**Support and safety plan**

**Type your information into the template and delete the explanatory text.**

See the ‘sexual behaviour in children and young people procedure and guideline’ for information   
about support and safety plans.

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| **Support and safety plan for children and young people affected by the concerning or harmful sexual behaviour of others** | | |
| **Name:** |  | |
| **Date of Birth:** |  | |
| **Support in the education and care site** | **Persons responsible** | **Success indicators** |
| What changes to the child or young person’s routine are in place to support them? For example:   * supervision during play * yard duty arrangements * before or after school arrangements * classroom or timetable considerations * counselling support.   Has the child or young person been told what restrictions or expectations have been placed on other involved children or young people?  How is the child or young person expected to tell educators or care providers if another child or young person does not follow the restrictions or expectations? For example:   * tell the yard duty teacher or educator supervising play * move to the front office * report directly to the site leader.   Who can the child or young person communicate with about personal issues or concerns they have about the plan?  How do they access this person?  What signs of stress in the child or young person will be reported immediately to their parents or carers? How will this communication take place?  What is the agreed response the child or young person will provide to questions from others? | Who directly supports the child or young person with these support strategies?  Who is responsible for informing others (eg other teachers, relief staff, yard duty staff, and front office staff) of the information in this plan that they need to know?  Who will coordinate communication with the parents or carers? | How will you know the internal support strategies are working?  What will you observe?  What will the child or young person be doing?  What will other people be doing?  What changes in the child or young person’s behaviour, wellbeing, knowledge or skills will you notice? |
| **Parent or carer support** | **Persons responsible** | **Success indicators** |
| What actions are being taken in the home to help restore the child or young person’s sense of safety and wellbeing?  What signs of stress in the child or young person will be reported immediately to the education and care service and other professionals supporting the child or young person?  Do the parents or carers understand what the site’s response will be if:   * parents or carers are unable or unwilling to support the plan? * agreed support services (eg therapy) are not accessed? | Which parent or carer will be taking what responsibilities?  Who will be the key contact for the parents or carers in all matters relating to this plan? | How will you know the parent or carer support strategies are working?  What will the parents or carers be doing?  What changes in the child or young person’s behaviour, wellbeing, knowledge or skills will you notice? |
| **Teaching and learning support** | **Persons responsible** | **Success indicators** |
| What learning programs are being used to:   * help reinforce the child or young person’s rights to physical and emotional safety? * promote the reporting of inappropriate behaviour in the education and care service? * promote help-seeking behaviour in the education and care service?   How does this relate to the work of other professionals? | Who is responsible for the learning described in this plan?  Who is responsible for informing and supporting others with these requirements? | How will you know the teaching and learning support strategies are working?  What will you observe?  What will the child or young person be doing?  What will other people be doing?  What changes in the child or young person’s behaviour, wellbeing, knowledge or skills will you notice? |
| **External support** | **Persons responsible** | **Success indicators** |
| Are there any police or court conditions that must be reflected in this plan?  What other agencies or professionals are involved with the child, young person or their family?   * List their contact names and details, including secondary contacts where applicable. * What is the nature and length of their support? * How do they liaise with the site? Have parents/guardians given consent to share information? * Have they contributed to the development of this plan? * Have they been given a copy of this plan? | Who communicates with other involved agencies? | How will you know the external support strategies are working?  What will other agencies or professionals be doing?  What will the child, young person or their family be doing?  What changes in the child or young person’s behaviour, wellbeing, knowledge or skills will you notice?  What will the communication look like between the education and care service and other agencies or professionals?  How will other agencies or professionals be involved in developing and monitoring the plan? |
| **Plan monitoring and review** | **Persons responsible** | **Success indicators** |
| How will this plan be monitored?  When will this plan be reviewed? Must be at least once per term or more frequently if circumstances change. | Who is responsible for the monitoring and review of the plan and associated documentation?  Who will contribute to the review? (include the child or young person, parents and carers, other professionals involved). | How will you know the plan is being successfully monitored and reviewed? |
| **Others with duty of care** | **Persons responsible** | **Success indicators** |
| Who else needs to know about this plan?  Consider:   * OSHC or vacation care employees * family day care provider * boarding or residential staff * transitions between classes, educators and care providers, year levels, settings.   How will the relevant information be shared with those who need it? | Who is responsible for discussing this plan with other people who have a duty of care?  Who will decide what information is relevant to share? | How will you know appropriate information sharing is occurring on an ongoing basis with others with a duty of care? |
| **Plan participants, site leader details and date of plan** | | |
| **Plan participants** | Names, roles and signatures of everyone who contributed to the development of the plan including child or young person, parents, carers, educators, care providers, other staff and external agencies. | |
| **Site leader name and signature** |  | |
| **Plan date** | Date plan was agreed | |
| **Review date** | Date plan will be reviewed | |