**Family violence basic safety plan**

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| INSTRUCTIONS – before completing plan | |
| **Why** | Your school or service is prescribed under the Family Violence Multi-Agency Risk Assessment and Management Framework (MARAM). This means your school or service is required to ensure its policies, procedures, practice guidance and tools align with MARAM.  Staff of schools and services have a non-delegable duty of care obligation, which requires them to take reasonable steps to reduce the risk of reasonably foreseeable harm to students. This plan focuses on the child or young person’s safety at your school/service. This plan includes a one-off discussion on safety at home, which helps the child or young person to consider measures they may take to support their safety at home.  The Four Critical Actions set out the actions schools and services must take when responding to a suspicion, incident, disclosure or reasonable belief of child abuse, including exposure to family violence.  Following the Four Critical Actions helps your school or service to meet MARAM obligations.  For more information, see Report child abuse in schools <[www.schools.vic.gov.au/report-child-abuse-schools](http://www.schools.vic.gov.au/report-child-abuse-schools)> or Report child abuse in early childhood <[www.vic.gov.au/child-protection-early-childhood-protect/report-child-abuse-early-childhood](http://www.vic.gov.au/child-protection-early-childhood-protect/report-child-abuse-early-childhood)>. |
| **Who** | **MARAM nominated staff can use this tool.** These staff members are identified by the school or service leader and should have qualifications, training, experience or a role aligned with wellbeing, such as wellbeing coordinators and leadership staff. |
| **When** | You may have completed or received a completed Family Violence Identification Tool and/or Family Violence Screening Tool from a colleague. If you believe there is current family violence and have followed the Four Critical Actions, including notifying relevant authorities, you should develop a basic safety plan for the child or young person.  You must act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a suspicion or a reasonable belief that a child has been, or is at risk of being abused. You do not have to directly witness the child abuse or know the source of the abuse.  If there is a Family Violence Intervention Order (FVIO) or  a parenting order in place, the school or service should  review the department's Intervention Order policy at <[www2.education.vic.gov.au/pal/intervention-orders/policy](https://www2.education.vic.gov.au/pal/intervention-orders/policy)**>** and seek legal advice to determine its responsibilities to the child or young person. Principals of Victorian Government Schools can contact the Department of Education’s Legal Division. This may include completing an Individual Safety Plan for Intervention Orders and having a one-off discussion on safety at home. If you are unsure if there is a FVIO or parenting order in place, you can request information from Victoria Police under FVISS or CISS. |

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| **INSTRUCTIONS (CONTINUED) – before completing plan** | |
| **How** | Organise a conversation with the child or young person (or adult victim survivor if safe, reasonable and appropriate, noting your primary responsibility is always to the child or young person). This may be done at the same time as the screening conversation.  Record agreed plans in this tool, but do not provide a copy to the child, young person or adult victim survivor as this can increase risk if the person using violence accesses it. |

NEXT STEPS – after completing plan

Next steps are outlined in the Outcome and next steps section.

Personal details

Record personal details (if they are not already recorded in a completed Family Violence Identification Tool attached to this tool). You can consult your school or service’s record management system.

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| **CHILD OR YOUNG PERSON** | | |
| Full name | |  |
| Year level | |  |
| Date of birth | |  |
| Other relevant details (e.g. in out-of-home-care, services they are engaged with) | |  |
| **ADULT VICTIM SURVIVOR (IF APPLICABLE)** | | |
| Full name |  | |
| Date of birth |  | |
| Relationship to child or young person |  | |
| Contact details  (phone or email) |  | |
| Other relevant details (e.g. interpreter needed, employment status) |  | |

Part 1: Safety at school or service

Discuss the following basic safety plan elements with the child or young person (or adult victim survivor if safe, reasonable and appropriate, noting your primary responsibility and duty of care is always to the child or young person).

Each safety plan is unique and based on the needs of the child or young person, and you should   
be guided by them on what is important and safe for them. You may not need to complete all sections

You may need to revisit the safety plan if new information or risks are presented.

