

Mandatory Reporting Policy and Procedures 2020 - 2022

1 Purpose of this policy

- 1.1 Gisborne Montessori School (GMS) is committed to preventing harm to children through the reporting of child abuse and neglect under the Children, Youth and Families Act 2005 (Vic.).
- 1.2 The mandatory reporting policy sets out the principles and framework governing the school's behaviours and activities that enact the mandatory reporting requirements and which aims to keep all children safe from harm. The policy, together with the policy documents listed in section 24, must be read and understood by all those connected to the school.

2 Principles

- 2.1 The values as set out in the school's Gisborne Montessori School's statement of values e.g. Philosophy and Vision statement form the foundation for the School's child safe standards policies.
- 2.2 GMS, and those that work in it and its wider community together have a duty of care to protect children from harm through abuse or neglect.
- 2.3 GMS is committed to implementing clear procedures for reporting and recording reports of suspected child abuse and grooming.
- 2.4 GMS will create a supportive culture in which children, staff, volunteers and families feel confident and comfortable in discussing any allegations of abuse, grooming or child safety concerns.

3 Aims of the Policy

- 3.1 To comply with the school's reporting obligations under child protection law and criminal law and to fulfil its duty of care.
- 3.2 To enable school staff to protect the safety and wellbeing of students by being able to:
 - identify indicators that a child or young person may be in need of protection
 - make a report about a child or young person who may be in need of protection

4 Scope

- 4.1 This policy applies to all Gisborne Montessori staff, Board Members, staff, students, parents and carers, contractors and volunteers who are involved in the School environment. They are bound by this policy and required to report concerns about, or incidents of child abuse or neglect.
- 4.2 The policy applies to allegations or disclosures of child abuse made by or in relation to a child, school staff, visitors, or other persons while connected to a school environment.

5 Child Abuse

- 5.1 Child abuse can take many forms. The perpetrator may be a parent, carer, School staff member, volunteer, another adult or even another child. The nature of child abuse is complex. The abuse may occur over time and potential risk indicators are often difficult to detect.
Child abuse is defined in the Child Wellbeing and Safety Act 2005 (Vic.) to include:
 - Sexual offences
 - Grooming
 - Physical violence
 - Serious emotional or psychological harm
 - Serious neglect
- 5.2 Grooming is defined as behaviours that manipulate and control a child with the intent of gaining access to the child; obtaining the child's compliance, maintain the child's silence and avoiding discovery of the sexual abuse. Grooming by an adult for sexual conduct with a child under the age of 16 is crime under section 49M of the Crimes Act 1558 (Vic).
- 5.3 Family violence is defined under the Family Violence Protection Act 2008 (Vic.) to include behaviour that causes a child to hear, witness, or be exposed to the effects of family violence such as abusive, threatening, controlling or coercive behaviour. While family violence does not form part of the official definition of 'child abuse' in the Child Wellbeing and Safety Act, the impact of family violence on a child can be a form of child abuse; for example, where it causes emotional or psychological harm to a child.
- 5.4 Child abuse can have a significant effect on a child's physical or emotional health, development, and wellbeing. The younger a child is, the more vulnerable he/she is to abuse and the more serious the consequences are likely to be. There can be physical or behavioural indicators of child abuse and neglect, or a combination of both. While the presence of a single indicator, or even several indicators, does not necessarily prove that abuse or neglect has occurred, the repeated occurrence of either a physical or behavioural indicator, or the occurrence of several indicators together, should alert School staff to the possibility of child abuse or neglect.
- 5.5 Someone who is known to and trusted by the child more commonly perpetrates child sexual abuse, and is often someone highly trusted within their families, communities, schools and/or other institutions.

