

# Child Risk Management Strategy

*(This strategy should be read in conjunction  
with the Child Protection Policy)*

**SILVER LINING FOUNDATION AUSTRALIA LTD ('SLFA')**

**- SILVER LINING SCHOOL (Ficks Crossing) – Version 3, June 2023**

# Child Risk Management Strategy

<b>Purpose:</b>	The purpose of this strategy is to eliminate and minimise risk to student safety to ensure the safety and wellbeing of all students. As provided by the <i>Working with Children (Risk Management and Screening) Act 2000</i> (Qld) and its Regulations, Silver Lining Foundation Australia ('SLFA') will implement employment risk management strategies, practices and procedures to promote the wellbeing of students enrolled at the school and to protect them from harm. <sup>1</sup>	
<b>Scope:</b>	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.	
<b>Accreditation and Governance Requirements:</b>	<p>To attain and maintain accreditation a school must implement student welfare processes which comply with the requirements of health and safety under the <i>Work Health and Safety Act 2011</i> (Qld) and the <i>Working with Children (Risk Management and Screening) Act 2000</i> (Qld).<sup>2</sup> A school must also have written processes about the appropriate conduct of staff and students and how a school will respond to harm or allegations of harm to students.<sup>3</sup></p> <p>The Child Risk Management Strategy policy is a mandatory policy required for school accreditation and legal obligation purposes. Mandatory policies are policies that a school governing body is responsible for overseeing as part of their governance obligations and responsibilities.</p>	
<b>Policy Status:</b>	Approved	<b>Supersedes:</b> Version 2 Sept 2020
<b>Authorised by:</b>	School Governing Body	<b>Date of Authorisation:</b> June 2023
<b>References and Related Policies:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Working with Children (Risk Management and Screening) Act 2000 (Qld)</a></li> <li>• <a href="#">Working with Children (Risk Management and Screening) Regulation 2020 (Qld)</a></li> <li>• <a href="#">Child Protection Act 1999 (Qld)</a></li> <li>• <a href="#">Education (Accreditation of Non-State Schools) Act 2017 (Qld)</a></li> <li>• <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)</a></li> <li>• <a href="#">Education (General Provisions) Act 2006 (Qld)</a></li> <li>• <a href="#">Education (General Provisions) Regulation 2017 (Qld)</a></li> <li>• <a href="#">Education Services for Overseas Students (ESOS) Act 2000 (Cth)</a></li> <li>• <a href="#">Education (Overseas Students) Regulation 2018 (Qld)</a></li> <li>• <a href="#">Education (Queensland College of Teachers) Act 2005 (Qld)</a></li> <li>• <a href="#">Education and Care Services National Law (Queensland)</a></li> <li>• <a href="#">Education and Care Services National Regulations</a></li> <li>• <a href="#">Criminal Code Act 1899</a> (Qld)</li> <li>• Blue Card Services – <a href="#">Child and Youth Risk Management Strategy Toolkit</a></li> <li>• SLFA - Restricted Person Declaration Form (<a href="#">re Blue Cards</a>)</li> </ul>	
<b>Review Date:</b>	Annually	<b>Next Review Date:</b> April 2024
<b>Policy Owner:</b>	SLFA School Governing Body (SLFA Board of Directors).	

<sup>1</sup> *Working with Children (Risk Management and Screening) Act 2000* (Qld) ss 171–172; *Working with Children (Risk Management and Screening) Regulations 2011* (Qld) reg 3.

<sup>2</sup> *Education (Accreditation of Non-State Schools) Regulation 2017* s 15.

<sup>3</sup> *Education (Accreditation of Non-State Schools) Regulation 2017* s 16.