Insert details as prompted between the ‘<’ and ‘>’ characters.

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| STAFF CONTACT |
| The following staff members are aware of and ready to enact this plan: <insert staff names>.  <Insert child or young person's name> has nominated the following staff member as their contact to assist with this plan: <insert staff contact name>.  If <insert staff contact name> is not at the school or service, <insert child or young person's name> will report to <insert a secondary staff contact name> for assistance. |
| **CODE WORD OR PHASE** |
| <Insert child or young person's name> will use the following code word or phrase with one of the staff members aware of this plan to indicate lack of safety: <Insert code word or phase>.  If the code word or phrase is used, school or service staff will act by <insert agreed action>. |
| **ENTRY AND DROP-OFF ARRANGEMENTS** |
| Arrangements could include the following (fill and check options as appropriate):  <Insert child or young person's name> will enter the school or service via <insert location> by <insert time>.  <Insert child or young person's name> will meet their staff contact, who will walk them to their classroom.  If <insert child or young person's name> has not arrived by <insert time>, <insert staff contact name> will <insert agreed action>  Reception staff will be notified of these entry and drop-off arrangements, and will notify <insert staff contact name> if there are concerns for the safety or wellbeing of <insert child or young person's name>. Reception staff can call 000 if there is immediate danger.  Other: |
| **EXIT AND PICK-UP ARRANGEMENTS** |
| Arrangements could include the following (fill and check options as appropriate):  <Insert child or young person’s name> will leave the school or service via <insert location>,  and will be picked up at <insert location> by <insert parent or carer name>.  If <insert child or young person’s name> has not been collected by <insert time>, <insert staff contact name> will <insert agreed action>.  Reception staff will be notified of these exit and pick-up arrangements, and will notify <insert staff contact name> if there are concerns for the safety or wellbeing of <insert child or young person’s name>. Reception staff can call 000 if there is immediate danger.  Other: |

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| BREAK TIMES (E.G. RECESS AND LUNCH TIME) |
| For example:   * Yard duty teachers will be instructed to take particular note of <insert child or young person’s name>. * Yard duty teachers will monitor entrances and exits to school and school boundaries, and alert school leadership if <insert name of person believed to be using violence> is present. |
| **EVENTS AND ACTIVITIES ARRANGEMENTS (E.G. CAMPS AND EXCURSIONS)** |
| <Insert staff contact name> will make arrangements for each school or service event or activity to ensure <insert child or young person’s name> is appropriately supervised. These arrangements will be communicated to <insert parent or carer name> and other relevant staff before the event or activity. |
| **CONSIDER THIS SECTION IF ADOLESCENT FAMILY VIOLENCE IS IDENTIFIED (E.G. AGAINST  A SIBLING OR INTIMATE PARTNER)** |
| Consider arrangements for in-school or service classes or sessions, including movement between them, activities and shared spaces. For example:   * <Insert child or young person’s name> and <insert other child or young person’s name> do not share classes. * For <insert class or session>, <insert child or young person’s name> and <insert other child or young person’s name> will be seated apart and follow the direction of <insert staff contact name>. * <Insert staff contact name> is aware of this plan and will monitor the situation and take necessary steps to ensure as much distance as possible is maintained between the children or young people. * <Insert child or young person’s name> will access <insert class or session> via <insert path>. * <Insert child or young person’s name> will attend <insert activity> and sit <insert arrangement>. * <Insert child or young person’s name> can attend <insert shared space> exclusively on <insert days> between <insert times>. |

Part 2: Safety at home

Safety planning for the home is a once-off conversation. You are not expected to provide advice to support the safety of the child or young person at home. The following is a list of prompting questions to support the child or young person to plan for their safety.

Discuss as many of the following basic safety plan elements as is appropriate. It may be as simple as ensuring they know to call 000 in an emergency.

If discussing safety planning at home with an adult victim survivor (if safe, reasonable and appropriate, noting your primary responsibility is always to the child or young person) you should tell them that:

• the school or service can make a referral to specialist services that provide comprehensive risk assessment and management, including comprehensive safety planning

• the school or service will work with specialist services to support the child or young person’s wellbeing and safety at the school or service.

