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Bendigo Kangan Institute

Child Safety Procedure

1.0 Purpose

This procedure explains how Bendigo Kangan Institute (BKI) protects the safety and wellbeing of children and young people. It outlines what adults must do when they notice or are told about a concern related to child abuse, neglect, or suspected harm.

It supports BKI's commitment to the Victorian Child Safe Standards, which help organisations create safe environments for children and young people. This procedure works alongside the Child Safety Policy to make sure everyone at BKI understands their role in keeping children and young people safe.

2.0 Scope

The procedure covers all children and young people, students and visitors, including those attending open days, school tours, or visiting with a parent or carer.

The policy applies to all adults at BKI, including employees, volunteers, contractors, service providers, labour hire workers, students on placement in child-related work, secondees, directors, and business owners operating within or connected to BKI. It also applies to anyone bringing children onto campus.

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3.0 Procedural Steps

No.	Phases and steps	Name of role who actions
3.1	Reporting Concerns	
	<p>When a concern is raised, whether by a child or young person, another person, or through indicators that suggest a child may be at risk or needs protection, BKI staff are expected to act as a Reporting Staff Member (RSM). In this role, staff are responsible for:</p> <ul style="list-style-type: none"> • Listening to and supporting the person who raised the concern. • Taking appropriate and timely action. • Ensuring the concern is reported correctly and without delay. <p>To support this process, staff can access resources such as the Child Safe Toolkit, the Child Safety Incident Report (CSIR), Four Critical Actions Poster, and can contact the Child Safety team:</p> <ul style="list-style-type: none"> • Child Safety Officer (CSO) • Manager, Safer Community • Head of Student Support and Success <p>The steps in this procedure must be followed whenever there is a concern about child abuse—whether it's an incident, a disclosure, or a suspicion. This includes situations where staff are contacted by authorities investigating abuse or neglect. Staff must also consider whether other children may be at risk, especially in cases involving historical abuse, such as sexual abuse, or when the person raising the concern is now an adult or a vulnerable young person.</p>	RSM
3.2	Identifying Child Abuse: Protecting children and young people	

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No.	Phases and steps	Name of role who actions
3.2.1	<p>Supporting Vulnerable Young People</p> <p>Some young people may be more at risk—especially if they’ve experienced abuse, family violence, youth justice, out-of-home care, or face disadvantage. Even if they’re over 18, we still consider their situation, particularly if it may indicate current risks to other children.</p> <p>In these cases, the Child Safety team may offer support, advice, or take action to help keep everyone safe.</p>	All Adults
3.2.2	<p>Children in Need of Protection</p> <p>Sometimes, a child may need protection if they are not safe or properly cared for. This can happen when:</p> <ul style="list-style-type: none"> • The child has been left alone, their parents have passed away or can’t care for them, and there’s no one else to help. • The child has been hurt—or is likely to be hurt—by physical, sexual, emotional, or psychological abuse, and their parents can’t or won’t protect them. • The child’s health or development is at serious risk because they’re being neglected, like not getting enough food, care, or medical help. <p>If any of these things happen, it’s important to act quickly. Staff will follow BKI’s child safety procedures and meet legal responsibilities to help keep the child safe.</p>	All Adults

