



Learning in the Light of Christ

Calvary Christian College
Student Welfare Policy

incorporating the
Child Protection Policy

2012

V 4.1 MAY 2012

Preamble

Calvary Christian College is dedicated to promoting and providing a supportive learning environment in which all students can expect to feel safe.

Calvary Christian College recognises the need for sustained positive approaches towards the enhancement of student welfare. Such approaches encourage all members of the school community to:

- Value diversity.
- Contribute positively to the safety and wellbeing of themselves and others.
- Act independently, justly, cooperatively and responsibly in school work, civic and family relationships.
- Contribute to the implementation of strategies that create and maintain a safe and supportive learning environment (National Safe Schools Framework *Draft*, February 2003).

Calvary Christian College Student Welfare Policy has been developed to comply with the following statutory regulations:

Education and Training Legislation Amendment Act 2011

Commission for Children and Young People and Child Guardian Act 2000 (Qld)

Commission for Children and Young People and Child Guardian Regulation 2001 (Qld)

Education (General Provisions) Act 2006 (Qld)

Education (General Provisions) Regulation 2006 (Qld)

Education (Queensland College of Teachers) Act, 2005 (Qld)

Education (Accreditation of Non-State Schools) Act 2001 (Qld)

Education (Accreditation of Non-State Schools) Regulation 2001(Qld)

Education Services for Overseas Students (ESOS) Act 2000 (Cth)

Education (Overseas Students) Act 1996 (Qld)

Final authority for the Student Welfare Policy is the responsibility of the College Principal, or their designated representative. However, all Calvary Christian College staff members are expected to conform to this document and familiarise themselves with its content. All staff members are required to conduct themselves in such a way as to fulfill and implement its requirements, recommendations and guidelines.

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1.0 Calvary Christian College Mission Statement

Transforming lives through quality education and Christian discipleship.

2.0 Calvary Christian College Vision Statement

Calvary Christian College will be a first choice Christian College with an ability to transform lives in Christ, provide innovation in learning, create vibrant community and prepare students to become responsible citizens in our global community.

3.0 Calvary Christian College Core Values

Authentic Christian Discipleship
Quality Teaching and Learning
Creativity and Innovation
Personal Excellence
Empowering Leadership
Caring, Vibrant Community
Service, Social Responsibility and Stewardship

4.0 Student Welfare Policy Aim

Within the security of a caring Christian Community, we endeavour to support our students by:

- a. Providing a secure learning environment where social responsibilities are taught and modeled.
- b. Developing an environment where:
 - i. Each student feels cared for as an individual
 - ii. Students feel comfortable to express their educational and personal concerns
 - iii. Students are listened to
 - iv. Students receive appropriate guidance
 - v. Students are given equality of opportunity without discrimination
 - vi. The College's mission is translated into action.
- c. Encouraging staff members to support students to reach their spiritual, academic and social potential.
- d. To provide written processes about the appropriate conduct of Calvary Christian College staff and students that accord with legislation applying in Queensland about the care and protection of children.

5.0 Teaching, Pastoral Care and Counselling

It is difficult to separate teaching and pastoral care since an expression of pastoral care is intrinsic to how the curriculum is taught.

Pastoral care is both implicit and explicit in the way it happens. Implicit pastoral care is evident when caring teachers engage in good education. Everyday situations provide opportunities for implicit care eg. Assessment of projects, cultural events, chitchat times, answering the phone. Explicit pastoral care is planned and programmed according to discerned needs and resources available.

(Treston, K. 1997. Choosing life- Pastoral care for school communities)

The skills of pastoral care are the ability to listen accurately, the practice of empathy and an ability to provide timely appropriate guidance to assist students to find resolution to college-based educational, personal and faith issues. Pastoral care also involves the ability to decide appropriately when a referral of a student is required because the issue is beyond the competence of the staff member and the pastoral care program. Staff members involved in pastoral care are not to formally counsel students. This is the responsibility of professionally trained counsellors.

6.0 Calvary Christian College Staff and the Pastoral Care Program

6.1 COLLEGE EXPECTATIONS OF ALL STAFF MEMBERS INVOLVED IN PASTORAL CARE

- 6.1.1 Students will experience the care and support in line with the Mission Statement of Calvary Christian College through staff involved in the pastoral care program. Each student can expect that their individual needs and concerns may be raised in the context of a supportive environment.
- 6.1.2 The pastoral care program is also an opportunity for the College to exercise its duty of care for its students. Staff members are ideally placed to ensure that individual students are safe from harm.
- 6.1.3 Staff members will use the Student Welfare Policy provided by the College to guide the development of a successful pastoral care program across the College.
- 6.1.4 Staff involved in the pastoral care program should not go beyond their training and expertise to attempt to resolve complex student personal issues. If staff members have any concern that they may be required to operate outside their competence they should consult the Spiritual Director, Middle/Senior School Student Counsellor or their Head of School.
- 6.1.5 If a staff member intends to interview students at length about personal issues they must discuss this process with the Deputy Head of Junior School (for Junior School staff members) and the Year Level Coordinator or Middle/Senior School Student Counsellor (for M/SS staff members). **Staff members should be aware that there are professional and ethical guidelines to be followed in this instance.** One of the guidelines is the recommendation that staff members should not be alone or isolated when conducting lengthy or sensitive interviews with students.

- 6.1.6 Pastoral care issues will not normally occupy teachers outside of regular college hours.
- 6.1.7 The involvement of administration and auxiliary staff members in pastoral care of students is valued. If a staff member, however, believes that information received needs further discussion with a colleague or a parent, they should consult with the Spiritual Director, Middle/Senior School Student Counsellor or their Head of School before any information is disclosed.
- 6.1.8 All staff members are required to be familiar with the Child Protection Policy and attend the in-service workshops facilitated via the Principal of the College.

