

Rationale

Horizon Christian School (the School)) seeks to provide students, as children and young persons (CYP), with an adequate level of protection against harm, or all reasonably foreseeable risk of injury. In their relationships with students, staff are required to ensure that the physical and emotional welfare of students is safeguarded, and that their own behaviour with students is always regulated by this Duty of Care both within and beyond the School setting.

Aim

The purpose of this Policy is to set out:

- The School's Duty of Care towards students and CYPs in the School's care
- Necessary actions to be taken in cases where there is harm or risk of harm towards those CYPs
- The School's commitment to the Children & Young People (Safety) Act 2017, the Child Safety (Prohibited Persons) Act 2016 and the National Principles for Child Safe Organisations.

Policy statement

The School sees the safety of its students as paramount and aims to ensure that students, as much as is practicable, are protected from all forms of harm. It seeks to ensure that relationships between students and adults are appropriate, through preventative, collaborative and educative strategies. Concerning issues of student protection, the School has clear procedures for dealing with allegations of inappropriate conduct or situations where harm to a CYP is disclosed or suspected, or there is risk of harm to a CYP.

The following guidelines have been adapted from a set of child protection standards developed in collaboration with Catholic Education South Australia and the Association of Independent Schools of South Australia and the Department of Education and Children's Services.

Scope

This Policy is written to guide all School staff and volunteers in their Duty of Care, appropriate behaviour around students and CYPs, and the correct procedure for dealing with reasonable belief that a CYP is in danger through harm or risk of harm of any form.

Definitions

At/to the School – this refers to being on the School grounds, but also to being present at School activities such as excursions, on or off site, and special days (e.g. Sports Days)

CARL – Child Abuse Report Line (CARL) which can be reached on phone 131478 or online

School community – this includes but may not be limited to: students, parents of students, immediate family of students, authorised volunteers, authorised visiting speakers and guests, staff (whether temporary, contracted or permanent), staff spouses and dependent children (who are not staff or family), School leadership.

School leadership – includes Principal (or delegate), Head of Schools and School Board

Duty of Care – a common law concept that refers to the responsibility of school staff to provide students with an adequate level of protection against harm, or all reasonably foreseeable risk of injury

Harm – Section 17 of the Safety Act defines 'harm' to mean physical or psychological harm (whether caused by an act or omission), including harm caused by sexual, physical, mental or emotional abuse or neglect.

Head of School – refers to an appropriate line manager or coordinator

Parent – includes caregivers and guardians, or responsible person as listed on the enrolment form

Risk of harm – a person being at risk of any type of harm mentioned above

Student – any student enrolled at Horizon Christian School through a contract with their parent/guardian(s), regardless of their age

Teacher – refers to the student’s class teacher or a paid Horizon Christian School staff member who is responsible for supervising the student during School hours or activities, or a sports coach who is an approved School volunteer

Visitor – for the purpose of this Policy is any one who will be working directly with CYPs or doing work while students are present at School

Volunteer – refers to School approved, fully WWCC screened, unpaid helpers at School in any capacity

1. Preventative measures

1.1. School Responsibilities

The School seeks to provide all reasonable measures to ensure the safety and welfare of its students, including, but not limited to:

- Reasonable care to provide suitable and safe premises and facilities
- Requirement of all activities to be subject to detailed risk assessment procedures to provide an adequate system where no CYP is exposed to any inappropriate risk or harm
- Providing adequate staff supervision to students at the School
- Clear procedure for reporting to the School when a potential hazard is recognised
- Clear procedure for reporting to CARL when it is believed a CYP has been harmed (of any form) or is at risk of harm
- Clear procedure for reporting to the School after a mandatory report has been made
- Clear procedure for families of students to raise and address concerns
- Ongoing WWCCs and screening for all staff and volunteers over the age of 14 years
- WWCC, referee and qualification checks for potential staff and volunteers as part of the volunteer application process
- Training for mandated notification and child safe environments for anyone working or volunteering with CYPs
- Appropriate education for CYPs about how to keep themselves safe (e.g. cyber safety)
- Safe and accessible personnel for CYPs to share their concerns with (e.g. chaplains, counsellors, teachers, support staff)
- Consideration for, and appropriate collaboration with the student about should happen when there is a suspicion of harm or risk of harm
- Procedures for screening and/or WWCCs of volunteers and visitors, and information about child safe environment requirements
- Easy access to guidelines about professional staff and volunteer boundaries in relationships with students, including possible disciplinary actions if they are breached
- Adequate induction, including clearly written position descriptions for all employees and volunteers
- Adequate induction for all visiting contractors
- Providing adequate staff supervision
- Sign in and out procedures for volunteers and visitors to the School
- Provision of staff with First Aid training when required
- Clear public interest disclosure (whistleblowing) procedures when breaches of policies are believed to have occurred
- Having detailed Critical Incident, Self-Harm & Suicide Pre/Postvention policies in place, including counselling initiatives.