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No.	Phases and steps	Name of role who actions
3.2.3	<p>Student-to-Student Child Abuse</p> <p>Sometimes, child abuse can happen between students—even if both are young people. This includes things like physical or sexual abuse, serious bullying, stalking, or online threats and blackmail. It can happen on campus, during breaks, at BKI activities, online, or in the community.</p> <p>If something serious happens on campus and someone is hurt (like in a fight):</p> <ul style="list-style-type: none"> • Staff must follow the campus emergency response plan • The incident must be recorded in BKI’s ‘safety factors’ system • A parent or emergency contact must be told the same day <p>All students are expected to follow the Student Charter, and Student Code of Conduct Procedure. These matter will be managing in conjunction with the Safer Community team who will facilitate: :</p> <ul style="list-style-type: none"> • Making safety plans for anyone affected • Supporting students who are showing harmful behaviour • Leading investigations into student misconduct • Preparing information for student conduct panels • Helping to repair and restore damaged relationships 	<p>All Adults</p> <p>Safer Community</p>
3.2.4	<p>Reportable Conduct Scheme</p> <p>The <i>Reportable Conduct Scheme</i> covers child abuse perpetrated by adults connected to BKI—such as workers or volunteers, students on placement in certain settings like early childcare. This includes:</p> <ul style="list-style-type: none"> • Sexual offences or inappropriate sexual behaviour • Physical violence toward or within view or hearing of children • Serious emotional, psychological harm, or neglect • Past abuse, including grooming <p>These rules may apply even if the behaviour happens outside of work or the person doesn’t work directly with children.</p>	<p>All Adults</p>
3.3	<p>Receiving a Disclose: Supporting those involved</p>	

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No.	Phases and steps	Name of role who actions
3.3.1	<p>When a student or young person makes a disclosure or raises a concern relating to their wellbeing or safety, staff should respond in a calm, supportive and trauma informed manner.</p> <p>Staff should:</p> <ul style="list-style-type: none"> • Make sure they are safe; they can talk freely without disruptions and can leave at any time. • Stay calm—try not to show shock or react strongly. • Listen without asking too many questions. • Keep them informed—explain what you need to report, who to, and why, in a way that’s age-appropriate. • Let your Line Manager know and arrange cover for your role if needed. • If the student is missing class, inform their teacher that they are with you (with the student’s consent). • Take care of yourself—it’s okay to ask for help or advice such as contacting a CSO. <p>Later you may wish to access the Employee Assistance Program (EAP) for wellbeing support or arrange a debrief.</p> <p>If the situation is affecting your wellbeing at work, raise it with the Health, Safety & Wellbeing (HSW) team.</p>	Reporting Staff Member
3.4	Next Steps: Consultation and Advice on Reporting	

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No.	Phases and steps	Name of role who actions
3.4.1	<p>Getting Help with Child Safety Concerns</p> <p>If you're not sure whether something you've seen, heard, or been told is a child safety concern (like abuse or neglect), you should talk to the CSO as soon as possible.</p> <p>The CSO can help you:</p> <ul style="list-style-type: none"> • Understand if the concern needs to be reported • Explain what the law requires such as <i>reasonable belief</i> • Support you in deciding what to do next <p>If the concern doesn't require a formal report, the CSO will record it as a 'Secondary Consult' and may provide advice and or refer on.</p> <p>When the concerns reach a threshold for reporting, the RSM must complete a Child Safety Incident Report (CSIR) available in the Child Safe Toolkit.</p> <p>If you're unsure what to include, your Line Manager or a Child Safety Officer (CSO) can assist you.</p>	Reporting Staff Member
3.4.2	<p>Getting Help with Reportable Conduct Concerns</p> <p>If you're concerned about someone's safety and believe it may involve reportable conduct you must speak only with:</p> <ul style="list-style-type: none"> • A CSO • If a CSO is unavailable, contact the Head of Student Services and Success, or the Head of People and Culture. <p>Do not discuss the concern with your manager or any other staff member. This is to protect the privacy and confidentiality of everyone involved.</p> <p>Similarly to above a secondary consult recorded or when required the RSM must complete a Child Safety Incident Report (CSIR) available in the Child Safe Toolkit.</p> <p>The CSO can support the RSM in completing the report. Depending on the nature of the concern, the CSO may take certain actions on behalf of the RSM.</p>	RSM

