



AUSTRALIAN INSTITUTE of INTERNATIONAL UNDERSTANDING (AIIU)

ACTION PLAN for DEALING with ACTUAL or ALLEGED ABUSE

Guidance on the actions to be taken if a student has just been abused
or is at immediate risk of harm.

AIIU and its Partner Organisations as applicable are expected to follow this guidance for both outbound and inbound programs. Whilst it is acknowledged that each of AIIU's Partner Organisations have their own unique way of dealing with actual or alleged abuse, the Memorandum of Understanding entered into between AIIU, and its respective Partner Organisations encourages these organisations to take into consideration the following AIIU procedures when faced with this type of situation.

The following information applies to reporting all forms of student abuse.

ACTION 1: RESPOND TO AN EMERGENCY

Ensure immediate safety

Ensure immediate safety by:

- separating the alleged victim and others involved, ensuring all parties are supervised by a relevant staff member, local coordinator and/or an adult from the host family
- arranging and providing urgent medical assistance where necessary by:
 - administering first aid assistance
 - calling 000 (or the equivalent overseas) for an ambulance and following any instructions from emergency service officers or paramedics.
- calling 000 (or the equivalent overseas) for urgent Police Services assistance if:
 - the person who is alleged to have engaged in the abuse poses an immediate risk to the health and safety of any person.
 - be prepared to identify a contact person at the school for future liaison with Police Services.

Preserve evidence

Where an incident of suspected abuse occurs, you may need to take action to preserve any items that may amount to evidence of the abuse. Consider all of the following:

Environment

Do not clean up the area and preserve the sites where the alleged incidents occurred. Cordon off the relevant area, room or building and take reasonable steps to ensure that no one enters these areas.



Clothing

If sexual or physical abuse is suspected you may also need to ensure that the person who has allegedly committed the abuse and the student who has allegedly been abused remain in their clothing and, if this is not possible, ensure that the clothes are not washed, are handled as little as possible, and stored in a sealable bag.

Other physical items

If there are any other items that may amount to evidence (for example: weapons, bedding, condoms), try and ensure that these things remain untouched.

Potential witnesses

Reasonable precautions must be taken to prevent discussion of the incident between those involved in the alleged incident (including any other students who may have witnessed the incident). If the incident involves two or more students, a staff member should ensure that each student involved are in separate rooms and be instructed not to discuss the incident with anyone else.

ACTION 2: REPORTING TO AUTHORITIES

[Report child alleged or actual abuse to external authorities.](#)

As soon as immediate health and safety concerns are addressed, you have an obligation and duty of care to report all incidents, suspicions and disclosures of child abuse as soon as possible whether the law requires reporting, and to co-operate fully with law enforcement agencies. Failure to report physical and sexual child abuse may amount to a criminal offence.

NB: Reporting internally alone does not mean that your mandatory reporting obligations have been met.

The AlliU staff member who has formed a reasonable belief regarding child abuse or neglect must not only report to the AlliU leadership team but also to the police and the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required, if the child is in immediate risk of harm (or the equivalent if overseas).

[When the source of the alleged or actual abuse is a person within the organisation](#)

If the source of suspected abuse comes from a person within the organisation (this includes any form of suspected abuse involving an AlliU staff member, contractor, volunteer, host school staff, visitor or peers) you must:

- contact Police Services (or the equivalent if overseas) via your local Police Services station (it is important that you first contact your local Police Services station, where appropriate they will refer you to the local Sexual Offences and Child Abuse Investigation Team)
- report internally to the leadership team (all instances).



The General Manager must identify a contact person at AIU/Partner Organisation for future liaison with the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA (or the equivalent if overseas) and seek advice about contacting parents/guardians.

When the source of the alleged or actual abuse is within the host family or broader community

If the source of suspected abuse comes from within the host family or broader community, AIU must report to the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA or the equivalent if overseas), if a student is considered to be:

- in need of protection due to alleged or actual abuse
- at risk of being harmed, or has been harmed, and the harm has had, or is likely to have, a serious impact on the individual's safety, stability or development
- and if the individual's host family or carers have not protected, or are unlikely to protect, the child from the harm.

Suspected sexual abuse (including grooming) **must be** reported to Police Services (or the equivalent if overseas), as well as internally to the General Manager (all instances), highlighting:

- the details of the suspected abuse or risk of abuse including the names of those involved
- any immediate actions taken to protect the safety of the child
- your report or intention to report to Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA (or the equivalent if overseas)
- steps that can be taken to contact parents/carers (if appropriate) and support the student.