1.2. Staff and Volunteer Responsibilities

- Honest disclosure about any criminal history or unsuitability in working with children, when applying for a position or volunteering at the School
- To be familiar with School policies concerning child protection
- To attend training or submit to WWCC screening as required
- To follow Risk Assessment procedures for activities with students (staff only)

- To wear identification badge at all times on the School site
- To never be alone with one student without others present, or where camera footage can be accessed if required
- To respect the privacy of the School community members, except where there is reasonable belief there is need to address a grievance or report possible harm or risk of harm to a CYP.

2. Guidelines for staff-student relationships

It should be noted that volunteers must also follow these guidelines, while remaining accountable to and under the instruction of their supervising staff member at all times.

2.1. Respecting the Power Differential

The staff member is responsible for maintaining a professional role with the student.

The relationship of an adult staff member and student is characterized by differing roles and an imbalance of power based on a number of factors including age, authority and gender. School guidelines about appropriate boundaries are set to protect everyone from misunderstandings or a violation of the professional relationship. See Appendix 1, which gives examples of possible breaches of professional boundaries with students.

2.2. Not Going Beyond Role or Qualifications

Staff members may fail to maintain professional boundaries by operating beyond the responsibilities of their role, and beyond their qualifications. Students who raise significant personal problems with a staff member they trust may need to be referred to a person on staff with specialized skills, for example, a school counsellor. The staff member can continue to play a supportive role with the student in collaboration with specialist staff.

2.3. No Intimate Relationships with Students

Staff must not, under any circumstances, engage in an intimate, overly familiar or sexual relationship with a student. This includes emotional intimacy such as inappropriate confidence sharing. Improper conduct of a sexual nature by a staff member against a student includes all forms of sexual activity, and any other form of harm to a CYP as well as but not limited to the following:

- Unwarranted and inappropriate touching, including kissing or caressing
- Obscene language or gestures of a sexual nature
- Sexually suggestive remarks, jokes or actions
- Undressing in front of students
- Correspondence (spoken, text or social media) with students in respect of the staff member's sexual or personal feelings for the student
- Sharing inappropriate images of a sexual nature with a student
- Deliberate exposure of students to sexual behaviour of others, other than in prescribed curriculum in which sexual and relationship themes are contextual
- Communication for prurient reasons.

3. Managing boundaries for staff physical contact

At times, staff members need to give practical assistance to a student who is hurt or needs particular assistance or encouragement. Volunteers, for their own safety should simply avoid intentional physical contact with students. Examples of physical contact that are acceptable for staff are:

- Administration of First Aid
- Helping a CYP who has fallen
- Non-intrusive gestures to comfort a student who is experiencing grief and loss (e.g. a hand on the upper arm or upper back)
- Non-intrusive touch to congratulate (e.g. shaking hands, high fiving)
- Assisting with the toileting and personal care needs of a disabled student (NB: individual plan for

students with these needs must have been negotiated with parents/carers.)

3.1. Good Practice with CYPs and Touching

- 1) Always seek students' permission before touching and do not do so until permission is given.
- 2) Avoid touching a student anywhere other than the hand, arm, shoulder, or upper back.
- 3) Avoid being with a student in a one-on-one, out of sight situation, and never touch a student in such a situation.
- 4) Do not presume that a hug or a touch is acceptable to all students (culture or trauma can affect how touch is perceived – see section 6 of this document.)
- 5) Be quick to respect and respond to signs that a student is uncomfortable with touch.
- 6) Use verbal directions rather than touching (e.g. asking a student to turn this way, rather than physically placing the CYP in the required position). Use this approach for demonstrations in dance, sport, music and drama.
- 7) Where touch is essential for safety reasons (e.g. aquatic or gymnastic instruction), always tell the student that you need to hold them in a particular way and seek their permission to do so.