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No.	Phases and steps	Name of role who actions
3.4.3	<p>Making a Report – Your Responsibility</p> <p>If you're a RSM and you're worried about a child's safety, you don't need permission from anyone to report it—whether that's internally to a CSO or externally to:</p> <ul style="list-style-type: none"> • Victoria Police or • Department of Families, Fairness and Housing (DFFH) Child Protection <p>You have a legal duty to act.</p> <p>If an RSM chooses not to report something serious, they may be directed to do so by a CSO, their manager, or another senior leader—and that direction must be followed, even if there are different opinions.</p> <p>When needed, the RSM and CSO can work together to prepare and submit a report. The CSO is available to help explain why a report is necessary and what to include.</p> <p>If an RSM can't make the report themselves (for a valid reason), they must pass on the information in detail for their Line Manager or the CSO to report on their behalf.</p>	RSM
3.5	Four Critical Actions: Complete these as soon as possible	
3.5.1	<p>Critical Action 1: Respond to an Emergency</p> <p>If a child is in immediate danger, act quickly to keep them safe:</p> <ul style="list-style-type: none"> • Separate the child from others involved. • Call Campus Security and arrange First Aid if needed. • Call 000 for urgent medical or police assistance. • Choose someone to stay in contact with Police if they attend. • If necessary, protect the area as a potential crime scene. • Once it is safe to do so, contact the parent, carer or emergency contact as soon as possible <p>For further guidance, refer to the Campus Emergency Response Posters or access emergency procedures.</p> <p>In addition, refer to the Student Critical Incident Procedure.</p>	RSM Security Wardens First Aid

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No.	Phases and steps	Name of role who actions
3.5.2	<p>Critical Action 2: Reporting to Authorities</p> <p>Once the student is safe, the RSM must report any concerns, suspicions, or disclosures of child abuse as soon as possible and include key details:</p> <ul style="list-style-type: none"> • Type of abuse • What was said or observed • Signs of harm (physical or behavioural) • Witnesses (if any) • Alleged perpetrator and their relationship to the student • If historical, include the student's age and approximate year • Current safety status and any support needs • Student and family contact details • Your own contact details <p>Contacts for reporting are in the Child Safe Toolkit. The CSO can guide you on external reporting based on the situation, in most cases this will be DFFH Child Protection.</p> <p>When reporting ask for intake workers name and contact email as well as provide them your details and the child safety team email: childsafety@kangan.edu.au or childsafety@bendigotafe.edu.au</p> <p>If an RSM can't make the report themselves (for a valid reason), they must pass on the information in detail for their Line Manager or the CSO to report on their behalf.</p>	RSM

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No.	Phases and steps	Name of role who actions
3.5.3	<p>When It's Not Abuse but Still Concerning</p> <p>If a young person is experiencing wellbeing, safety or personal concerns, even when abuse is not suspected, staff should still take appropriate action/</p> <p>. Staff may consult with the Child Safety or Safer Community Teams regarding concerns, risk management , referral pathways and appropriate support.</p> <p>Where appropriate, and with the student's consent where required, referrals may be made to:</p> <ul style="list-style-type: none"> • Student Support and Wellbeing services for wrap-around support and coordinated intervention, • and/or relevant external support services or agencies, including The Orange Door or community-based services. <p>Student Support and Wellbeing may coordinate ongoing wellbeing support and action referrals in collaboration with relevant internal teams.</p> <p>Early support and intervention can help promote safety, wellbeing and educational engagement.</p>	<p>RSM</p> <p>Child Safety</p> <p>Safer Community</p>