## Policy Review Records

Version Number	Date of Authorisation	Review Due Date	Date Reviewed	Review Outcome
1	February 2019	February 2020	September 2020	
2	September 2020	September 2021	March 2023	Addition of information relating to reporting obligations under the <i>Criminal Code Act 1899</i> (Qld) s 229BC.
3	June 2023	June 2024		

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## Statement of Commitment

SLFA and its Silver Lining School (Ficks Crossing) ('the School') supports the rights of students enrolled at the School and is committed to taking all reasonable steps to provide them with a safe and supportive environment and promote their safety and wellbeing, and protection from foreseeable harm.<sup>4</sup>

In order to give practical effect to SLFA's and the School's commitment, SLFA and the School will act in accordance with its legal obligations under the *Working with Children (Risk Management and Screening) Act 2000* (Qld) ('the Act') and will implement the measures outlined below in points 1 to 8.

This Statement of Commitment is evidence of SLFA's and the School's fulfilment of the requirements of Schedule 1, regulation 2 of the *Working with Children (Risk Management and Screening) Regulation 2011* ('the Regulations').

## Definitions

**Restricted Person** – A [restricted person](#) is a person who either:

- has been issued a negative notice;
- has a suspended blue card;
- is a [disqualified person](#);
- has been charged with a [disqualifying offence](#) that has not been finalised; or
- is the subject of an adverse interstate Working with Children Check decision that is in effect.

**Restricted Employment** – [Restricted employment](#) refers to the situations or exemptions that allow a person to work with children without a blue card, such as if they are:

- a parent volunteering;
- a volunteer who is under 18;
- paid or unpaid staff who work in regulated child-related employment for not more than 7 days in a calendar year;
- a person with disability who is employed at a place where the person also receives disability services or NDIS supports or services;
- a secondary school student on work experience who carries out disability related work under the direct supervision of a person who holds a blue or exemption card.

## 1. Code of Conduct (Staff)

At SLFA and the School, we expect and require our staff to conduct themselves in accordance with the SLFA *Code of Conduct (Staff)* policy and as follows:

SLFA and School staff are expected to always behave in ways that promote the safety, welfare, and well-being of our students. Staff must actively seek to prevent harm to students, and to support those who have been harmed.

Specific responsibilities include:

- a) Staff should avoid situations where they are alone in an enclosed space with a student.
- b) When physical contact with a student is a necessary part of the teaching / learning experience, staff must exercise caution to ensure that the contact is appropriate and

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<sup>4</sup> Working with Children (Risk Management and Screening) Regulation 2020 (Qld) Reg.3

acceptable. Staff must always advise the student of what they intend doing and seek their consent.

- c) Staff must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest in a student.
- d) Staff must not have a romantic or sexual relationship with a student.

This commitment is evidence of SLFA's and the School's fulfilment of the requirements of Schedule 1, regulation 2(2) of the Regulations.

The SLFA *Code of Conduct (Staff)* policy provides more information about conduct requirements and expectations of SLFA and School staff.

## **2. Staff Recruitment, Selection, Training and Management Procedures**

SLFA and the School is committed to recruiting, selecting, training, and managing staff in such a way that limits risks to students. In particular, SLFA and the School will:

- a) Ensure that its **recruitment and selection procedures** act to reduce the risk of harm to children from staff via:
  - i) Accurate position descriptions, including whether the successful applicant must be a teacher registered with the Queensland College of Teachers (who has been subject to relevant police and other safety checks), whether a Blue Card is necessary for the successful applicant, the responsibilities and supervision associated with the position, the nature and environment of the service provided to students, and the experience and qualifications required by the successful applicant.
  - ii) Advertising the position with a clear statement about SLFA's and the School's commitment to safe and supportive work practices and identifying that candidates will be subject to a teacher registration check or Blue Card screening, a police check, referee checks, identification verification and the requirement to disclose any information relevant to the candidates' eligibility to engage in activities including children.
  - iii) A selection process that includes assessing the application via an interview process and referee and other checks (as identified above) based on the accurate position description.
  - iv) A probationary period of employment, which allows SLFA and the School to further assess the suitability of the new staff and to act as a check on the selection process.
  
