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Policy Dates			
Formulated	29/07/14	Adopted	29/07/14
Implemented	01/02/15	Reviewed	15/07/19
Reviewed	22/02/2022		
Next Review Due	January 2024		
Policy Authorisation			
Acting Principal	Liam Waterford	Signature	

NQS		
QA2	2.2.3	Child protection - Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of harm.
National Regulations		
84	Awareness of child protection law	

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## 1. PURPOSE

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The purpose of this document is to demonstrate the strong commitment of the Mt Barker Waldorf School to providing and maintaining a physically, psychologically, emotionally and socially safe environment for children and young people.

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## 2. SCOPE

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- 2.1 This policy applies to all staff, volunteers, parents/ carers, children and other individuals involved with the school, whether on a regular or occasional basis.
- 2.2 It applies:
  - a) On school premises
  - b) At functions, excursions or camps organised by the school
  - c) When members of the school community are representing the school
- 2.3 All staff and volunteers will be required to sign a code of conduct.

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## 3. SUMMARY OVERVIEW

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- 3.1 Mt Barker Waldorf School is committed to the care, safety and protection of all children and young people attending the school. We support the rights and wellbeing of our students, our staff, volunteers, parents and community, and encourage their active participation in building and maintaining a secure, positive and respectful environment for all.
- 3.2 We are committed to diversity. We believe all people should be respected and treated equitably regardless of race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, or religious beliefs.
- 3.3 All staff are trained in identifying and reporting on children at risk of harm. Clear procedures provide step by step guidance on actions to be taken when there are concerns about a child's safety or welfare and on responding to suspected harm or risk of harm.
- 3.4 Appropriate background checks occur prior to employment of staff and engaging others who may have contact with students – eg all volunteers including drivers and parents attending camps, music tutors, etc.

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## 4. IMPLEMENTATION

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This policy reflects our commitment to providing a safe environment where every person has the right to be treated with respect and is safe and protected from harm and abuse.

Under the Children and Young People (Safety) Act 2017 harm to a child includes physical and psychological harm caused by sexual, physical, mental or emotional harm or risk of harm. A child is at risk of harm if the child:

- has or is likely to suffer harm
- is likely to be removed from the State by their parent/ guardian or another person for a medical or other procedure that is illegal in this State (includes female genital mutilation), or to take part in an illegal marriage ceremony or illegal criminal activity
- has been abandoned by their parents/guardians, or they're unable or unwilling to care for the child, cannot be found or are dead
- has been persistently absent from school without satisfactory explanation
- is homeless.

**All employees and volunteers are mandatory reporters** and must report harm or risk of harm as soon as possible if they suspect on reasonable grounds that a child is, or maybe at risk of harm.

Reasonable grounds to form a suspicion that a child or young person may be at risk may include:

- when a child or young person tells you they are at risk or have been harmed
- when your own observations of a particular child or young person's behaviour and/or injuries lead you to suspect they are at risk, or harm is occurring
- when a child or young person tells you that they know of someone who is at risk or has been harmed (they may possibly be referring to themselves)
- when you hear about risk or harm to a child or young person from someone who is in a position to provide reliable information, perhaps a relative or friend, neighbour or sibling of the child or young person.

The reporter is not required to prove that abuse has occurred.

If there is a belief that a child or young person is in immediate threat of harm, SA Police should be called on 000. Otherwise, all reports should be made to the Child Abuse Report Line 131 478.

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## **5. STUDENT PARTICIPATION**

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At Mt Barker Waldorf School, we actively encourage students to provide feedback on matters that are of importance to them. We teach children and young people what they can do if they feel unsafe. We listen to and act on any concerns children or their parents/ carers raise with us.

Building strong and positive relationships between teachers and students, teachers and parents/ carers and between members of staff is foundational to our work in a Waldorf school. In the Primary school, teachers generally spend a number of years with their class, building strong bonds that support and enable learning in all domains. Children generally feel very comfortable sharing any concerns with their class teacher. Apart from individual conversations, developmentally appropriate opportunities for groups and whole classes are provided, to encourage and enable the sharing of perceptions and concerns arising from school experiences.