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3.5.4	<p>Critical Action 3: Contacting Parents/Carers</p> <p>Where appropriate, communication with parents and carers is essential to support the safety and wellbeing of young people. It enables parents/carers to take protective action and provide support to their child.</p> <p>Decisions about sharing information must always be guided by the best interests of the young person and in consultation with relevant authorities, this includes Child Safety Officer or Manager, Safer Community Do not contact parents/carers if advised by DFFH Child Protection or Victoria Police, particularly when:</p> <ul style="list-style-type: none"> • The parent/carer is alleged to be involved in the abuse. • The child is a mature minor and does not consent to contact, with a valid reason. <p>Additional considerations:</p> <ul style="list-style-type: none"> • Students as mature minors may prefer to contact their parent/carer themselves, ideally with the RSM/CSO/Manager Safer Community present. • In discussion with the RSM it may be decided that another staff member will contact parents/carers. • When Reportable Conduct, the CSO will usually be best placed to contact the parent/carer. <p>VET Delivered to Secondary Students (VDSS):</p> <p>If a child safety concern is raised and the VDSS Co-ordinator is not the person who reported it (the RSM), the following steps must be taken:</p> <ul style="list-style-type: none"> • The RSM or their Line Manager must notify the VDSS Co-ordinator that an incident has been raised. • This ensures the secondary school is made aware an incident raised and the name and contact details of the staff managing the matter. • The student should be informed that this contact with their school is required. • The school may choose to contact the parent or carer directly or ask BKI to do so. They may also coordinate support, if applicable follow up on conduct concerns, and liaise directly with BKI staff involved in managing the matter. 	RSM
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No.	Phases and steps	Name of role who actions
	This communication with the student's school is a legal requirement under BKI's contracting agreements for VDSS programs.	
3.5.5	<p>Critical Action 4: Providing Support</p> <p>Students must be offered immediate support at the time of disclosure and access to ongoing support and safety planning.</p> <p>If the RSM is not in a wellbeing or counselling role:</p> <ul style="list-style-type: none"> • Provide care and refer the student to support services (e.g. Student Wellbeing and Support) with student input. • Share the agreed details and support that is needed. • Consider the student's cultural identity, additional needs, housing situation, and any <i>protective factors</i>. <p>Safer Community (when student behaviour a factor) or Student Wellbeing and Support can:</p> <ul style="list-style-type: none"> • Offer direct support and referrals. • Develop Student Safety and Support Plans (SSSPs) in a trauma-informed and culturally safe way with students. • Consult with CSOs or external authorities or third parties (with consent) for advice and assistance. <p>Note: CSOs lead the development of safety plans for reportable conduct.</p>	RSM

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No.	Phases and steps	Name of role who actions
3.5.6	<p>Online Abuse or Harm May Require Extra Support</p> <p>Online abuse—such as stalking, exploitation, or harassment—can seriously affect a young person’s mental health, sense of safety, and self-esteem. It may lead to anxiety, withdrawal, or fear of using digital platforms. If a student is experiencing online harm, they may need help to:</p> <ul style="list-style-type: none"> • Save evidence (like screenshots or sender details) • Report the content • Block the sender • Get support from the eSafety Commissioner <p>Even if the behaviour doesn’t meet the threshold for abuse, the RSM can refer to or consult with the Safer Community team. They can provide early support and intervention. This can reduce the risk of further harm and help the student feel safe and supported.</p>	RSM
3.6	Documenting: Complete a Child Safety Incident Report (CSIR)	
3.6.1	<p>Complete a CSIR within two business days</p> <p>The RSM must complete a CSIR when reporting or when contacted by authorities regarding an investigation or a disclosure interview.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Access CSIR in the Child Safe Toolkit.. • Complete all sections, including: <ul style="list-style-type: none"> ○ Actions taken and outcomes ○ Rationale for any actions not taken ○ Support strategies provided or referrals to support ○ Who completed actions (if not the RSM) • Contact a CSO for help as needed. 	RSM
3.7	Incident Follow-up: Planning for Safety, Resolution and Review	