7.0 Calvary Christian College Students and the Pastoral Care Program

7.1 CONTEXT

The aim of the pastoral care program is to enable students to experience a caring and supportive school environment that assists them to develop to their full potential.

7.2 MIDDLE AND SENIOR SCHOOLS

In the Middle and Senior Schools, the pastoral care program takes place primarily within the context of the Pastoral Care Classes, Year Level Assemblies and discussions. However, staff should be aware that it is their responsibility to care for students at all times in all classes and in their respective contexts.

7.3 JUNIOR SCHOOL

The Junior School has integrated their pastoral care into the daily curriculum where students are under the care of their Classroom Teacher. However, staff members should be aware that it is their responsibility to care for students at all times in all classes and in their respective contexts.

7.4 REFERRALS

Any referral to an outside agency must be made in consultation with the appropriate Head of School, the Middle/Senior School Student Counsellor or the Spiritual Director who will keep the Principal informed as necessary. Any referral or reporting process will be done with respect for the privacy of all concerned.

8.0 Role of the Student Welfare Teams

The Junior School Student Welfare Teams consists of the Head of School, Deputy Head of School, Junior School Chaplain, Spiritual Director and representatives from Learning Enrichment (optional).

The Middle School Student Welfare Teams consists of Head of School, Year Level Coordinators, and Middle/Senior School Student Counsellor.

The Student Welfare Team acts in a consultative manner to support all students within their sector of the College. Their responsibilities may include:

- a. Reviewing daily student pastoral care issues
- b. Being a referral forum for staff members who have pastoral concerns for students
- c. Monitoring pastoral support for students
- d. Responding to requests for support from staff members regarding students
- e. Responding to individual student needs
- f. Providing an immediate crisis support network for students, parents and staff members
- g. Supporting parents in the raising of their children.

8.1 ROLE OF YEAR LEVEL COORDINATORS

Year Level Coordinators (YLCs) are responsible to their Head of School for all aspects of the pastoral care program. Specifically this means that they:

- a. Ensure that the pastoral care program at Calvary Christian College operates within the context of the Student Welfare Policy
- b. Support individual teachers involved in pastoral care by providing information and internal referral sources
- c. Monitor minor discipline issues
- d. Consult with the Head of School, Middle/Senior School Student Counsellor on student welfare issues
- e. Liaise with parents
- f. Coordinate specific issues relating to their year level responsibility
- g. Report any Child Protection issues to their Child Care Officer (relevant Head of School or Middle/Senior School Student Counsellor).

8.2 ROLE OF PASTORAL CARE TEACHERS (MIDDLE AND SENIOR SCHOOLS)

Pastoral Care Teachers are responsible for individual students within their Pastoral Care Class supported by Year Level Coordinators. Middle and Senior School Pastoral Care Teachers are responsible for conducting their class within the bounds of the Calvary Christian College Student Welfare Policy. Specifically this means that they are:

- a. Required to attend any training that Calvary Christian College provides to resource them appropriately for their work in pastoral care
- b. Reminded that before any contact is made with any agency outside of the College, they must consult with the Head of School and the Middle/Senior School Student Counsellor.

During Pastoral Care class, staff and students should be involved in:

- a. Devotions
- b. Reading daily notices and highlighting college events

- c. Monitoring and recording merits and demerits in line with the Constructive Discipline Policy
- d. Encouraging and maintaining College standards with regard to personal grooming
- e. Building a sense of connectedness and community (refer to P.C. Class Recommendations – page 144 of the Staff Handbook).

8.3 ROLE OF JUNIOR SCHOOL DEPUTY HEADS OF SCHOOL

- a. Ensure that the Pastoral Care Program at Calvary Christian College operates within the context of the Student Welfare Policy
- b. Support individual teachers involved in pastoral care by providing information and internal referral sources
- c. Organise appropriate pastoral care training and resources for teachers
- d. Monitor minor discipline issues
- e. Consult with the Head of School and Junior School Chaplain on student welfare issues
- f. Liaise with parents.

8.4 ROLE OF JUNIOR SCHOOL TEACHERS

Junior School Teachers are responsible for individual students within their class and for conducting their class within the bounds of the Calvary Christian College Student Welfare Policy. Specifically this means that they are:

- a. Required to attend any training that Calvary Christian College provides to resource them appropriately for their work in pastoral care
- b. Reminded that before any contact is made with any agency outside of school, they must consult with the Head of School and Spiritual Director.

During classes staff and students should be involved in:

- a. Devotions
- b. Reading daily notices and highlighting College events
- c. Encouraging and maintaining College standards with regard to personal grooming
- d. Building a sense of connectedness and community.

8.5 ROLE OF SPIRITUAL DIRECTOR, MIDDLE AND SENIOR SCHOOL STUDENT COUNSELLOR AND JUNIOR SCHOOL CHAPLAIN

The roles of Spiritual Director, Middle and Senior School Student Counsellor and Junior School Chaplain share many common elements:

- a. Individual and small group counselling of students (the Junior School Chaplain will work under the supervision of the Spiritual Director)
- b. Referral to external agencies
- c. Referral for staff members who have pastoral concerns for a student or students
- d. Parent support in the raising of their children
- e. Crisis support

- f. Leadership or participation in pastoral care programs such as Peer Mentoring, the camping program and various social and emotional development programs such as the 'You Can Do It' program
- g. Home or hospital care visits
- h. Pastoral care of students in a spiritual context (primarily Spiritual Director and Junior School Chaplain).

8.6 PASTORAL CARE PROGRAMS

Pastoral care is supported within the College through the following programs and activities:

- a. Middle/Senior School Peer Mentoring
- b. Junior School Peer Mentoring
- c. Inter-house competitions
- d. Grandparents' Day
- e. Fathers/Son and Mother/Daughter Night
- f. Camping programs
- g. Various mentoring groups
- h. Emotional and social development programs such as the 'You Can Do It' program, anti-bullying programs, emotional management courses and 'Life Education'.

