

Child Protection Policy

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



SILVER LINING FOUNDATION AUSTRALIA LTD ('SLFA')
YALLORIN YIMBA SILVER LINING SCHOOL - VERSION 5, AUGUST 2025

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, so as to comply with accreditation requirements.		
Scope (policy applies to):	SLFA Board of Directors, 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 SLFA and its Yallorin Yimba Silver Lining School.		
Accreditation and Governance Requirements of the school:	To attain and maintain accreditation, a school must implement written student welfare processes about the appropriate conduct required from staff and students, how a student or person can submit a report of harm or inappropriate conduct by a staff member 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 <i>Education (General Provisions) Act 2006</i> (Qld) and section 13E of the <i>Child Protection Act 1999</i> (Qld). ¹ The 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:	Version 5 - Approved	Supersedes:	Version 4 – September 2024
Authorised by:	School Governing Body	Date of Authorisation:	August 2025
References and Related Policies:	<p><u>Legislation:</u></p> <ul style="list-style-type: none"> ▪ <i>Child Protection Act 1999</i> (Qld) ▪ <i>Child Protection Regulation 2023</i> (Qld) ▪ <i>Education (General Provisions) Act 2006</i> (Qld) ▪ <i>Education (General Provisions) Regulation 2017</i> (Qld) ▪ <i>Education (Accreditation of Non-State Schools) Act 2017</i> (Qld) ▪ <i>Education (Accreditation of Non-State Schools) Regulation 2017</i> (Qld) ▪ <i>Education (Queensland College of Teachers) Act 2005</i> (Qld) ▪ <i>Working with Children (Risk Management and Screening) Act 2000</i> (Qld) ▪ <i>Working with Children (Risk Management and Screening) Regulations 2020</i> (Qld) ▪ <i>Criminal Code Act 1899</i> (Qld) – sections 229BB and 229BC <p><u>SLFA Policy and Procedure:</u></p> <ul style="list-style-type: none"> ▪ Complaints Handling Policy (and Procedure) ▪ Staff Code of Conduct Policy ▪ Child Risk Management Strategy Policy (for the <i>Working with Children (Risk Management and Screening) Act 2000</i>) ▪ WHS Policy (for the <i>Work Health and Safety Act 2011</i> (Qld)) ▪ SLFA Child Protection Report Form ▪ SLFA Restricted Person Declaration Form (for Blue Card Services and working with children) <p><u>Other Resources:</u></p> <ul style="list-style-type: none"> ▪ Queensland College of Teachers ('QCT') <u>Professional Boundaries: A Guideline for Queensland Teachers</u> ▪ QCT <u>Code of Ethics for Teachers in Queensland</u> ▪ Queensland Government – <u>Bullying No Way resources</u>. 		
Review Date:	Annually (or more often if required or in response to legislative changes).	Next Review Date:	August 2026
Policy Owner:	SLFA School Governing Body (the SLFA Board of Directors).		

¹ Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) reg 16.

Policy Review Records

Version Number	Date of Authorisation	Next Review Date	Date Reviewed	Review Outcome
1	August 2023	August 2024	October 2023	Policy updated in response to amended Child Protection Regulations; 2011 Regulations replaced with the 2023 Regulations. Child Protection Report Form also updated.
2	October 2023	October 2024	June 2024	General amendments to school name to reflect accreditation progress.
3	June 2024	June 2025	23 rd July 2024	Change to staff names page 7 – who students can report inappropriate behaviour to due to exiting staff.
3.1	July 2024	June 2025	September 2024	Amendments to staff names; updating of Report Form.
4	September 2024	September 2025	August 2025	Change of School's name from Silver Lining School (Cluden) to Yallorin Yimba Silver Lining School; other general amendments; updating of Report Form and staff names; expansion of bullying information. Updated Department's name to Department of Families, Seniors, Disability Services, and Child Safety.
5	August 2025	August 2026		

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Policy Statement

SLFA and its Yallorin Yimba Silver Lining School (the School) aims to create a positive and supportive environment where staff, students, parents and carers are encouraged and feel that they are able to raise their concerns and make reports under this policy.

The immediate and future wellbeing and welfare of children and young people must be the forefront for 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.

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

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 the reporting of sexual abuse –**
 - ⇒ **Relevant Person** – means:
 - (a) a student under 18 years attending the School;
 - (b) a kindergarten aged child registered in a kindergarten learning program at the School; or
 - (c) a person with a disability who, under section [420\(2\)](#) of the Act, is being provided with special education at the School and is not enrolled in the preparatory year at the School.²
 - ⇒ **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.³

² 'relevant person' under section 364 of the Education (General Provisions) Act 2006 (Qld) ('EGPA') in relation to a non-state school, means a person mentioned in sections [366\(1\)\(a\)](#) to (c) or [366A\(1\)\(a\)](#) to (c).

³ EGPA s 364.

Health and Safety

SLFA and the School has written processes in place to enable it 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 SLFA or the School receives any information alleging 'harm'⁴ to a student – other than harm arising from physical or sexual abuse which must be reported immediately to Child Safety and/or police – the School will deal with the situation compassionately and fairly so as to minimise any likely harm to the extent it reasonably can. This is set out in the School's ***Child Risk Management Strategy Policy***.

