

Child Protection Policy

*(This policy should be read in conjunction
with the Child Risk Management Strategy)*



**SILVER LINING FOUNDATION AUSTRALIA LTD ('SLFA') –
DESERT MOB SILVER LINING SCHOOL: VERSION 3, SEPTEMBER 2021**

Child Protection Policy

Purpose:	The purpose of this policy is to provide written processes about – (a) how the School will respond to harm, or allegations of harm, to students under 18 years of age; and (b) the appropriate conduct of the School's staff and students, to comply with accreditation requirements.	
Scope (policy applies to):	Students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at the School. The policy covers information about the of harm and abuse.	
Accreditation and Governance Requirements of the school:	To attain and maintain accreditation, a school must implement written student welfare processes about the appropriate conduct of staff and students, how a student or employee can submit a report about harm or inappropriate conduct by an employee and how a school will respond to harm or allegations of harm to students. Processes for reporting must comply with sections 366 and 366A of the Education (General Provisions) Act 2006 (Qld) and section 13E of the Child Protection Act 1999 (Qld) . ¹ This Child Protection Policy is a <u>mandatory</u> policy required for school accreditation and legal purposes. Mandatory policies are those that the board is responsible for overseeing as part of their governance responsibilities; the policy should be reviewed annually.	
Policy Status:	Approved.	Supersedes: Version 2, April 2021
Authorised by:	School Governing Body	Date of Authorisation: September 2021
References and Related Policies:	<ul style="list-style-type: none"> • Child Protection Act 1999 (Qld) • Child Protection Regulation 2011 (Qld) • Education (General Provisions) Act 2006 (Qld) • Education (General Provisions) Regulation 2017 (Qld) • Education (Accreditation of Non-State Schools) Act 2017 (Qld) • Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) • Education (Queensland College of Teachers) Act 2005 (Qld) • Working with Children (Risk Management and Screening) Act 2000 (Qld) • Working with Children (Risk Management and Screening) Regulations 2020 (Qld) • Criminal Code Act 1899 • Complaints Handling Policy (and Procedure) • Child Risk Management Strategy (SLFA policy) (for the <i>Working with Children (Risk Management and Screening) Act 2000</i>) • Queensland College of Teachers ('QCT') Professional Boundaries: A Guideline for Queensland Teachers • QCT Code of Ethics for Teachers in Queensland • SFLA WHS Policy (for the Work Health and Safety Act 2011 (Qld)) 	
Review Date:	Annually (or sooner if required or in response to legislative changes).	Next Review Date: September 2022
Policy Owner:	SLFA School Governing Body (the Board of Directors).	

¹ Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) reg 16; Child Protection Act 1999 (Qld) s 13E.

Policy Review Records

Version Number	Date of Authorisation	Review Due Date	Date Reviewed	Review Outcome
1	September 2020	September 2021	April 2021	Legislative amendments incorporated into policy - Working with Children (Risk Management and Screening) Regulations 2020 (Qld)
2	April 2021	April 2022	September 2021	Policy amended to reflect legislative changes made under the <i>Criminal Code (Child Sexual Offences Reform) and Other Legislation Amendment Act 2020 (Qld)</i> (which came into effect as of 5 th July 2021), and the <i>Working with Children (Risk Management and Screening) Regulation 2020 (Qld)</i> which replaces the repealed 2011 regulation.
3	September 2021	September 2022		

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Policy Statement

The School seeks to create a positive and supportive environment where staff, volunteers, students, parents and carers are encouraged and feel that they are able to raise concerns and make reports under this policy. The immediate and future interests and welfare of children and young people is paramount and must be at the forefront of all concerns, enquiries and reports of harm. The policy does not intend to create a culture of suspicion or endorse the making of vexatious complaints.

The School is dedicated to educating staff, volunteers, students, parents and carers and ensuring that school policies are appropriately and practically implemented. The School will ensure this policy and its procedures are reviewed on a regular basis to ensure that the School effectively addresses and endorses the safety and wellbeing of its students.

Note: Reporting under this policy fulfills the obligations for reporting a child sexual offence that is being or has been committed against a child by an adult under the *Criminal Code Act 1899* (Qld) section 229BC.²

Definitions

Section 9 of the *Child Protection Act 1999* (Qld) – What is *harm*?

- (1) ***Harm***, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.
- (2) It is immaterial how the harm is caused.
- (3) Harm can be caused by—
 - (a) physical, psychological or emotional abuse or neglect; or
 - (b) sexual abuse or exploitation.
- (4) Harm can be caused by—
 - (a) a single act, omission or circumstance; or
 - (b) a series or combination of acts, omissions or circumstances.

■ Section 10 of the *Child Protection Act 1999* (Qld) – Who is a *child in need of protection*?

A ***child in need of protection*** is a child who—

- (a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
- (b) does not have a parent able and willing to protect the child from the harm.

■ Section 364 of the *Education (General Provisions) Act 2006* (Qld) – Definitions relating to the reporting of sexual abuse-

- ⇒ ***Sexual abuse***, in relation to a *relevant person*, includes sexual behaviour involving the relevant person and another person in the following circumstances –
 - (a) the other person bribes, coerces, exploits, threatens or is violent toward the relevant person;
 - (b) the relevant person has less power than the other person;
 - (c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity.
- ⇒ ***Relevant Person*** – see headings under this policy titled 'Obligation to Report Sexual Abuse' and 'Obligation to Report Likely Sexual Abuse' as to who is a 'relevant person'.