In the upper primary and High School years, Class Guardians continue in the pastoral care role, and students may also form strong attachments to specialist teachers. Formal student input is sought on a regular basis, eg via the standard written feedback forms provided at the end of Main Lessons and camps. Students and parents/ carers are regularly made aware of the relevant formal Grievance Procedures. There is a Student Representative Council which also on occasion acts as a conduit for student concerns, and a Student Wellbeing Worker who is available to support students who feel unable to speak to a teacher.

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## **6. RECRUITMENT PRACTICES**

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Mt Barker Waldorf School takes all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children and young people. We employ a range of screening measures and apply best practice standards in the screening and recruitment of employees and volunteers. We interview and conduct referee checks on all prospective employees.

All staff and volunteers who work on our site are required to have a valid Working With Children Check as required by the Child Safety (Prohibited Persons) Act 2016.

All employees and volunteers must apply for a working with children check through the Department of Human Services Screening Unit. Details will be kept on a register to monitor expiry dates.

Mount Barker Waldorf school will advise the Screening Unit where we become aware of certain information regarding any person involved with our organisation, including any serious criminal offence, child protection information, or disciplinary or misconduct information.

Mt Barker Waldorf School seeks to attract and retain exemplary employees and volunteers. We provide support and supervision to ensure that all staff and volunteers feel valued, respected and fairly treated. Volunteers and assistants who work with children have ongoing supervision, support and training to promote the establishment and maintenance of a child safe environment.

All new staff and volunteers are required to complete RRHAN-EC training and are expected to keep their training up to date as required through their registration requirements. The school will complete yearly audits of employees and volunteers to ensure everyone has the most recent training available.

Induction for all new staff and volunteers includes familiarisation with procedures for acting on concerns about children's/ young people's wellbeing.

All staff members read, sign and must abide by our Code of Professional Conduct. A Volunteers Code of Conduct must be signed by anyone wishing to volunteer in or for the school.

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## **7. MINIMISING THE RISK OF HARM**

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Mt Barker Waldorf School has a pro-active approach to risk management which includes-

### 7.1 Physical safety

- d) The Business Manager conducts an annual WHS inspection which results in an action plan for the coming year
- e) The school maintains Sun Safe and Asthma Friendly School accreditation
- f) Smoking is not permitted at any time on the school premises or school events, including camps and excursions
- g) A specific Risk Assessment must be completed prior to each camp and excursion and prior to any Work Experience placement.

### 7.2 Positive Relationships

- a) As ours is a single stream school with a comprehensive curriculum, students will learn alongside the same group of class-mates for up to 14 years. Working in mixed ability groups, learning to appreciate everyone's unique contribution, students develop a capacity for teamwork, an ability to respect others' opinions and to clearly communicate their own.
- b) Staff model inclusive and respectful use of language, and no-blame/ restorative approaches to resolving social problems.
- c) Teachers work conscientiously to build strong and collaborative relationships with parents/guardians, to ensure that children experience being strongly held by all those involved in supporting their emotional, social and educational development

### 7.3 Building resilience

- a) Beginning in their preschool years, children are exposed to appropriate physical challenge in a secure and supportive environment, enabling them to develop a capacity for resilience.
- b) The comprehensive camps program ensures that students encounter physically and socially challenging situations through which they develop resourcefulness and confidence in themselves as individuals and their class as a learning community or team.

### 7.4 Pastoral Care

- a) Primary School class teachers and High School class guardians provide pastoral care for a particular class of students over a period of up to 7 years. Students trust and confide in the teachers, who support them individually and also through class activities.
- b) A Student Wellbeing Worker, Class Assistants and other Learning Support staff provide an additional layer of support for individuals and class groups.
- c) All staff and volunteers are made aware of and are expected to abide by the Protective Practices for Staff in their Interactions with Children and Young People relating to professional boundaries and responding to behaviour (see Related Documents or access through this [link](#))

### 7.5 Recruitment

- a) Parents or others wishing to provide voluntary support for school activities, including transporting children to camps must have a Working with Children Check.
- b) Thorough background checks are conducted before appointment of any person to the school's staff, including relief staff
- c) Induction for all new staff and volunteers includes familiarisation with procedures for acting on concerns about children's/ young people's wellbeing.