Acting when you do not suspect abuse, but you hold significant concerns for wellbeing

If you believe that a student is not subject to abuse, but you still hold significant concerns for their wellbeing, you should consider making a referral to the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required (or the equivalent if overseas). These concerns could include risk taking behaviour, critical host family difficulties, isolation or lack of support.

In the case of extreme risk-taking behaviour, you should contact both the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required and Police Services (or the equivalent if overseas).



Report student sexual offending

As soon as immediate health and safety concerns are addressed you must report incidents, disclosures and suspicions of student sexual offending as soon as possible to:

- Police Services (all instances)
- The Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required if you believe that:
 - the victim's host family or carers are unable or unwilling to protect the child
 - the student who is alleged to have engaged in the student sexual offending is aged over 10 and under 18 years, is exhibiting sexually abusive behaviours, and may be in need of therapeutic treatment to address these behaviours
 - the student who is alleged to have engaged in the student sexual offending may be displaying physical and behavioural indicators of being the victim of child abuse.
- the AIU leadership team (all instances)

How to proceed if AIU/Partner Organisation leadership advises you not to report

In some circumstances, the leadership team may advise you not to proceed with reporting suspected abuse.

Regardless of this advice, if you hold a reasonable belief that a student has been or is at risk of being abused you must still make a report to the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required or Police Services (or the equivalent if overseas). This report may be critical in protecting a student from abuse.

If you fail to report you may not discharge your duty of care and in some circumstances, you may be subject to criminal charges.

If you decide not to report, it is strongly recommended that this decision should be documented.

Making additional reports

Reporting further reasonable grounds for belief

You must make a new report in any circumstance where you become aware of any further reasonable grounds for the belief.

Every report is critical to protecting a child by building evidence and enabling authorities to gain a clearer understanding of the risks.



This means that you must make a report to protect a child even if:

- the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required or Police Services were previously involved or are already involved with the child or their family
- staff are aware that another party, such as a family member, has already raised concerns with the relevant authorities.

What to do if another person has already made a report

Once you form a reasonable belief that a student has been, or is at risk of being abused, your obligation to report is separate from the obligations or actions of other people.

In addition, it is important to consider that other people may not have access to the specific detail you have. The information you provide through your report may assist the relevant authority to take further action to protect the student.

However, there may be times when two or more staff members, for example a Regional Manager and a Local coordinator, have formed a belief about the same child on the same occasion and based on the same information. In this situation, it is sufficient that only one of the organisation's staff members makes a report. The other person should ensure that the report has been made and that all the grounds for their own belief were included in the report made by the other person.

In instances where two staff members form different views about whether or not to make a report, if one staff member continues to hold a reasonable belief that a student is in need of protection, then they should make a report.

What to do if you don't think the child is at risk of abuse but you still hold concerns about a student's wellbeing

If you believe that a student is not subject to child abuse, but you still hold 'significant concerns' for their wellbeing you may still need to contact the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required, Police Services (or the equivalent if overseas)

Document your actions

It is strongly recommended that you document your actions, as they will inform your organisation's record keeping obligations.



ACTION 3: CONTACTING PARENTS OR CARERS

The following information applies to reporting all forms of abuse, including student sexual offending.

In many cases where it is suspected that a student has been, or is at risk of being abused, it is extremely important that their parents or carers are notified as soon as possible, as long as this approach is agreed to by Police Services and/or the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required (or the equivalent if overseas), so as not to place the student at further risk or impede an investigation.

There are some circumstances where contacting parents and carers may place a child or adult at greater risk.

After there is a suspicion or reasonable belief that a student is subject to abuse, and before contacting the parents or carers, advice must be sourced from Police Services or the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required (or the equivalent if overseas), (depending on who the report has been made to). They will advise about whether it is appropriate to contact parents or carers at this stage.

You may be advised not to contact the parents or carers (or a particular parent/guardian) in circumstances where:

- a parent/guardian is alleged to have engaged in the abuse (including in circumstances of suspected family violence, where alerting the alleged perpetrator may place others at greater risk)
- a disclosure to the parents/guardians may subject the student to further or more severe abuse
- the child is deemed a mature minor (assessed to be sufficiently mature and intelligent to make such decisions on his or her own behalf) and has requested that their parents/guardians not be notified (in these circumstances ideally the child will nominate another responsible adult to be contacted).
- the notification is likely to adversely affect the investigation of the incident by the relevant authorities.

[Advice for communicating with parents/guardians](#)

Where advised by Police Services or the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required (or the equivalent if overseas), that it is appropriate to contact the parents/guardians, the General Manager or their nominee should make sensitive and professional contact with the appropriate parents or carers as soon as possible on the day of the incident, disclosure or suspicion.