² *Criminal Code Act 1899* (Qld) s 229BC(4)(b).

Health and Safety

The School has written processes in place so as to comply with the requirements of the [Work Health and Safety Act 2011 \(Qld\)](#) and the [Working with Children \(Risk Management and Screening\) Act 2000 \(Qld\)](#).

Responding to Reports of Harm

When the School receives any information alleging 'harm'³ to a student (other than harm arising from physical or sexual abuse), it will deal with the situation compassionately and fairly so as to minimise any likely harm to the extent that it reasonably can. This is set out in the School's *Child Risk Management Strategy*. Information relating to physical or sexual is handled under 'Obligations to Report' set out in this policy.⁴

Conduct of Staff and Students

All staff, contractors and volunteers (including people undertaking work experience or vocational placement at the school) must ensure that their behaviour towards and relationships with students reflect proper standards of care for students. Staff, contractors and volunteers (and work experience or vocational placement persons) must not cause harm to students.⁵

SLFA's *Code of Conduct (Staff)* sets out principles to be observed by all school staff (including volunteers). The Queensland College of Teachers (QCT) [Professional Boundaries: A Guideline for Queensland Teachers](#) document and the QCT [Code of Ethics for Teachers in Queensland](#) outlines the professional conduct and behaviour required of teachers in Queensland.⁶ The QCT guidelines and ethics are a useful tool for informing and guiding *all school staff* (i.e. those who are not registered teachers), about appropriate teacher-student relationships.

Reporting Inappropriate Behaviour caused by a Staff Member

If a student considers the behaviour of a staff member, contractor or volunteer to be inappropriate, the student should report the behaviour to the –

- The Head of Campus – *Cheryl Thompson*; or
- A staff member who is an Indigenous Elder; or
- Another Executive Management staff member – *Catrina Moller or Kristian Wale*.⁷

How the School will Deal with a Report of Inappropriate Behaviour caused by a Staff Member

A staff member who receives a report of inappropriate behaviour *must* report it to the Head of Campus. Where the Head of Campus is the subject of the report of inappropriate behaviour, the staff member *must* inform a member of the school's governing body (i.e. the Board of Directors, such as the Chairperson) by emailing the board chair at chairman@silverlining.org.au⁸

³ *Child Protection Act 1999 (Qld)* s 9 ('CPA'); *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)* reg 16(7) ('EANSR') - the definition of 'harm' for this regulation is the same as in section 9 of the *Child Protection Act 1999 (Qld)*

⁴ EANSR reg 16(1), (2).

⁵ EANSR reg 16(1)(b).

⁶ <http://www.qct.edu.au/standards-and-conduct/code-of-ethics>

⁷ EANSR regs 16(2)(a) and 16(3).

⁸ EANSR reg 16(1)(a), (2)(b).

Obligation to Report Sexual Abuse⁹

Section 366 of the *Education (General Provisions) Act 2006* (Qld) states that if a staff member of a non-State school (the *first person*) **becomes aware, or reasonably suspects**, in the course of their employment at the School, that any of the following **has been** sexually abused by another person –

- (a) a student under 18 years attending the school;
- (b) a kindergarten aged child registered in a kindergarten learning program at the school;
- (c) a person with a disability who –
 - (i) under section 420(2) of the *Education (General Provisions) Act 2006* (Qld) is being provided with special education at the school; and
 - (ii) is not enrolled in the preparatory year at the school,

then the staff member must give a written report about the abuse, or suspected abuse, to the School's Head of Campus or to a Board Director of the School's governing body *immediately*.¹⁰

The School's Head of Campus or the Board Director of the School's governing body must *immediately* give a copy of a report they receive, to a Police Officer.¹¹

If the *first person* who becomes aware or reasonably suspects sexual abuse is the School's Head of Campus, the Head of Campus must give a written report about the abuse, or suspected abuse to a Police Officer *immediately*, and must also give a copy of the report to a Board Director of the School's governing body *immediately*.¹² The Head of Campus should email the report to the Board Chairperson at chairman@silverlining.org.au.

A report under section 366 about sexual abuse must include the following information:

- a) name of the person giving the report (the *first person*);
- b) student's name and sex;
- c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
- d) details of the abuse or suspected abuse;
- e) any of the following information of which the first person is aware: -
 - (i) the student's age;
 - (ii) the identity of the person who has abused, or is suspected to have abused, the student;
 - (iii) the identity of anyone else who may have information about the abuse or suspected abuse.¹³

Obligation to Report Likely Sexual Abuse¹⁴

Section 366A of the *Education (General Provisions) Act 2006* (Qld) states that if a staff member of a non-State school (the *first person*) reasonably suspects in the course of their employment at the school that any of the following is likely to be sexually abused by another person –

- a) a student under 18 years attending the school;
- b) a kindergarten aged child registered in a kindergarten learning program at the school;
- c) a person with a disability who –

⁹ EANSSR regs 16(2)(c).

¹⁰ *Education (General Provisions) Act 2006* (Qld) s 366(1)–(2) ('EGPA').

¹¹ EGPA s 366(4).

¹² EGPA s 366(2A)–(2B).