6 Indicators of Harm

There are numerous indications of possible child abuse and harm. They include:

6.1 Physical abuse

Physical indicators could include bruises, burns, fractures (broken bones), cuts, and grazes to the face, and multiple injuries including internal injuries. Behavioural indicators could include disclosure of an injury inflicted by someone else, wearing unusual clothes to hide injuries, wariness, or fear of a parent, reluctance to go home, habitual absences from school without explanation, regressive behaviour, and alcohol or drug misuse.

6.2 Sexual abuse

Physical indicators could include injury to the genital area, discomfort in toileting, the presence of sexually transmitted diseases, pregnancy, bruising to breasts, buttocks and thighs, and anxiety related illnesses (anorexia/bulimia). Behavioural indicators could include disclosure of sexual abuse, age-inappropriate sexual activity or behavior, drawings that are sexually explicit, writing stories that are sexually explicit, regressive behavior, truancy, depression, delinquent or aggressive behavior, and sudden decline in academic performance.

6.3 Emotional abuse

Physical indicators could include speech disorders, delays in physical development and failure to thrive. Behavioural indicators could include being overly compliant, passive and undemanding behavior, attention seeking behavior, poor self-image, age inappropriate behavior, fear of failure, setting overly high standards, excessive neatness and depression.

6.4 Serious neglect and medical neglect

Indicators could include consistently being unwashed, inappropriate dressing for weather conditions, consistent hunger and tiredness, and unattended health problems. Behavioural indicators could include begging or stealing food-gorging food, alienation from peers, withdrawal, aggressive behavior, appearing miserable and irritable, and poor attendance at school.

7 What Concerns Should Be Reported?

Concerns about the safety and wellbeing of children can range from an uncomfortable feeling through to a direct observation of abuse. Staff, volunteers, students, and families are encouraged to speak to someone if they have concerns and to be proactive.

Examples of child safety concerns include:

- Inappropriate or special relationships developing between staff or volunteers and students
- Inadequate staff–student supervision ratios
- Breaches of the Code of Conduct, particularly if they are persistent
- Feelings of discomfort about interactions between a staff member or volunteer and a student
- Suspicions or beliefs that students are at risk of harm

- Observations of concerning changes in behaviour
- Observations or concerns on grooming behaviours
- Concerns about a physical environment that may pose a risk to a student (this includes health and hygiene issues)
- Student's disclosures of abuse or harm, which must be reported to the police, DHHS, the Commission and, where appropriate, any other regulator

8 Duty of Care

All GMS staff and volunteers must understand their role to keep children safe. Staff and volunteers have an obligation to avoid acts or omissions (failures) that could be reasonably foreseen to injure or harm students. Suspected child abuse must be reported to relevant authorities, the Principal or the Child Safety Officer.

9 Legislative and Regulatory Basis for Compliance

- 9.1 The GMS must comply with the legal obligations that relate to managing the risk of child abuse under the Children, Youth and Families Act 2005 (Vic.), the Crimes Act 1958 (Vic.), the Child Wellbeing and Safety Act 2005 (Vic.), the Education and Training Reform Act 2006 (Vic.) and the Family Violence Protection Act 2008 (Vic.).
- 9.2 Child protection reporting obligations fall under three separate pieces of legislation with differing reporting requirements:
- The Children, Youth and Families Act 2005 (Vic.)
 - The Education and Training Reform Act 2006 (Vic.)
 - The Crimes Act 1958 (amended) (Vic.).

10 Criminal Offences

The Crimes Act 1958 (Vic) includes the following as criminal offenses reportable to the Police:

Failure to disclose: Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report this information to the police.

Failure to protect: People in authority at Gisborne Montessori School will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

Mandatory Reporting: All School staff that is mandatory reporters (teachers, the principal, nurses and school counsellors) must comply with their duties, as outlined in this policy and procedures.

11 Relevant Authorities

- 11.1 **Department of Health and Human Services (DHHS) Child Protection**
The DHHS has a responsibility to provide child protection services for all children and young people under the age of 17 years, or where a protection order is in place, for children under the age of 18.