Procedures about how SLFA and the School must manage physical or sexual abuse information is discussed below in this policy under the following headings:

- ['Reporting Sexual Abuse'](#)
- ['Reporting Likely Sexual Abuse'](#) and
- ['Mandatory Reporting of Physical and Sexual Abuse'](#).⁵

Conduct of Staff and Students

All staff, contractors and volunteers (including people undertaking work experience or vocational placement at SLFA and the School) must ensure that their behaviour towards and relationships with students reflect proper standards of care for students. Staff, contractors and volunteers (including people undertaking work experience or vocational placement) must not cause harm to students.⁶

Staff, contractors and volunteers (including people undertaking work experience or vocational placement at SLFA and the School) must always ensure that their conduct and relationship with students is not unlawful, unprofessional or inappropriate, and must not engage in physical or emotional abuse or sexual conduct of any nature with a student. It is irrelevant whether the conduct is consensual or non-consensual, or whether the conduct is condoned by parents or carers/guardians. The age of the student is also irrelevant.

SLFA's ***Staff Code of Conduct Policy*** sets out expectations of conduct and responsibility to be observed by all SLFA staff (including volunteers, and people undertaking work experience or vocational placement at the School).

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 by approved teachers in Queensland.⁷ The QCT Professional Boundaries and Code of Ethics guidelines are useful resources that can inform and guide all SLFA and School staff (e.g. staff who are not registered teachers), about appropriate staff-student relationships.

Failure of SLFA and School staff (including volunteers, etc) to behave in an appropriate manner towards students may result in criminal proceedings and/or disciplinary action, including dismissal.

⁴ Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) reg 16(7) ('EANSSR'). Note: The definition of 'harm' under the EANSSR is the same as section 9 of the Child Protection Act 1999 (Qld) ('CPA').

⁵ EANSSR reg 16(1), (2).

⁶ EANSSR reg 16(1)(b).

⁷ <https://cdn.qct.edu.au/pdf/CodeOfEthicsPoster20081215.pdf>

Reporting Inappropriate Behaviour – who to tell / report to

If a student considers the behaviour of a staff member (contractor, volunteer, work experience or vocational placement person or any other person) to be inappropriate, the student should report the behaviour to –

- Toni Simmonds – School Principal;
- Allison Archie – Teacher;
- Jasmin Cutlack – Teacher;
- Edward Savage – Education Support Worker;
- Tayiesha Tapim-Savage – Education Support Worker;
- Keanu Henaway – Education Support Worker;
- Any other school staff member who is an Indigenous Elder;
- Kristian Wale – SLFA Executive Officer; or
- Another SLFA executive staff member such as the Senior Education Officer or the Governance & Compliance Officer.⁸

Dealing with a Report of Inappropriate Behaviour

Report to the School Principal: A SLFA or School staff member (including work experience or vocational placement) or contractor, who receives a report of inappropriate behaviour must report it immediately to the School Principal.

Report to the SLFA Board of Directors: Where the School Principal is the subject of the report of inappropriate behaviour, the staff member must immediately inform a member of the school's governing body (SLFA Board of Directors) emailing the report to chairman@slfa.edu.au⁹

Reporting Sexual Abuse

Section 366 of the *Education (General Provisions) Act 2006* (Qld) (the Act) states that if a staff member (the 'first person') of a Non-State school becomes aware, or reasonably suspects, during the course of their employment, 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; or
- (c) a person with a disability who –
 - (i) under section [420\(2\)](#) of the Act, 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 immediately** give a written report about the abuse, or suspected abuse, to the School's Principal or a SLFA Board Director of the School's governing body.¹⁰ On receiving the written report, the School Principal or the Director of the school's governing body (a SLFA Board Director) **must immediately** give a copy of the report to a Police Officer.¹¹

If the School's Principal is the 'first person' who becomes aware or reasonably suspects sexual abuse, the Principal **must immediately** give a written report about the abuse, or suspected abuse to a Police Officer, and also **immediately** give a copy of the report to a SLFA Board Director of the School's governing body by emailing the report to chairman@slfa.edu.au.¹²

⁸ EANSSR regs 16(2) and 16(3).

⁹ EANSSR reg 16(1)(a), (2)(b).

¹⁰ EGPA s 366(1)–(2).

¹¹ EGPA s 366(4).

¹² EGPA s 366(2A)–(2B); EANSSR reg 16(2)(c).

Details to be included in a report about Sexual Abuse

Staff should use the SLFA [Child Protection Report Form](#) to make a written report.

Staff who are registered teachers or another type of professional with mandatory reporting obligations under section 13E of the *Child Protection Act 1999* (Qld) may make a written report by either:

- (a) using the **SLFA Child Protection Report Form** or
- (b) using the **online reporting form** facilitated by the Department of Child Safety, Seniors and Disability Services – <https://secure.communities.qld.gov.au/cbir/ChildSafety#>

A written report about sexual abuse under section 366 of the Act requires the following details to be included in the report:

- (a) the name of the person giving the report (the *first person*);
- (b) the 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; and
- (e) any of the following information of which the first person is aware of –
 - (i) the student's age;
 - (ii) the identity of the person(s) 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

Reporting Likely Sexual Abuse

[Section 366A](#) of the Act 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; or
- (c) a person with a disability who –
 - (i) under section [420\(2\)](#) of the Act 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 immediately** give a written report about their suspicion to the School's Principal or a SLFA Board Director of the School's governing body.¹⁴ On receiving the written report, the School Principal or the Director of the school's governing body (a SLFA Board Director) **must immediately** give a copy of the report to a Police Officer.¹⁵

If the School's Principal is the '*first person*' who reasonably suspects likely sexual abuse, the Principal must immediately give a written report about the suspicion to a Police Officer immediately and must also **immediately** give a copy of the written report to a SLFA Board Director of the School's governing body by emailing the report to chairman@slfa.edu.au¹⁶

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

¹⁴ EGPA s 366A(1)–(2).