9.0 List of other associated Calvary Christian College Child Protection Policies

The Student Welfare Policy has been informed and supported by the following policies of Calvary Christian College.

- a. The Child Protection Policy
- b. Privacy Act Collection Statement
- c. Code of Conduct Statements for Staff Members, Visitors and Volunteers and Parents
- d. The Anti-Bullying Policy
- e. General Access and Equity Policy
- f. Critical Incident Policy
- g. Constructive Discipline Policy
- h. Special Needs Policy
- i. International Student Policy.

10.0 Calvary Christian College Child Protection Policy

10.1 PURPOSE OF POLICY

PURPOSE: To provide written processes about the appropriate conduct of Calvary Christian College staff and students that accord with legislation applying in Queensland about the care and protection of children.

SCOPE: Applies to all staff, parents, volunteers/visitors and students at Calvary Christian College and covers information about the reporting of harm and likely sexual abuse.

RESPONSIBILITY: College Council

POINT OF CONTACT: Principal

10.2 DEFINITIONS AND LEGISLATION

DEFINITIONS:

A **child** is a person under 18 years of age.

Harm is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.

- 1) It is immaterial how the harm is caused.
- 2) Harm can be caused (within the College or outside the College) by:
 - a) Physical, psychological or emotional abuse or neglect or
 - b) Sexual abuse or exploitation, or
 - c) Domestic or family violence.

A **student** is any person regardless of age who is enrolled at the College.

Sexual abuse, in relation to a relevant person, includes sexual behaviour involving the relevant person and another person in the following circumstances –

- (a) the other person bribes, coerces, exploits, threatens or is violent toward the relevant person;
- (b) the relevant person has less power than the other person;
- (c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity

Relevant Legislation

Education and Training Legislation Amendment Act 2011

Commission for Children and Young People and Child Guardian Act 2000 (Qld)

Commission for Children and Young People and Child Guardian Regulation 2001 (Qld)

Education (General Provisions) Act 2006 (Qld)

Education (General Provisions) Regulation 2006 (Qld)

Education (Queensland College of Teachers) Act, 2005 (Qld)

Education (Accreditation of Non-State Schools) Act 2001 (Qld)

Education (Accreditation of Non-State Schools) Regulation 2001(Qld)

Education Services for Overseas Students (ESOS) Act 2000 (Cth)

Education (Overseas Students) Act 1996 (Qld)

10.3 HEALTH AND SAFETY

The College will protect students from harm as far as it is reasonably able. The safety, well-being and best interests of our students are of primary importance. The College will ensure the health and safety of staff in accordance with workplace health and safety legislation.

10.4 CONDUCT OF STAFF AND STUDENTS

All staff, contractors and volunteers must ensure that their behaviour towards and relationships with students reflect proper standards of care for students. Staff, contractors and volunteers must not cause harm to students.

The College will ensure that staff and volunteers have a positive notice (“blue card”) as required by the *Commission for Children and Young People and Child Guardian Act 2000* or that they are registered teachers.

10.5 INAPPROPRIATE BEHAVIOUR

If a student considers the behaviour of a staff member to be inappropriate, the student should report the behaviour to:

- (a) their classroom teacher (Junior School) or their Year Level Coordinator (Middle or Senior School) or
- (b) directly to a Child Protection Officer (Heads of School or the Middle and Senior School Student Counsellor).

10.6 DEALING WITH INFORMATION ABOUT INAPPROPRIATE BEHAVIOUR

A staff member who receives a report of inappropriate behaviour must report it. Where the Principal is the subject of the report of inappropriate behaviour, the staff member must inform the Chairperson of the College Council.

If the inappropriate behaviour is sexual abuse or “harm”, the Principal or the Chairperson of the College Council will report to a child safety officer in the Department of Communities (or other department administering the Child Protection Act 1999) or to a police officer.

Health professionals must report harm or suspected harm under s.191 of the *Public Health Act 2005*.

10.7 REPORTING SEXUAL ABUSE UNDER EDUCATION (GENERAL PROVISIONS) ACT 2006

Section 366 of the Education (General Provisions) Act 2006 states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the College, that any of the following has been sexually abused by another person:

- (a) a student under 18 years attending the College;
- (b) a pre-preparatory aged child registered in a pre-preparatory learning program at the College;
- (c) a person with a disability who:-
 - (i) under s.420(2) of the *Education (General Provisions) Act 2006* is being provided with special education at the College; and
 - (ii) is not enrolled in the Preparatory year at the College.

then the staff member must give a written report about the abuse or suspected abuse to the College's Principal or to the Chairperson of the College Council immediately.

(Under s.366B of the Education (General Provisions) Act 2006, the directors of a school's governing body may delegate the directors' function under s.366 to an appropriately qualified individual. Schools who do delegate should ensure they are well briefed about the requirements of s.366B before doing so)

If the staff member who becomes aware or reasonably suspects sexual abuse is the College's Principal, the Principal must give a written report about the abuse, or suspected abuse to a police officer immediately and must also give a copy of the report to the Chairperson of the College Council.

A report under this section must include the particulars required by s.68 of the *Education (General Provisions) Regulation 2006* which are currently:

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

10.8 REPORTING LIKELY SEXUAL ABUSE UNDER EDUCATION (GENERAL PROVISIONS) ACT 2006

Section 366A of the *Education (General Provisions) Act 2006* states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the College, that any of the following is likely to be sexually abused by another person:

- (a) a student under 18 years attending the College;
- (b) a Pre-Preparatory aged child registered in a Pre-Preparatory learning program at the College;
- (c) a person with a disability who:
 - (i) under s.420(2) of the *Education (General Provisions) Act 2006* is being provided with special education at the College; and
 - (ii) is not enrolled in the Preparatory year at the College.

then the staff member must give a written report about the suspicion to the College's principal or to the Chairperson of the College Council immediately.

