Reporting Concerns of Harm and Abuse

VERSION 2

FEBRUARY 2026

SILVER LINING FOUNDATION
AUSTRALIA

REPORTING CONCERNS OF HARM AND ABUSE POLICY

Purpose:	The purpose of this policy is to provide written processes about – a) how SLFA Schools will respond to harm, or allegations of harm, to students under 18 years; and b) the appropriate conduct of the SLFA's School staff and students to comply with accreditation requirements.		
Scope (policy applies to):	SLFA Board of Directors (the School's Governing Body) and employees, including full-time, part-time, permanent, fixed term and casual employees, students, as well as contractors, volunteers and people undertaking work experience or vocational placements at SLFA Schools.		
School Accreditation and Governance Requirements:	To attain and maintain accreditation, a school must implement written processes about how a school will respond to harm and abuse or allegations of harm or abuse to students and the appropriate conduct of staff and students. Processes for reporting must comply with sections 366 and 366A of the *Education (General Provisions) Act 2006* (Qld) and section 13E of the *Child Protection Act 1999* (Qld).[1] The Reporting Concerns of Harm & Abuse Policy is a mandatory policy required for school accreditation and legal purposes. Mandatory policies are those that a School's Governing Body is responsible for overseeing as part of their governance responsibilities. The Policy should be reviewed annually.		
Policy Status:	Version 2 - Approved	**Supersedes:**	Version 1
Authorised by:	SLFA School's Governing Body – SLFA Board of Directors	**Date of Authorisation:**	February 2026
References and Related Policies:	**Legislation:** → *Child Protection Act 1999 (Qld)* → *Child Protection Regulation 2023 (Qld)* → *Child Safe Organisations Act 2024 (Qld)* → *Education (General Provisions) Act 2006 (Qld)* → *Education (General Provisions) Regulation 2017 (Qld)* → *Education (Accreditation of Non-State Schools) Act 2017 (Qld)* → *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)* → *Working with Children (Risk Management and Screening) Act 2000 (Qld)* → *Working with Children (Risk Management and Screening) Regulation 2020 (Qld)* → *Work Health and Safety Act 2011 (Qld)* → *Criminal Code Act 1899 (sections 229BB and 229BC)* **SLFA Policy and Procedure:** → Complaints Handling Policy → Staff Code of Conduct Policy → Work Health and Safety Policy → Student Safety and Wellbeing Policy → Child Protection Report Form **Other Resources:** Queensland College of Teachers ('QCT') Professional Boundaries: A Guideline for Queensland Teachers QCT Code of Ethics for Teachers in Queensland Queensland Government – Bullying No Way resources.		
Review Date:	Annually, or as appropriate to reflect changing legislation and environment.	**Next Review Date:**	February 2027
Policy Author:	Alison Wale – SLFA Governance & Compliance Officer		
Policy Owner:	SLFA School Governing Body (the SLFA Board of Directors).		

[1] Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) reg 16 ('EANSS Reg').

POLICY REVIEW RECORDS

Version Number	Date Authorised / Approved	Review Due Date	Date Reviewed	Review Comments
1	January 2026	January 2027	February 2026	Updated to reflect Non-State Schools Accreditation Board recommendations and align with reporting requirements under the *Education (General Provisions) Act 2006* (Qld) and the *Child Safe Organisations Act 2024* (Qld).
2	February 2026	February 2027		

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STATEMENT OF COMMITMENT TO STUDENT SAFETY & WELLBEING

SLFA and its Schools are committed and dedicated to fostering safe, inclusive environments where learning and wellbeing are linked, ensuring that all students feel secure, respected, and supported to reach their potential.

SLFA and its Schools are committed to talking all reasonable steps to promote the safety and wellbeing of students enrolled at the School and to protect them from foreseeable harm.[2] We prioritise student safety and wellbeing in all aspects of our work and do not tolerate any form of child abuse or harm to children. We act in accordance with the *Child Safe Organisations Act 2024 (QLD)* and implement the *Child Safe Standards* and *Universal Principle* to create a safe, inclusive, and accountable environment. We listen to students, value their views, and support them to participate in decisions that affect them.