¹⁵ EGPA s 366A(6).

¹⁶ EGPA s 366A(3)(a), (4).

Details to be included in a report about Likely Sexual Abuse

Staff should use the SLFA [Child Protection Report Form](#) to make a written report.

Staff who are registered teachers or another type of professional with mandatory reporting obligations under section 13E of the *Child Protection Act 1999* (Qld) may make a written report by either:

- (a) using the **SLFA Child Protection Report Form** or
- (b) using the **online reporting form** facilitated by the Department of Child Safety, Seniors and Disability Services – <https://secure.communities.qld.gov.au/cbir/ChildSafety#>

A report about *likely sexual abuse* under section 366A of the Act must include the following details:

- (a) the name of the person giving the report (the *first person*);
- (b) the student's name and sex;
- (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 of –
 - (i) the student's age;
 - (ii) the identity of the person(s) 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.¹⁷

Delegation of Director's Reporting Function to the SLFA Executive Officer

In accordance with section 366B of the Act, the SLFA Board of Directors (the School's governing body) by unanimous agreement, have delegated their director's reporting function under sections 366 and 366A of the Act, to immediately give a report that they receive of sexual abuse or likely sexual abuse to a police officer, to an appropriately qualified individual.¹⁸

The qualified individual cannot be and is not the School's Principal or any other School employee.¹⁹ The **SLFA Executive Officer** – Kristian Wale OAM, is the appropriately qualified individual selected by the SLFA Board of Directors.

The SLFA Executive Officer, on behalf of the SLFA Board of Directors, must **immediately** give to a police officer, a written report of sexual abuse or likely sexual abuse that has been given to the SLFA Board of Directors.²⁰

The SLFA Executive Officer must notify the SLFA Board of Directors when they exercise the director's reporting function by emailing the Chair at chairman@slfa.edul.au

¹⁷ EGPR reg 69(a)–(d); EGPA s 366A(2)(b), (3)(b), (5); EANSSR reg 16(2)(c)(ii).

¹⁸ EGPA s 366B.

¹⁹ EGPA 366B(4A).

²⁰ EGPA s 366(2), (4), s 366A(2), (6).

Mandatory Reporting of Physical and Sexual Abuse

Under [section 13E\(3\)](#) of the *Child Protection Act 1999* (Qld), ‘**relevant persons**’ including doctors, registered nurses, teachers, police officers with child safety responsibilities, child advocacy officers or early childhood education and care professional have mandatory reporting obligations in their professional capacity.²¹

If a relevant person listed under section 13E(1) of the *Child Protection Act 1999* (Qld) forms a **reportable suspicion**²² about a child in the course of their engagement as a relevant person, they must give a written report to the Chief Executive of the [Department of Families, Seniors, Disability Services and Child Safety](#).²³

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.²⁴

The relevant person (e.g. a registered teacher at the School) must give a written report to the Chief Executive of the [Department of Families, Seniors, Disability Services and Child Safety](#) (often referred to as ‘Child Safety’).²⁵ A copy of the written report must also be given to the School Principal.

(Note: a report may also be provided to another department administering the Child Protection Act 1999).

in accordance with [section 13G](#) of the *Child Protection Act 1999*

Details to be included in a report about Reportable Suspicion

A mandatory report to the Chief Executive of the Department of Families, Seniors, Disability Services and Child Safety must:

- (a) state the basis on which the relevant person has formed the reportable suspicion;
- (b) the child’s name, age and sex descriptor – male, female or any other descriptor of sex (e.g. agender, genderqueer, non-binary, etc.);²⁶
- (c) details of how to contact the child (such as the child’s address where they usually live or the School’s name and address where the child attends);
- (d) details of the harm to which the reportable suspicion relates;
- (e) particulars of the identity of the person(s) suspected of causing the child to have suffered, suffer, or be at risk of suffering the harm to which the reportable suspicion relates; and
- (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.²⁷

Where submit a Reportable Suspicion report to the Chief Executive

The end pages of this policy provide guidance on and options for submitting a report under the heading ‘[Contact Details for Reporting](#)’.

A report by a relevant person (e.g. registered teacher) can be given to the Chief Executive using the School’s [Child Protection Report](#) form or by lodging the report online to [Child Safety Services](#) at <https://secure.communities.qld.gov.au/cbir/ChildSafety#>

²¹ CPA s 13E(1).

²² CPA s 13E(2).

²³ CPA ss 13E (3), 13G; EANSSR reg 16 (2)(d).

²⁴ CPA s 13E(2).

²⁵ CPA s 13E(3), 13G; <https://www.csyw.qld.gov.au/childsafety/child-safety-practice-manual/introduction/departments-child-safety-youth-women>

²⁶ CPR Schedule 3 – definition of ‘sex descriptor’.

²⁷ CPA s 13G(1)–(2); Child Protection Regulation 2023 (Qld) reg 4 (‘CPR’).