The main functions of DHHS Child Protection are to:

- Receive reports from people who believe that a child is in need of protection or have significant concerns about the wellbeing of a child
- Provide consultation and advice to people making reports
- Investigate matters where it is believed that a child is at risk of significant harm
- Refer children and families to services that assist in providing for the ongoing safety and wellbeing of children.

11.2 **Child First**

Child and Family Information, Referral and Support Teams (Child FIRST) were introduced to give families an opportunity to obtain family services earlier at their own request or following a referral from others, including school staff.

Child FIRST ensures that vulnerable children, young people and their families are linked effectively to relevant services.

Child FIRST is staffed by family services practitioners who are experienced in assessing the needs of vulnerable children and their families. Child FIRST teams work closely with community-based DHHS Child Protection workers.

The role of Child FIRST includes:

- Providing a point of entry to a local network of family services
- Receiving reports about vulnerable children where there are significant concerns about their wellbeing
- Undertaking an initial identification and assessment of the risks to the child and the child's needs in consultation with DHHS Child Protection and other services
- Identifying appropriate service responses for families.

11.3 **Victoria Police**

Both DHHS and Victoria Police have statutory responsibilities under the CYFA in relation to the protection of children. DHHS Child Protection is the lead agency responsible for the care and protection of children, while Victoria Police is responsible for criminal investigations into alleged child abuse.

Protocols between DHHS Child Protection and Victoria Police require that all reports received by DHHS Child Protection relating to physical abuse, sexual abuse or serious neglect must be reported to Victoria Police, as these reports may also constitute reports of criminal offences.

All allegations of sexual offences or child abuse should be reported to DHHS Child Protection or Victoria Police for investigation. Under no circumstances should school staff investigate an allegation themselves. School staff should only enquire sufficiently to form a reasonable belief that a child may be in need of protection.

11.4 **Commission for Children and Young People (CCYP)**

CCYP is an independent statutory body that promotes improvement in policies and practices affecting the safety and wellbeing of Victorian children and young people.

CCYP is responsible for administering the Reportable Conduct Scheme, which includes:

- supporting and guiding organisations that receive allegations in order to promote fair, effective, timely and appropriate responses
- independently overseeing, monitoring and, where appropriate, making recommendations to improve the responses of those organisations.

11.5 **Victorian Institute of Teaching (VIT)**

The Victorian Institute of Teaching (VIT) is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession.

11.6 The College must immediately notify the VIT if it becomes aware that a teacher:

- Has been charged with, or convicted or found guilty of, certain criminal offences that accord with those relevant to Working with Children Checks (WWCC); or
- Has been given a negative notice in relation to the WWCC

12 **Reporting**

12.1 Mandatory reporters are defined by the CYFA and include:

- Teachers
- The Principal
- Nurses
- School Counsellors
- Persons in religious ministry; and
- Medical practitioners

12.2 **A Mandatory Reporter must make a report even if the Child Safety Officer does not share their belief that a report must be made.**

12.3 All communications will be treated confidentially on a need-to-know basis.

12.4 Whenever there are concerns that a child is in immediate danger please call 000 without delay.

13 **What Constitutes a Mandatory Report?**

A mandatory report must be made when you form a belief on reasonable grounds that a child is in need of protection where the child has suffered, or is likely to suffer, significant harm as a result of:

- Physical injury; or
- Sexual abuse; and
- The child's parents have not protected, or are unlikely to protect, the child from harm of that type.

14 **What is Reasonable Grounds?**

The concept of 'reasonable grounds' requires you to consider whether another person, when faced with similar information, would also draw the same conclusion. It does not mean reporters are required to be certain, but rather reporters should ensure their concerns are well founded and based on information from a reliable source.

The following may be reasonable grounds for forming such a belief if:

- A student states they have been physically or sexually abused
- A student states that they know someone who has been physically or sexually abused
- Someone who knows the student states that the student has been physically or sexually abused
- A student shows signs of being physically or sexually abused
- The staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on a student's safety, stability or development
- The staff member observes signs of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision; or
- A student's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the student.