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| CAN YOU TELL ME WHAT YOU USUALLY DO TO KEEP YOURSELF SAFE AT HOME? | |
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| **WHO WOULD YOU CONTACT IF YOU FELT UNSAFE AT HOME?  (E.G. FRIEND, FAMILY MEMBER, NEIGHBOUR)** | |
|  | |
| **WOULD YOU FEEL COMFORTABLE CALLING THE POLICE (000) IN AN EMERGENCY?** | |
| Yes | |
| No | If no, is there someone close by you can contact who can call the police?  For example, could you text someone you trust a code word or phrase  if you are in trouble? |

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| Consider the age and developmental stage of the child or young person before asking the following questions. | |
| **IF YOU NEED TO LEAVE HOME TO FIND SAFETY:** | |
| **WHAT WOULD YOU TAKE? (E.G. PHONE, CASH, DEBIT OR CREDIT CARD, KEYS, MEDICATION, LAPTOP, MYKI CARD, CLOTHES)** | |
|  | |
| **WHEN WOULD YOU LEAVE? (E.G. SCHOOL OR SERVICE DROP-OFF, REGULAR APPOINTMENTS)** | |
|  | |
| **WHERE WOULD YOU GO? (E.G. HOUSE OF A FRIEND, FAMILY MEMBER)** | |
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| **HOW WOULD YOU GET THERE? (E.G. CAR, BICYCLE, WALK, PUBLIC TRANSPORT,  TAXI OR UBER)** | |
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| If the person using violence has access to your devices or online accounts, they may be able to track you. If it is safe to do so, check your privacy settings and disable your location. | |

Outcome and next steps

Insert details as prompted between the ‘<’ and ‘>’ characters.

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| <INSERT SCHOOL OR SERVICE NAME> AGREES TO TAKING ALL THE FOLLOWING ACTIONS TO ENSURE THE SAFETY OF <INSERT CHILD OR YOUNG PERSON’S NAME> AT THE SCHOOL OR SERVICE, BEGINNING <INSERT START DATE>: |
| * Share this safety plan with relevant authorities if appropriate under FVISS, per my school or service’s standard procedure (with the Family Violence Identification Tool and Family Violence Screening Tool attached, if completed). * Enact this plan immediately and for as long as the child or young person requires. * Inform relevant school or service leadership and staff of this plan and provide them with access to it. This may include the staff contact, secondary staff contact and reception staff. * Ensure this plan is accessible for <insert child or young person’s name> to view at the school or service at any time. Do **NOT** provide a copy to the child, young person or adult victim survivor as this can increase risk if the person using violence accesses it. * Provide ongoing support, including wellbeing support, in line with the Four Critical Actions. * Set a date to review the basic safety plan to ensure it is still relevant and reflects the changing circumstances for the child or young person and their family. Reviewing this plan does not mean establishing new safety strategies; rather, it is about being responsive to changing risk and safety needs for the child or young person. Update this plan whenever there is new risk-relevant information about the child or young person. * Follow the school or service’s standard procedure for storing sensitive information. |

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| **THIS TOOL WAS COMPLETED BY:** | | | |
| Initials or code  of staff member (Do not use full name) |  | | |
| School or  service name |  | | |
| School or  service address |  | | |
| Date of planning conversation |  | | |
| Date completed |  | | |
| Date to be reviewed |  | This safety plan will be reviewed on |  |
| Completed tool shared with  (if applicable) |  | | |

**Important note**

Schools and services **must** ensure that any copies of this tool and the information in this tool are stored in a secure location that can only be accessed by school and service leaders, and MARAM-nominated staff.

This template is an extract from the *Information Sharing and Family Violence Reforms – Guidance and Tools* <[www.vic.gov.au/information-sharing-guidance-and-tools](http://www.vic.gov.au/information-sharing-guidance-and-tools)>, published by the Department of Education.