In some circumstances, staff may need to discourage students from unnecessary reliance on touching (such as holding hands or wanting to have hugs or cuddles). This should be done gently and without embarrassment or offence to the CYP.

3.2. Situations Where Physical Restraint May Be Necessary (Paid staff only)

Staff are to use physical interventions only as a last resort. Staff may make legitimate use of reasonable physical restraint, if all non-physical interventions have been exhausted and a student is:

- Attacking another student or staff member
- Posing an immediate danger to themselves or others.

Appropriate physical force may be permitted to ensure that the employer's Duty of Care to protect students and staff from foreseeable risks of injury is met. Physical intervention can involve coming between children, blocking a child's path, leading a child by the hand or arm, shepherding a child away by placing a hand in the centre of the upper back, removing potentially dangerous objects, and in extreme circumstances, using more forceful restraint.

The minimum force needed should be used to achieve the desired result, and consider the age, stature, disability, understanding and gender of the student (e.g. if restraining a near-adolescent or adolescent female, care should be taken to avoid contact with breasts).

Common law defences such as self-defence, and defence of others remain legitimate reasons for the use of physical contact, provided they do not use a disproportionate degree of force to do so. There is also no expectation that a staff member will use physical restraint when it risks putting themselves in danger.

Maintaining good order is never a reasonable justification for using force or restraint. Physical restraint is not to be used as a response to the following, unless student safety is clearly threatened:

- Property destruction school disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the School.

4. Managing boundaries for staff in specialist roles

In some situations, in performing their professional role with students, staff may be required to work in a one-on-one situation with a student (e.g. counselling, some assessments, home visits, providing health

care, mentoring, coaching, tutoring, etc.) All work of this kind must be an authorised School activity so risks can be minimized. The main considerations for one-on-one work are:

- Location: must be visible, public and busy. Where home visiting cannot be avoided, parents must be present and staff must visit in pairs.
- Time: during normal School hours is preferable to out of school hours. Length of one-on-one contact should not generally exceed an hour and a half.
- Consent/knowledge: other than areas discussed below, it is essential that parents be informed and consent to activities that involve their son/daughter in one to one unsupervised contact with staff.

4.1. Counsellors/Pastoral Care Workers/Health Providers

These School positions rely in different ways on providing privacy for students. Adolescents in particular will often seek as much privacy as possible when they access adult advice or intervention.

Students reporting harassment or bullying or disclosing serious issues of a personal nature often expect and assume a high level of confidentiality. For these reasons Schools need to find a careful balance between respecting the sensitive and private nature of counselling and the counsellor's duty of care obligations for the safety and wellbeing of the student.

Very generally, to help minimise risk, counselling of any form will occur:

- In unlocked rooms with part-glass doors
- During School hours
- By appropriately trained staff.

While parental consent may not be applicable in these situations, good practice for Schools is to provide all parents with information about their counselling staff and the service they provide to students.

4.2. Staff working with students with disabilities (Paid staff only)

The School supports students with disabilities through various forms of individual student plans (including identifying people who deal with the student regularly, other service providers, and documentation of agreed strategies to be used). These plans are particularly important when behaviours, personal care and hygiene and physical considerations are an issue at the School (e.g. toileting, transport, situations where physical restraint is occasionally required, etc.) The plan process should involve the student as much as possible. It must be noted that the basic principles outlined elsewhere in this document remain applicable to all students. Staff are expected to meet this duty in a manner that respects the dignity of students as well as their vulnerabilities.

Students with intellectual disabilities may engage in a wider range of physical and overtly sexual behaviours towards staff and other students as a result of their disability. Because of these differences staff need to be more vigilant and thoughtful in their physical interactions with students with special needs. The possibility and nature of restraint for special needs students must be addressed in the individual plan, and strategies for preventing harm to others.