- b) Ensure that its **training and management procedures** act to reduce the risk of harm to students from staffs via:
  - i) Management processes that are consistent, fair, and supportive.
  - ii) Performance management processes to help staff to improve their performance in a positive and supportive manner.
  - iii) Supportive processes for staff when they are experiencing challenges, such as mentoring, mediation, conflict resolution, coaching, additional training, and external support and counselling services.
  - iv) An induction program which thoroughly addresses SLFA's and the School's policies and procedures, particularly its expectations regarding child risk management and to

## SILVER LINING SCHOOL (FICKS CROSSING)

assist staff to understand their role in providing a safe and supportive environment for students.

- v) Training new and existing staff on an ongoing basis to enhance skills and knowledge and to reduce exposure to risks, as follows:
  - SLFA's and the School's policies and procedures
  - identifying, assessing, and minimising risks to students
  - handling a disclosure or suspicion of harm to a child.
- vi) Keeping a record of the training provided to staff.
- vii) Exit interviews to assist SLFA and the School to identify broader issues of concern that may impact on the safety and wellbeing of students at the School.

This commitment is evidence of SLFA's and the School's fulfilment of the requirements of Schedule 1, regulation 2(3) of the Regulations.

### 3. Handling Disclosures or Suspicions of Harm

Any of the types of concerns or reports below should be reported and managed under SLFA's and the School's *Child Protection Policy* and the child protection reporting procedures, as follows:

- a) All staff with concerns about sexual abuse or likely sexual abuse or child sexual offence committed by an adult.
- b) Teachers, nurses and early childhood education and care professionals with concerns of sexual or physical abuse.
- c) All staff who have received a report of inappropriate behaviour by another staff member.

To report any type of harm, all staff members should use the '*Report of Suspected Harm or Sexual Abuse Form*' in Appendix 2 of this document (or in the *Child Protection Policy*).

Furthermore, and in accordance with section 76 of the *Education (Queensland College of Teachers) Act 2005*, the School Principal will report to the Queensland College of Teachers any investigations into allegations of harm caused, or likely to be caused, to a student because of the conduct of a relevant teacher at the School.

Any report made under this section or the School's *Child Protection Policy* will fulfill the reporting obligations of all adults under the *Criminal Code Act 1899*.

This commitment is evidence of SLFA's and the School's fulfilment of the requirements of Schedule 1, regulation 2(4) of the Regulations.

### 4. Managing Breaches of this Child Risk Management Strategy

SLFA and the School is committed to appropriately managing breaches of this *Child Risk Management Strategy* in accordance with its other relevant policies as appropriate in the circumstances, such as its *Child Protection Policy*, *Code of Conduct (Staff)*, *Complaints Handling Policy* and employment contracts.

This is evidence of fulfilment of the requirements of Schedule 1, regulation 2(5) of the Regulations.

## 5. Implementing and Reviewing the Child Risk Management Strategy

This Child Risk Management Strategy in its entirety and its related policies and procedures are evidence of fulfilment of the requirements of the Schedule 1, regulation 2(6)(a) of the Regulations relating to implementation.

The introduction to this Child Risk Management Strategy and the “Compliance and Monitoring” section below state SLFA’s and the School’s commitment to reviewing the Strategy annually and are evidence of fulfilment of the requirements of the Schedule 1, regulation 2(6)(a) of the Regulations relating to review.

## 6. Blue Card Policies and Procedures

SLFA and the School is committed to acting in accordance with chapters 7 and 8 of the Act relating to the screening of staff (and volunteers) in such a way that limits risks to children. In particular, the SLFA and the School will:

- a) Require relevant prospective or current staff, volunteers, trainee students and School Board Directors to have working with children authority and check the validity and appropriateness of any currently held notices, in accordance with SLFA’s and the School’s position descriptions and the Act prior to the commencement of their engagement.
- b) Not allow a person to continue to work with children if their working with child authority is cancelled or suspended or a negative notice is received after a change of police information.
- c) Have all relevant prospective employees and volunteers engaging in Restricted Employment acknowledge and sign a Restricted Person Declaration Form declaring they are not a restricted person prior to commencing their engagement.
- d) Not allow a person relying on an exemption to continue to work with children if they become a restricted person.
- e) Link and unlink individuals as they commence and conclude their engagement with SLFA and the School.
- f) Appoint a SLFA and school contact person who will be responsible for managing the screening process and all related documentation and records.
- g) Keep written records of all the above actions, decisions, and outcomes, including the dates for working with children authorities.
- h) Ensure that all information in relation to working with children authorities is kept confidential.
- i) Act to remind staff to keep their working with children authority up to date and apply for a renewal prior to expiry.
- j) Take appropriate action if an employee, volunteer, trainee student or SLFA Board Director fails to submit a renewal application prior to their working with children authority expiring.