(The term "Likely" is considered as having a degree of probability that is greater than 'possible' but less than 'certain'. For a consequence to be likely, it must be substantial and real, and not remote).

(Under s.366B of the Education (General Provisions) Act 2006, the directors of a school's governing body may delegate the directors' function under s.366 to an appropriately qualified individual. Schools who do delegate should ensure they are well briefed about the requirements of s.366B before doing so).

If the staff member who becomes aware or reasonably suspects likely sexual abuse is the College's Principal, the Principal must give a written report about the suspicion to a police officer immediately and must also give a copy of the report to the Chairperson of the College Council.

A report under this section must include the particulars required by s.68A of the *Education (General Provisions) Regulation 2006* which are currently:

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

10.9 REPORTING HARM

If a staff member is aware or reasonably suspects harm has been caused to a student who, when the harm was caused or is suspected to have been caused, was under 18 years and the harm has not been reported under preceding sections of this policy, the staff member must report the harm to the College's Principal.

If the Principal is aware or reasonably suspects the harm has been caused, the Principal must report the harm or suspected harm to a child safety officer in the Department of Communities (or other department administering the Child Protection Act 1999) or to a police officer.

10.10 ACCESSIBILITY OF POLICY

This policy is to be accessible on the College website and will be available on request from the College administration. Each new staff member will be made aware of the policy as part of their induction.

10.11 AWARENESS OF POLICY

Staff and students will be made aware of the policy by its display on the College's portal and website.

10.12 FORMS FOR REPORTING

Copies of Forms 1, 2, 3, & 4 are in [Appendix 4](#).

10.13 PRINCIPLES

Calvary Christian College will uphold the following principles under this policy:

- a) Protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential
- b) Calvary Christian College recognises that people who are subjected to abuse are harmed by it
- c) At Calvary Christian College, the welfare and best interests of the child will always be a primary consideration

- d) Calvary Christian College expects our students to show respect to our staff members and volunteers and to comply with safe practices
- e) All employees must ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful
- f) Sexual acts by an adult employee or volunteer with a student will always be sexual abuse
- g) Calvary Christian College will respond diligently to a report of suspected or actual harm, or likely risk of harm to a student
- h) Reprisals against students or others making a complaint will not be tolerated
- i) Student management practices will be administered with respect and in a manner which maintains the student's dignity
- j) Calvary Christian College will act fairly and reasonably towards an employee or volunteer who is the subject of allegations of improper conduct
- k) Calvary Christian College will support an employee or volunteer who is the subject of a proven false allegation of causing harm to a student
- l) Anybody within Calvary Christian College who becomes aware or reasonably suspects that a student is being harmed must report it to the College in accordance with the College's procedures for reporting harm
- m) Calvary Christian College will take disciplinary action against employees who harm others, and appropriate action against volunteers who harm others
- n) Calvary Christian College will not permit people to work in a position if the College believes on the basis of all information available that, if the allegations against them were wholly or partly true, there would be an unacceptable risk that others might be harmed
- o) Calvary Christian College will cooperate with state authorities in resolving allegations of harm.

10.14 GUIDELINES

In complying with these principles, Calvary Christian College will be guided by the following:

1. Natural Justice

The principles of natural justice will apply to decisions to be made under this Policy. The two fundamental principles of natural justice are:

- That those making a decision are not biased
- That nobody should be judged unless they are given prior notice of the allegations against them and they have a fair opportunity to be heard.

2. Process

It is important to make the lodging of a complaint easy.

3. Confidentiality

Each person who has access to information regarding suspected or disclosed harm has an obligation to respect the confidentiality of student protection matters and must follow the reporting guidelines. Calvary Christian College is unable to promise absolute confidentiality since its policies will require disclosing, internally and externally, certain details involved in responding to any complaint. State authorities can compel people to give evidence about actions under the Policy and to produce documents.

4. Criminal Law

Where there are allegations of harm/sexual abuse or criminal offences, the allegations will be referred to the police. The Principal or the Chairperson of the College Council must refer all

allegations of paedophilia to the police, including those from the past, except where the alleged perpetrator is deceased.

5. Defamation

A person providing information about harm in good faith to a person who needs to know that information (Senior Management or a Child Protection Officer) has a defense against defamation.

6. Promptness

All steps under the Policy should be carried out promptly. The College will keep the victim and the alleged perpetrator informed of progress.

7. Protective Actions

The Principal will ensure that the following are undertaken in order to reduce the chance of abuse occurring:

7.1 Ensure that each staff member understands and fulfills their obligations under this Policy

7.2 Ensure that there is an acceptable reference and referee check for each staff member engaged since the commencement of this protocol, from their previous employer

8. Support

The College will provide support for the victim through professional counselling if it is requested, even if any allegation is not yet proved or disproved. The College will support the respondent to a complaint with professional counselling if it is requested until the matter has been resolved.

9. Interviews

There will be two representatives of the College present at interviews involving student protection, where practical. In cases of allegations of abuse it is best not to interview a student in any detail. State authorities will conduct their own interviews.

10. Teachers

If a respondent to an allegation is a registered teacher, the College will give notification to the College of Teachers as required to do so under *legislation*. *Allegations against blue card holders will be reported to the Children's' Commission.*

11. Public Relations

The Principal will ensure that the College is able to react quickly to allegations of harm so that accurate and relevant information is available for staff members, students and their families and for the media. Only the Principal has the authority to conduct these communications.

12. Insurer

The College will keep its insurer informed about developments.

13. Review

The College will ensure that this Policy is reviewed at least once every two years.