Responsibilities under the *Criminal Code Act 1899 (Qld)*

The *Criminal Code Act 1899 (Qld)* (the 'Code') includes two offences that relate to the failure to report a child sexual offence and the failure to protect a child against a child sexual offence.²⁸

A child sexual offence is an offence of a sexual nature by an **adult**²⁹ against a child under 16 years of age or a person with an impairment of the mind.³⁰

Failure to Report

Under [section 229BC](#) of the Code, **all adults** – which includes students over 18 years of age, parents, carers, guardians and volunteers at or associated with the School or SLFA – must report sexual offences against a child by another adult to Police as soon as reasonably practicable after the belief is, or ought reasonably to have been, formed.³¹

Failure to make a report without a reasonable excuse is a criminal offence that can lead to imprisonment.³² The offence applies to all adults – inclusive of students and young people who are 18 years or older, as well as parents, carers, guardians, volunteers, people who are undertaking vocational placement of work experience at the School or SLFA and visitors or contractors engaged to deliver services to or work with students and young people at the School.

A *reasonable excuse* not to make a report under the Code includes that a report has already been made under the *Education (General Provisions) Act 2006 (Qld)* (reporting of sexual abuse of likely sexual abuse) and the *Child Protection Act 1999 (Qld)* (reporting significant harm or risk of significant harm) in accordance with the reporting requirements and processes under this policy.³³

Failure to Protect

Under [section 229BB](#) of the Code, all adults in a position of power or responsibility within an institution (e.g. SLFA, SLFA Schools and Programs and their employees, volunteers, persons undertaking work experience or student placement at the school, contractors or other persons engaged to deliver child related activities, SLFA Board Directors and any other adult involved in the management or control of the School), will be held to have committed a crime by failing to protect if the adult:

- (a) knows there is a significant risk that another adult (the *alleged offender*) will commit a child sexual offence in relation to a child; and
- (b) the alleged offender is associated with an institution or is a regulated volunteer; and
- (c) the child is under the care, supervision or control of an institution; and
- (d) the child is either – under 16 years of age or a person with an impairment of the mind; and
- (e) the adult has the power or responsibility to reduce or remove the risk (of another adult committing a child sexual offence in relation to a child); and
- (f) the adult wilfully or negligently fails to reduce or remove the risk (of another adult committing a child sexual offence in relation to a child).

A failure to protect is a criminal offence that can lead to imprisonment.³⁴

²⁸ Criminal Code Act 1899 (Qld) ('The Code') ss 229BB, 229BC.

²⁹ The age of majority under the Law Reform Act 1995 (Qld) is 18 years of age.

³⁰ The Code, Schedule 1, [Chapter 22](#), s 207A and [Chapter 32](#).

³¹ The Code s 229BC(1).

³² The Code s 229BC(2).

³³ The Code s 229BC(4).

³⁴ The Code s 229BB(1).

Indicators and Signs of Abuse

The following is not an exhaustive list. The [Queensland Government](#) provides more comprehensive information about abuse and the [types of child abuse](#) and how to recognise the signs and indicators.³⁵

Further help and advice about child sexual abuse is available from a variety of government agencies and departments at <https://www.qld.gov.au/community/getting-support-health-social-issue/support-victims-abuse/child-abuse/child-sexual-abuse/child-sexual-abuse-help>

Call Triple Zero (000) in an emergency, or if there you believe a child is in immediate danger or a in a life-threatening situation.

Abuse, neglect and exploitation can take many forms. Being aware of common indicators may improve your ability to recognise and respond to them. Although no single behaviour is an absolute indicator of abuse, neglect and exploitation, some examples are included below.³⁶

Reminder! Child abuse can be a single incident or several incidents that take place over time. The *Child Protection Act 1999* (Qld) focuses on the impact of the abuse on the child, rather than how often the abuse has occurred. In particular, whether the child has suffered significant harm, is suffering significant harm, or is at risk of suffering significant harm.

The *Child Protection Act 1999* (Qld) also looks at whether a child who has been harmed has a parent who is able and willing to protect them. Harm under the *Child Protection Act 1999* is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.³⁷

Physical Abuse

[Physical abuse](#) happens when a child has been hurt or injured, and it is not an accident. Physical abuse does not always leave visible marks or injuries.

Examples of physical abuse include:

- hitting
- shaking
- throwing
- burning
- biting
- poisoning
- drowning
- using physical restraints

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.

³⁵ <https://secure.communities.qld.gov.au/cbir/PrescribedEntityChildSafetyReport;https://www.dcssds.qld.gov.au/our-work/child-safety/resources-publications> (as of August 2025).

³⁶ <https://www.families.qld.gov.au/our-work/disability-services/preventing-responding-abuse-neglect-exploitation/identifying-abuse-neglect-exploitation/indicators-signs> (as of August 2025).

³⁷ <https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010#sec.9>

Sexual Abuse

Child sexual abuse happens when an adult, teenager or another child in a position of power or authority over the child, uses that power or authority to involve the child in sexual activity. Sexual abuse can occur in person, over the phone or online – it can include non-contact and contact activities.

Examples of child sexual abuse includes (but is not limited to):

- kissing, holding or fondling a child in a sexual way
- exposing genitals to a child
- talking in a sexual way that's not appropriate for the child's age
- making obscene phone calls, text messages or remarks
- persistently intruding on a child's privacy
- penetrating a child's vagina or anus by penis, finger or other object
- showing pornographic videos or images to a child
- having a child pose or behave in a sexual way
- forcing a child or young person to watch a sexual act
- coercing a child or young person to perform a sexual act on themselves, another child, or with an adult
- oral sex
- rape / statutory rape (having sex with a child under 16 years of age)
- incest
- child prostitution.

Emotional/Psychological Abuse

Emotional abuse happens when a child is treated in a way that negatively impacts their social, emotional or intellectual development. Emotional abuse can be caused by:

- rejection
- name calling, teasing or bullying
- yelling
- criticism
- isolation or locking a child up for extended periods
- exposure to domestic and family violence.