5. Working in local communities

Staff working in country or local communities face additional challenges in managing professional boundaries. They are more likely to have social relationships with the parents of the students, and therefore, more likely to share social and sporting events or membership at clubs or associations. This means they will have legitimate reasons, on occasions, to attend social events with the students, to visit their homes or to be visited by them in the company of their parents. In these situations, care must be taken by staff to avoid compromising their professional responsibilities.

5.1. Guiding Principles

Some considerations for staff and volunteers for avoiding situations that may not comply with child safe requirements are as follows:

- Social contact is generated via the relationship the staff member has with the parents/carers of children and young people or by a public event such as a sporting event or student baptism or performance
- Staff must avoid being alone with children and young people in these situations
- Staff must not transport children and young people unaccompanied, unless authorised to do so by the site leader with an approved plan of action and parent/carer consent.
- Refuse to discuss matters relating to the School

6. Cultural considerations

Different cultures have different attitudes and traditions surrounding the concept of appropriate touch and eye contact. Staff have a responsibility to become familiar with values of cultural groups enrolled in the School, particularly regarding touch, so as to establish understanding between parents, students and staff, and avoid embarrassment or offense.

Students and their families who have recently arrived in Australia, may also have a background of traumatic events, therefore care with using physical contact is especially acute. Staff need to employ considerable diplomacy, understanding and effort in early interactions with these students and families that are known or suspected to have escaped traumatic circumstances.

7. Consequences of staff or volunteer violation of boundaries with students

Professional boundary violations by a staff member or volunteer represent a breach of trust and a failure to meet a Duty of Care to students. Appendix 2 of this document has some self-assessment questions that may assist staff members in assessing their application of professional boundaries, and guiding the volunteers they are supervising in theirs.

The School leadership is obligated to investigate any allegations that are made of any breach of this policy. If staff violate boundaries they risk;

- Harmful consequences to the student
- Seriously undermining the learning process
- Seriously undermining the professional reputation of the staff member
- Seriously undermining the reputation of the School and its Christian ethos
- Disciplinary action for the staff member or volunteer, up to and including dismissal
- Possible legal consequences or a criminal record.

Procedures for handling student violation of staff boundaries are detailed in the HCS Sexual Harassment policy.

8. Reporting responsibilities

The School has an obligation to all CYPs attending the School to uphold their right to care and protection. To support this right, the School will abide by the requirements of the Children's and Young People (Safety) Act 2017, when dealing with any allegations of harm or risk of harm to a CYP, to ensure the CYP's and other CYPs' protection. The School also has a responsibility to its employees to maintain their right to confidentiality unless allegations against them of harm or risk of harm to a CYP are proven.

- 1) All staff will follow mandatory notification procedures as outlined in Mandatory Reporting Training.
- 2) Employer and employee obligations in relation to allegations of harm or risk of harm to a CYP are included in the Staff Handbook. These obligations are highlighted to new staff, new volunteers and committee members during induction at the beginning of their employment.

- 3) As mandated notifiers, staff will attend training in relation to mandatory notification of harm or risk of harm to a CYP to maintain their Teacher's Registration, or as part of their employment or volunteer terms.
- 4) When there is reasonable grounds for belief that a CYP is being harmed or at risk of harm, the staff member must notify the Child Abuse Report Line on 131478 or online using E-CARL at <https://www.childprotection.sa.gov.au/>
- 5) See Appendix 3 for additional information necessary for making a Mandatory Report.

9. Failure to report

From 1 June 2022, under section 64A of the Criminal Law Act a "prescribed person" (which includes, in the school context, all adult staff, volunteers, contractors, ministers of religion and teaching students on placement) commits an offence if:

- The person knows, suspects or should have suspected that another person (the abuser)
 - Has previously engaged in the sexual abuse of a CYPs while an employee of the school; and
 - the child is still under the age of 18 years; or
 - the abuser is still an employee of the school or another institution; or
 - the sexual abuse occurred during the preceding 10 year period; or
 - Is an employee of the school and is engaging, or likely to engage, in the sexual abuse of a child,
- And the person refuses or fails to report that to the Police.