¹³ EGPA s 366(2)(b), (2A)(b), (3); *Education (General Provisions) Regulation 2017* (Qld) reg 68(a)–(e) ('EGPR'); EANSSR reg 16(2)(c)(i).

¹⁴ *Education (Accreditation of Non-State Schools) Regulation 2017* (Qld) s.16(2)(c).

- (i) under section 420(2) of the *Education (General Provisions) Act 2006* (Qld) is being provided with special education at the school; and
- (ii) is not enrolled in the preparatory year at the school,

then the staff member must give a written report about their suspicion to the School's Head of Campus or to a Board Director of the School's governing body *immediately*.¹⁵

The School's Head of Campus or the Board Director of the School's governing body must *immediately* give a copy of a report they receive, to a Police Officer.¹⁶

If the *first person* who reasonably suspects likely sexual abuse is the School's Head of Campus, the Head of Campus must give a written report about the suspicion to a Police Officer *immediately* and must also give a copy of the report to a Board Director of the School's governing body immediately.¹⁷ The Head of Campus should email the report to the Board Chair at chairman@silverlining.org.au.

A report under this section, about *likely* sexual abuse, must include the following details:

- a) name of the person giving the report (the *first person*);
- b) student's name and sex/gender;
- c) details of the basis for the first person reasonably suspecting that the student is likely to be sexually abused by another person;
- d) any of the following information of which the first person is aware: -
 - i. the student's age;
 - ii. the identity of the person who is suspected to be likely to sexually abuse the student;
 - iii. the identity of anyone else who may have information about suspected likelihood of abuse.¹⁸

Mandatory Reporting of a 'Reportable Suspicion' by a 'Relevant Person' of Physical or Sexual Abuse¹⁹

Under **Section 13E(3)** of the *Child Protection Act 1999* (Qld), if a doctor, a registered nurse, a teacher or an early education and care professional and other '**relevant persons**' listed under section 13E(1)²⁰ forms a '**reportable suspicion**' about a child in the course of their engagement in their profession, they must make a written report.²¹

A **reportable suspicion** about a child is a reasonable suspicion that the child –

- a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and
- b) may not have a parent able and willing to protect the child from the harm.²²

The relevant person (i.e. registered school teacher) must give a written report to the Chief Executive of the Department of Children, Youth Justice and Multicultural Affairs (aka 'Child Safety Services').²³ (Note: a report may also be provided to another department administering the *Child Protection Act 1999*). A copy of the report must also be given to the School's Head of Campus.

A report under this section must include the following details: -

¹⁵ EGPA s 366A(1)–(2).

¹⁶ EGPA s 366A(6).

¹⁷ EGPA s 366A(3)(a), (4).

¹⁸ EGPR reg 69(a)–(d); EGPA s 366A(2)(b), (3)(b), (5); EANSSR reg 16(2)(c)(ii).

¹⁹ EANSSR reg 16 (2)(d); CPA s 13E.

²⁰ CPA s 13E(1).

²¹ CPA s 13E(3).

²² CPA s 13E(2).

²³ CPA s 13E(3), 13G; <https://www.csyw.qld.gov.au/childsafety/child-safety-practice-manual/introduction/department-child-safety-youth-women>

- a) the student's name and sex;
- b) the student's age;
- c) details of how to contact the student;
- d) details of the harm to which the reportable suspicion relates;
- e) particulars of the identity of the person suspected of causing the child to have suffered, suffer, or be at risk of suffering the harm to which the reportable suspicion relates;
- f) particulars of the identity of any other person who may be able to give information about the harm to which the reportable suspicion relates.²⁴

Types and Examples of Abuse

Note! The following is not an exhaustive list. The Department of Children, Youth Justice and Multicultural Affairs provides a more comprehensive list of examples, fact sheets and brochures including such as in their booklet '[Child Abuse: What you need to know](#)'.²⁵

Physical Abuse

Examples of physical abuse include hitting, shaking, throwing, burning, biting, poisoning, drowning, using a weapon to inflict punishment. Physical abuse does not always leave visible marks or injuries. It is not how bad the mark or injury is, but rather the act itself that causes the injury or trauma to the child.

Neglect

Neglect occurs when a child's basic necessities of life are not met, and their health and development are affected. Examples of neglect include providing unhygienic or unsafe housing, failing to seek medical treatment when required, insufficient supervision, providing insufficient food, clothing or bedding. It can also include failing to act protectively in response to another person's actions (e.g. allowing a convicted child sex offender to have unsupervised contact with the child).

Sexual Abuse

Sexual abuse can be physical, verbal or emotional in nature. It can include non-contact and contact activities. Examples include kissing, holding or otherwise touching a child in a sexual manner, exposing a sexual body part to a child, having sexual relations with a child under 16 years of age, using sexually explicit language which is not age or developmentally appropriate when communicating with a child, penetration of the vagina or anus by penis, finger or any other object, oral sex, rape, incest, having a child pose or perform in a sexual manner, forcing a child to watch a sexual act or pornographic material or child prostitution. Sexual abuse may also be suspected based on a child displaying sexualised behaviour which is considered outside the range of age-appropriate sexualised behaviours.

Emotional/Psychological Abuse

Examples of emotional/psychological abuse include rejection, hostility, and teasing/bullying, yelling criticism, exposure to domestic and family violence. Emotional abuse occurs when a child's social, emotional, cognitive or intellectual development is impaired or threatened.