This commitment is evidence of SLFA’s and the School’s fulfilment of the requirements of Schedule 1, regulation 2(6)(b) of the Regulations.



## 7. High Risk Management Plans

SLFA and the School is committed to identifying risks, assessing risks, eliminating, and minimising risks and the monitoring of risk to the safety of students on an ongoing basis. SLFA and the School will utilise various risk management tools to assist it in this process and will keep appropriate records of decisions made and actions taken in relation to risks to children.

This commitment is evidence of SLFA's and the School's fulfilment of the requirements of Schedule 1, regulation (2)(7) of the Regulations.

## 8. Strategies of Communication and Support

SLFA's and the School's commitment to making this *Child Risk Management Strategy* available to students, parents/carers and staff via its SLFA intranet, the School's administration and SLFA's website at <http://www.silverlining.org.au/> is evidence of fulfilment of the requirements of Schedule 1 regulation 2(8)(a) of the Regulations.

SLFA and the School is committed to training staff in relation to risks to students and will conduct this training regularly via annual formal training events, informal updates at staff meetings and regular discussions between the School Principal, Senior or Executive management and their staff, and this is evidence of fulfilment of the requirements of Schedule 1, regulation 2(8)(b) of the Regulations.

## Responsibilities

SLFA and the School is responsible for developing and implementing this *Child Risk Management Strategy* and related policies and procedures to ensure it fulfils its obligations.

All staff at SLFA and the School are responsible for acting in compliance with this *Child Risk Management Strategy* and related policies and procedures.

## Compliance and Monitoring

SLFA and the School is committed to the annual review of this Strategy. SLFA and the School will also record, monitor, and report to SLFA's Board of Directors, the School Principal, and Senior or Executive management regarding any breaches of the Strategy.

In addition, SLFA and the School is committed to other various compliance and monitoring arrangements made under relevant policies and procedures.

## Related Documents

- a) SLFA Blue Card Register
- b) Child Protection Policy (and Procedures)
- c) Child Protection Report Form
- d) Complaints Handling Policy (and Procedures)
- e) Code of Conduct (Staff)
- f) Complaints Handling Policy
- g) Restricted Person Declaration Form
- h) SLFA Risk Management Framework
- i) SLFA Performance Management System

## Helpful Links

- a) Independent Schools Queensland's **Child Protection Decision Support Trees** – accessible by staff after registering with [ISQ's Member Hub](#) or in SLFA's Child Protection Policy.
- b) Department of Children, Youth Justice and Multicultural Affairs ('CJYMA') [Child Protection Guide](#) resource.
- c) [Blue Card Services resources](#)

## Appendices

- a) **Appendix 1 – Child Protection – Reporting by Legislation Factsheet** - The [Reporting Table Factsheet](#) below in this policy summarises the who, what, when, how, why to report
- b) **Appendix 2** – Report of Suspected Harm or Sexual Abuse Form

### Appendix 1 (see next page)

#### Child Protection - Reporting by Legislation Factsheet

A guiding principle for all adults or persons is to contact [Child Safety Services](#) to discuss your concerns or to seek guidance on your reporting obligations if you are unsure.

The following pages of this policy contain a copy of child protection obligations in accordance with various legislation.

To use the following table:

1. Decide on the type of abuse or harm first that you may or have to report – listed in the 'Legislation' column.
2. Follow the other columns across the page which are relevant to the type of harm or abuse you have selected to report.