As a result of this new offence, from 1 June 2022, all adult staff, volunteers, contractors, ministers of religion and teaching students on placement at a school must make a Mandatory Report to Police when their knowledge or suspicions reach the required threshold. Failure to make a report without reasonable excuse is an offence and carries a prison term.

10. The Statutes Amendment (Child Sexual Abuse) Act 2021

The Act creates criminal offences of:

- Failure to report child sexual abuse, and
- Failure to protect a child from sexual abuse.

All school staff, volunteers and contractors fall under this statute.

A prescribed person must *report to police if they know or suspect that another person (the abuser) who is an employee of the school, has, or is likely to sexually abuse a child*. This includes (but is not limited to) any Principal, teacher, SSO, groundsperson, student teacher, contractor who does work for the school, ELC and OSHC employee. It also includes a volunteer such as a Governing Council member or parent volunteer.

The requirement to report to police created by this offence is a different obligation to reporting a child at risk of harm of sexual abuse to DCP ([CARL](#)), which still needs to occur. The requirement also includes any suspicion a person may have about behaviour outside the workplace and outside of work hours. The identity of the child or young person at risk does not have to be known.

As a result of this new offence, where any staff member, volunteer or contractor at a school knows that another employee poses a substantial risk of sexual abuse to a student, they must immediately take any and all reasonable steps to remove or reduce the risk.

Appropriate action that can be taken to protect students from a substantial risk of sexual abuse by another employee could include, for example:

- Immediately removing the other employee from contact with the student or students
- Immediately report the matter to the Police first, then Child Abuse Report Line (CARL)
- Report the matter (verbally and in writing) to the Principal (or to the school's governing body if it is the Principal who poses the risk) to enable the school to take additional actions.

CHILD PROTECTION POLICY

Other relevant policies and documents:

- HCS Anti-Bullying/Anti-Harassment Policy
- HCS Camping & Excursion Policy
- HCS Duty of Care
- HCS First Aid Policy
- HCS Staff Code of Conduct
- HCS Social Media policy
- HCS Staff Handbook (annually updated)
- HCS Volunteering Policy
- Children and Young People (Safety) Act 2017
- Child Safety (Prohibited Persons) Act 2016
- Criminal Law Consolidation Act 1935
- Sections 9 & 10 of this document are a direct quote from the School Governance website:

<https://www.schoolgovernance.net.au/news/south-australia-child-protection-legislation-update-criminal-law-reform>

Review

The Policy will be reviewed at least every three years or as new legislation comes to into effect.

APPENDIX 1: Examples of Student Boundary Violations

This is not intended to be a comprehensive list, will assist staff in establishing and maintaining appropriate boundaries.

Boundary Area	Examples of violation
Communication	• Inappropriate comments about a student's appearance including excessive flattery • Inappropriate conversation of a sexual nature (e.g. questions about a student's sexuality) • Disrespect or discrimination towards a student's sexual orientation • Use of inappropriate pet or derogatory names • Vilification or humiliation • Jokes or innuendo of a sexual nature • Obscene gestures and language • Facilitating access to pornographic or overtly sexual material • Facilitating/permitting access to sexually explicit material that is not part of endorsed curriculum • Failing to stop sexual harassment between students • Correspondence of a personal nature including letters, email, phone, SMS text (not including class postcards/bereavement cards, etc.), Facebook and all other social media platforms
Personal disclosure	• Discussing personal details of lifestyle of self or staff, students or others. It may be appropriate and necessary at times, however, to draw on relevant personal life experiences when teaching • Sharing of personal information about other staff or students
Physical contact	• Unwarranted, unwanted or inappropriate touching of a student personally or with objects (e.g. pencil or ruler, etc.) • Initiating or permitting inappropriate physical contact by a student, (e.g. massage, tickling games or facilitating situations which result in close physical contact with a child or student, etc.) • Corporal punishment (physical discipline, smacking, etc.) • Inappropriate use of physical restraint (see section on this)
Locations (without School consent)	• *Inviting/allowing/encouraging children and young people to attend the staff member's home • *Attending children and young people's homes or their social gatherings • *Being alone with a child or young person outside of a staff member's responsibilities • *Transporting a child or young person unaccompanied • Allowing children and young people access to a staff member's personal internet locations (e.g. social networking sites, email, etc.) • Entering change rooms or toilets designated to or occupied by children or young people when supervision is not required or appropriate • Undressing using facilities set aside for children and young people, or in their presence (*without the Principal's authority) (see 'Country/local community considerations')