During this conversation it is important the General Manager or their nominee to:

- remain calm and be empathetic to feelings and validate concerns
- provide appropriate details of the incident, disclosure, or suspicion of child abuse
- outline the action taken to date, including who the incident, disclosure, or suspicion has been reported to if appropriate (noting that the anonymity of the person who made the report must be protected if this is their wish)
- if appropriate provide the name and contact phone number of the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required (or the equivalent if overseas), or the Police Services officer who is investigating (this should be provided to the student if they are a mature minor)
- provide information on whether they are likely to be contacted by the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required or Police Services (or the equivalent if overseas)
- inform them that the investigation may take some time and ask what further information they would like and how staff can assist them
- assure them that AllU staff can provide support to their child
- invite the parents/guardians to physically or virtually attend a Student Support Group meeting where a Student Support Plan can be prepared to ensure that appropriate support can be provided for their child.

[What to do if a student's parents are contacted before Services advice is received](#)

Ideally you will have received clear advice from Police Services or the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required (or the equivalent if overseas), on what information to share with parents or carers.

In some circumstances, a parent or carer needs to be informed before this advice has been received. In these circumstances you should not share any information:

- that may place the student or any other person at risk (for example: risk of further harm, destruction of evidence)
- if the student is an adult or mature minor and requests that you do not contact their parents/guardians, unless you consider it necessary to inform the parents or carers in order to lessen or prevent a serious risk to the student's safety.

After consideration, the General Manager may decide that it is in the best interest of the child to provide the parent/guardian with information:

- on a disclosure or an alleged incident (providing only enough information so that the parent or carer can best protect and support their child)
- (if appropriate) that a report has been made to the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required or Police Services and it is likely they will be in contact (depending on who the report has been made to)
- that there are supports available.



ACTION 4: PROVIDING ONGOING SUPPORT

The following information applies to reporting all forms of abuse, including student sexual offending.

Experiences of abuse can cause trauma and significantly impact the mental health and wellbeing of children. In addition to reporting and referral to relevant authorities, all relevant adults such as staff member/s, host family, local coordinator etc., play a central role in addressing this trauma and have a duty of care to ensure that the students feel safe and supported whilst on exchange.

Working together and planning support

Providing holistic support to address the trauma and wellbeing issues associated with abuse is best achieved through careful planning and working in partnership with wellbeing professionals, parents/guardians, educators and staff, and if overseas, AIU's affiliated third-party partner organisation staff.

If a student is impacted by suspected abuse, and it is deemed appropriate, staff must:

- establish regular communication between AIU (if overseas, AIU's affiliated third-party partner organisation) and the student's parent/guardian (if this is safe and appropriate) to discuss a student's progress, wellbeing and the effectiveness of planned strategies. This may be undertaken through convening a Student Support Group (comprising staff, local coordinator, host school wellbeing staff, and allied health professionals and where appropriate the student, their parent/guardian and/or the host family) to plan ongoing monitoring, support, and follow-up of the student's health and wellbeing
- develop and implement a Student Support Plan, which documents the planned support strategies and includes timeframes for review. Where possible, these support strategies should be informed and/or endorsed by allied health and wellbeing professionals with expertise in addressing abuse and trauma.

Engaging allied health and wellbeing professionals

Where appropriate allied health and wellbeing supports and services should be engaged to meet the wellbeing needs of the student impacted by abuse.

For example:

Host school wellbeing staff

- Child Protection Liaison Officers
- Allied health and wellbeing professionals engaged by the student and families.

Allied health and wellbeing professionals can provide:

- intensive support to children and their families
- critical input into student support plans
- advice to staff members on how to appropriately support the student.



Referring to external supports

Specifically, staff can also refer to the wide range of non-host school-based support services, which specialise in providing tailored support and advice for young people impacted by abuse.

For example, AIU/Partner Organisation may consider referrals to:

- Family violence services
- Centres Against Sexual Assault, who provide expert support for victims of sexual assault
- Local authorities who provide tailored support for children whose mental health is impacted by exposure to abuse

Providing developmentally and culturally appropriate support

While a child's background should not impact a decision to report suspected abuse, staff need to be sensitive to a student's individual circumstances when providing support and working with families impacted by abuse.

It is a regulatory requirement that Student Exchange Organisations must 'take account of the diversity of all children', including (but not limited to) the needs of:

Children with disabilities

When supporting a student with a disability who has been impacted by abuse it is critical to consider the student's:

- chronological age, developmental age and their cognitive functioning in order to tailor developmentally appropriate support strategies
- vulnerability to on-going abuse (children with disabilities disproportionately fall prey to child abuse, in particular child sexual abuse) when considering the need to make a further report or implement risk mitigation strategies.