SLFA and its Schools are committed to the safety and inclusion of all students, including those from diverse cultural backgrounds, students with disability, LGBTQIA+ students, and students who may be experiencing vulnerability. We also make a clear commitment to the cultural safety of Aboriginal and Torres Strait Islander students and to providing an environment where their identities, cultures, and connections to Country are respected and upheld.

DEFINITIONS

Harm	As per section 9 of the *Child Protection Act 1999* (Qld): (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.
Child	As per section 8 of the *Child Protection Act 1999* (Qld): A ***child*** is an individual under 18 years.
Child in Need of Protection	As per section 10 of the *Child Protection Act 1999* (Qld): 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.
Sexual Abuse	As per section 364 of the *Education (General Provisions) Act 2006* (Qld): 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] Working with Children (Risk Management and Screening) Regulation 2020 (Qld) Sch. 1 reg. 2(1).
[3] Education (General Provisions) Act 2006 s 364 ('EGPA').

Staff	In this Policy, **staff,** means full-time, part-time, permanent, fixed term and casual SLFA employees – which includes School employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at or for SLFA or its Schools.

HEALTH AND SAFETY

SLFA Schools have 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 a SLFA School receives any information alleging 'harm'[4] to a student (other than harm arising from physical or sexual abuse) it will deal with the situation compassionately and fairly so as to minimise any likely harm to the extent it reasonably can, and in accordance with SLFA's *Student Safety and Wellbeing Policy*.

Information relating to physical or sexual abuse is handled under mandatory reporting obligations set out in this Policy.[5]

CONDUCT OF STAFF AND STUDENTS

All SLFA staff, (including people undertaking work experience or vocational placement at SLFA and the School), as well as contractors and volunteers, must ensure that their behaviour towards and relationships with students at the School, 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, (including people undertaking work experience or vocational placement at SLFA and the School), as well as contractors and volunteers, 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. 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 (which includes volunteers, and people undertaking work experience or vocational placement).

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 help inform and guide all SLFA

[4] EANSS Reg. reg 16(7) Note: Definition of 'harm' under EANSS Reg is the same as section 9 of the Child Protection Act 1999 (Qld) ('CPA').
[5] EANSS Reg. reg 16(1), (2).
[6] EANSS Reg. reg 16(1)(b).
[7] https://cdn.qct.edu.au/pdf/CodeOfEthicsPoster20081215.pdf

and School staff (e.g. staff other than 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.

REPORTING INAPPROPRIATE BEHAVIOUR

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 the staff listed in the table below.

Students may report their concerns of inappropriate behaviour to any other SLFA or School staff member that they feel comfortable talking to – they are not limited to reporting only to staff listed in the table below. [8]

School Name	Mungalla SLS	SLS (Ficks Crossing)	Yallorin Yimba SLS	SLS (Cairns City)
Role / Position				
School Principal	Francesca Savage	Jo Campbell	Toni Simmonds	Nicole Reardon
Teachers	- Tanya Moon - Tania Fragnito - Dione Coote-Scott	- Shea Watt - Emma Forsythe - Erin Crawford	- Allison Archie - Jasmin Cutlack - Sue Connor	- Christina Maurer-Smolder - Catalina Sanchez - Camille Tanner
Education Support Workers	- Kai-Ziek Martin-Savage - Tyreece Stanley - Velma Gara - Gary Kyle	- Neal Shaw - Selina Cook - Farron Crawford - Josephine Miskin	- Keanu Henaway - Tayiesha Tapim-Savage - Edward Savage	- Pepptua Reuben - Lachlan Biondi-Odo - Teaghan Sexton
Boarding House Parents	- Aryon Crawford - Phoebe Nona - Kristen Lollo - Joey Solomon			
SLFA Head Office Support Team	- Kristian Wale OAM – SLFA Executive Officer - Catrina Moller – (Senior Education Officer) - Alison Wale – (Governance & Compliance Officer)			

[8] EANSS Reg. regs 16(2) and 16(3).

DEALING WITH 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 SLFA Director (of the School's governing body) by emailing the report to chairman@slfa.edu.au [9] and cc into the email the SLFA Executive Officer at executive@slfa.edu.au

Reports of inappropriate behaviour by a staff member or the School Principal will be dealt with under SLFA's *Complaints Handling Policy* in the first instance.