Experiencing domestic and family violence can also lead to emotional harm. A child who experiences violence at home is at greater risk of not having their basic needs met, including their protection and care needs. Domestic and family violence can:

- affect a child's emotional wellbeing and development
- teach them that violence is a solution to problems
- cause post-traumatic stress disorder.

Neglect

Neglect happens when a child's basic needs are not met, affecting their health and development. Basic needs include:

- food (e.g. being provided with sufficient food)
- housing and clean living conditions (e.g. being provided with a safe or hygienic home)
- health care (e.g. receiving medical treatment or care)
- adequate clothing (e.g. being provided with sufficient and warm clothing in winter)
- personal hygiene
- adequate supervision.

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.³⁸

Bullying, Discrimination and Harassment

Bullying

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

Bullying can involve an individual or a group misusing their power, or perceived power, over one or more persons feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (cover). (Cyberbullying is bullying conducted with the use of technology, such as mobile phones or the internet).

Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Single incidents and conflicts or fights between equals, whether in person or online, not defined as bullying.

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Sexual Harassment

Sexual harassment is any form of unwelcome sexual attention. This may include any unwelcome and uninvited comment, attention, physical contact or behaviour of a sexual nature that an individual or witness finds humiliating, offensive or intimidating or would find so if they knew about it. It can be verbal, physical, written or visual.

³⁸ <https://secure.communities.qld.gov.au/cbir/PrescribedEntityChildSafetyReport>

Discrimination and Victimisation

Discrimination occurs when someone is treated unfavourably because of an attribute under the *Anti-Discrimination Act 1991* (Qld). These include:

- gender
- relationship status
- pregnancy
- parental status
- breastfeeding
- age
- race
- impairment
- religious belief or religious activity
- political belief or activity
- gender identity
- sexuality
- family responsibilities,

or an association with any person with an attribute listed above.

Victimisation is behaviour that incites others to hate, to have serious contempt for or to severely ridicule individuals or groups because of their race, religion, sexuality or gender identity. It could include (but is not restricted to):

- displaying posters, graffiti, slogans (even on private objects),
- sending email or posting Internet website material.

SLFA and its School aims to create and provide a supportive learning environment and an environment in which students feel safe – and an environment that is free from bullying and harassment. Concerns relating to these matters are addressed under each relevant policy and procedure:

- *Restorative Practices Procedure*
- *Disability Discrimination (Students) Policy*
- *Anti-Bullying Policy*
- *Staff Code of Conduct*

SLFA and the School recognises that bullying, discrimination and sexual harassment may amount to 'harm' to a student. 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*.

Awareness

SLFA and the School will inform staff, students and parents/carers of its health, safety, and conduct of staff and students processes in communications to them through avenues such as staff inductions, ongoing staff training, regular discussions with staff and students and publication of policy and processes on the school website – <http://www.silverlining.org.au/>.³⁹ A copy of this policy and the *Child Risk Management Strategy* will be made available to new staff on commencement and/or during their induction. Reference to and discussion of the *Child Protection Policy* will occur regularly in staff meetings.

³⁹ EANSSR reg 16(4)(a).

Accessibility of Processes

Processes relating to the health, safety and conduct of staff and students are accessible from the School office and/or staff room (in a policy folder), SLFA's internal SharePoint system, on request from the School's Principal, via the School's Newsletters to parents/carers and the SFLA website – <http://www.silverlining.org.au/>.⁴⁰

Training

SLFA and the School will train staff in processes relating to the health, safety, student welfare, child protection and conduct of staff and students on induction of a new employee and will refresh training annually.⁴¹ Staff will have other training opportunities such as access to Independent Schools Queensland's '[Connect & learn](#)' online Child Protection Training courses. Staff will discuss the Child Protection Policy and procedures at staff meetings from time to time, and records of staff participation will be kept.

Implementing the Child Protection Policy

SLFA and 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.⁴²

Confidentiality

Each person who has access to information covered by this policy must observe confidentiality and privacy requirements. SLFA and its 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 Police 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.

Liability and Defamation Protection

A person acting reasonably, honestly and in good faith with by providing or sharing information to a person such as (but not limited to) the School's Principal, relevant school staff, SLFA Board Directors, Child Safety Services or Police, will be protected from liability for giving information and will not be held liable for defamation in a report that is made in good faith, when acting in accordance with their reporting obligations under the *Child Protection Act 1999* (Qld) and other interacting laws (such as the *Education (General Provisions) Act 2006* (Qld)).⁴³

Insurer

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

⁴⁰ EANSSR reg 16(4)(b).

⁴¹ EANSSR reg 16(4)(c).

⁴² EANSSR reg 16(4)(d).

⁴³ CPA ss 245V, 245W, 159Q, 159R.

Record Keeping

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

Complaints Procedure

Suggestions of non-compliance with SLFA processes in relation to the management of child protection matters which are dealt with under this *Child Protection Policy* may be submitted as a complaint under SLFA's *Complaints Handling Policy*.⁴⁴

Reporting under this policy fulfils 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.⁴⁵

Guides for Decision Making and a Reporting Table Factsheet

ISQ 'Decision Support Trees' - The following pages of this policy provides various 'flowcharts' ('*decision-making trees*') based on someone's role with SLFA and the School. The flowcharts may assist with the decision-making process for reporting. Staff and volunteers should refer to the flowchart applicable to their role.