15 **How to Make a Report**

All staff must adhere to, and follow the following documents at the end of this policy:

- FOUR CRITICAL ACTIONS FOR SCHOOLS: Responding to Incidents, Disclosures and Suspicions of Child Abuse
- Responding to Suspected Child Abuse template
- PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools

Whenever there are concerns that a child is in immediate danger, the Police should be called on 000.

16 **Reportable Conduct Scheme**

16.1 The Victorian Reportable Conduct Scheme seeks to improve organisations' responses to allegations of child abuse and neglect by their workers and volunteers. The scheme is established by the Child Wellbeing and Safety Act 2005 (the Act).

16.2 Reportable Conduct Scheme imposes obligations on the School Principal. This includes requirements to:

- Have in place systems to prevent child abuse and, if child abuse is alleged, to ensure allegations can be brought to the attention of appropriate persons for investigation and response
- Ensure that the Commission is notified and given updates on the organisation's response to an allegation.

16.3 The School Principal needs to adhere the following requirements:

- Notify the Commission within 3 business days of becoming aware of a reportable allegation
- Investigate an allegation – subject to police clearance on criminal matters or matters involving family violence. You must advise the Commission who is undertaking the investigation. You must manage the risks to children
- Within 30 calendar days must provide the Commission detailed information about the reportable allegation and any action you have taken

- Notify the Commission of the investigation findings and any disciplinary action the head of entity has taken (or the reasons no action was taken)

17 Interviews

- 17.1 DHHS and/or the police may conduct interviews of students at the School without the parent(s) knowledge or consent.
- 17.2 DHHS and/or the police will notify the Principal or a member of the leadership team of their intention to interview the student on the School premises.
- 17.3 When officers from DHHS or the police come to the School premises, the Principal or a member of the leadership team should request to see identification before permitting them to have access to the student.
- 17.4 When a student is being interviewed by DHHS and/or the police, the Principal or Deputy Principal must arrange to have a supportive adult present with the student.

18 Notifying the parents of the student

- 18.1 The person making the report should not inform the parents or carers of a report. The person making the disclosure must consult with DHHS and/or the police to determine what information should be shared with parents/carers.

DHHS or the police may advise:

- Not to contact the parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is 16 years or older and does not wish for their parents/carers to be contacted).
- To contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

19 Roles and Responsibilities

Child protection is everyone's responsibility. At Gisborne Montessori School (GSM), the School Board, staff, and volunteers, have a shared responsibility for contributing to the safety and protection of children.

Specific roles and responsibilities relating to protection and reporting include:

19.1 The School Board

The School Board has responsibility for endorsing all high-risk School policies including all Child Protection policies. Each member of the School Board are required to ensure that appropriate resources are made available to allow the School's Child Protection and Safety Policy, Code of Conduct - Child Safety, and the Child Protection Program to be effectively implemented within the School. In addition, Board Members are responsible for holding the Principal and Leadership Team accountable for effective implementation, mandatory reporting training, reporting, and compliance.

19.2 **The Principal**

The Principal is responsible, and will be accountable for, taking all practical measures to ensure that this Policy is implemented and operates effectively, further:

- That a strong and sustainable child safety culture is maintained within the School
- Child protection incidents or concerns are dealt with professionally and in a timely manner
- Child protection matters are reported in accordance with legal and regulatory obligations, to relevant authorities

19.3 **Child Safety Officer**

Gisborne Montessori School has appointed a Child Safety Officer who undertakes specialized training, which is updated annually, on child protection issues, mandatory reporting, and their legal obligations. The Child Safety Officer is often the first point of call for staff, students, parents, and carers to raise child safety or child abuse concerns. The Child Safety Officer works collaboratively with the Principal to ensure all concerns of child safety and child abuse are addressed, reported, and responded.