²⁴ CPA s 13G(2); *Child Protection Regulation 2011* (Qld) reg 10(a)–(f) ('CPR').

²⁵ <https://secure.communities.qld.gov.au/cbir/PrescribedEntityChildSafetyReport> ; <https://www.csyw.qld.gov.au/child-family/protecting-children/resources-publications> (as at April 2021)

Signs of Harm or Risk of Harm

Harm can be physical, emotional and/or psychological. Examples of harm that can have a detrimental effect of a significant nature on a child's physical, psychological or emotional wellbeing may include internal injuries, burns or welts, fractures or broken bones, death, learning and developmental delays, neurological changes in a developing brain, fear, anxiety, depression, suicidal ideations, hyper vigilance, and disorganised attachment. Significant harm can also be in consequence of a pattern of harmful events and experiences that may have occurred in the past or are ongoing. When this occurs, it is considered to be cumulative harm.

There are some presenting behaviours or appearance concerns which may be linked to abuse. Examples include: showing wariness and distrust, rocking, sucking or biting, bedwetting or soiling, demanding or aggressive behaviour, sleeping difficulties including often being tired and falling asleep, withdrawing from normal activities, low self-esteem, self-harming, suicidal thoughts and attempts, having unexplained bruising, being vague about an injury, being overly obedient, being reluctant or fearful to go home, creating stories, poems or artwork about abuse, begging, stealing, hoarding, having matted hair, dirty skin, strong body odour, frequent illness, infections or sores and presenting as underweight or malnourished.²⁶

Bullying, Discrimination and Sexual Harassment

The SLFA and its schools has a responsibility to take reasonable steps to promote a learning environment for students that is free from bullying, discrimination and sexual harassment. Concerns relating to these matters are addressed under each relevant policy and procedure:

- *Bullying Policy*
- *Behaviour Management Policy*
- *Disability Discrimination Policy*
- *Anti-Discrimination Policy*
- *Sexual Harassment Policy*
- *Staff Code of Conduct*

However, the SLFA recognises that bullying, discrimination and sexual harassment may amount to 'harm' to a student, therefore if harm is reasonably suspected, it **must be managed** without exception, **in accordance with the school's *Child Protection Policy*** and the procedures for reporting harm. Likewise, if sexual abuse or likely sexual abuse is reasonably suspected, it must be managed without exception in accordance with the school's *Child Protection Policy*.

Support

The School has a responsibility to offer a supportive environment for all students. The School will seek to provide appropriate support to a student who has been harmed or is at risk of harm or has been the subject of inappropriate behaviour. Appropriate support will also be provided to the student's parents/carers.

Confidentiality

Each person who has access to information covered by this policy must observe appropriate confidentiality. The School is unable to guarantee absolute confidentiality as it is bound by certain legislative requirements and other school policies to disclose, internally and externally, certain details involved in responding to complaints. External authorities such as the Queensland Police Service and Child Safety Services can compel a person to provide information and give evidence about actions taken under this policy and produce any relevant documents.

²⁶ <https://secure.communities.qld.gov.au/cbir/PrescribedEntityChildSafetyReport>

Policy Awareness

The School will inform staff, volunteers, students and parents/carers of its processes relating to the health, safety, child protection and conduct of staff and students in communications to them through avenues such as staff and volunteer inductions, regular ongoing training and discussions for staff, regular discussions with students and publication of processes on the School website – <http://www.silverlining.org.au/>.²⁷ A copy of this policy and the *Child Risk Management Strategy* will be provided to new staff and volunteers on induction.

Training

The School will train staff in processes relating to the health, safety, child protection and conduct of staff and students on their induction and will refresh training annually.²⁸ Staff will regularly discuss Child Protection Policy and procedures at staff meetings and records of staff participation will be maintained.

Implementing the Child Protection Policy

The School will ensure it is implementing processes relating to the health, safety, child protection and conduct of staff and students by reviewing compliance with the processes annually.²⁹

Accessibility of Processes

Processes relating to the health, safety, child protection and conduct of staff and students are accessible from the school's administration, Head of Campus and website - <http://www.silverlining.org.au/>.³⁰

Record Keeping

The School will maintain confidential records of all matters raised and dealt with under this policy. The SLFA's *Privacy Policy* sets out how the School manages personal information provided to or collected by the School as required under the *Privacy Act 1988* (Cth).

Liability and Defamation Protection

A person acting reasonably, honestly and in good faith by providing information to a person (such as the school Head of Campus, relevant school staff, SLFA Board Directors, Child Safety Services or Police) who needs to know information for the purposes of this policy and other legal obligations under the *Child Protection Act 1999* (Qld) is generally excused from liability for defamation and liability for providing information.³¹

Insurer

SLFA will keep its insurer informed about circumstances which may give rise to a claim under its insurance policies.

Complaints Procedure

Suggestions of non-compliance with the School's processes in relation to the management of child protection matters which are dealt with under the *Child Protection Policy*, may be submitted as a complaint under the School's *Complaints Handling Policy*.³²

²⁷ EANSSR reg 16(4)(a).

²⁸ EANSSR reg 16(4)(c).

²⁹ EANSSR reg 16(4)(d).

³⁰ EANSSR reg 16(4)(b).

³¹ CPA ss 254W, 159Q, 159R.

³² EANSSR regs 16(5), 16(6).