Appendix 1

Child Protection - Reporting by Legislation Factsheet



Child Protection – Reporting by Legislation

Includes Criminal Code amendments in force from the 5<sup>th</sup> July 2021

Legislation	If	Then	Offence
Reporting of <b>sexual abuse</b> or <b>likely sexual abuse</b> under sections 366 and 366A of the <i>Education (General Provisions) Act 2006</i>	<ul style="list-style-type: none"> <li>You are a school staff member, including a teacher; <b>and</b></li> <li>You are aware or reasonably suspect that a student under 18 has been, or is likely to be, sexually abused by another person</li> </ul>	<ol style="list-style-type: none"> <li>Complete the school’s reporting form</li> <li>Give the report to your principal immediately</li> <li>The principal will make a report to the <a href="#">Police</a> <ul style="list-style-type: none"> <li>As an alternative, the Act allows for giving your report to a Director of the Governing Body, who will forward it to the <a href="#">Police</a></li> </ul> </li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Maximum penalty— 20 penalty units.  (No penalty for likely sexual abuse)
	<ul style="list-style-type: none"> <li>You are a principal or a director of the Governing Body; <b>and</b></li> <li>A staff member, including a teacher, reports a concern that a student under 18 has been, or is likely to be, sexually abused by another person</li> </ul>	<ol style="list-style-type: none"> <li>Receive the school’s reporting form</li> <li>Make a report to the <a href="#">Police immediately</a></li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Maximum penalty— 20 penalty units.  (No penalty for likely sexual abuse)
	<ul style="list-style-type: none"> <li>You are a principal; <b>and</b></li> <li>You are the first person to be aware or reasonably suspect a student under 18 has been, or is likely to be, sexually abused by another person</li> </ul>	<ol style="list-style-type: none"> <li>Complete the school’s reporting form</li> <li>Make a report to the <a href="#">Police immediately</a></li> <li>Give the Governing Body a copy of the report immediately</li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Maximum penalty— 20 penalty units.  (No penalty for likely sexual abuse)
Reporting of <b>sexual</b> and <b>physical abuse</b> under sections 13E and 13G of the <i>Child Protection Act 1999</i>	<ul style="list-style-type: none"> <li>You are a teacher, nurse or early childhood education and care professional; <b>and</b></li> <li>You have a “reportable suspicion”, i.e. a reasonable suspicion that a child—                             <ol style="list-style-type: none"> <li>has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by <b>sexual or physical abuse; and</b></li> <li>may not have a parent able and willing to protect the child from the harm</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>Complete the school’s reporting form</li> <li>Confer with the principal regarding your concerns</li> <li>Work through the online <a href="#">Child Protection Guide</a> with the principal</li> <li>Report to <a href="#">Child Safety</a></li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Nil  s.13G(5) to remove any doubt, it is declared that a person does not commit an offence against this or another Act only because the person omits to do an act required under section 13E(3) or 13F(3) or this section.

Contact Us

For further information or if you have any questions please contact ISQ PH 32281593