DELEGATION OF DIRECTOR'S REPORTING FUNCTION

In accordance with section 366B of *Education (General Provisions) Act 2006* (Qld) (the Act), the SLFA Board of Directors (the governing body for all Silver Lining Schools), by unanimous agreement, have delegated their receiving and reporting function under sections 366 and 366A[10] of the Act to an appropriately qualified individual.[11]

The SLFA Board of Directors have delegated their receiving and reporting function under sections 366 and 366A of the Act to the **SLFA Executive Officer – Kristian Wale OAM**, who is an appropriately qualified individual and who is not a School Principal or employee of any SLFA Silver Lining School.[12]

SLFA EXECUTIVE OFFICER'S REPORTING OBLIGATION

Where the SLFA Executive Officer receives a written report about the sexual abuse, suspected sexual abuse or likely sexual abuse of a student, the SLFA Executive Officer must **immediately** give the written report to a police officer.[13]

The SLFA Executive Officer must inform the SLFA Board of Directors whenever they exercise the director's receiving and reporting function, by emailing the SLFA Board Chair at chairman@slfa.edu.au

[9] EANSS Reg. reg 16(1)(a), (2)(b).
[10] EGPA s 366(4), 366A(6) and 366B(7).
[11] EGPA s 366B(4).
[12] EGPA s 366B(4)A).
[13] EGPA s 366(2), (4), s 366A(2), (6).

REPORTING SEXUAL ABUSE

Section 366 of 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 at the School, that any of the following has been sexually abused by another person –

(a) a student under 18 years attending the School;
(b) a kindergarten aged child registered in a kindergarten learning program at the School; 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 Principal or, the SLFA Executive Officer (who is the SLFA School governing body's delegate for receiving reports and providing those reports to a police officer).[14]

On receiving the report, the School Principal or the SLFA Executive Officer **must immediately give a copy of the report** to a Police Officer.[15]

If the School Principal is the '*first person'* who becomes aware or reasonably suspects sexual abuse, the School Principal **must immediately give a written report** about the abuse, or suspected abuse to a Police Officer, and also the SLFA Executive Officer (the SLFA Board's delegate).[16]

DETAILS TO INCLUDE IN A REPORT

Staff should use the SLFA ***Child Protection Report Form*** to make a written report.

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

(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.[17]

Staff should use the SLFA ***Child Protection Report Form*** to make their written report.

[14] EGPA s 366(1)–(2).
[15] EGPA s 366(4).
[16] EGPA s 366(2A)–(2B); EANSS Reg. reg 16(2)(c).
[17] EGPA s 366(2)(b), (2A)(b), (3); Education (General Provisions) Regulation 2017 (Qld) reg 68(a)–(e) ('EGP Reg.').

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 Principal or a the SLFA Executive Officer (who is the SLFA School governing body's delegate).[18]

On receiving the report, the School Principal or the SLFA Executive Officer **must immediately** give a copy of the report to a Police Officer.[19]

If the School 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 the SLFA Executive Officer (the SLFA Board's delegate).[20]

DETAILS TO BE INCLUDED IN A REPORT ABOUT LIKELY SEXUAL ABUSE

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.[21]

Staff should use the SLFA ***Child Protection Report Form*** to make a written report.

[18] EGPA s 366A(1)–(2).
[19] EGPA s 366A(6).
[20] EGPA s 366A(3)(a), (4).
[21] EGPR reg 69(a)–(d); EGPA s 366A(2)(b), (3)(b), (5); EANSS Reg. reg 16(2)(c)(ii).

MANDATORY REPORTING OF PHYSICAL AND SEXUAL ABUSE

Section 13E(3) of the *Child Protection Act 1999* (Qld), provides that ***'relevant persons'*** have mandatory reporting obligations in their professional capacity. A *relevant person* under section 13E(1) of the *Child Protection Act* includes a doctor, registered nurse, **teacher**, police officer with child safety responsibilities, child advocacy officer or early childhood education and care professional.[22]

If a relevant person forms a ***reportable suspicion***[23] 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 responsible for administering Child Safety in Queensland (or *another department administering the Child Protection Act 1999* such as the *Child Safety Regional Intake Service*).[24]

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.[25]

The relevant person (e.g. teacher at the School) must give a written report to the Chief Executive of the Department responsible for administering Child Safety in Queensland (i.e. Child Safety).[26] A copy of the written report must also be given to the School Principal (who will also give a copy of the report to the SLFA Executive Officer – the SLFA Board of Director's delegate).