10.15 DEALING WITH ALLEGATIONS OF HARM INVOLVING A STUDENT AND STAFF MEMBER.

The following are the actions required in any cases relating to harm or suspected harm against a child:

1. If there is unacceptable risk, the Principal will stand down the staff member. In extreme cases, where evidence is sound, the staff member will be dismissed summarily
2. Counselling will be offered to the student and the respondent
3. Parents. Please note that when harm to students is suspected from people outside the College, the responsibility for informing parents/caregivers rests with the investigating child protection agency officers, not with the College. Refer to 10.17 of the Policy (Additional Information/ 1. Evidence)

4. if the allegations have been reported to police, do not begin the investigations until the prosecution is complete and the police inform you they have decided not to charge the respondent
5. Take disciplinary action against the respondent if the circumstances require it
6. Keep the student and the respondent informed as the matter proceeds.

10.16 PROCEDURES FOR REPORTING HARM

The following table outlines the procedures for reporting harm and sexual abuse which will apply in Calvary Christian College.

ACTIONS REQUIRED ('PROCEDURES FOR REPORTING HARM TABLE'):

(Printable version in Appendix 3)

Subject	If	Then
<p>Reporting Harm (Accreditation Regulation s.10)</p>	<p>A student is aware or reasonably suspects that harm has been caused by anyone to a student –</p> <hr/> <p>A staff member or volunteer is aware or reasonably suspects that harm has been caused by anyone to a student of the College (this applies whether the harm has been caused internally or externally to the College) -</p> <hr/> <p>If the Principal or the Head of School receives a report of harm or suspected harm to a student of the College; and forms the view that the harm has been caused or there is reasonable suspicion of harm caused (this applies whether the harm has been caused internally or externally to the College) -</p>	<p>Students are encouraged to report to any staff member.</p> <hr/> <p>It must be reported to the Head of School. Form 1 is to be used and a written record of your actions is to be kept by the staff member.</p> <hr/> <p>It must be reported to the police or the Department of Child Safety (Form 4). A written record of the report (Form 3) is to be kept by the Principal & Head of School.</p>
<p>Reporting Inappropriate Behaviour (Accreditation Regulation s.10)</p>	<p>If a student wishes to report behaviour by a staff member that he/she considers inappropriate -</p> <hr/> <p>The Head of School or other staff members receive the report -</p> <hr/> <p>If the Principal or Head of School receives the report under the preceding step -</p>	<p>The student should report the behaviour to the Principal or the Head of School or other staff members.</p> <hr/> <p>Document (use Forms 1 & 2) and report to Principal.</p> <hr/> <p>The Principal/Head of School is to:</p> <ul style="list-style-type: none"> • decide how best to investigate • interview the student • interview the staff member named in the report • interview any other person who may be able to provide useful information • report findings to the Principal (if received by HOS) with recommendations for action to be taken • keep written records of findings • take action on the grounds of the outcome of the reports.
<p>Reporting Sexual Abuse, Suspected Sexual Abuse and Likely Sexual Abuse (Education (General Provisions Act) Act s.366 & S366A)</p>	<p>If a staff member becomes aware or reasonably suspects that a student who was under 18 at the time has been sexually abused or is likely to be sexually abused by another person –</p> <hr/> <p>If the Principal or Chairperson receives a report under the preceding step or, as Principal, you are the staff member who becomes aware or reasonably suspects abuse -</p>	<p>It is mandatory for the reporting staff member to write a report (use Form 4) which is to be immediately given to the Principal or the Chairperson of the College Council (or approved delegate).</p> <hr/> <p>The Principal or Chairperson must give a copy of the report to a police officer immediately (use Form 4).</p>

Copies of Forms 1, 2, 3, & 4 are in [Appendix 4](#)

10.17 ADDITIONAL INFORMATION

Where an employee has concerns or is unsure whether or not observations should be cause for concern, **it is mandatory** that they report their concerns to the Principal or Head of School.

The Principal will contact the Department of Child Safety to discuss, in the first instance, the fact there is a concern and to seek advice as to the appropriateness of formally reporting the matter.

If it is deemed, after this discussion, that further investigation is warranted, then the Principal, on behalf of the employee who made the original observation, will report the matter to the Queensland Police Service. Reporting to the police is mandatory where harm caused to a child indicates a criminal offence may have taken place or is likely to take place, such as a sexual assault. At this time the employee concerned must be available to give a firsthand account of the situation.

It should be noted that the role of the employee is not an investigative one. Staff must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a student has been, or is at risk of harm. Neither the employee nor the Principal is obliged to obtain proof, establish the cause of harm or assess its severity.

Once a report has been made, the employee is not required to take further action, beyond the requirement to exercise a duty of care.

1. Evidence

The investigation of these matters is a complex and sensitive process. In the course of an investigation, officers from the child protection agencies may request permission to interview the student concerned. In most cases, in order to ensure the interests of the child are protected, the student may be interviewed before the matter is discussed with the parent/caregiver.

The responsibility for informing parents/caregivers of notifications and any interviews rests with the investigating child protection agency officers, not with the Principal. For this reason, any person making an inquiry or complaint concerning an investigation or an interview must be promptly referred to the Principal who will refer the enquirer to the appropriate department, with the explanation that it is the responsibility of that department to answer such inquiries or complaints.

2. Confidentiality

Child protection agencies operate under strict laws of confidentiality. This means they do not divulge the identity of the person reporting the matter except to others requiring the information to perform duties under the *Child Protection Act 1999*, neither do they divulge information about their investigations to the person reporting the matter.

Section 22 of the Child Protection Act 1999 provides for the protection from civil liability for persons who, acting honestly, notify or give information about suspected harm to a child. It also states that merely because the person gives the notification, the person cannot be held to have breached any code of professional etiquette or ethics, or departed from accepted standards of professional conduct. Furthermore, Section 146B (5) of the *Education and Other Legislation (Student Protection) Act 2003* provides similar protection with respect to reports of sexual abuse.