19.4 **Staff, External Education Providers, Contractors, Volunteers**

All GMS staff (including teaching, non-teaching, and casual relief teachers) are required to be familiar with the content of this Mandatory Reporting and Procedures Policy and their legal obligations with respect to the reporting of child abuse. It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with the Child Safety Officer or the Principal.

Consulting with the Child Safety Officer or Principal does not change any obligation staff has under legislation to report to an external authority.

Gisborne Montessori School has a duty of care to support any community member who is involved in any child protection matter. This includes extra considerations required for vulnerable or at risk students and staff. Support may consist of counselling, extra training, documents translated, documents, and training made age appropriate or in the case of reporting allowing a support person to attend any interviews. No community member will be disadvantaged in being able to report a child protection matter.

Training will be provided to staff on the commencement of their employment and then annually or when there is a change to the School policy or procedures

All staff complete the mandatory training department of Education and Training – Protecting Children Mandatory Reporting and other Obligations online module.

19.5 **Student Awareness**

The school is committed to the protection of all children from all forms of child abuse. It is important all GMS students are educated to raise any concerns. GMS will raise students' awareness of child safety concerns and concerning behaviours by implementing a comprehensive child safety program with age appropriate education and awareness programs. This curriculum further supported by GMS actions and processes empower our students to have a voice and to take action.

20 **Communication of the Policy**

- 20.1 GMS will make regular and frequent public statements to raise an awareness of the school community's collective responsibility in reporting allegations of child abuse.
- 20.2 This policy and relevant policy implementation documents will be made publically available on the School's website and from the school office.
- 20.3 GMS will put in place arrangements to ensure the school community (including applicants for jobs) is informed about the school's child safe standards policies, procedures and allocated roles and responsibilities. This includes running parent sessions on child safe standards and age appropriate child safe standards for students.

21 **Documentation**

Staff, volunteers and community members must keep clear and comprehensive notes and use the PROTECT templates to report all information relating to incidents, disclosures and allegations of child abuse. This information may be required at a later date if the matter is subject to court proceedings. Your notes may be necessary if you are required to provide evidence to support your decisions regarding the handling of child-protection incidents.

22 **Privacy and Confidentiality**

Reports or referrals made to DHHS Child Protection or CHILD FIRST are confidential. The identity of the reporter must remain confidential unless:

- The reporter chooses to inform the child, young person or the parent of the report
- The reporter consents in writing to their identity being disclosed
- The court or tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child.
- A court or tribunal decides the reporter is required to attend court to give evidence

The identity of the person who makes a report to the Police, including reports under section 327 of the Crimes Act 1958 (Vic) (Obligation to Report a Sexual Offence), will be confidential unless:

- The person themselves discloses their identity or they consent in writing to their identity being disclosed
- A court or tribunal decides that it is necessary in the interests of justice for the person's identity to be disclosed

A person who makes a Mandatory Report in accordance with the Children, Youth, and Families Act 2005 (Vic), or a report under the Child Wellbeing and Safety Act 2005 (Vic) (Reportable Conduct Scheme) will not be held liable for the eventual outcome of any investigation. If a report is made in good faith, it does not constitute a breach of professional ethics on the part of the reporter and the reporter cannot be held legally liable in respect of the report.

Personal information is information, or an opinion, about an identified individual, or an individual who is reasonably identifiable:

- Whether the information, or opinion, is true or not
- The information, or opinion, is recorded in a material form or not

The Privacy Act 1988 (Cth) only applies to personal information that is captured in a record. Effective child protection record keeping is one of the School's key strategies in the management of its child protection obligations, including the fulfilment of duty of care.

GMS securely stores documentation associated with an allegation of abuse or neglect of a student or young person by having:

- Hard-copy documentation stored in a locked filing cabinet (or similar); and
- Electronic documentation stored in a password-protected folder (or similar)

23 Support for Affected Students

Gisborne Montessori School places the highest priority on making children feel and Secure. If an incident has taken place, it is critically important that the child feels supported. The School will work with the student, parents, carers, and health professionals to provide additional support.