Guides for Decision Making and Summary of Reporting Harm

Flowcharts - The following *Flowcharts* ('decision-making trees') can be used to assist with the decision-making process for reporting. The SLFA Board of Directors, Head of Campus, Teachers, Non-teaching staff and volunteers should refer to the flowchart applicable to their role.

Summary for Reporting - The *Summary for Reporting* document summarises the who, what, when and to report as well as the legal framework which underpins the obligation to report.

Guides - The Queensland Government's Department of Children, Youth Justice and Multicultural Affairs provides the [Child protection guide](#), a web-based decision support tool that can assist professionals to report concerns to the appropriate statutory agency or refer children and their families to a family support service. A detailed procedures, cultural notes and glossary is contained in the [Child protection guide procedures manual](#).³³

School staff with a concern about the welfare of a student that **does not meet the threshold required to report to Department of Children, Youth Justice and Multicultural Affairs** may contact **Family and Child Connect (FaCC)** to facilitate a referral of the family to an external agency for assistance. This is also the case if it is considered that a child is *likely* to become in need of protection and if the school considers preventative support should be provided to the child or the child's family.

Staff should ask the Head of Campus if they are unsure which 'decision-making tree' applies to them or discuss any other concerns or questions they may have about reporting and child protection except in cases where the concern relates to the Head of Campus, in which case they should speak with the school's governing body).

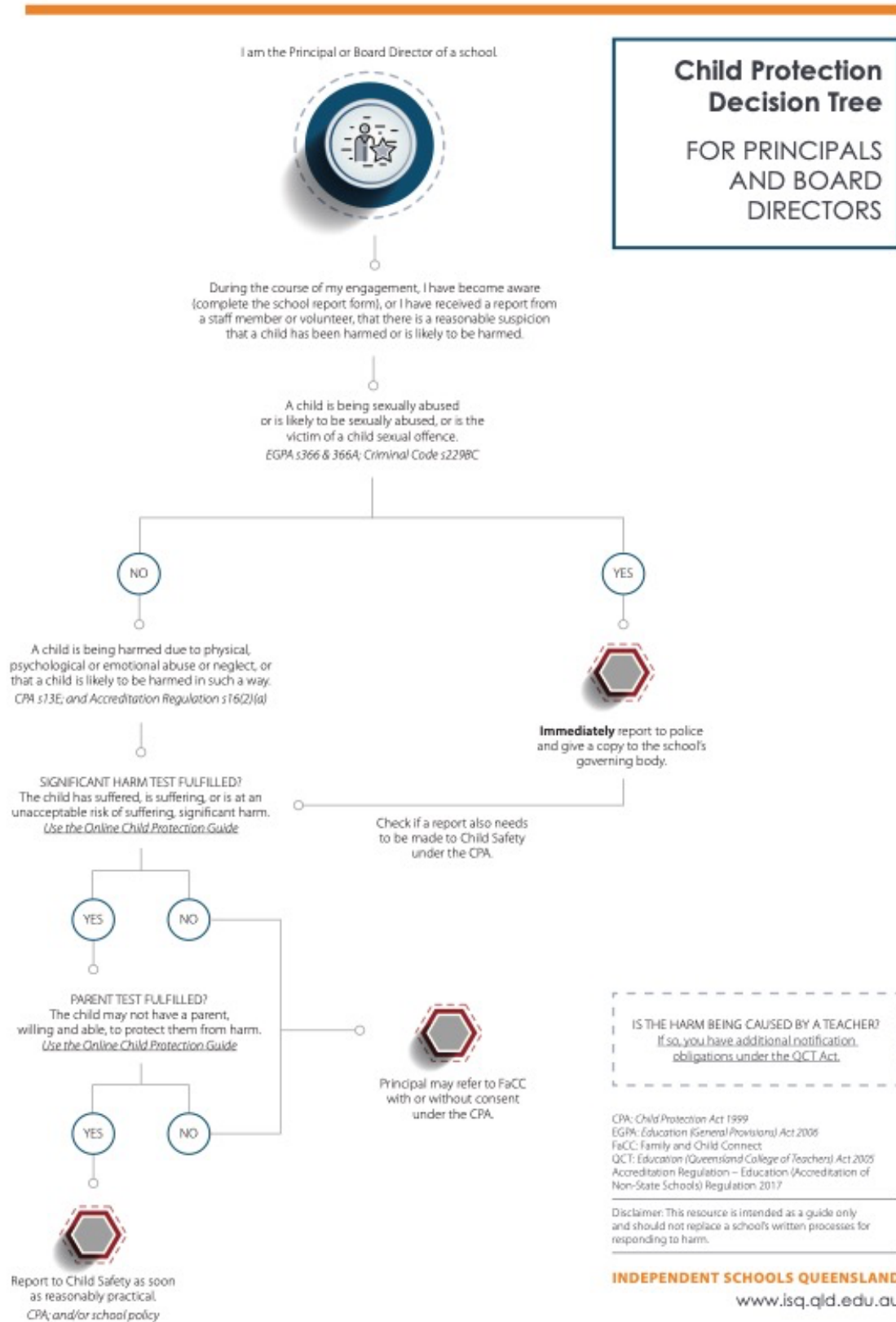
Other Resources to Support Decision Making