3. Support for the Student

The College has a responsibility to offer a long-term, supportive environment for all students. The following are suggested as ways to support a student who may be in need of protection:

- 3.1 Treat the student with respect and dignity
- 3.2 Be sensitive to the student's needs, feelings and concerns
- 3.3 Monitor the situation
- 3.4 Maintain confidentiality as far as is practicable
- 3.5 Immediately notify the Principal if, after the initial report, any further incidents of harm are suspected.

Appendix 1

SYMPTOMS OF CHILD ABUSE

Over 85% of children are harmed by someone they know and trust – a parent, sibling, other relative, family friend or care provider. Employees should be aware of the physical, emotional and behavioural indicators of risk of student harm, and actual harm. These indicators are more significant if they are severe and/or consistent over time.

1. Indicators of harm

1.1 *Physical abuse and excessive punishment*

- 1.1.1 Student presents with bruises, burns or fractures at a frequency which is inconsistent with normal activity
- 1.1.2 Students offer explanations for an injury which appear inconsistent with that injury
- 1.1.3 Student or another person advise that he/she has been subjected to or threatened with physical harm
- 1.1.4 Reluctance/refusal to participate in swimming or other activities where getting changed or wearing more revealing clothes may show signs of harm
- 1.1.5 Excessive absenteeism

1.2 *Emotional abuse and/or deprivation*

- 1.2.1 Poor peer relationships/withdrawn
- 1.2.2 Inclined to seek adult company and/or students who are older or younger
- 1.2.3 Avoiding going home on a regular basis
- 1.2.4 Learning difficulties, including poor concentration
- 1.2.5 Attention seeking behaviour such as stealing, lying, running away, disrupting classes repeatedly

1.3 *Physical neglect and/or inadequate supervision or care*

- 1.3.1 Students appear underweight for age and body type
- 1.3.2 Inadequate clothing
- 1.3.3 Asking other students for food or money or not bringing food to school
- 1.3.4 Excessive absences from school and/or high frequency of illness/infection
- 1.3.5 Student often arrives at school early and/or leaves late

1.4 *Sexual abuse*

Given the secretive nature of sexual abuse and the diverse range of behaviours that a victim may engage in as a result, it can be extremely difficult to identify children who have been sexually abused in the absence of any direct report.

Indicators of sexual abuse may be physical, behavioural or both. Singly and, more often, in combination they can alert us to the possibility of sexual abuse and the need for close monitoring. They are not evidence of its actual occurrence, as some of these indicators could be related to other kinds of problems in a student's life.

An awareness of these indicators of sexual abuse enables professionals to provide a sensitive response to children who may be victims of child sexual abuse.

- 1.4.1 Bruises, bite marks or other injuries to breasts, buttocks, arms, lower abdomen or thighs
- 1.4.2 Bruises, scratches or other injuries not consistent with accidental injury
- 1.4.3 Difficulty walking or sitting
- 1.4.4 Persistent headaches or recurrent abdominal pain
- 1.4.5 Unexplained pain in genital area
- 1.4.6 Torn, stained or bloodied underwear
- 1.4.7 Itching, soreness, discharge or unexplained bleeding
- 1.4.8 Painful and recurrent urination
- 1.4.9 Recurrent urinary tract infections
- 1.4.10 Signs of sexually transmitted diseases
- 1.4.11 Pregnancy in adolescents where the identity of the father is vague or secret

2. Behavioural indicators include:

Behavioural indicators must be interpreted with regard to the individual child/student's level of functioning and developmental stage.

- 2.1 Sudden changes in mood or behaviour
- 2.2 Withdrawn behaviour or depression
- 2.3 Passivity; excessive compliance
- 2.4 Learning problems, loss of concentration, and unexplained drop in school performance
- 2.5 Poor peer relationships, family and/or child appear socially isolated
- 2.6 Lack of trust in familiar adults, and/or fear of strangers
- 2.7 Reluctance to undress (eg for school sporting functions)
- 2.8 Difficulty sleeping, nightmares
- 2.9 Regressed behaviour-bedwetting, separation anxiety, insecurity
- 2.10 Change in eating patterns including preoccupation with food
- 2.11 Lack of appropriate role boundaries in family (eg child fulfils parental role)
- 2.12 Acting out behaviour – aggression, lying, stealing, unexplained running away, drug or alcohol abuse, suicide attempts
- 2.13 Excessive bathing or washing of hands
- 2.14 Over attention to adults or a particular gender
- 2.15 Displaying unusual interest in the genitals of others
- 2.16 Acting out adult sexual behaviour with adults, dolls or other children
- 2.17 Open displays of sexuality (eg repeated public masturbation)
- 2.18 Precocious knowledge of sexual matters
- 2.19 Promiscuity, repetitious sexually precocious behaviour

The importance of caution

These forms of abuse may be present singly or in any combination. Caution should be exercised when assessing indicators to prevent concluding in error that one indicator necessarily is the result of improper treatment of a child.

However, a child who attends school with regular injuries whose explanation of the cause of the injuries is inconsistent with the injuries sustained could amount to a reasonable suspicion of harm.

Appendix 2

PREVENTING STUDENT SELF INJURY

During their schooling, some students may be at risk of self-injury.

1. Self-harm with suicidal intent

Youth suicide rates in Australia are among the highest in the industrialised world. Common risk factors include:

- 1.1 previous attempts at suicide (most powerful risk predictor)
- 1.2 depression
- 1.3 drugs and alcohol abuse
- 1.4 conduct disorder
- 1.5 disruptive and unsupportive family background
- 1.6 relationship conflicts
- 1.7 poor coping skills
- 1.8 psychiatric illnesses
- 1.9 ready availability of lethal means to commit suicide
- 1.10 'copycat' behaviour after an incident of self-harm by another person

Other risk factors include:

- 1.11 recent bereavement
- 1.12 chronic physical illness
- 1.13 anniversary phenomenon (of past losses or major life events)
- 1.14 early loss experiences
- 1.15 school failure
- 1.16 perfectionism and overachievement as a result of students having high expectations of themselves

Threats of self-injury by a student should be taken seriously and reported to the Middle/Senior School Student Counsellor and the relevant Head of School (Child Protection Officer) immediately. Serious threats should also be reported to the Principal and Spiritual Director. It is much safer to be cautious and act on the concern, than to do nothing.