Each matter will be a case-by-case basis, but a child may be supported with:

- Referral to external agencies
- Onsite support services
- Family counseling
- Academic support

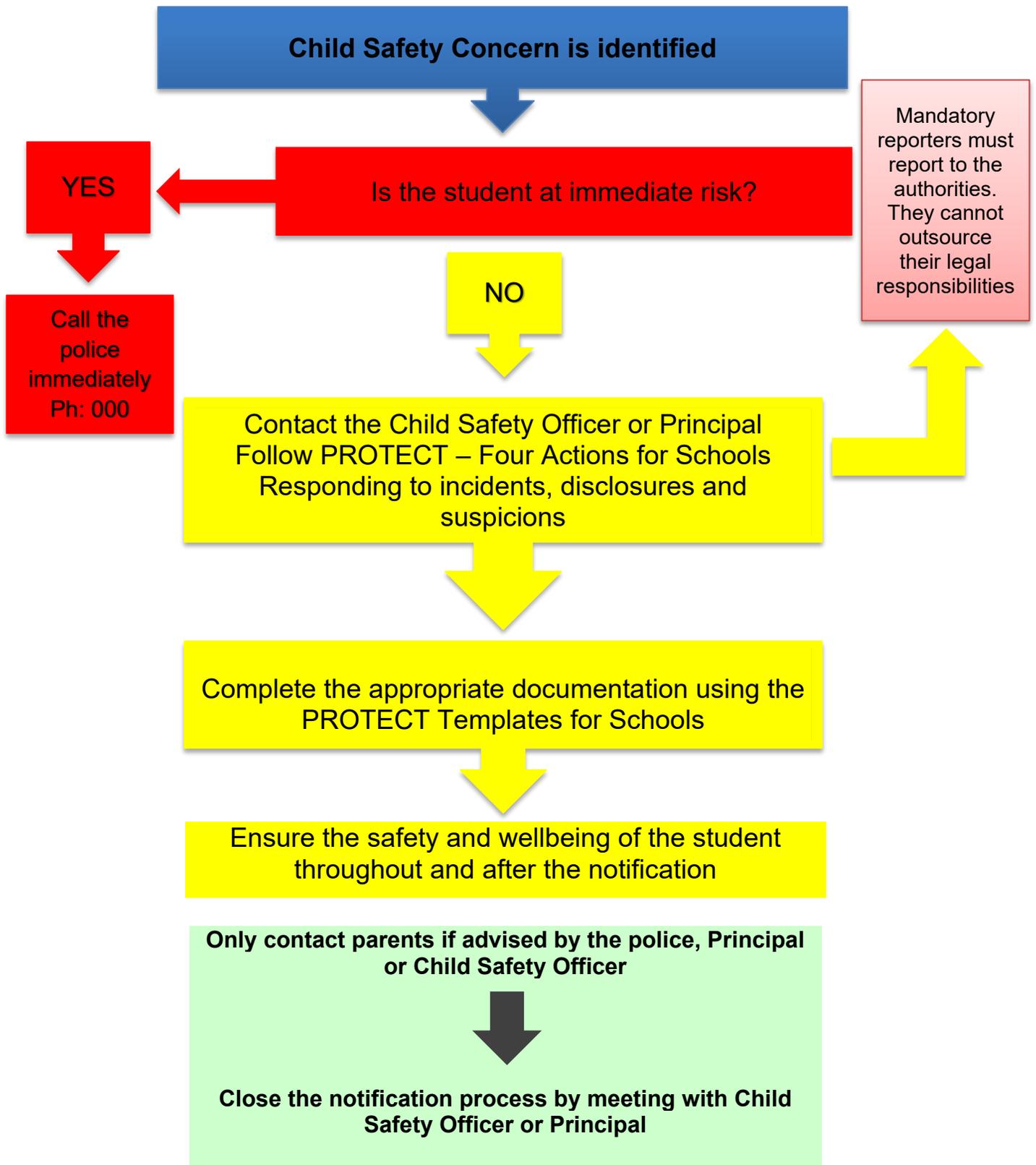
24 Links to Other Policies and Documentation