Reporting Table Factsheet - The [Reporting Table Factsheet](#) below in this policy summarises the who, what, when, how, why to report.

Guides - The Queensland Government's [Department of Families, Seniors, Disability Services and Child Safety](#) 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 procedure, cultural notes and glossary is contained in the [Child protection guide procedures manual](#).⁴⁶

School staff with a concern about the welfare of a student that **does not meet the threshold required to report** to Department of Child Safety, Seniors and Disability Services 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 School Principal 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 Principal, in which case they should speak with the School's governing body or simply contact.

⁴⁴ EANSSR regs 16(5), 16(6).

⁴⁵ Criminal Code Act 1899 (Qld) s 229BC (4)(b).

⁴⁶ https://www.families.qld.gov.au/_media/documents/about-us/partners/government/child-protection-procedures-manual.pdf

Child Protection Decision Support Tree for Principals and Board Directors

Child Protection Decision Support Tree for Teachers

Child Protection Decision Support Tree for Non-Teaching Staff

Child Protection Decision Support Tree for Volunteers

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.

CHILD PROTECTION – REPORTING BY LEGISLATION

Legislation	If	Then	Offence
Reporting of sexual abuse or likely sexual abuse under sections 366 and 366A of the <i>Education (General Provisions) Act 2006</i>	<ul style="list-style-type: none"> You are a school staff member, including a teacher; and You are aware or reasonably suspect that a student under 18 has been, or is likely to be, sexually abused by another person 	<ol style="list-style-type: none"> Complete the school's reporting form Give the report to your principal immediately The principal will make a report to the Police <ul style="list-style-type: none"> As an alternative, the Act allows for giving your report to a Director of the Governing Body, who will forward it to the Police Keep appropriate records of your decisions and actions 	<p>Maximum penalty—20 penalty units.</p> <p>(No penalty for likely sexual abuse)</p>
<p>NB: The directors have delegated their reporting function under section 366 of the <i>Education (General Provisions) Act 2006</i> and have nominated the SLFA Executive Officer as their delegate to immediately submit a written report from a staff member, including a teacher, to Police upon receiving it.</p>	<ul style="list-style-type: none"> You are a principal or a director of the Governing Body; and 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 	<ol style="list-style-type: none"> Receive the school's reporting form Make a report to the Police immediately Keep appropriate records of your decisions and actions 	<p>Maximum penalty—20 penalty units.</p> <p>(No penalty for likely sexual abuse)</p>
	<ul style="list-style-type: none"> You are a principal; and 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 	<ol style="list-style-type: none"> Complete the school's reporting form Make a report to the Police immediately Give the Governing Body a copy of the report immediately Keep appropriate records of your decisions and actions 	<p>Maximum penalty—20 penalty units.</p> <p>(No penalty for likely sexual abuse)</p>
Reporting of sexual and physical abuse under sections 13E and 13G of the <i>Child Protection Act 1999</i>	<ul style="list-style-type: none"> You are a teacher, nurse or early childhood education and care professional; and You have a "reportable suspicion", i.e. a reasonable suspicion that a child— <ol style="list-style-type: none"> has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by sexual or physical abuse; and may not have a parent able and willing to protect the child from the harm 	<ol style="list-style-type: none"> Complete the school's reporting form Confer with the principal regarding your concerns Work through the Child Protection Guide with the principal Report to Child Safety Keep appropriate records of your decisions and actions 	<p>Nil</p> <p>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.</p>

Contact Us

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

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**FACT SHEET**

Legislation	If	Then	Offence
	<ul style="list-style-type: none"> You are a principal; and A teacher confers with you regarding a reportable suspicion 	<ol style="list-style-type: none"> Confer with the teacher regarding their concerns Work through the Child Protection Guide with the teacher Report to Child Safety Keep appropriate records of your decisions and actions 	Nil
Referral of a concern about harm under section Chapter 5A of the Child Protection Act 1999	<ul style="list-style-type: none"> You are a school staff member, including a teacher; and 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 	<ol style="list-style-type: none"> Complete the school's reporting form Discuss your concerns with your principal Work through the Child Protection Guide with the principal Principal may decide to: <ol style="list-style-type: none"> Offer support at the school level Seek parental consent to refer to Family and Child Connect (FCC) and then make the referral Refer a family to FCC without consent (a principal-only power) Keep appropriate records of your decisions and actions 	Nil
	<ul style="list-style-type: none"> You are a principal; and 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 	<ol style="list-style-type: none"> Receive the school's reporting form Work through the Child Protection Guide with the staff member Decide to: <ol style="list-style-type: none"> Offer support at the school level Seek parental consent to refer to FCC and then make the referral Refer a family to FCC without consent (a principal-only power) Keep appropriate records of your decisions and actions 	Nil
Reporting of harm (other than sexual abuse) under section 16 of the Education (Accreditation of Non-State Schools) Regulations 2017	<ul style="list-style-type: none"> You are a staff member; and 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); and You are aware or reasonably suspect that a student may not have a parent able and willing to protect the child from the harm <p>➤ Note, if the harm fits the EGPA or CPA processes identified above, follow that process/es as the priority</p>	<ol style="list-style-type: none"> Complete the school's reporting form Discuss your concerns with your principal Work through the Child Protection Guide with the principal The principal will make a report to Child Safety Keep appropriate records of your decisions and actions 	Nil