An employee who becomes aware of, or suspects, a student is experiencing significant psychological distress, should consult the Middle/Senior School Student Counsellor or Spiritual Director for further advice and report the information to the Head of School.

In the case of an acutely distressed student, the immediate safety of the student is paramount. An employee should ensure the immediate safety of the student, arrange for an adult to be with the student at all times and then report concerns to the Head of School and the Middle/Senior School Student Counsellor or Spiritual Director. Employees should note, that while it is important to support a student, they should be careful not to substitute support for professional help.

Following a report, the Middle/Senior School Student Counsellor or Spiritual Director will meet with the distressed student, **on the day of the report**, to conduct an initial assessment and determine an appropriate course of action. In cases of serious concern, the Head of School or Middle/Senior School Student Counsellor or Spiritual Director will notify the student's parents and

make arrangements for access to professional assistance. The Principal will also need to be notified.

2. Self-injury Information

Not all cases of self-harm relate to suicidal intent. Students may engage in a variety of high risk behaviours, such as alcohol/substance abuse; drug-taking; unsafe promiscuity; cutting/burning themselves.

All school employees are expected to act to prevent all high risk behaviours occurring within the school, and support any other interventions undertaken to reduce the risk of such behaviours occurring outside the school.

Employees who are aware that a student is engaging in, or is at risk of engaging in, high risk activities should consult with the Middle/Senior School Student Counsellor or Spiritual Director for further advice and report their concerns to the Head of School.

Following a report, the Head of School will consult with the Middle/Senior School Student Counsellor or Spiritual Director to determine what course of action should occur. Possible actions include:

- 2.1 contacting parents
- 2.2 arranging professional assistance
- 2.3 consulting with the local office of the Child and Youth Mental Health Services
- 2.4 contacting the police, where appropriate

3. Self-injury as a symptom of a medical condition or intellectual disability

Where it is known that a student has a propensity to engage in self-injury that is symptomatic or associated with a known medical condition or intellectual disability, the Principal, in cooperation with other qualified college staff and external treating professionals (where applicable) will devise an individual program of management to prevent or reduce the likelihood of the student engaging in self-harm at the College.

The program will complement any other management procedures adopted outside the College setting to address the self-injury behaviour.

The program of management will be monitored on an on-going basis and modified as appropriate to maximise socially adaptive behaviour.



Appendix 3

Child Protection Policy 2011
 'PROCEDURES FOR REPORTING HARM TABLE'

(PRINTABLE VERSION)

Subject	If	Then
<p>Reporting Harm (Accreditation Regulation s.10)</p>	<p>A student is aware or reasonably suspects that harm has been caused by anyone to a student –</p> <hr/> <p>A staff member or volunteer is aware or reasonably suspects that harm has been caused by anyone to a student of the College (this applies whether the harm has been caused internally or externally to the College) -</p> <hr/> <p>If the Principal or the Head of School receives a report of harm or suspected harm to a student of the College; and forms the view that the harm has been caused or there is reasonable suspicion of harm caused (this applies whether the harm has been caused internally or externally to the College) -</p>	<p>Students are encouraged to report to any staff member.</p> <hr/> <p>It must be reported to the Head of School. Form 1 is to be used and a written record of your actions is to be kept by the staff member.</p> <hr/> <p>It must be reported to the police or the Department of Child Safety (Form 4). A written record of the report (Form 3) is to be kept by the Principal & Head of School.</p>
<p>Reporting Inappropriate Behaviour (Accreditation Regulation s.10)</p>	<p>If a student wishes to report behaviour by a staff member that he/she considers inappropriate -</p> <hr/> <p>The Head of School or other staff members receive the report -</p> <hr/> <p>If the Principal or Head of School receives the report under the preceding step -</p>	<p>The student should report the behaviour to the Principal or the Head of School or other staff members.</p> <hr/> <p>Document (use Forms 1 & 2) and report to Principal.</p> <hr/> <p>The Principal/Head of School is to:</p> <ul style="list-style-type: none"> • decide how best to investigate • interview the student • interview the staff member named in the report • interview any other person who may be able to provide useful information • report findings to the Principal (if received by HOS) with recommendations for action to be taken • keep written records of findings • take action on the grounds of the outcome of the reports.
<p>Reporting Sexual Abuse, Suspected Sexual Abuse and Likely Sexual Abuse (Education (General Provisions Act) Act s.366 & S366A)</p>	<p>If a staff member becomes aware or reasonably suspects that a student who was under 18 at the time has been sexually abused or is likely to be sexually abused by another person –</p> <hr/> <p>If the Principal or Chairperson receives a report under the preceding step or, as Principal, you are the staff member who becomes aware or reasonably suspects abuse -</p>	<p>It is mandatory for the reporting staff member to write a report (use Form 4) which is to be immediately given to the Principal or the Chairperson of the College Council (or approved delegate).</p> <hr/> <p>The Principal or Chairperson must give a copy of the report to a police officer immediately (use Form 4).</p>



CHILD PROTECTION

For all reporting EXCEPT sexual abuse or likely sexual abuse (use Form 4)

Referral Form 1 (to be given to a Child Protection Officer – Head of School)

- 1. Name of person with reasonable concern _____
- 2. Name of student _____
- 3. Name of the alleged offender _____
- 4. Is the problem external to the College Parent Relative Other
- 5. Internal to the College Teacher Student Other
- 6. Date you became concerned _____
- 7. How did you form the reasonable suspicion?