Aboriginal and Torres Strait Islander Children (in Australia)

When supporting an Aboriginal and Torres Strait Islander child who has been impacted by abuse it is essential that staff provide culturally appropriate support.

- Ensure that the aAboriginal and Torres Strait Islander Education Officer arranges appropriate support for the student or provides advise on culturally appropriate support strategies.

Children from Culturally and Linguistically Diverse (CALD) backgrounds

When supporting a student from CALD backgrounds who has been impacted by abuse it is essential that culturally appropriate support is provided. However, this should not detract from ensuring the student's safety and wellbeing.

Where possible the Organisation should work with relevant cultural support services (ensuring confidentiality of the student and family is maintained) and engage an interpreter when communicating with the student and/or their family, if needed.



Students with refugee backgrounds

When working with students from refugee backgrounds who have been impacted by abuse it is important to recognise that they (and their families) may also be experiencing trauma, dislocation and loss. This trauma may significantly affect family wellbeing and parenting capacity and whilst these issues also require sensitive consideration, they should not detract from ensuring the student's safety and wellbeing (or impact on decisions to report suspected abuse).

Staff should consider contacting services that specialise in providing support to refugees, ensuring that the confidentiality of the student and their family is maintained).

Where possible schools/local authorities should work with relevant cultural support services (ensuring that the confidentiality of the student and family is maintained) and engage an interpreter when communicating with the student's family if needed.

Student-to-student offending

In the context of student-to-student offending, staff have a duty of care to support all students who are impacted by the abuse – this will include the students who were subjected to the abuse, the students who perpetrated the abuse, and any students who witnessed or were otherwise impacted by the abuse.

Students who are victims of a student sexual offence

In consultation with any relevant Allied Health professionals, Police Services, schools/local authorities:

- must develop a student support plan to determine and document support strategies for students who are the alleged victims and students impacted by student sexual offending to address their wellbeing
- should convene a student support group to inform planning
- should consult with wellbeing professionals (including student support staff in host schools) to support the student.
- should make referrals into specialised non-school based supports, who provide expert support for victims of sexual assault.

Students who have engaged in student sexual offending

In consultation with the Police Services and the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA, a report should be made as soon as possible. As well as host schools and AIIU/Partner Organisation:

- must develop and regularly review a student support plan to establish and implement safety and support strategies, including the return to host school strategies
- should convene a student support group to inform the student support plan
- should engage with wellbeing professionals (including student support services officers) to support the student who has engaged in student sexual offending
- should make referrals into specialised non-school based supports, including the local Child and Adolescent Mental Health Service, who provide specialist clinical mental health treatment and care.



In some cases, children aged over 10 and under 18 years may be referred to Sexually Abusive Behaviour Treatment Services. These services provide treatment for 12 to 24 months to ensure that early intervention services are provided to prevent ongoing and more serious sexual offences in adulthood.

Often this referral is made by the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA and make report as soon as possible if required, and a young person may be placed on a Therapeutic Treatment Order or a Therapeutic Treatment Placement Order or equivalent.

NB: Young people and their families have a right to access treatment programs in a voluntary capacity.

[Students transferring schools due to student sexual offending](#)

As a result of student sexual offending, a student needs to transfer to another school:

[Providing support for other impacted students](#)

It can be stressful for other students involved in any incidents, disclosures or suspicions of abuse. AIU/Partner Organisation must ensure that other impacted children are offered and provided appropriate support.

[Children who are interviewed at school](#)

All students (including students who are alleged to have perpetrated abuse) must be independently supported in any interviews at school conducted by Police Services or the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA.

Where possible and appropriate the student's parent/guardian or host family should be present for these interviews. However, if this is not appropriate or practicable the General Manager or their nominee or the Local coordinator, may be identified as the independent person or support person for the student for the purpose of the interview.

[Police Services interviews](#)

If Police Services schedule an interview with a student at the school, the General Manager or their nominee, must advise the student's parent/guardian or host family.

[Police Services interviews at school where the student is the alleged victim or witness](#)

The information below includes critical detail on when and how Police Services interviews are conducted and what role the General Manager or their nominee or Local coordinator, should play if they are nominated as the support person.

- Police Services should only interview students on the host school premises as a matter of urgency or necessity.

- A request must be made to the General Manager who will inform the host school Principal, who must be advised of the reason for the interview and the reason why the interview must be conducted at the host school.
- The student's parent/guardian or host family should be present where it is practical and appropriate to make these arrangements. If the parent or carer or host family is not able to be present, an independent person must be present during the interview (the role of the independent support person is to ensure the student understands what is happening and to provide support).
- The General Manager or their nominee or Local coordinator may, if necessary, act as an independent support person where the student is a victim, unless they believe it will place them in a conflict of interest to do so.
- The independent support person must refrain from providing their opinion or account of events during interviews.