### 7.6 Maintaining knowledge and expertise

- a) All staff undertake regular accredited training in Reporting Harm or risk of harm
- b) All teachers undertake regular accredited First Aid training

- c) Guidelines for Responding to Problem Sexual Behaviours and Protective Practices guidelines are reviewed each semester, at staff meetings
- d) Staff members in leadership roles maintain familiarity with guidelines for Information Sharing and Managing Allegations of Sexual Misconduct

#### 7.7 Grievance and complaints –

- a) Complaints Resolution Policy and Procedures are provided to all new families in the Parent Handbook. Staff, students and parents are provided with regular reminders of these procedures, via class meetings, staff meetings and newsletter entries
- b) A student, parent/guardian, employee or worker, or other interested person, may lodge a complaint.
- c) Students are encouraged to communicate with their family and teacher when concerns arise. In most cases, issues can be easily resolved by discussing the issue with a parent/guardian or Class Teacher/Guardian. However, from time to time, a student may find that a concern has not been resolved. In these instances, students should use the formal procedure outlined in this policy, and are encouraged to seek the support of a parent/guardian, teacher or student wellbeing officer to assist them to complete the Complaint Form.
- d) See Complaints Resolution Policy and Procedures available on the [School website](#).

#### 7.8 Behaviour policies

- a) Behaviour policies are regularly reviewed by the Principal and the Collegiate Leadership Group.
- b) Mt Barker Waldorf School does not tolerate any form of harassment, discrimination or bullying. Anyone who believes that they or another person has been harassed, discriminated against or bullied is encouraged to raise their concern with a trusted member of staff.
- c) All teaching and Learning Support staff and volunteers are provided with details of any special learning or behaviour support plans for individuals with whom they will work

#### 7.9 Supervision

- a) In the classroom, the school grounds and during activities outside the school, staff are in a constant state of vigilance in relation to possible risks to students' well-being.
- b) Playground duty rosters are constructed to ensure that all areas of the grounds, and toilet blocks, are adequately monitored during recess and lunch breaks, and for 25 minutes before the start and 25 minutes after the end of the school day.
- c) While on duty in the grounds, teachers are constantly on the move – ensuring they can see and be seen by all the students in that area.
- d) Teachers are on duty between 8.30am and 3.45pm. Arrangements must be made with the Assistant Principal for any student to be at school outside these times. If no other arrangement is in place, children must wait in the office.
- e) If a parent is unable to come by 4:00pm, then Office staff will place the child into OSHC, at the Parent's expense.
- f) All visitors to the school are required to sign in and out at the office, and to wear a Visitor badge for the duration of their visit
- g) The Student Support Coordinator makes unscheduled visits to rooms where students work 1:1 with teachers/ tutors - e.g. learning support, instrumental music tuition

#### 7.10 Social Media

Staff and Student Social Media policies acknowledge that while Social Media is a valuable tool for communication, posts on social media may have serious consequences for individuals and for the School. These policies require students and staff to be polite and respectful in their posts and preclude online 'friendships' between students and staff.

#### 7.11 Privacy

Images of children are only used in school publications including publicity materials, newsletters and the school website with the permission of parents/ guardians.

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## 8. PROCEDURES FOR MANAGING DISCLOSURES AND SUSPICIONS OF HARM

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### **What is a disclosure of harm?**

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened, is happening, or is likely to happen to a child. Disclosures of harm may start with:

- I think I saw...I
- Somebody told me that...I
- Just think you should know...I
- I'm not sure what I want you to do, but...I

### **What is a suspicion of harm?**

A suspicion of harm is when someone has a reasonable suspicion that a child has suffered, is suffering, or is at an unacceptable risk of suffering significant harm. Note there may be circumstances where there is concern for a child's welfare but it does not reach the threshold to be considered a disclosure or suspicion of harm. In this case educators will connect families with Family and Child Connect with the family's consent.

Staff and volunteers may suspect harm if:

- a child says they have been harmed
- someone else, for example another child, a parent, or an employee, says harm has occurred or is likely to occur
- a child tells them they know someone who has been harmed (it is possible that they may be referring to themselves)
- they are concerned at significant changes in the behaviour of a child, or the presence of new unexplained and suspicious injuries
- they see the harm happening.