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Legislation	If	Then	Offence
	<ul style="list-style-type: none"> <li>You are a principal; <b>and</b></li> <li>A teacher confers with you regarding a reportable suspicion</li> </ul>	<ol style="list-style-type: none"> <li>Confer with the teacher regarding their concerns</li> <li>Work through the online <a href="#">Child Protection Guide</a> with the teacher</li> <li>Report to <a href="#">Child Safety</a></li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Nil
Referral of a <b>concern about harm</b> under section Chapter 5A of the <a href="#">Child Protection Act 1999</a>	<ul style="list-style-type: none"> <li>You are a school staff member, including a teacher; <b>and</b></li> <li>You have a concern about harm to a child, caused by any type of abuse, that does not reach the level of reporting to Child Safety</li> </ul>	<ol style="list-style-type: none"> <li>Complete the school's reporting form</li> <li>Discuss your concerns with your principal</li> <li>Work through the online <a href="#">Child Protection Guide</a> with the principal</li> <li>Principal may decide to:                             <ol style="list-style-type: none"> <li>Offer support at the school level</li> <li>Seek parental consent to refer to Family and Child Connect (FCC) and then make the referral</li> <li>Refer a family to FCC without consent (a principal-only power)</li> </ol> </li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Nil
	<ul style="list-style-type: none"> <li>You are a principal; <b>and</b></li> <li>A staff member, including a teacher, reports a concern about harm to a child, caused by any type of abuse, that does not reach the level of reporting to Child Safety</li> </ul>	<ol style="list-style-type: none"> <li>Receive the school's reporting form</li> <li>Work through the online <a href="#">Child Protection Guide</a> with the staff member</li> <li>Decide to:                             <ol style="list-style-type: none"> <li>Offer support at the school level</li> <li>Seek parental consent to refer to FCC and then make the referral</li> <li>Refer a family to FCC without consent (a principal-only power)</li> </ol> </li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Nil
Reporting of <b>harm</b> (other than sexual abuse) under section 16 of the <a href="#">Education (Accreditation of Non-State Schools) Regulations 2017</a>	<ul style="list-style-type: none"> <li>You are a staff member; <b>and</b></li> <li>You are aware or reasonably suspect that a student has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by any type of abuse (see below); <b>and</b></li> <li>You are aware or reasonably suspect that a student may not have a parent able and willing to protect the child from the harm</li> </ul>	<ol style="list-style-type: none"> <li>Complete the school's reporting form</li> <li>Discuss your concerns with your principal</li> <li>Work through the online <a href="#">Child Protection Guide</a> with the principal</li> <li>The principal will make a report to <a href="#">Child Safety</a></li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Nil

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Legislation	If	Then	Offence
	<ul style="list-style-type: none"> <li>➤ <b>Note</b>, if the harm fits the EGPA or CPA processes identified above, follow that process/es as the priority</li> </ul>		
	<ul style="list-style-type: none"> <li>• You are a principal; <b>and</b></li> <li>• A staff member has reported a concern that a student has suffered, is suffering, or is at unacceptable risk of suffering, significant harm and the student that may not have a parent willing and able to protect them</li> <li>➤ <b>Note</b>, if the harm fits the EGPA or CPA processes identified above, follow that process/es as the priority</li> </ul>	<ol style="list-style-type: none"> <li>1. Receive the school’s reporting form</li> <li>2. Work through the online <a href="#">Child Protection Guide</a> with the staff member</li> <li>3. Make a report to <a href="#">Child Safety</a></li> <li>4. Keep appropriate records of your decisions and actions</li> </ol>	Nil
Reporting of <b>inappropriate behaviour</b> under section 16 of the <a href="#">Education (Accreditation of Non-State Schools) Regulations 2017</a>	<ul style="list-style-type: none"> <li>• You are a student; <b>and</b></li> <li>• A staff member at the school has behaved in a way you consider is inappropriate</li> </ul>	<ol style="list-style-type: none"> <li>1. Report the behaviour to a stated staff member (in their Child Protection Policy schools must state at least 2 staff members to whom a student may report the behaviour)</li> </ol>	Nil
	<ul style="list-style-type: none"> <li>• You are a staff member; <b>and</b></li> <li>• A student has reported to you behaviour of another staff member that the student considers is inappropriate</li> <li>➤ <b>Note</b>, if the inappropriate behaviour fits one of the types of harm identified above, follow that process as the priority</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete the school’s reporting form</li> <li>2. Discuss the student’s report with your principal</li> <li>3. The principal will take appropriate action in the circumstances</li> <li>4. Keep appropriate records of your decisions and actions</li> </ol>	Potential penalty under the Criminal Code 1899 s.229BB and 229BC
	<ul style="list-style-type: none"> <li>• You are a principal; <b>and</b></li> <li>• A staff member has reported to you a student’s report of the inappropriate behaviour of another staff member</li> <li>➤ <b>Note</b>, if the inappropriate behaviour fits one of the types of harm identified above, follow that process as the priority</li> </ul>	<ol style="list-style-type: none"> <li>1. Receive the school’s reporting form</li> <li>2. Interview the student reporting the behaviour</li> <li>3. Interview the staff member named in the report as engaging in inappropriate behaviour</li> <li>4. Interview any other person who may be able to provide useful information</li> <li>5. Take appropriate action on the basis of your investigation</li> <li>6. Keep appropriate records of your decisions and actions</li> </ol>	Potential penalty under the Criminal Code 1899 s.229BB and 229BC