DETAILS TO BE INCLUDED IN A REPORT ABOUT A REPORTABLE SUSPICION

A mandatory report to the Chief Executive of the Department responsible for administering Child Safety in Queensland 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.);[27]
(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.[28]

Staff (e.g. teachers) with mandatory reporting obligations under section 13E of the *Child Protection Act 1999* (Qld) may make a written report by either completing the:

(a) ***SLFA Child Protection Report Form***; or
(b) **Online reporting form** facilitated by the Department responsible for administering Child Safety in Queensland – https://secure.communities.qld.gov.au/cbir/ChildSafety#

The end of this Policy provides guidance on and options for submitting a report under the heading *'Contact Information for Reporting & Guidance'*.

[22] CPA s 13E(1).
[23] CPA s 13E(2).
[24] CPA ss 13E (3), 13G; EANSSR reg 16 (2)(d).
[25] CPA s 13E(2).
[26] CPA s 13E(3), 13G; https://cspm.csyw.qld.gov.au
[27] CPR Schedule 3 – definition of 'sex descriptor'.
[28] CPA s 13G(1)–(2); Child Protection Regulation 2023 (Qld) reg 4 ('CPR').

STUDENT WELFARE NOT MEETING THE THRESHOLD TO REPORT

SLFA staff with a concern about the welfare of a student that does not meet the threshold required to lodge a written report to the Department responsible for administering Child Safety in Queensland (aka 'Child Safety'), may make a referral to Family and Child Connect (FaCC) – with the family's consent.

The School Principal may make a referral to FaCC – without getting consent from the student's family. Other staff may a make a referral without the family's consent, but only where:

a) it is considered that a child is likely to become in need of protection, and
b) if the School considers preventative support should be provided by FaCC to the student or the student's family.

Staff should discuss their concerns with the School Principal before making a referral to FaCC without the consent of the family.

Referrals to FaCC can be made by completing the online referral form.[29] Staff must have authority (and consent from families where required) to lodge a referral to FaCC.

Staff must email the School Principal a copy of the student welfare report lodged with the FaCC under this section of this Policy. The School Principal will retain a copy of the report in *Principal Secure*.

RESPONSIBILITIES UNDER *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.[30]

A child sexual offence is an offence of a sexual nature by an **adult**[31] against:

a) a child under 16 years of age, or
b) a person with an impairment of the mind.[32]

FAILURE TO REPORT

Under section 229BC of the Code, **all adults** – which includes students 18 years of age or older, parents, carers, guardians and volunteers at or associated with the School – must report sexual offences against a child by another adult, to Police as soon as reasonably practicable after gaining information that leads the adult to believe on reasonable grounds, or, ought reasonably to lead the adult to believe that a child sexual offence is being or has been committed against a child by another adult.[33]

Failure to make a report without a reasonable excuse is a criminal offence that can lead to imprisonment.[34] The criminal 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.

[29] https://familysupportreferral.org.au
[30] Criminal Code Act 1899 (Qld) ('The Code') ss 229BB, 229BC.
[31] The age of majority under the Law Reform Act 1995 (Qld) is 18 years of age.
[32] The Code, Schedule 1, Chapter 22, s 207A and Chapter 32.
[33] The Code s 229BC(1).
[34] The Code s 229BC(2).

A *reasonable excuse* to not make a report to police 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.[35]

Failure to Protect

Under section 229BB of the Code, all adults in a position of power or responsibility within an institution will be held to have committed a crime by failing to protect a child from a sexual offence if the adult fails to take reasonable steps to remove or reduce the risk of the child sexual offences being committed.

An adult's failure to protect a child from a sexual offence occurs when:

(a) the adult 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.[36]

For the purposes of Section 229BB of the Code, an **'institution'** includes SLFA, SLFA Schools, Projects 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 SLFA and its Schools.

