signature:
Date / Time:	Date / Time:
Contact Phone and email:	Contact Phone and email:

Form 2: Breach incident report

All personnel working with children have a duty of care to support and protect children which is breached if a person:

- does something that a reasonable person wouldn't do in a particular situation
- fails to do something that a reasonable person would do in the circumstances
- acts or fails to act in a way that causes harm to someone owed a duty of care.

In relation to Child Protection, a breach of that duty of care includes any action or inaction by personnel that fails to comply with our:

- **Child Safety and Wellbeing Policy**
- **Child Safe Code of Conduct**
- **Child Safe Reporting Procedure**

Personnel, students or families should report breaches to the Child Safety Officer. If the concern involves the Child Safety Officer or Executive Director, or cannot safely be raised with them, it may be reported to the Chair of the Executive Committee or another Board-designated safeguarding contact, or directly to an appropriate external authority. Child-safety allegations must first be triaged under the **Child Safe Reporting Procedure** before any ordinary grievance or mediation process. For example:

- those involved in the breach will be able to provide their version of events
- matters discussed in relation to the breach will be kept confidential
- an appropriate outcome will be decided
- everyone affected will receive a clear written statement (letter, email or SMS) of the outcome
- records will be kept about the details of the breach, including the versions of all parties and the outcome of the breach

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Depending on the nature of the breach outcomes may include:

- emphasising the relevant component of the **Child Safety and Wellbeing Policy** or **Child Safe Code of Conduct** or **Child Safe Reporting Procedure**
- providing closer supervision
- professional development and training
- mediation between those involved only where appropriate and only after child-safety triage confirms that mediation will not compromise safety, external reporting, evidence or investigation
- disciplinary procedures if necessary
- reviewing current policies and procedures and developing new policies and procedures if necessary
- termination of employment.

Form 2: Breach incident report

Section 1: Name of person(s) involved in the breach	
Name:	Title / role:

Section 2: Name of person(s) involved in the breach	
Name:	Title / role:
Address:	
Home Phone:	Mobile Phone:
Work Phone:	Email address:
Possible communication barriers:	

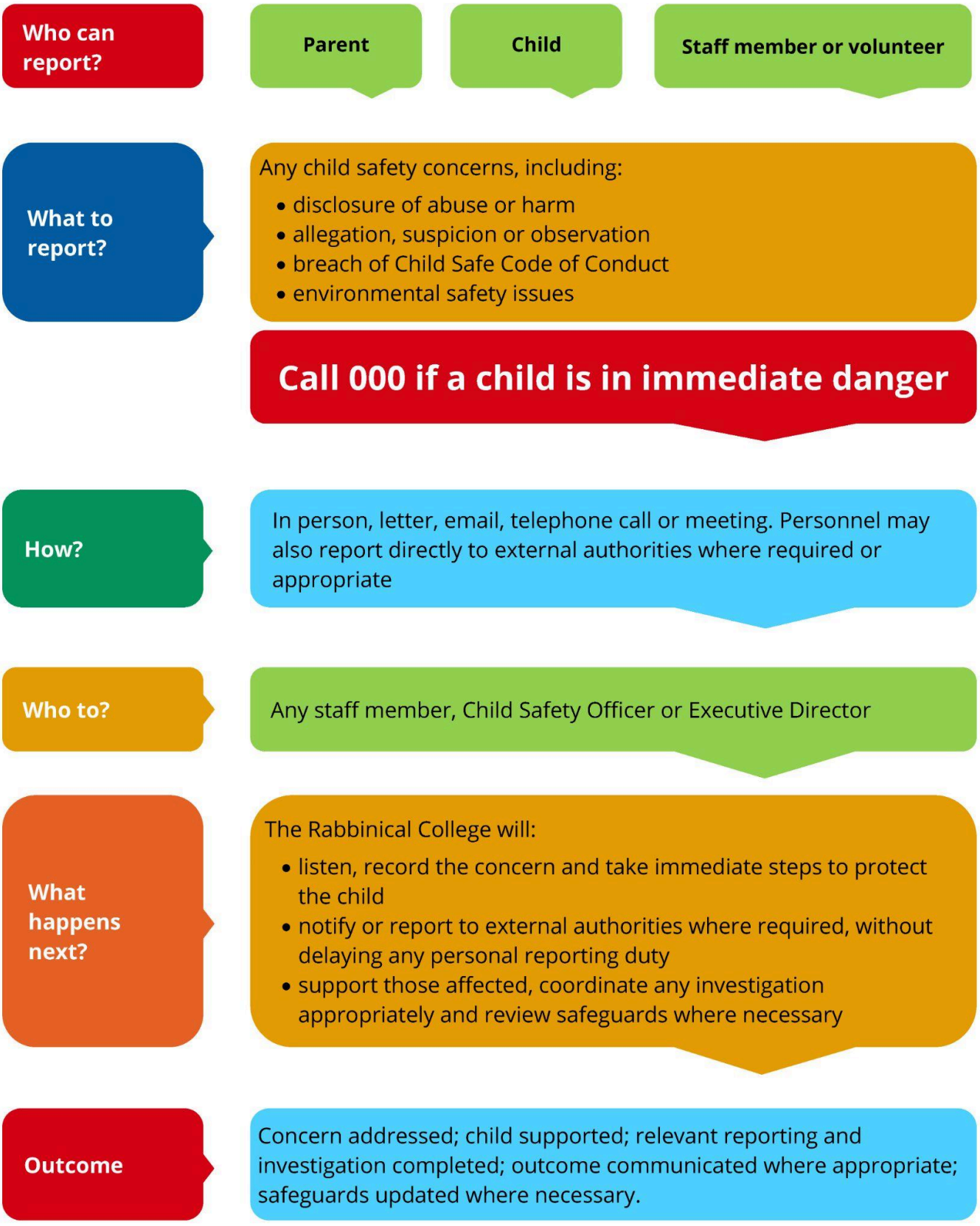
Section 3: Description of the breach (include date and time)