### **Managing and recording a disclosure of harm**

If staff or volunteers have concerns about the safety of a child they will:

- 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
- take anything a child says seriously
- allow children to be part of decision-making processes where appropriate
- ask just enough open-ended questions to act protectively without asking any leading questions which suggest an answer and could compromise later investigations
- tell the person they have done the right thing in revealing the information and they'll need to tell someone who can help keep them safe
- not try to investigate or mediate the matter themselves
- 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)
- 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 educators asked
  - any comments educators made

- educators' actions following the disclosure
- ensure the managements and storage of records complies with our Privacy and Confidentiality Policy.
- follow our reporting procedures.

### **Managing and recording a suspicion of harm**

Staff and volunteers will:

- remain alert to any warning signs or indicators
- pay close attention to changes in the child's behaviour, ideas, feelings and the words they use
- make written notes of observations in a non-judgemental and accurate manner, and manage in line with our Privacy and Confidentiality Policy
- assure a child that they can come to talk when they need to, and listen to them and believe them when they do
- follow our reporting procedures

### **Making a Report**

A report will be made using the following procedure preferably on the same day there is a disclosure or suspicion of significant harm, and no later than 24 hours after the disclosure or suspicion.

Staff and volunteers will:

#### **1. Consider whether disclosure or suspicion needs to be reported to Police**

- contact the police on 000 if there is an immediate danger to a child and intervene immediately if it is safe to do so
- contact the police where the child has been or may be the victim of a criminal offence (including where a child is at risk of significant harm outside the family)
- get clear guidance from Police about who will tell child's parents about the disclosure and who can give ongoing support

#### **2. Consider whether the disclosure or suspicion must be reported to Department for Child Protection**

- make a report by phone to the Department for Child Protection on 131 478 (available 24 hours/7 days). If unsure about reporting ring the hotline for advice. Non-serious cases can be reported on-line. See guidelines on Department for Child Protection
- get clear guidance from the person answering about who will tell child's parents of the disclosure and who can give ongoing support
- notify the Principal that a report has been made

#### **3. Consider whether referral is needed to family services**

- It is important to support a family where there is a concern that harm, risk of harm, abuse or neglect is occurring. See Department for Child Protection for details about family support services. Family consent will be sought before making referrals.
- The School will prioritise continuing to provide a service to the child or young person and their family and monitoring their circumstances.
- Consider if there are other services that could be appropriate for the family to access. Provide information or referrals where appropriate.

#### **4. Consider whether you must notify ECEC Regulatory Authority**

- notify the Regulator about any incident, including any suspected or alleged incident, of harm or risk of harm to a child or young person that has occurred at the service. This includes any physical or sexual abuse that has occurred or is occurring while the child is at the service.

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## 9. ALLEGATIONS AGAINST SERVICE PERSONNEL

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The reporting procedure above will also be followed where there are allegations of harm against employees or volunteers. Following a report to CARL or SAPOL, the Assistant Principal or Principal will:

- complete an Incident, Injury, Trauma and Illness Record and notify the Regulatory Authority within 24 hours of making the report
- provide appropriate support for any employee/volunteer who has an allegation made against them
- protect the identity of employees/volunteers in relation to unsubstantiated complaints
- review the person's duties, and if they continue to interact with children, ensure they are appropriately supervised at all times
- seek legal advice about restricting that person's work activities if relevant.

### Confidentiality

It is important that individuals keep a Report confidential while the matter is investigated. Employees or volunteers 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.

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## 10. ENSURING UNDERSTANDING OF THIS POLICY

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- 10.1 Mt Barker Waldorf School ensures that everyone to whom this policy applies is aware of and has had an opportunity to read the policy. All staff and volunteers are expected to sign a statement indicating that they have read and will abide by our child-safe policy.
- 10.2 The policy is made available to children, young people and their parents via the school website.
- 10.3 The policy is reviewed every two years.