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No.	Phases and steps	Name of role who actions
3.7.1	<p>Incident Response Meeting: Planning Support and Safety</p> <p>An Incident Response Meeting may be held <u>within 7–10 business days</u> to plan support and ensure the student's safety. Organised by the CSO, it includes key staff such as the RSM, educators, support workers, Manager, Safer Community, and others involved in the student's care.</p> <p>The meeting focuses on:</p> <ul style="list-style-type: none"> • Putting safety and monitoring measures in place • Assigning staff to support and check in with the student and family • Reviewing if concerns need to be reported to authorities • Planning follow-up actions or meetings • Addressing any breaches of student conduct • Informing senior leaders if needed • Offering staff debriefing and wellbeing support 	<p>CSO</p> <p>Response team</p>
3.7.2	<p>Reportable Conduct: Incident Response Meeting</p> <p>When a reportable conduct concern is raised, the Child Safety Officer (CSO) consults with the Head of Student Services and Success and convenes a meeting with key leaders, including:</p> <ul style="list-style-type: none"> • Head of People and Culture (PC) • Head of Governance, Risk and Compliance (GRC) • Workplace Relations Practitioner (WRP) • Program Director/Head (if relevant) <p>The meeting addresses similar safety and support considerations as outlined in section 3.6.1, with a focus on potential misconduct by workers or volunteers. It also ensures any required follow-up and reporting to the Commission for Children and Young People (CCYP) occurs within 3 business days. Refer to the Reportable Conduct Investigation Procedure for further details.</p>	<p>CSO</p> <p>CSO</p> <p>Response team</p>

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No.	Phases and steps	Name of role who actions
3.7.3	<p>Recording Actions: Incident Log</p> <p>At times, child safety incidents can be complex and ongoing. In these cases, the response team may decide to use an Incident Log for parties to track high level actions and updates until the incident has been resolved.</p>	<p>CSO</p> <p>Response team</p>
3.7.4	<p>Monitoring and Closure Process</p> <p>The CSO monitors incidents in consultation with response teams involved in supporting, managing and overseeing the student's wellbeing and safety, and Manager, Safer Community.</p> <p>The incident remains open until:</p> <ul style="list-style-type: none"> • All actions are completed • Students are safe • Appropriate supports are in place <p>The CSO is responsible for formally closing child safety incidents.</p> <p>Timeliness Incidents should be closed within the same reporting quarter they were received, or the following quarter, unless there is a valid reason for the delay.</p>	<p>CSO</p>

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No.	Phases and steps	Name of role who actions
3.7.5	<p>Learning from Incidents: Review Process</p> <p>A review may be held to help BKI learn and improve how it supports students and strengthen practices.</p> <ul style="list-style-type: none"> • A review can be requested by anyone involved in the response, or by a student or their family. • Requests are received by the CSO by contacting or emailing: <ul style="list-style-type: none"> ○ childsafety@kangan.edu.au or ○ childsafety@bendigotafe.edu.au • Reviews are led and approved by the Head of Student Support and Success. • Reviews of reportable conduct are led and approved by the Head of Governance Risk and Compliance. <p>Students and families may also be invited to share feedback about what went well, what didn't, and how BKI can improve its response and support in the future.</p>	CSO
3.8	Child Safety Records: Keeping these Private and Secure	
3.8.1	<p>All documents related to child safety concerns are kept private and secure. These documents are stored in BKI's Client Management System (CMS) and a secure Child Safety SharePoint site, and are kept for at least 45 years, or longer if needed.</p> <p>Only staff who are directly supporting the student—such as Child Safety Officers, Counselling and Wellbeing Support, or Safer Community—can access these records. They may only view or add information if they are actively involved in the case.</p> <p>After a report is made, staff may follow up by adding case notes, updating safety plans, or recording actions taken to support the student. Access to these records is carefully managed by the Head of Student Services and Success to protect the privacy of everyone involved.</p>	Head Student Services and Success

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4.0 Child Safety Response Chart (RACI)