Indicators and Signs of Abuse

The following indicators of signs of abuse 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.[37]

Further guidance about child sexual abuse is available from various 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

Phone TRIPLE ZERO (000) immediately **in an emergency, or if you believe a child is in immediate danger or 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 as follows in this policy.[38]

[35] The Code s 229BC(4).
[36] The Code s 229BB(1).
[37] https://secure.communities.qld.gov.au/cbir/PrescribedEntityChildSafetyReport; https://www.dcssds.qld.gov.au/our-work/child-safety/resources-publications
[38] https://www.families.qld.gov.au/our-work/disability-services/preventing-responding-abuse-neglect-exploitation/identifying-abuse-neglect-exploitation/indicators-signs

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* (Qld) is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.[39]

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.

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.

[39] https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010#sec.9

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 (but is not limited to):

- 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 (but is not limited to):

- 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.[40]

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 s 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.

[40] https://www.families.qld.gov.au/our-work/disability-services/preventing-responding-abuse-neglect-exploitation/identifying-abuse-neglect-exploitation/indicators-signs

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 Schools 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*
- *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 SLFA's *Reporting Concerns of Harm & Abuse 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 SLFA's *Reporting Concerns of Harm & Abuse Policy.*

AWARENESS

SLFA will inform all staff, students and parents/carers of this Policy through avenues such as staff inductions, regular staff training and meetings, general day to day discussions with staff and students, and access to the Policy via School Newsletters, and publication of Policy on the SLFA website – http://www.silverlining.org.au/.[41]

[41] EANSS Reg. reg 16(4)(a).

ACCESSIBILITY OF PROCESS

Processes relating to the health, safety and conduct of SLFA and School staff and students are accessible from the SLFA Central Office, the School office and/or staff rooms (in a policy folder), SLFA's SharePoint system for staff, on request from the School Principal, via a link in School Newsletters to parents/carers and the SFLA website – http://www.silverlining.org.au/.[42]

TRAINING

SLFA and its Schools 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.[43]

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 PROCESS

SLFA and its Schools will ensure the implementation of processes relating to the health, safety, wellbeing, child protection and conduct of staff and students by reviewing compliance with this Policy and its processes on an annual basis.[44]

CONFIDENTIALITY

SLFA's *Privacy Policy* sets out how SLFA and its Schools manage personal information provided to or collected by SLFA and its Schools, and as required under the *Privacy Act 1988* (Cth). Each person who has access to information covered by this Policy must observe confidentiality and privacy requirements.

SLFA and its Schools cannot guarantee absolute confidentiality as it is also bound by various legislative obligations and other SLFA policies which require the disclosure of certain personal information, whether that be internally or externally to third parties. 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 – and SLFA and its Schools may be obligated to comply when such requests are made by these types of external agencies.

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) School Principals, other 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

[42] EANSS Reg. reg 16(4)(b).
[43] EANSS Reg. reg 16(4)(c).
[44] EANSS Reg. reg 16(4)(d).

reporting obligations under the *Child Protection Act 1999* (Qld) and other interacting laws (such as the *Education (General Provisions) Act* 2006 (Qld)).[45]

INSURER

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

COMPLAINTS HANDLING PROCEDURE

Suggestions of non-compliance with SLFA processes in relation to the management of child protection matters, which are dealt with under this *Reporting of Concerns of Harm & Abuse Policy*, may be submitted as a complaint under SLFA's *Complaints Handling Policy*.[46]

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.[47]

RECORD KEEPING

SLFA and its Schools will maintain confidential and secure records of all matters raised and dealt with under this Policy.

DECISION MAKING AND REPORTING RESCOURCES

The Queensland Government's Department responsible for administering Child Safety in Queensland 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*.[48]

SLFA Head Office Support Team staff members, including the SLFA Executive Officer, Governance & Compliance Officer and Senior Education Officer, **or the School Principal:**

- → Staff should speak with the School Principal or a Head Office Support Team staff member if unsure about their reporting obligations, threshold for reporting, or to discuss any other questions about reporting and child protection. However, where the concern relates to the School Principal, staff should speak with the School's governing body, the SLFA Executive Officer or report their concern directly to Child Safety.