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## 11. RELATED MT BARKER WALDORF SCHOOL POLICIES AND PROCEDURES

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- 11.1 Social Media policies – staff and students
- 11.2 Codes of Conduct for Staff and Volunteers
- 11.3 Communication and Grievance policies and procedures
- 11.4 Protective practices for staff
- 11.5 Camps policy
- 11.6 Workplace Bullying and Harassment Policy

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## 12. APPENDICES: SCHOOL FORMS AND FLOWCHARTS

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- A 1 Responding to risks of Harm, Abuse and Neglect Procedures
- A 2 Mandatory Notification Record
- A 3 Concerns Checklist
- A 4 Notifications Checklist

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## 13. DOCUMENT AMENDMENT LIST

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Section Title	Section Number	Amendment Summary	Version Number	Approved By	Date Approved

# Responding to Risks of Harm, Abuse and Neglect

## Procedures

When you work or volunteer with children and young people you:

- Make efforts to help children and young people feel safe and supported.
- Raise concerns when you notice barriers or threats to a child or young person's safety and wellbeing. This includes through the behaviour of any individuals at your school, preschool or in childcare.
- Act on concerns about risks of harm to children and young people.
- **Report and document a suspicion that a child or young person is at risk.** This is a legal responsibility. It is something you must do under the *Children and Young People (Safety) Act 2017*.
- Seek appropriate advice if uncertain about actions to take.

## If you need to make a Mandatory Notification

- Refer to the Mandatory Reporting Guide
- Use the Concerns Checklist and the Notification Checklist to assist your report (attached)
- Report to the CARL either by phone or online
- Complete the School's Notification Record and discuss the report with a school leader. This record will be confidentially stored by the school.

**Staff** have a broader duty of care for children and young people. This can't be delegated or transferred to anyone else. Staff must also:

- Work with the site leader to arrange appropriate support for the child. For example, counselling. Together, talk to and work with the parents or carers, unless it creates a safety issue for the child.
- Involve the child in decisions that affect them (appropriate to their age and development).
- Give ongoing support to a child who:
  - has experienced physical or psychological harm
  - might be experiencing trauma.
- Share information, as appropriate, with other staff and agencies who give the child or young person ongoing support

# Mount Barker Waldorf School Mandatory Notification Record

<b>Name of child/young person including Also Known As:</b>			
<b>DOB :</b>	<b>Year level (if applicable):</b>		
<b>Aboriginal</b>	<input type="checkbox"/>	YES	
<b>Torres Strait Islander</b>	<input type="checkbox"/>	YES	
<b>Student with disability</b>	<input type="checkbox"/>	YES	
<b>Under the Guardianship of the Chief Executive of the Department for Child Protection</b>	<input type="checkbox"/>	YES	
<b>Name of notifier</b>			
<b>Names of others contributing to notification</b>			
<b>Date of notification to CARL or eCARL</b>			
<b>Family related</b>	<b>Non-family related</b>		
<input type="checkbox"/> The child or young person has suffered harm (including harm caused by physical, emotional, sexual abuse or neglect). <input type="checkbox"/> There is a likelihood that the child or young person will suffer harm. <input type="checkbox"/> The likelihood a child or young person will be removed from the state: <input type="checkbox"/> for an unlawful medical or other procedures, including female genital mutilation <input type="checkbox"/> for a child marriage <input type="checkbox"/> to take part in criminal activity. <input type="checkbox"/> Parents or guardians of a child or young person: <input type="checkbox"/> unable or unwilling to care for the child or young person <input type="checkbox"/> have abandoned the child or young person <input type="checkbox"/> have died. <input type="checkbox"/> School-aged child or young person is persistently absent from school without satisfactory explanation. <input type="checkbox"/> Child or young person is homeless or is living somewhere unsafe. <input type="checkbox"/> Concerns about an unborn child.	<b>Adult</b> <input type="checkbox"/> YES Employee/volunteer/contractor at the site? <input type="checkbox"/> YES  <b>Minor</b> <input type="checkbox"/> YES Child/young person at the site? <input type="checkbox"/> YES		
	<b>Type of notification</b>		
	<b>E-notification</b> <input type="checkbox"/> YES <b>Phone call to Child Abuse Report Line</b> <input type="checkbox"/> YES		
<b>Additional information if relevant (for example advice received in conversation with CARL)</b>			
<b>Principal/Leader name and signature</b>			
<b>NB: Store securely (locked file). Do not save an electronic copy. Do not store in a student's school file.</b>			

## Concerns checklist

(Actions to be considered when your concern is NOT about an immediate threat to a child or young person's safety)

### Observations of neglect—for example, poor nutrition or hygiene, inadequate supervision, inappropriate responsibilities in the home, frequent failure to collect from site etc

- Have the issues, as they relate to the child's learning, social development or safety, been raised with the parents or carers?
- Have the parents or carers been advised of local health/parenting/financial/other services that might assist them?
- Have you used all available and appropriate support in your work place to assist you in responding to your observations?
- With frequent failure to collect a child from the site, have you confirmed emergency contacts for overnight care on the enrolment form or discussed alternative arrangements?