Action	Responsible	Accountable	Consulted	Informed
Critical Action 1 When an Emergency	RSM report & document in Safety Factors	RSM, Security, First Aid, Wardens, Line Managers	Health Safety & Wellbeing, Child Safety	Refer to Emergency Response Plan, Incident Posters
Critical Action 2a Internal Reporting	RSM report & document in CSIR	RSM, Line Manager	Child Safety	Program/Area Manager
Critical Action 2b External Reporting	RSM report & document in CSIR	RSM, Line Manager	Child Safety	Program/Area Manager
Critical Action 3 Contact Parent/Carer	RSM contact & document in CSIR	RSM, Line Manager	Child Safety	Program/Area Manager
Critical Action 4a Initial Support	RSM support & document in CSIR	RSM, Line Manager	Child Safety	Program/Area Manager
Critical Action 4b Safety Planning	Student wellbeing staff complete and document SSSP	Managers, Student Support & Wellbeing or Safer Community	Child Safety	Head Student Services and Success
Reportable Conduct	Not an Emergency not time sensitive Child Safety assist with actions and completes SSSP	Head of Student Services & Success	Head of People & Culture, Head of Governance Risk & Compliance	Refer to RCS Investigation Procedure

5.0 Roles and Responsibilities

Role	Responsibilities
Chief Executive Officer	Oversee and ensure a culture of child safety, the Standards and Reportable Conduct Scheme.
Executives and Chief Officers, Head of areas / Directors	Ensure a culture of child safety and the Standards are reflected in practice within the respective program areas roles and functions.

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Role	Responsibilities
Managers	Manage teams to ensure a culture of child safety and the Standards, manage OH&S responsibilities-students and staff- when dealing with a child safety incident in collaboration with Child Safety Team.
	Oversee registration requirements and compliance.
Head of People and Culture	Oversee worker rights and responsibilities to the child safety code of conduct and processes to investigate misconduct.
Head of Student Services and Success	Oversee Safer Community and Child Safety teams, records keeping and confidentiality requirements within the Record Keeping Systems. Report on child safety trends and initiatives to relevant committees. Oversees Reportable Conduct Scheme requirements, record management, regular policy reviews, and team functions.
Manager Safer Community	Manage the Safer Community and Child Safety teams. Custodian of policies and procedures related to team functions. Report progress of team functions and initiatives to Head of Student Services and Success.
Child Safety Officer	Promote a culture of child safety. Central point of contact as the SME for concerns regarding child abuse, neglect, child safety laws and compliance, including Reportable Conduct.
Safer Community Officers	Promote a culture of child safety. Central point of contact as the SME for concerns regarding student complex behaviours and conduct. Collaborates with Child Safety to promote student safety.
Head of Health Safety and Wellbeing	Oversee a culture of health, wellbeing and safety for staff and students and on campus incidents resulting in emergency response, incident or hazard reporting and investigation.
Line Managers	Promote a culture of child safety and the Standards, ensure team aware of responsibilities. Support employees and students impacted, work in collaboration with the child safety team.
Workers and volunteers	Promote a culture of child safety and the Standards, comply with this procedure and associated policies, participate in child safety training.
Workplace Relations Practitioner	Workplace Relations Partner (WRP) SME workplace relations rights and responsibilities. Reports to the Head of People and Culture.

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6.0 Definitions

Word/Term	Definition
Child	A child is anyone under the age of 18.
Child Abuse	<p>Types of abuse include:</p> <ul style="list-style-type: none">• Physical abuse – being hurt or injured• Sexual abuse – including Grooming (in person or online)• Emotional abuse – being constantly criticised, ignored, or made to feel worthless• Neglect – not being given proper food, care, supervision, or medical help• <i>Family violence</i> – seeing or hearing violence at home• Online abuse - threats, stalking, or sharing private images• Harmful sexual behaviour by another child (aged 10 or older)• Historical abuse – abuse that happened in the past <p>Warning signs can include self-harm, talking about suicide, risky behaviour (like drug use or unsafe sex), pregnancy at a young age.</p> <p>Child abuse can be noticed in different ways, such as:</p> <ul style="list-style-type: none">• Seeing something happen• A child or someone else telling you about it• Noticing signs that something's wrong <p>These signs of abuse might include sudden behaviour changes or poor health and wellbeing.</p>