CHILD PROTECTION POLICY

Targeting individual students	• Tutoring (outside education Principal's directives) • Personal gifts and special favours • Singling the same students out for special duties or responsibilities • Offering overnight/weekend/holiday care of children and students as respite to parents (unless a family day care educator, or employed by a respite organisation and with the site Principal's knowledge)
Role	• Adopting a welfare role that is the responsibility of another staff member e.g. counsellor, or doing so without the knowledge of key staff members • Adopting an ongoing welfare role that is beyond the scope of their position or that is the responsibility of another staff member (e.g. a counsellor) or an external professional, and that occurs without the permission of senior staff • Photographing, audio recording or filming children or young people via any medium when not authorised by the Principal to do so and without required parental consent • Using personal rather than school equipment for approved activities, unless authorised by the Principal to do so
Possessions	• Correspondence or communication (via any medium) to or from children and young people where a violation of professional boundaries is indicated and where the correspondence has not been provided to the Principal by the staff member • Still/moving images or audio recordings of children and young people on personal equipment or kept in personal locations that have not been authorised by the Principal • Uploading or publishing still/moving images or audio recordings of children and young people to any location, without parental and Principal's consent
Social Media	• Staff are not to have current School students as friends or followers on Social Media. Staff should also consider the appropriateness of friending recently exited students. School parents should only be friended or followed, if a genuine relationship exists outside of the School. If the School student is the only connection between the staff and the parents, then there should not be a Social Media connection.

APPENDIX 2: Good Practice in Managing Professional Boundaries

The policies in the School are clear about appropriate behaviour with students and other children in the School community. However, the following self-assessment questions may assist staff members in assessing their application of professional boundaries:

- Am I dealing in a different manner with a particular student than with others under the same circumstances?
- Is my dress/availability/language different with a particular student?
- Would I do or say this if a colleague were present?
- Would I condone my conduct if I observed it in another adult?
- Are the consequences of my actions likely to have negative outcomes for students?
- If I were a parent would I want an adult behaving this way towards my own children?

APPENDIX 3: Reporting Information Checklist

The Children's and Young People (Safety) Act 2017 and the Child Safety (Prohibited Persons) Act 2016 requires DECD staff and volunteers to notify the Department of Child Protection if they suspect on reasonable grounds that a child has been or is being harmed or is at risk of harm. This responsibility is part of the broad Duty of Care that staff and volunteers have towards the safety and wellbeing of children and young people.

Give consideration to the possibility that other children or young persons (CYP)s in the family or the community may also be at risk and raise this in the report. Information can be given on Child Abuse Report Line (131478) or online using E-CARL at <https://www.childprotection.sa.gov.au/>

Notification Checklist: Education & Care

The following is a list of information from the NCCD Mandatory Reporting Guide to have available, if possible, when making a report. **Information needs to be have been obtained in the course of employment.**

1. Identification details:
 - ☐ Full name of CYP, including 'aka' or 'also known as' by other surnames
 - ☐ Date of birth/age/year level of CYP
 - ☐ Current address and contact number of siblings
 - ☐ School or care setting parents/carers
 - ☐ Aboriginal or Torres Strait Islander identity/kinship group
 - ☐ Non-English speaking/disability
 - ☐ Alleged perpetrator's name, age, address, relationship to CYP, current whereabouts
 - ☐ Current whereabouts of CYP
 - ☐ Next contact with alleged perpetrator
2. Mandatory reporter details:
 - ☐ Full name and job title or role in the employment setting
 - ☐ Name, address and contact number of employer/organisation
 - ☐ Relationship to CYP of concern
 - ☐ Type of contact with the family/how frequent
 - ☐ Capacity in which employee is working with CYP/family
3. Details of concerns:
 - ☐ If CYP disclosed: What did CYP say/What was the emotional presentation?
 - ☐ Who saw/heard what and when
 - ☐ Size and location of injuries/description of any injuries
 - ☐ Has CYP been seen by a GP/if so, name and contact number
 - ☐ Description of parent/carer behaviours of concern and frequency/severity
 - ☐ Description of any of CYP's behaviours of concern and frequency/severity
4. Other family details:
 - ☐ Are parents separated/any Family Court orders
 - ☐ Does custodial/noncustodial parent have a partner/partner's name
 - ☐ Knowledge about the functioning of the family
 - ☐ Family violence/animal cruelty/violence to people outside of the family
 - ☐ Drug/alcohol abuse/mental health problems
 - ☐ Extended family or other support networks
 - ☐ Child care arrangements
 - ☐ Nature of involvement with any agencies/services
 - ☐ Any relevant health factors