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**FACT SHEET**

Legislation	If	Then	Offence
	<ul style="list-style-type: none"> You are a principal; and 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 ➤ Note, if the harm fits the EGPA or CPA processes identified above, follow that process/es as the priority 	<ol style="list-style-type: none"> Receive the school's reporting form Work through the Child Protection Guide with the staff member Make a report to Child Safety Keep appropriate records of your decisions and actions 	Nil
Reporting of inappropriate behaviour under section 16 of the Education (Accreditation of Non-State Schools) Regulations 2017	<ul style="list-style-type: none"> You are a student; and A staff member at the school has behaved in a way you consider is inappropriate 	<ol style="list-style-type: none"> 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) 	Nil
	<ul style="list-style-type: none"> You are a staff member; and A student has reported to you behaviour of another staff member that the student considers is inappropriate ➤ Note, if the inappropriate behaviour fits one of the types of harm identified above, follow that process as the priority 	<ol style="list-style-type: none"> Complete the school's reporting form Discuss the student's report with your principal The principal will take appropriate action in the circumstances Keep appropriate records of your decisions and actions 	Potential penalty under the Criminal Code 1899 s.229BB and 229BC
	<ul style="list-style-type: none"> You are a principal; and A staff member has reported to you a student's report of the inappropriate behaviour of another staff member ➤ Note, if the inappropriate behaviour fits one of the types of harm identified above, follow that process as the priority 	<ol style="list-style-type: none"> Receive the school's reporting form Interview the student reporting the behaviour Interview the staff member named in the report as engaging in inappropriate behaviour Interview any other person who may be able to provide useful information Take appropriate action on the basis of your investigation Keep appropriate records of your decisions and actions 	Potential penalty under the Criminal Code 1899 s.229BB and 229BC

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

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FACT SHEET

Legislation	If	Then	Offence
Reporting investigation of harm under section 76 and 77 of the Education (Queensland College of Teachers) Act 2005	<ul style="list-style-type: none"> You are a principal; and The school is investigating an allegation of harm caused, or likely to be caused, to a child because of the conduct of a teacher 	<ol style="list-style-type: none"> As soon as practicable after the investigation starts, give notice to the Queensland College of Teachers The notice must include the following— <ol style="list-style-type: none"> the name of the principal; the name of the school; the name of the relevant teacher; the day the investigation started; and the allegation, particulars of the allegation and any other relevant information <p>➤ See the Employing Authority Guidelines for more information</p>	<p>Section 76</p> <p>Maximum penalty—40 penalty units.</p> <p>Section 77</p> <p>Maximum penalty—40 penalty units.</p>
Reporting belief of child sexual offence under section 229BC of the <i>Criminal Code Act 1899</i>	<ul style="list-style-type: none"> You are an adult; and 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; 	<p>Disclose the information to a police officer as soon as reasonably practicable after the belief is, or ought reasonably to have been, formed; OR</p> <p>Report via your Child Protection policy.</p> <p>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—</p> <ol style="list-style-type: none"> the Child Protection Act 1999, chapter 2, part 1AA; the Education (General Provisions) Act 2006, chapter 12, part 10 	<p>Maximum penalty—3 years imprisonment.</p> <p>(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.</p>
Protecting a child from child sexual offence under section 229BB of the <i>Criminal Code Act 1899</i>	<ul style="list-style-type: none"> You are an accountable person; and 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; and The alleged offender is associated with an institution or a regulated volunteer; and the child is under the care, supervision or control of an institution; and You have the power or responsibility to reduce or remove the risk 	<ol style="list-style-type: none"> Take actions to reduce or remove the risk Keep appropriate records of your decisions and actions 	<p>Maximum penalty—5 years imprisonment.</p>

Contact Us

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

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Child Protection Report Form

(Note: This is a PDF copy of the report form for the purposes of displaying it in the policy. Refer to and use the actual report form – not the form in this policy).



CHILD PROTECTION REPORT FORM

(Form - Version 7 August 2025)

PRIVATE & CONFIDENTIAL

REPORT OF SUSPECTED HARM OR SEXUAL ABUSE

SLFA SCHOOL OR SUPPORT SERVICES PROGRAM DETAILS

Report Date: dd / mm / yyyy	School or Support Service Name:
Phone:	Primary Contact Email:
Physical address:	

DETAILS OF STUDENT, CHILD or YOUNG PERSON HARMED OR AT RISK OF HARM OR ABUSE

Legal Name:	Age:	D.O.B. dd / mm / yyyy
Other Names Known by:		Grade / Year Level:
Identifies as: <input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Aboriginal & Torres Strait Islander <input type="checkbox"/> None		
Sex descriptor: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Any other descriptor of sex:		
Cultural Background:	Primary language spoken:	
Disability as per NCCD? <input type="checkbox"/> No <input type="checkbox"/> Yes – Disability Category:		
Residential Address (where student, child or young person ordinarily lives, on a day-to-day basis. If unknown, state the SLFA work location address):		
Phone:	Mobile:	

FAMILY – PARENT / CARER DETAILS

PARENT / CAREGIVER 1

Name:	Relationship to Student/Child:
Address: <input type="checkbox"/> Same address as Student/Child/Young Person OR <input type="checkbox"/> Different address to Student/Child/Young Person:	
Phone – Mobile:	Home: Work:

PARENT / CAREGIVER 2

Name:	Relationship to Student/Child:
Address: <input type="checkbox"/> Same address as Student/Child/Young Person OR <input type="checkbox"/> Different address to Student/Child/Young Person:	
Phone – Mobile:	Home: Work:

OTHER FAMILY INFORMATION

Is the Student/Child/Young Person in out of home care? <input type="checkbox"/> No <input type="checkbox"/> Yes – provide any known details:
Are there any Family Court or Domestic Violence orders in place? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure

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"/> Child family member <input type="checkbox"/> Other adult <input type="checkbox"/> Student/other child or young person <input type="checkbox"/> Unknown Identity (name) of alleged person(s) (if known):
--



CHILD PROTECTION REPORT FORM

(Form - Version 7 August 2025)

NAME of STUDENT, CHILD or YOUNG PERSON HARMED OR AT RISK OF HARM / ABUSE

Full Legal Name:

Report Date: dd / mm / yyyy

PROVIDE ALL INFORMATION YOU HAVE WHICH LED TO THE SUSPICION OF OR KNOWN HARM OR ABUSE

(Attach extra pages of written information if more space is required)

Record details of any harm and/or sexual abuse to the student, child or young person – include: Times, dates & locations of incident(s); source of information (e.g. who or where you got info from); details of person(s) alleged to have caused harm or sexual abuse; physical appearance of any injury; any immediate or ongoing safety concerns; any disclosures made by student, child or young person; 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.

Provide details of the identity and particulars of anyone else who may have information about the harm or abuse:

Have you provided additional pages of information as an attachment to this form? ☐ YES ☐ NO

DETAILS OF THE PERSON MAKING THIS REPORT (the 'first person')

Full Name:

Date: dd / mm / yyyy

Position / Job Title:

Signature:

Give completed form to the School Principal, Support Services Supervisor (or SLFA Board Director).

If the report of harm or abuse relates to the Principal or Support Services Supervisor, DO NOT give them the report. Email report to a Police Officer immediately. Call Policelink - 131 444 and request an email or deliver report to local police station.

PRINCIPAL / SUPPORT SERVICES SUPERVISOR / SLFA BOARD DIRECTOR (or their delegate the EXECUTIVE OFFICER)

Full Name:

Date: dd / mm / yyyy

Job Title:

Signature:

What response are you seeking to receive about the outcome or development of the report after it is submitted (if any):

ACTION TAKEN WITH REPORT – report must be lodged immediately

☐ Hand delivered to local Queensland Police Station – location:

Emailed to: ☐ Queensland Police Services (QPS) ☐ Dept. Families, Seniors, Disability Services & Child Safety (Child Safety)

Email address:

Date: dd / mm / yyyy

Time:

Confirm – Report Form received by QPS and/or Child Safety? ☐ Yes (file any lodgement receipts with report paperwork)

☐ Copy of the report emailed to SLFA Director (the Chair) at chairman@slfa.edu.au

Date: dd / mm / yyyy

Other Notes/Info:

RECORD KEEPING: GIVE Report Form and other related documents to Principal or Support Services Supervisor (except if report is about the Principal or Support Services Supervisor, then give to SLFA Director – chairman@slfa.edu.au). FILE: Principal / Supervisor – file report & other related documents in secure location with restricted access. PRINCIPALS: update Child Protection Report Register in Principal Secure.

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

Contact Information for Reporting & Guidance

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

Department of Child Safety, Seniors and Disability Services ('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](#) and talk to someone about 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 **North Queensland RIS on 1300 706 147 (General Line) or 1300 704 514 (Direct Line)**
 - 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](#) ('CSAHC') 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

Townsville Police Station – (Open 24 Hours 7 Days)

- **Phone (07) 4759 9777**
- Address 134 Stanley Street, Townsville City, Qld, 4810

Stuart Police Station – (Station is open 24 Hours 7 Days, but no counter staff are on outside of business hours. Ring station before 4.00pm close of business Monday–Friday to confirm whether someone will be there to talk to).

- Hours Closed Saturday-Sunday
Monday-Friday 8.00 am – 4.00 pm
- **Phone (07) 4799 8999**
- Address Stuart Drive, Stuart, Qld, 4811

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@slfa.edu.au

(NB: Label email 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) (9.00am – 5.00pm, Monday to Friday. Calls on weekends to this number redirected to the Regional Intake Service). 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>

EMPLOYEE DECLARATION**Policy Declaration Form**

I acknowledge that I have read the **CHILD PROTECTION POLICY**, that I understand its content and that any questions I may have had about this policy have been clarified to me.

I understand that it is my responsibility to perform any obligations and responsibilities under this policy, any related policies and any relevant legislation, to the best of my ability and that I should continue to seek clarification or ask questions about the policy, procedures and any of my obligations under it, should I need to.

I understand that I can seek guidance or assistance from my supervisor and other SLFA leadership and executive staff whenever I need to.

EMPLOYEE SIGNATURE

Name:	
Job Title:	Signature:
Work Location: (e.g. school name, Central Office, Saddler Springs, etc)	Date: dd / mm / yyyy

EXECUTIVE OFFICER* OR SCHOOL PRINCIPAL / HEAD OF CAMPUS

Name:	Signature:
Job Title:	Date: dd / mm / yyyy

*Note: Governance Officer may sign as Executive Officer's delegate.

RECORD KEEPING PROCEDURE:

1. **Employee:** **SCAN** fully signed and completed form to admin@slfa.edu.au and cc your supervisor (e.g. Principal, Executive Officer) into the email.
2. **Supervisor:** **FILE** scanned form in employee's hardcopy HR folder at work site.
3. **Central Office:** **SAVE** scanned form to employee's digital Staff PD & Training folder in 365 and update the Policy Training Register.
4. **Employee:** keep a hard or digital copy of the signed form for your own personal records (you can email a copy to your personal email if you wish to).