- [Online Child Protection Guide](#)
- [Traffic Light Resource for Sexual Behaviour in Children and Young People](#)
- [eSafety Commissioner – Toolkit for Schools](#)
- [Be You](#)
- [Headspace Schools](#)
- [National Association for Prevention of Child abuse and Neglect \(NAPCAN\)](#)
- [Queensland Family & Child Commission](#)
- [National Principles for Child Safe Organisations](#)

³³ <https://www.csyw.qld.gov.au/about-us/partners/child-family/our-government-partners/queensland-child-protection-guide>

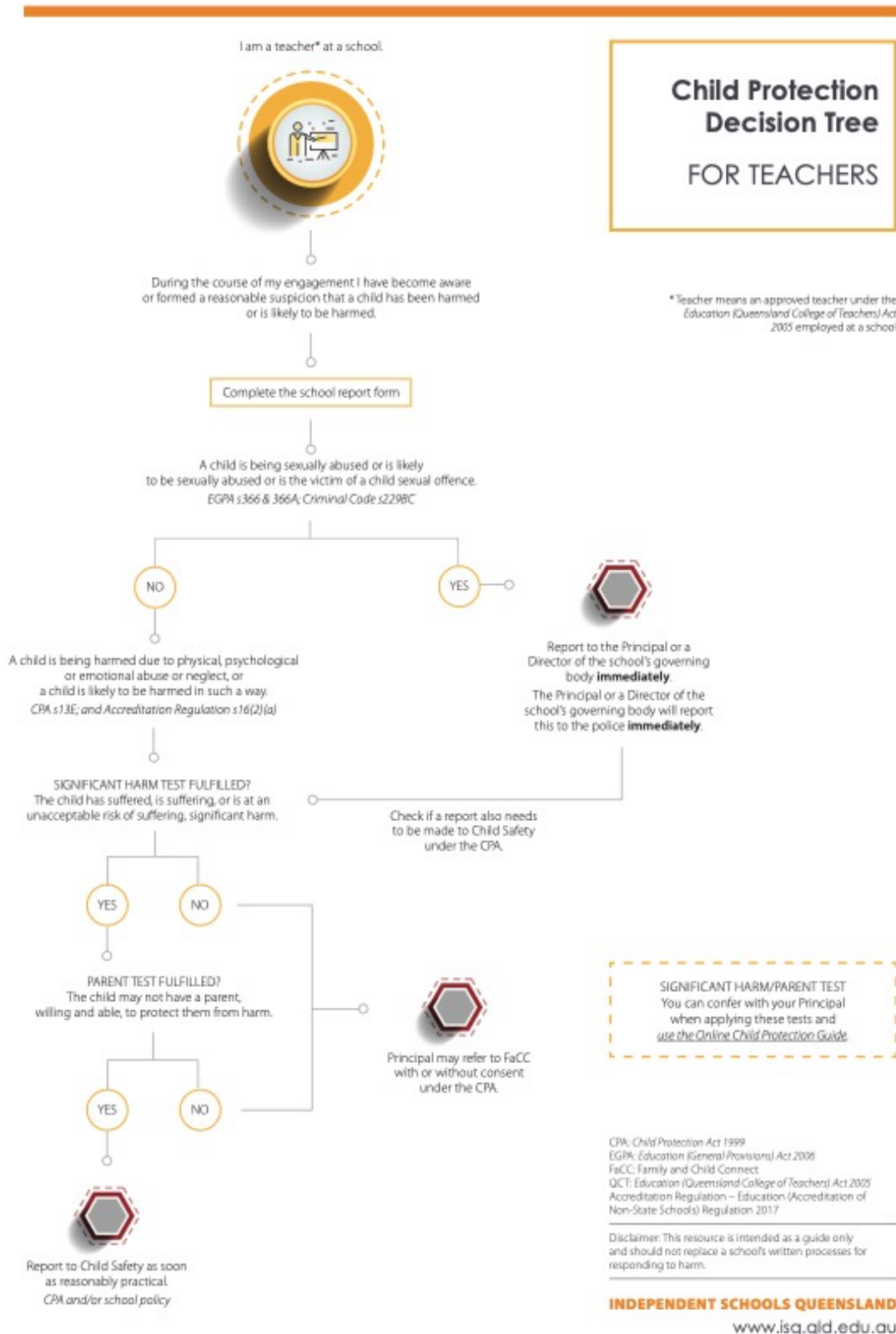
Child Protection Decision Support Tree for HEAD OF CAMPUS ('Principal')

NB: A reference to 'Principal' in this guide means the **"Head of Campus"**



Child Protection Decision Support Tree for TEACHERS

NB: A reference to 'Principal' in this guide means the **"Head of Campus"**



Child Protection Decision Support Tree for NON-TEACHING STAFF

NB: A reference to 'Principal' in this guide means the **"Head of Campus"**

I am a staff member at a school, other than a teacher*.



During the course of my engagement I have become aware or formed a reasonable suspicion that a child has been harmed or is likely to be harmed.

A student is being harmed, or is likely to be harmed due to:
Sexual abuse
Physical abuse
Psychological/emotional abuse
Neglect.
Or is the victim of a child sexual offence.
EGPA s366 & 366A; Criminal Code s229BC;
CPA s13E; and Accreditation Regulation s16(2)(a)

Complete the school report form



Immediately give the report to the Principal or a Director of the school's governing body.