(continued overleaf)

5. History of education/care actions:

- ☐ Response from parents/carers when concerns have been raised with them
- ☐ 'Take-up' from parents/carers of referrals facilitated for them
- ☐ Special supports for CYP (SSO support/breakfast program/transport/uniform laundering/modified learning program/counselling/mentoring/overnight care)
- ☐ Referrals and involvement of regional support services with CYP
- ☐ Involvement of other government or non-government services
- ☐ Employee's discussion with principal/director or delegate about this notification
- ☐ Employee's record of this notification on the official form in your site leader's office

6. If an employee becomes aware that the CYP lives with, or is about to live with a person who has committed one of the following offences, include this in your report.

- ☐ Murder
- ☐ Manslaughter
- ☐ Criminal neglect
- ☐ Causing serious harm
- ☐ Acts endangering life or creating risk of serious harm
- ☐ An attempt to commit one of the preceding offences where the victim was a CYP and the offender was their parent/carer.

Pre-Notification Checklist: Education & Care

This is a list of actions to be considered when your concern is NOT about an immediate threat to a child or young person (CYP)'s safety.

1. Observations of risk of harm (e.g. poor nutrition or hygiene, inadequate supervision, inappropriate responsibilities in the home, frequent failure to collect from site etc.)
 - ☐ have the issues, as they relate to the CYP's learning, social development or safety been raised with the parent/carer
 - ☐ has the parent/carer been advised of local health/welfare/parenting/financial services that might assist them
 - ☐ have all available and appropriate support in the school or regional office been used to assist in responding to observations
 - ☐ with frequent failure to collect a CYP from the site, have you confirmed emergency contacts for overnight care on the enrolment form/discussed alternative arrangements using, e.g., OSHC.
2. Persistent non-attendance of compulsory age CYP
 - ☐ has a referral been made to the School's Enrolment Officer or delegate and has the Enrolment Officer compiled a file of actions taken by the School, regional support staff and other agencies.
3. CYP under the Guardianship of the Minister
 - ☐ has the CYP's case worker been contacted to discuss concerns
 - ☐ has the staff member who established the CYP's Individual Education Plan been consulted.
4. CYP with Aboriginal or Torres Strait Islander identity
 - ☐ has the site and or regional office Aboriginal support staff been asked for advice or other groups supporting the CYP or their family.
5. CYPs with a disability
 - ☐ has the regional disability support staff or other professionals supporting the CYP or their family members been asked for advice.

(continued overleaf)

CHILD PROTECTION POLICY

6. CYPs with 'at risk' behaviour – offending, substance harm, self-harming, sexual vulnerability, home instability - have the employee and/or a senior staff member:
 - ☐ communicated concerns with parents/carers
 - ☐ established a belief that the parents are not protective
 - ☐ linked the CYP to appropriate health/mental health/welfare/juvenile justice services
 - ☐ used regional support services or referred to an interagency forum.
7. Has the employee discussed concerns with other professionals working with the CYP or their family members (siblings, etc.)?
 - ☐ OSHC, family day care, child care, pre-school personnel
 - ☐ Staff at education or care sites where the child was previously enrolled
 - ☐ other agencies - government, non-government, local government
 - ☐ the principal/director/senior staff member/student support team, etc.
8. Documentation of the reporter's actions
 - ☐ make sure the site has recorded the actions it has taken in following up on its concerns.