- 24.1 Child Safety Policy
- 24.2 Student Wellbeing Policy
- 24.3 Code of Conduct (adult)
- 24.4 Supervision and Duty of Care Policy
- 24.5 Data Management Procedures
- 24.6 Privacy Policy

This Policy must be complied with at all times. Failure to comply with this Policy may lead to disciplinary action including termination of employment or engagement. Serious cases may result in a report to the appropriate authorities.

DETAILS

REVIEWED	November 2020
MAINTAINED	Gisborne Montessori School Board
RATIFIED	
NEXT REVIEW	2022



FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT

THE EDUCATION STATE

VICTORIA

Education and Training

CECV

CHILD PROTECTION, DISCLOSURE, ABUSE AND TRAFFICKING



YOU MUST TAKE ACTION

As a school staff member, you play a critical role in protecting children in your care:

- You must act, by following the 4 critical actions, 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.
- You must act if you form a suspicion or reasonable belief, even if you are unsure and have not directly observed or heard a comprehensive notice.
- You must use the Responding to Suspected Child Abuse template to keep clear and comprehensive notes.

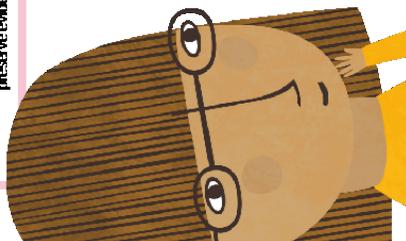
*A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to Action 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 school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.



2 REPORTING TO AUTHORITIES

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

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE
You must report all instances of suspected child abuse involving a school staff member, contractor or volunteer to Victoria Police.

- You must also report internally to:
 - School Principal and/or leadership team
 - Employee Conduct Branch
 - DET Security Services Unit

CATHOLIC SCHOOLS
School Principal and/or leadership team

INDEPENDENT SCHOOLS
School Principal and/or school chairperson

For suspected student sexual assault, please follow the Four Critical Actions' Student Sexual Offending.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION
You must report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has impact on the child's safety, stability or development.

VICTORIA POLICE
You must also report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You must also report internally to:

- GOVERNMENT SCHOOLS**
You must also report to:
 - School Principal and/or leadership team
 - DET Security Services Unit

CATHOLIC SCHOOLS
You must also report to:

- School Principal and/or leadership team
- Diocesan education office

INDEPENDENT SCHOOLS
You must also report to:

- School Principal and/or chairperson

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST (in urgent cases where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

3 CONTACTING PARENTS/CARERS

Your Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- not to contact the parents/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- to contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school must provide support for children impacted by abuse. This should include the development of a Student Support Plan in consultation with wellbeing professionals. This is an essential part of your duty of care requirements. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.

You must follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION AREA

- North Division 1800 664 977
- South Division 1800 655 795
- East Division 1800 360 991
- West Division (Bairat) 1800 075 699
- West Division (Metro) 1800 664 977

AFTER HOURS
After hours, weekends, public holidays 13 12 78

CHILD FIRST
www.dhrs.vic.gov.au

VICTORIA POLICE
000 or your local police station

DET SECURITY SERVICES UNIT
(03) 9589 6286

STUDENT INCIDENT AND RECOVERY UNIT
(03) 9651 3622

EMPLOYEE CONDUCT BRANCH
(03) 9637 2595

DIOCESAN OFFICE
Melbourne (03) 9267 0228
Ballarat (03) 5337 7165
Sale (03) 5622 6600

SANDHURST (03) 9443 2377
INDEPENDENT SCHOOLS VICTORIA
(03) 9825 7200