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Word/Term	Definition
Child in Need of Protection	Child in Need of Protection refers to a child who requires intervention and support because their safety, wellbeing, or development is at risk, and their parents or guardians are unable or unwilling to protect them. This situation may arise if the child has been left alone without proper care, has lost their parents or their parents are unable to look after them, or there is no suitable adult available to help. It also includes circumstances where the child has suffered or is likely to suffer physical, sexual, emotional, or mental harm, and the parents cannot or will not protect or assist them. Additionally, a child is considered in need of protection if their health or development is at serious risk due to a lack of proper care, supervision, or necessary medical attention from their parents or guardians.
Child Safe Standards	The Child Safe Standards require organisations involving children to have policies, procedures and practices to keep them safe. The Child Safe Standards help organisations to: <ul style="list-style-type: none"> • Promote the safety of children. • Prevent child abuse. • Ensure effective processes are in place to respond to and report allegations of child abuse. • Encourage children to 'have a say', especially on issues that are important to them or about decisions that affect their lives.
Commission for Children and Young People (CCYP)	The CCYP is an independent statutory body that oversees and enforces compliance with the Standards and Reportable Conduct Scheme.
Duty of Care	Duty of Care refers to the legislative duty of care to protect the safety, health and wellbeing of children and young people accessing any BKI service or related activity, visiting BKI sites including Bendigo TAFE and Kangan Institute campuses or otherwise coming to BKI attention as needing protective intervention.

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Word/Term	Definition
Family Violence	<p>The <i>Family Violence Protection Act 2008</i> (Vic) defines family violence as behaviour towards a family member where the behaviour:</p> <ul style="list-style-type: none"> • is physically or sexually abusive • is emotionally or psychologically abusive • is economically 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. <p>A child can be the victim to any of these behaviours directly or indirectly when a child hears or witnesses or otherwise exposed to the effects of family violence, including violence between adults and/or adolescents in the home. Coercive and controlling behaviours are common across all experiences of victim-survivors. These behaviours add up to a pattern of abuse and violence which build and maintain fear of escalation to physical and sexual violence.</p>
Mandatory Reporters	<p>The following are mandatory reporters in Victoria:</p> <ul style="list-style-type: none"> • Registered medical practitioners, nurses/ midwives • Registered teachers, and those granted permission to teach. • Early childhood teachers and workers • School principals or equivalent such as education managers/directors • School counsellors, youth wellbeing and welfare workers • Police officers • Out of home care workers (excluding voluntary foster, kinship carers) • Youth justice workers • Registered psychologists • People in religious ministry.

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National Principles for Child Safe Organisations	<p>The National Principles for Child Safe Organisations help organisations create safe and supportive environments for children. They:</p> <ul style="list-style-type: none"> • Make sure child safety and wellbeing are a top priority. • Follow the recommendations from the Royal Commission. • Help organisations understand and improve how they protect children.
Protective Factors	<p>Protective factors are characteristics that help to lower any perceived risk these can be individual, help-seeking and problem-solving behaviours, having goals and hopes for the future, abstinence from alcohol and other drugs, friends, supportive partner, family, look after one's health. Family factors include strong bonds, family cohesion, parents' presence at key times, connection to culture and beliefs that are supportive, cope when in crises, or community factors like care for mental and physical health and substance use problems, availability of counselling or trusted adults, in the life of a youth, restricted access to risks. Opportunity to contribute and participate in school and/or the larger community.</p>
Reasonable belief	<p>A reasonable belief means that most people, in the same situation, would also think something might be wrong. This belief can be based on things like:</p> <ul style="list-style-type: none"> • A child says they've been hurt or abused. • A child talks about someone else being abused (they might be talking about themselves). • Someone who knows the child says the child has been abused. • A professional (like a teacher or nurse) notices something in the child's behaviour or development that raises concern. • There are signs that suggest the child might be at risk of harm or abuse.