Police Services interviews where a student has allegedly abused another child

If Police Services need to speak with a student who has allegedly abused another child this should preferably be done in the presence of the parent/guardian, or another independent support person.

Other interviews

The Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA may conduct interviews of students without the knowledge or consent of the parent/guardian or host family (although this will only occur in exceptional circumstances and if it is in the students' best interests to proceed in this manner).

The information below includes critical detail on when and how other interviews are conducted and what role the General Manager or their nominee or Local coordinator should play if they are nominated as a support person.

- the Ombudsman and as applicable to the Commissioner for Children and Young People WA and, as applicable TAFE International WA will notify the General Manager or their nominee and Local coordinator of any intention to interview a child. This may occur regardless of whether a staff member is the source of the report or not.
- When any representatives/practitioners arrive, the General Manager or their nominee or Local coordinator should ask to see their identification before allowing access to the child.
- Students should be advised of their right to have a supportive adult present during interviews. If the student is too young to understand the significance, a supportive adult should be provided even though they may not have consented or requested this to occur.

Prior to the commencement of the interview, the representative/practitioner should always authorise the AIU/Partner Organisation staff member to receive information regarding the investigation. This could be conducted verbally or in writing using any relevant proforma.



Providing support for impacted AllU/Partner Organisation staff members

It can also be stressful for staff involved in any incidents, disclosures or suspicions of student abuse. It is important to remember that staff members may also have experienced or be experiencing family violence or abuse in their own lives. The General Manager or their nominee must support impacted staff members to access necessary support i.e. Employee Assistance Programs.

Complying with subpoenas or court attendance

A subpoena or witness summons is a court order that compels you to produce documents or attend court and give evidence or do both of these things.

You are usually issued with a subpoena or witness summons because one of the parties to the legal proceedings believes that you may have information or documentation that is relevant to the legal proceeding.

If a staff member receives a subpoena or witness summons in the context of their employment, they should contact their organisation's relevant legal experts for advice and assistance in meeting their legal obligations.

Responding to complaints or concerns

There may be concerns or complaints about AllU/Partner Organisation's handling of an incident, in particular by parents/guardians. This is a very stressful time for parents/guardians, and concerns that they do not believe have been dealt with fairly may quickly escalate.

As a first step the General Manager must consider whether the complaint raises any concerns about unreported abuse or risk of abuse.

Complaint process

AllU has a Complaint Handling Policy which outlines the policy and procedures relating to the management of complaints, which and can be accessed on the AllU website.

The Complaints Handling Policy is intended for all people who might need to access a complaint process, including students, parents/guardians, host families, host schools, third-party organisations and AllU staff.

The Complaints Handling Policy does not prevent students, parents/guardians, host families, host schools, third-party organisations and Organisation staff from exercising their rights to other legal remedies.

Record keeping, reporting and privacy requirements

AllU/Partner Organisation will ensure that proper recording and documenting of all allegations of actual or alleged abuse, procedural details and related outcomes is maintained, according to AllU's Record Keeping and Procedural Guidelines and Privacy Policy. Full and accurate records are created about all allegations of actual or alleged abuse that are raised, and kept even if an investigation does not uphold the allegation. Documents and other types of records will be kept so there is a full account of how the allegation arose, what response was taken and what happened.



When responding to allegations of actual or alleged abuse, AllU/Partner Organisation is aware of its confidentiality, privacy and employment law obligations, noting the following:

- Whilst confidentiality is important for dealing with allegations of actual or alleged abuse, especially where people wish to remain anonymous, or may not want information shared with authorities such as Police Services, whether information needs to be kept confidential will depend on the circumstances and the nature of the allegation, in order to best protect the student.
- Personal information that identifies a student or another individual associated with the allegation will only be disclosed as permitted under the relevant laws. However, an individual’s right to privacy is not absolute. Sometimes other concerns are given priority, such as mandatory reporting legislation, or the interests of justice.
- This Action Plan is in line with all employment law obligations that apply to staff and volunteers, ensuring that any investigation into an employee’s conduct complies with procedural fairness.

REVIEW OF ACTION PLAN

This Action Plan will be reviewed:

- Annually
- After any incident of abuse or alleged abuse
- As part of continuous improvement

Last reviewed	February 2026
Approved by	General Manager
Consultation/Noting	AllU Management Team
Next scheduled review date	February 2027