- 8. Disclosure by the victim _____
- 9. Disclosure from somebody else _____
- 10. Did you observe something? _____
- 11. Did you have enough clues to suspect something? _____
- 12. Did you take notes? _____
- 13. Are you / have you reported your concern
to a Child Protection Officer? _____

NAME _____

- 14. Describe the Who, What, When and Where of the Matter (use other paper)
- 15. To whom did you first report the concern? The Child Protection Officer
The Principal
Another
- 16. Name of the person reported to _____ Role _____
- 17. Time of referral _____ Date _____

Confidentiality Declaration

I declare I will respect the requirements of confidentiality in this matter unless required otherwise by law.

Signature _____ Date _____



CHILD PROTECTION

Referral Form 2 (For All Reporting: To be completed by a Child Protection Officer and given to the Principal)

Today's Date _____

1. Name of person reporting concern/information _____

2. Name of student _____

3. Name of alleged offender _____

Internal External Other

4. Please summarise the facts as they are known:

WHO _____

WHEN (Date and Time) _____

WHAT _____

WHERE _____

5. Name of any likely witnesses: _____

6. Name of any others who may have information or who may assist:

7. Has the person reporting filled in Form 1? Yes No

Confidentiality Declaration

Name: _____ declare that I will keep this information confidential.

Signature: _____ Date: _____



CHILD PROTECTION

Referral Form 3 (To be completed by the Principal for own records)

ACTION AND OUTCOME FORM

Referred by a Child Protection Officer Yes No Date: _____

Referred to Principal: Time: _____ Date: _____

Referred to Child Protection Officer by Whom? _____

Date: _____

Contact with College Chairperson? Yes

Assessment: **Harm**
Sexual abuse or likely sexual abuse (go to Form 4)
Inappropriate Behaviour

Action Decided: _____

Who Took Action? _____

TYPE OF ACTION TAKEN:

- Issue dealt with under another College Policy (eg Anti-Bullying) _____
- No Harm or Sexual Abuse or Likely Sexual Abuse - issue dealt with internally _____
- Internal investigation needed (inappropriate behaviour) _____
- Counselling offered to _____ (name)
- Warning / Termination / Expulsion _____
- Referral to Department of Child Safety _____
- Referral to Police _____
- Standing Aside / Suspension _____
- Referral to an Outside Agency _____
- Pastoral Care set in place _____
- Other: (Please state) _____

Other Comments (if applicable):

Principal's Signature: _____ Date: _____



CHILD PROTECTION

Referral Form 4 (To be completed by the reporting staff member and given to the Principal or Chairperson. The report is then immediately passed on to the police)

Report of Suspected Harm or Risk of Harm

(In Accordance with Section 22 of the Child Protection Act 1999)

Date:
School:
School Phone:
School Fax:

DETAILS OF STUDENT/CHILD HARMED OR AT RISK OF HARM:	
Legal Name:	Preferred Name:
DOB:	Gender:
Year Level:	Cultural Background:
Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Aboriginal and Torres Strait Islander <input type="checkbox"/>	
Does the student have a disability verified under EAP: Yes <input type="checkbox"/> No <input type="checkbox"/>	Disability Category:
Student's Residential Address:	Phone:
	Student's Personal Mobile:

FAMILY DETAILS	
Parent/caregiver 1:	Relationship to Student:
Address (if different from student):	
Phone: (H):	(W):
(M):	
Parent/caregiver 2:	Relationship to Student:
Address (if different from student):	
Phone: (H):	
(W):	
(M):	
Is the student in out of home care: Yes <input type="checkbox"/> No <input type="checkbox"/>	

OTHER HOUSEHOLD MEMBERS: (All known names of children, family and significant others).				
Name	Date of Birth	Gender	Relationship to Student	School

COURT ORDERS IN PLACE (e.g. Child Protection, Domestic Violence, Family Court)	
Family Court Order	Please Specify Details:
Domestic Violence Order	Please Specify Details:
Child Protection Order	Please Specify Details:

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

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

PROVIDE ALL INFORMATION YOU HAVE WHICH LED TO THE SUSPICION OF HARM (Attach extra pages if necessary).
Details of any harm and/or risk of harm to the student – please include: Time and date of the incident, source of information, details of person alleged to have caused the harm, physical appearance of any injury, immediate and ongoing

safety concerns, any disclosures made by student, any previous incidents of harm. Behavioural indicators of harm, presence of any medical needs or developmental delays, and if the information relates to an unborn child, the alleged risk to the unborn child.

Details of parent/carer's circumstances – e.g. parenting capacity; protective capacity; presence of complicating factors including domestic violence, drug/alcohol misuse; mental health history; physical or intellectual disabilities, family stressors – financial, isolation, accommodation, unemployment, family law disputes; mobility and transience.



Parent/carer knowledge of incident and their response

Details of environmental factors - e.g. condition of home, access to student by person alleged to have caused harm, presence of parent/household member able and willing to protect the student.

Other services or supports currently in place to support the student – Please include contact with other professionals (police, medical, community)

Additional information provided as an attachment YES NO

Name of staff member making report to the Statutory Agency if not the principal:	Signature:	Date:
Position:		
Principal:	Signature:	Date:
Principal's email address:		
Response requested by school:		

ACTION TO BE TAKEN (Tick the Appropriate suspected harm/risk of harm type below)		
<input type="checkbox"/>	Physical abuse	
<input type="checkbox"/>	Sexual abuse	
<input type="checkbox"/>	Emotional Abuse	
<input type="checkbox"/>	Neglect – includes self-harm where parent/carer not acting protectively	
		Fax or email this form to: - Department of Communities (Child Safety Services) - Queensland Police Services (QPS)
		Fax or email this form to: - Department of Communities (Child Safety Services)

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

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