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Word/Term	Definition
Reportable Conduct	<p>Reportable Conduct covers child abuse perpetrated by adults connected to BKI—such as workers or volunteers, students on placement in certain settings like early childcare. This includes:</p> <ul style="list-style-type: none"> • Sexual offences or inappropriate sexual behaviour • Physical violence toward or within view or hearing of children • Serious emotional, psychological harm, or neglect • Past abuse, including grooming <p>These rules may apply even if the behaviour happens outside of work or the person doesn't work directly with children.</p>
Young Person or Young People	<p>A young person is someone aged between 12 and 24 years old. Usually, child safety concerns involve people under 18, but sometimes older young people may still need support. This can happen if they:</p> <ul style="list-style-type: none"> • Are at risk of becoming homeless or 'coaching surfing' • Have experienced abuse in the past • Have been involved with Child Protection before • Used to live in out-of-home care • Involved in Juvenile Justice or at risk of involvement • Mental health, marginalised or other vulnerabilities <p>Even if they're over 18, we still pay attention to their situation—especially if it might affect other children who could be at risk now. In these cases, the child safety team might offer advice, support, or take action to help keep everyone safe.</p>

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Word/Term	Definition
Reportable Conduct Scheme	<p>Reportable Conduct Scheme ensures people who are not safe to work with children do not continue to work with children as overseen by the Commission for Children and Young People.</p> <p>Heads of organisations have responsibilities for the workers, volunteers and contractors they employ directly, these responsibilities still apply. This from 1 July 2024 extends to more individuals in your workplace, whether they are employed directly or supplied by a provider or agency. The new types of employees covered by the Reportable Conduct Scheme include:</p> <ul style="list-style-type: none"> labour hire workers and volunteer workers secondees individual business owners who employ or engage staff directors of companies where the director performs work for the organisation students aged 18+ on placement in child-related work.

7.0 Related Documents

Document Name
Child Safety (Incident) Report (online form)
Incident Log of Actions (word template)
Incident Review Report (word template)
Student Safety Support Plan (word template)
Child Safety Information Booklet
Bendigo Tafe Managing Student Issues- A Teachers Reference Guide
Kangan Institute Managing Student Issues- A Teachers Reference Guide

8.0 Version Control and Change History

Approval Authority: Head of Student Support and Success

Doc Custodian: Manager, Safer Community

Version No: 5.0

Issue Date: 28/05/2026

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Ver.	Issue Date	Document Custodian	Description of Change	Approval Authority
1.0	28/08/2019	Team Leader Student Support	New and updated procedure incorporating the former Mandatory Reporting of Suspected Child Abuse	Board of Studies
2.0	20/08/2021	Child Safety Officer	Update changes to references, structure, escalations, templates, legislation, definitions, Mandatory Reporting Procedure retired, define Reportable Conduct Investigation roles and responsibilities.	CEGO
3.0	02/11/2022	Child Safety Officer	12-month review, youth pregnancy, teachers guide, secondary consult, actions on recommendations.	CEGO
4.0	10/10/2024	Child Safety Officer	Restructure, new roles, 'RSM', RACI, time frames within steps, safety plan guidelines, EAP support, clarify difference between non and RCS response, Incident Response and Plan of Actions, Incident Log, SharePoint, CMS support for CSO. RSC legislation changes. New RCS Investigation Procedure.	Chief Operating Officer
5.0	28/05/2026	Manager, Safer Community	CSO role moved to new Safer Community Team, review of language to incorporate AI to simplify and make student friendly version. Updates post Incident Reviews; addition of historical abuse and vulnerable young people who may be aged over 18. Safety Planning and role of Wellbeing and Safety Teams.	Head of Student Services and Success

Approval Authority: Head of Student Support and Success

Doc Custodian: Manager, Safer Community

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9.0 Document Custodian and Approval Authority

Document Custodian	Approval Authority	Approval Date	Scheduled Review Date
Manager, Safer Community	Head of Student Services and Success	28/05/2026	28/05/2028

Approval Authority: Head of Student Support and Success

Doc Custodian: Manager, Safer Community

Version No: 5.0

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