Section 4: Action Taken

Section 5: Details of person(s) reporting breach	
Reported by:	Reported to:
Title / role:	Title / role:
Signature:	Signature:
Date / Time:	Date / Time:

Appendix 9: Disclosure & Reporting Flowcharts

Flowchart 1: Child safety reporting process



Flowchart 2: Responding to disclosures / incidents process

Step 1: Responding to an Emergency

If there is no risk of immediate harm, go to Step 2.	If a child is at immediate risk of harm you must ensure their safety by: • separating alleged victims and others involved • administering first aid • calling 000 for urgent medical and/ or police assistance to respond to immediate health or safety concerns • identifying a contact person at the College for future liaison with Police. • where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence

Step 2: Reporting / Responding to Authorities

After immediate safety concerns are addressed, follow the reporting pathway below. Internal reporting must not delay or replace any required external report.

DOES THE CONCERN INVOLVE A COLLEGE WORKER OR VOLUNTEER?

REPORTABLE CONDUCT / POLICE

Immediately notify the Child Safety Officer or Executive Director. If the conduct may be criminal, report to Victoria Police without delay.

The Executive Director must notify the Social Services Regulator (SSR) where required and manage the Reportable Conduct process. Any personal statutory reporting duty still applies.

IS THE SOURCE OF SUSPECTED ABUSE WITHIN THE FAMILY OR COMMUNITY?

CHILD PROTECTION

If you reasonably believe the child has suffered or is likely to suffer significant harm from abuse or neglect AND the parent has not protected or is unlikely to protect the child, report to DFFH Child Protection.

Also notify the Child Safety Officer or Executive Director. Internal notification must not delay the external report.

Any separate mandatory reporting or Police reporting duty still applies.

IS THE SOURCE OF SUSPECTED ABUSE ANOTHER STUDENT?

Immediately notify the Child Safety Officer or Executive Director.

Call 000 if there is immediate danger. Report to Victoria Police where the conduct may be criminal or Police assistance is appropriate.

Report to DFFH CHILD PROTECTION where the child is in need of protection.

Also contact DFFH if a child aged 10 to under 18 may need therapeutic treatment because of sexually abusive behaviours.

Seek advice before contacting parents/carers where this could increase risk or affect an investigation.

DO YOU HAVE WELFARE CONCERNS OTHER THAN ABUSE?

For significant wellbeing concerns below the Child Protection threshold, consult the Child Safety Officer / Executive Director and consider a referral to The Orange Door or DFFH as appropriate. If the protection threshold is met, use the Child Protection pathway.

CONTACTS:
DFFH: business hours use intake for the child's LGA | South: 1300 555 526 | after hours: 13 12 78
THE ORANGE DOOR - Bayside Peninsula: 1800 319 353
VICTORIA POLICE: 000 for immediate danger

Step 3: Contacting parents or carers

Before contacting parents/carers about suspected abuse, the Executive Director / Child Safety Officer should follow any advice from DFFH Child Protection or Victoria Police where those authorities are involved, and consider whether contact could increase risk or affect an investigation.

Do not contact parents/carers where doing so could increase risk to the child, where a parent/carer is the alleged source of harm, or where authorities advise that contact could prejudice an investigation.

Where appropriate, contact parents/carers as soon as practicable and provide information that can safely be shared.

Step 4: Providing ongoing support

In addition to reporting and referral, ensure the child feels safe and supported. Provide appropriate support to the child, family and affected personnel, while respecting confidentiality and any direction from external authorities.

You play a critical role in protecting children in your care!

- You MUST act by following the 4 steps above, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of, being abused, or has engaged in offending
- You MUST act even if you are unsure and have not directly observed child abuse / offending (e.g. if the victim or another person tells you about the abuse or offense)
- You MUST use the **Record of a child abuse allegation, disclosure or concern** template to keep clear and comprehensive notes

For more details, please refer to the College's **Child Safe Reporting Procedure**, available at: https://www.rabbinicalcollege.edu.au/childreportingprocedure