If the report relates to sexual abuse or likely sexual abuse the Principal or a Director of the school's governing body will report this to the police immediately under the EGPA

They will also assess if a report to Child Safety or a referral to FaCC is required, as soon as is reasonably practicable, under the CPA and/or School Policy

Child Protection Decision Tree FOR NON-TEACHING STAFF

* Teacher means an approved teacher under the Education (Queensland College of Teachers) Act 2005 employed at a school

CPA: Child Protection Act 1999
EGPA: Education (General Provisions) Act 2006
FaCC: Family and Child Connect
QCT: Education (Queensland College of Teachers) Act 2005
Accreditation Regulation – Education (Accreditation of Non-State Schools) Regulation 2017

Disclaimer: This resource is intended as a guide only and should not replace a school's written processes for responding to harm.

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Child Protection Decision Support Tree for VOLUNTEERS

NB: A reference to 'Principal' in this guide means the **"Head of Campus"**



Child Protection Decision Tree FOR VOLUNTEERS

CPA: Child Protection Act 1999
EGPA: Education (General Provisions) Act 2006
FaCC: Family and Child Connect
QCT: Education (Queensland College of Teachers) Act 2005
Accreditation Regulation – Education (Accreditation of Non-State Schools) Regulation 2017

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Summary of Reporting Harm

NB: A reference to 'Principal' in this guide means the **"Head of Campus"**

Who (reporter)	Abuse / Harm Type	Test for deciding whether to report the abuse/harm	If test is satisfied: Report to –	Legislation
All staff	Sexual	Do you have an awareness or a reasonable suspicion that a child is being sexually abused or is likely to be sexually abused by another person	Principal – who then reports it to Police immediately and SLFA Board of Directors immediately.	EGPA ss 366 and 366A
Teacher	Sexual or physical	Do you have an awareness, or have you formed a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and the child may not have a parent/carer willing and able to protect the child from harm?	Confer with Principal. Teacher – reports to Child Safety, Chief Executive.	CPA ss 13E, 13G, 13H
All staff	Physical, psychological, emotional abuse, neglect, exploitation	Do you have an awareness or a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm and the child may not have a parent/carer willing and able to protect the child from harm? (e.g. parent/carer may not be willing or able to report to Child Safety)	Principal – who then reports it to Child Safety	Education (Accreditation of Non-State Schools) Regulation r 16; CPA s 13E
All staff	Any type of harm or abuse: Sexual, Sexual and physical, Physical, psychological, emotional abuse, neglect, exploitation	Is the abuse or harm not of a level that is otherwise reportable to Child Safety or Police, but you consider the child is likely to become a child in need of protection if preventative support (from a relevant agency) is not given to the child?	Principal – who will contact Family and Child Connect (FaCC) (with parental consent if safe, possible and practical)	CPA ss 13B(2)–(3), 159M(e) 'prescribed entity', 159MD, 159B(g)–(h)
Principal		Is the abuse or harm not of a level that is otherwise reportable to Child Safety or Police, but you consider the child is likely to become a child in need of protection if preventative support (from a relevant agency) is not given to the child?	Principal to contact Family and Child Connect (FaCC) (parental consent not required)	CPA ss 13B(2)–(3), 159M(e) 'prescribed entity', 159MD, 159B(e), (h).
Any member of the public		Do you have an awareness or a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm or abuse and the child may not have a parent/carer willing and able to protect them from that harm or abuse, and so the child is or may be in need of protection?	Any member of public can report to Child Safety	CPA s 13A
Any adult*	A child sexual offence against a child by another adult	Do you believe on reasonable grounds, or ought you believe on reasonable grounds that a child sexual offence is being or has been committed against a child, and at the relevant time (when you formed your belief), the child is or was under 16 years or a person with an impairment of the mind?	Adult – reports to Police as soon as reasonably practicable	Criminal Code section 229BC
Employing authorities: Principal, SLFA Board	Any harm or likely harm due to the conduct of a teacher	(3 stages of reporting after receiving report) 1-Board or Principal have started to deal with an allegation of harm or likely harm; 2-Board or Principal have finished dealing with an allegation of harm or likely harm; 3-Board or Principal dismiss teacher due to competence issue (if dismissed)	Principal or Board – Qld College of Teachers (report at stages 1 and 2, and then 3 if dismissed)	Qld College of Teachers Act sections 76 and 77.

* This obligation is fulfilled if the adult has already reported the information under any of the previous provisions or believes on reasonable grounds that another person has done or will do so.

Child Protection Report Form

Private and Confidential

Report of Suspected Harm or Sexual Abuse

(Version 3 September 2021)

Date:	
School Name:	
School Phone:	School Email:

DETAILS OF STUDENT/CHILD HARMED OR AT RISK OF HARM/ABUSE:	
Legal Name:	Preferred Name:
DOB:	Sex:
Year Level:	Cultural Background:
Primary language spoken:	
<input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Both Aboriginal and Torres Strait Islander <input type="checkbox"/> None /Unknown	
Does student have a disability verified under an EAP? Yes <input type="checkbox"/> No <input type="checkbox"/>	Disability Category:
Student's <u>Residential</u> Address (where they live/sleep):	Student's Phone #:
	Student's Mobile #:

FAMILY DETAILS	
Parent/caregiver 1:	Relationship to Student:
Address (if different from student):	
Phone: (H):	(W): (M):
Parent/caregiver 2:	Relationship to Student:
Address (if different from student):	
Phone: (H):	(W): (M):
Is the student in out of home care? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Are there any Family Court or Domestic Violence orders in place? Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>	