### Persistent non-attendance of compulsory-age children

- Has a referral been made to the Department for Education attendance and engagement officer or delegate and has a file of actions taken by the school, student support services team and other agencies been compiled?

### Children and young people in care (Guardianship)

- Has the child or young person's case worker been contacted to discuss concerns?
- Has the staff member who established the student's Individual Education Plan (principal, preschool director or delegate) been consulted?

### Children with Aboriginal or Torres Strait Islander identity

- Has the site and/or education office Aboriginal Community Education Manager/Aboriginal Service Engagement Officer or other services supporting the child/young person or their family been consulted?

### Children with disability

- Has the special educator, student support services team staff or other professionals supporting the child or young person been asked for advice and have family members been consulted?

### Children of culturally and linguistically diverse (CALD) backgrounds

- Has the site contacted the CALD community liaison officers (Department for Education only)

### Young people with 'at risk' behaviour—for example, offending, substance abuse, signs of mental health problems, sexual vulnerability, home instability

- Have you and/or a senior staff member communicated your concerns with parents or carers where safe to do so?
- Have you and/or a senior staff member established a belief that the parents or carers are not protective?
- Have you and/or a senior staff member linked the young person to appropriate youth services including mental health/health/juvenile justice services?
- Have you and/or a senior staff member used integrated support services team or referred to an interagency service?

### Discussion with other professionals working with the child or young person or their family members (siblings etc)

- Have you discussed your concerns with your principal/director/senior staff member/student support team etc?
- Have you discussed your concerns with out of school hours care (OSHC), family day care, child care, preschool staff?
- Have you discussed your concerns with staff at education or care sites where the child was previously enrolled?
- Have you discussed your concerns with other agencies—government, non-government, local government?

### Documentation of your actions

- Have you ensured that the site has recorded the actions it has taken in following up on its concerns?

# Notifications checklist

(Information you should have with you, if available, when you make a notification)

## Identification details:

- full name (including aka: 'also known as' by other surnames)
- date of birth/age/year level
- current address; contact number
- school or care setting
- Aboriginal or Torres Strait Islander identity/kinship group
- non-English speaking/disability
- alleged perpetrator's name, age, address, relationship to child/young person, current whereabouts
- current whereabouts of child or young person
- next contact with alleged perpetrator

child or young person  
siblings  
parents or carers

## Notifier details:

- your full name, job title or role in the school or care setting
- name, address and contact number of school or care setting
- your relationship to child or young person of concern
- type of contact you have with the family/how frequent
- capacity in which you are working with child or family

## Details of concerns:

- if child or young person disclosed: What did child or young person say?/What was the emotional presentation?
- who saw/heard what and when
- size and location of injuries/description of any bruising
- child or young person been seen by a GP; if so, name and contact number
- description of carer behaviours of concern and frequency/severity

- description of any of child's or young person's behaviours of concern and frequency/severity health factors

## Other family details:

- are parents separated; any Family Court orders
- does custodial/non-custodial parent have a partner/partner's name
- knowledge about the functioning of the family or family violence/animal cruelty/violence to people outside of the family or drug/alcohol abuse/mental health problems or extended family or other support networks/child care arrangements or nature of involvement with any agencies/any relevant

## History of education/care actions:

- response from parents or carers when concerns have been raised with them
- 'take up' from parents or carers of referrals facilitated for them
- special supports for the child or young person (SSO support/breakfast program/transport/uniform/modified/learning program/counselling/mentoring/overnight care)
- referrals and involvement of integrated support services team with child or young person
- involvement of other government or non-government services
- files/documents available for transfer to child protection staff
- your discussion with principal/director or delegate about this notification
- your record of this notification on the official form in your site leader's office