[45] CPA ss 245V, 245W, 159Q, 159R.
[46] EANSS Reg. regs 16(5), 16(6).
[47] Criminal Code Act 1899 (Qld) s 229BC (4)(b).
[48] https://www.families.qld.gov.au/_media/documents/about-us/partners/government/child-protection-procedures-manual.pdf

CHILD PROTECTION REPORT FORM

The Child Protection Report Form is available as a hardcopy in the staff room at each SLFA worksite and digital copy (word and fillable PDF) in SharePoint.

Staff should use the current *Child Protection Report Form* to report sexual abuse, suspected sexual abuse or likely sexual abuse of a child at the School.

CONTACT INFORMATION FOR REPORTING & GUIDANCE

If you believe a child is in immediate danger or a life-threatening situation,

CALL 000 IMMEDIATELY!

DEPARTMENT RESPONSIBLE FOR ADMINISTERING CHILD SAFETY IN QUEENSLAND

REGIONAL INTAKE SERVICES (CHILD SAFETY SERVICE CENTRES)

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 your nearest Child Safety Service Centre **Regional Intake Service** to discuss your concerns or enquiry. Trained child protection workers will talk to you about your concerns for the child and will decide the best way of responding to the information you have provided. Your details will be confidential and your identity, if provided, will be protected by law.

A **Regional Intake Service (RIS)** receives information and child protection concerns from community members, government and non-government agencies during business hours and after hours.
Contact your nearest Regional Intake Service with your enquiry.

- Business Hours - 9am to 5pm Monday to Friday.
- Emergencies outside business hours - contact the Child Safety After Hours Service Centre on **1800 177 135** (free call, Qld). The service operates 24 hours a day, 7 days a week.

RIS locations for Silver Lining Schools:

→ **North Queensland RIS – Mungalla Silver Lining School;**
Yallorin Yimba Silver Lining School

- North Qld RIS main number – 1300 706 147
- Townsville Investigation & Assessment Child Safety Centre – Ph (07) 4796 6400
- Townsville North & Hinchinbrook Child Safety Service Centre – Ph (07) 4796 6502
- Townsville South & Burdekin Child Safety Service Centre – Ph (07) 4796 6200
- Townsville West & Charters Towers Child Safety Service Centre – Ph (07) 4796 6300

→ **South West RIS – Silver Lining School (Ficks Crossing)**

- South West (Darling Downs) RIS main number – 1300 316 855
- South Burnett Child Safety Service Centre (Kingaroy) – Ph (07) 4164 0900

→ **Far North Queensland RIS – Silver Lining School (Cairns City)**

- Far North Qld RIS main number – 1300 684 062
- North Cairns and Lower Cape Child Safety Service Centre – Ph (07) 4255 7300

QUEENSLAND POLICE SERVICES & CHILD PROTECTION UNITS

MUNGALLA SILVER LINING SCHOOL

- **Townsville Police Station** – 134 Stanley Street, Townsville City, Qld, 4810
  - Phone: (07) 4759 9777
  - Station Open 24 Hours / 7 Days
  - **CPIU Phone Direct Line: (07) 4759 9743**
  - **Email** Child Protection Report Forms directly to: **CPIU.Townsville@police.qld.gov.au**
    - **Email Subject Line:** *CPR – Child Name – School Name*
    - This email is monitored daily by an Intake Manager and is used for all reports of suspect harm/criminal offences that are required to be reported to Police).

- **Ingham Police Station** – 37 Palm Terrace, Ingham, Qld, 4850
  - Phone: (07) 4776 9777
  - Station Open 24 Hours / 7 Days
  - Admin Hours**:** Monday to Friday, 8.00 am – 4.00 pm (Ring station before 4.00pm close of business Monday–Friday to confirm if someone will be on site after hours).

YALLORIN YIMBA SILVER LINING SCHOOL

- **Townsville Police Station** – 134 Stanley Street, Townsville City, Qld, 4810
  - Phone: (07) 4759 9777
  - Station Open 24 Hours / 7 Days
  - **CPIU Phone Direct Line: (07) 4759 9743**
  - **Email** Child Protection Report Forms directly to: **CPIU.Townsville@police.qld.gov.au**
    - **Email Subject Line:** *CPR – Child Name – School Name*
    - This email is monitored daily by an Intake Manager and is used for all reports of suspect harm/criminal offences that are required to be reported to Police).