PERSON ALLEGED TO HAVE CAUSED THE HARM OR ABUSE	
<input type="checkbox"/> Parent/carer <input type="checkbox"/> Adult family member <input type="checkbox"/> Other Adult family member <input type="checkbox"/> Other adult	
<input type="checkbox"/> Child family member <input type="checkbox"/> Student/other child <input type="checkbox"/> Unknown	

STUDENT/CHILD HARMED OR AT RISK OF HARM/ABUSE: as stated on previous page)	
Legal Name:	Report Date:

PROVIDE ALL INFORMATION YOU HAVE WHICH LED TO THE SUSPICION OF HARM OR ABUSE (Attach extra pages if necessary).
<p>Details of any harm and/or sexual abuse to the student including:: Time, date and location of incident; source of information; details of person alleged to have caused the harm or sexual abuse; physical appearance of any injury; immediate and ongoing safety concerns; any disclosures made by student; any previous incidents of harm; behavioural indicators of harm; presence of any medical needs or developmental delays; and if the information relates to an unborn child, the alleged risk to the unborn child.</p>
<p>Indicate the identity of anyone else who may have information about the harm or abuse:</p>
<p>Additional information provided as an attachment: YES <input type="checkbox"/> NO <input type="checkbox"/></p>

NAME OF PERSON MAKING THE REPORT IF NOT THE HEAD OF CAMPUS (PRINCIPAL)		
Name of staff member:		
Position:	Signature:	Date:
Head of Campus to sign this report made by staff member.		
Head of Campus Name:	Signature:	Date:
Head of Campus's email address:		
Response requested by school about the report:		

ACTION TAKEN			
Form was emailed to: (tick which agencies form was sent to)	<input type="checkbox"/>	Queensland Police Services (QPS) Date: Time: Signature:	
	<input type="checkbox"/>	Department of Children, Youth Justice and Multicultural Affairs (aka 'Child Safety Services') Date: Time: Signature:	
	<input type="checkbox"/>	Family and Child Connect Date: Time: Signature:	
Record keeping:	Original report and support documents given to Head of Campus. (Head of Campus to store report in secure location. NB: if allegation is against Head of Campus, report to go to a board Director). Head of Campus received: Date: Time: Signature:		

(Adapted from EQ SP-4 Report of Suspected Harm or Risk of Harm)

Confirm receipt of emailed form and ensure original is stored in a secure location along with any other documentation collected for the purpose of this report.

Contact Details for Reporting

If you believe a child is in immediate danger or a life-threatening situation call Triple Zero (000).

Department of Children, Youth Justice and Multicultural Affairs ('aka Child Safety Services')

If you have a reason to suspect a child in Queensland is experiencing harm, or is at risk of harm or is being neglected, contact [Child Safety Services](#) to discuss your concerns.

A Child Safety Services' Regional Intake Service ('RIS') receives information and child protection concerns from community members, government and non-government agencies.

- **Normal business hours** - 9am to 5pm Monday to Friday - contact the [Regional Intake Service](#) (RIS) – phone **Central Queensland RIS** on **1300 703 762**
 - If you have a reason to suspect a child in Queensland is experiencing harm, or is at risk of experiencing harm, you need to contact a Child Safety Services' RIS.
 - Trained child protection workers will talk to you about your concerns for the child. They will record information you provide and gather other information that may be helpful in assessing the situation. The worker will then decide the best way of responding to the information you have provided – but remember there are legal, mandatory reporting obligations under this policy.
 - When you contact a RIS to report your concerns, your details will be confidential and your identity, if provided, will be protected by law.
- **After hours** - contact the [Child Safety After Hours Service Centre](#) ('CSAHSC') on **1800 177 135** (free call, Qld only). The service operates **24 hours a day, 7 days a week**.
- An [online report](#) form may be used via the following weblink should the report form in this policy be unable to be completed.
<https://secure.communities.qld.gov.au/cbir/home/ChildSafety>

Queensland Police Services

Barcaldine Police Station

Phone **(07) 4651 1322**
Address 63 Ash Street, Barcaldine, Qld, 4725
Website: <https://www.police.qld.gov.au/station/barcaldine-station>
Hours: Mon, Tue, Thur– 9am-3pm and Fri 9am-12.30pm

Family and Child Connect (FaCC)

Family and Child Connect is a local, community-based service that helps families to care for and protect their children at home, by connecting them to the right services at the right time.

Website <http://familychildconnect.org.au/>
Phone **13-32-64** ('13-FAMILY')

SLFA Director of the school's Governing Body

Email chairman@silverlining.org.au
 (NB: Label the subject line as 'Private & Confidential Child Protection')

Not sure who to call?

If you aren't sure who to call, or for assistance to locate your nearest Child Safety Service Centre, contact the Child Safety Services' Enquiries Unit on **1800 811 810** (Qld only) or **(07) 3224 8045**. The Queensland Government provides more information about child abuse and reporting at - <https://www.qld.gov.au/community/getting-support-health-social-issue/support-victims-abuse/child-abuse/reporting-child-abuse> or <https://www.health.qld.gov.au/clinical-practice/guidelines-procedures/patient-safety/duty-of-care/child-protection>