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Legislation	If	Then	Offence
Reporting investigation of harm under section 76 and 77 of the <a href="#">Education (Queensland College of Teachers) Act 2005</a>	<ul style="list-style-type: none"> <li>You are a principal; <b>and</b></li> <li>The school is investigating an allegation of harm caused, or likely to be caused, to a child because of the conduct of a teacher</li> </ul>	<ol style="list-style-type: none"> <li>As soon as practicable after the investigation starts, give notice to the <a href="#">Queensland College of Teachers</a></li> <li>The notice must include the following—                             <ol style="list-style-type: none"> <li>the name of the principal;</li> <li>the name of the school;</li> <li>the name of the relevant teacher;</li> <li>the day the investigation started; and</li> <li>the allegation, particulars of the allegation and any other relevant information</li> </ol> </li> </ol> <p>➤ See the <a href="#">Employing Authority Guidelines</a> for more information</p>	Section 76  Maximum penalty—40 penalty units.  Section 77  Maximum penalty—40 penalty units.
Reporting belief of child sexual offence under section 229BC of the <a href="#">Criminal Code Act 1899</a>	<ul style="list-style-type: none"> <li>You are an adult; <b>and</b></li> <li>You gain information that causes you to believe on reasonable grounds, or ought reasonably to cause you to believe, that a child sexual offence is being or has been committed against a child under 16 by an adult</li> </ul>	Disclose the information to a <a href="#">police</a> officer as soon as reasonably practicable after the belief is, or ought reasonably to have been, formed; <b>OR</b>  Report via your Child Protection policy.  An adult has a reasonable excuse if— the adult has already reported the information under any of the following provisions, or believes on reasonable grounds that another person has done or will do so— <ol style="list-style-type: none"> <li>the <i>Child Protection Act 1999</i>, chapter 2, part 1AA;</li> <li>the <i>Education (General Provisions) Act 2006</i>, chapter 12, part 10</li> </ol>	Maximum penalty—3 years imprisonment.  (5) An adult who, in good faith, discloses information mentioned in subsection (1)(a) to a police officer is not liable civilly, criminally or under an administrative process for making the disclosure.
Protecting a child from child sexual offence under section 229BB of the <a href="#">Criminal Code Act 1899</a>	<ul style="list-style-type: none"> <li>You are an accountable person; <b>and</b></li> <li>you know there is a significant risk that another adult (the alleged offender) will commit a child sexual offence in relation to a child under 16; <b>and</b></li> <li>The alleged offender is associated with an institution or a regulated volunteer; <b>and</b></li> <li>the child is under the care, supervision or control of an institution; <b>and</b></li> <li>You have the power or responsibility to reduce or remove the risk</li> </ul>	<ol style="list-style-type: none"> <li>Take actions to reduce or remove the risk</li> <li>Keep appropriate records of your decisions and actions</li> </ol>	Maximum penalty—5 years imprisonment.

Contact Us

For further information or if you have any questions please contact ISQ PH 32281593

July 2021

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## Appendix 2

## Child Protection Report Form

## Child Protection Report Form

*Private and Confidential*

## Report of Suspected Harm or Sexual Abuse

(Version 4 January 2023)

Date:	School Phone:
School Name:	
School Email:	
School site address:	

DETAILS OF STUDENT/CHILD HARMED OR AT RISK OF HARM/ABUSE:	
Legal Name:	DOB:
Preferred Name:	Sex:
Cultural Background:	Year Level:
Primary language spoken:	
Identifies as: <input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Aboriginal and Torres Strait Islander	
Does student have a disability verified under EAP? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, Disability Category:	
Student's Residential Address:	
Home Phone #:	Student's Personal Mobile #:

FAMILY DETAILS	
Parent/Caregiver 1	
Name:	Relationship to Student:
Address (if different from student):	
Phone: (H)	(W) (M)
Parent/caregiver 2:	
Name:	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"/>	