- **Stuart Police Station** – Stuart Drive, Stuart, Qld, 4811
  - Phone: (07) 4799 8999
  - Station Open 24 Hours / 7 Days
  - Admin Hours: Monday-Friday 8.00 am – 4.00 pm (Ring station before 4.00pm close of business Monday–Friday to confirm if someone will be on site after hours).

SILVER LINING SCHOOL (CAIRNS CITY)

- **Cairns Police Station** – 5 Sheridan Street, Cairns City, 4870
  - Phone: (07) 4030 7000
  - Station Open 24 Hours / 7 Days
  - Admin Hours: Monday – Friday, 9.00am to 5.00pm.
  - **CPIU Phone: (07) 4030 7121**
  - **Email** Child Protection Report Forms directly to: **cairns.cpiu@police.qld.gov.au**
    - **Email Subject Line:** *CPR – Child Name – School Name*

SILVER LINING SCHOOL (FICKS CROSSING)

- **Murgon Police Station** – 38 Krebs Street, Murgon, Qld, 4605
  - Phone: (07) 4179 5222
  - Station Hours: 8.00am – 3.00pm Monday to Friday (times can change due to availability).

- **Email** Child Protection Report Forms directly to: **CPIU.Murgon@police.qld.gov.au**
  - **Email Subject Line:** *CPR – Child Name – School Name*

→ **Cherbourg Police Station** – 11 Fisher Street, Cherbourg, Qld, 4605
- Phone: (07) 4179 5555
- Station Hours:
  - Sunday – Tuesday: 8.00am – 10.00pm
  - Wednesday: 8.00am – 12.00am
  - Thursday – Saturday: 10.00am – 2.00am

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 – 'Child Protection Report – School Name')

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 and Family Services** on **1800 811 810** (or 13 74 68) (Qld only) (9.00am – 5.00pm, Monday to Friday. Weekend calls are 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 POLICY DECLARATION FORM

Reporting Concerns of Harm & Abuse Policy

I declare that:

1. I have read the **SLFA REPORTING CONCERNS OF HARM & ABUSE POICY**, and
2. I understand its content, and
3. I sought clarification from my supervisor/manager, or a SLFA Head Office Support Team staff member such as the SLFA Executive Officer, Governance & Compliance Officer or Senior Education Officer, prior to signing this Declaration Form, where I had questions about the policy.

I understand that:

1. It is my responsibility to perform any obligations and responsibilities placed on me under this policy, any related policies and any relevant legislation, to the best of my ability and all times, and
2. I should continue to seek clarification or ask questions about the policy, procedures and any of my obligations under it, whenever I need to, and
3. I can seek guidance or assistance from my supervisor / manager or a SLFA Head Office Support Team staff member such as the SLFA Executive Officer, Governance & Compliance Officer or Senior Education Officer, whenever I need to.

EMPLOYEE SIGNATURE

Name:		**Signature:**	
Work Site:		**Date:**	

SLFA EXECUTIVE OFFICER*, SCHOOL PRINCIPAL or SUPERVISOR'S SIGNATURE

Name:		**Signature:**	
Position:		**Date:**	

*Note: Governance & Compliance Officer may sign as the SLFA Executive Officer's delegate.

RECORD KEEPING PROCEDURE			
STEP	**WHO**	**TASK**	**PROCEDURE**
1.	EMPLOYEE	EMAIL to Central Office	Scan fully signed and completed Declaration Form to your SLFA work or personal email. Forward your email to admin@slfa.edu.au – cc your Supervisor into the email.
2.	CENTRAL OFFICE	SAVE in SharePoint	Save scanned Declaration Form to employee's digital Staff PD & Training Folder in 365 and update the Policy Training Register.
3.	SUPERVISOR	FILE Hardcopy	HARDCOPY Completed: File scanned Declaration Form in employee's hardcopy HR folder in your office (restricted access).
4.	EMPLOYEE	KEEP Record	Retain a copy (hardcopy or digital) of your signed Declaration Form for your own personal records.