

Child Protection Policy

PUBLIC



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TABLE OF CONTENTS

1 PREAMBLE3

2 INTRODUCTION3

3 GUIDING PRINCIPLES3

4 WORK HEALTH AND SAFETY4

5 DEFAMATORY CONDUCT4

6 DEFINITIONS5

7 ROLE OF THE CHILD PROTECTION OFFICER (CPO)5

8 RESPONDING TO REPORTS OF HARM6

9 REPORTING INAPPROPRIATE BEHAVIOUR6

10 REPORTING SEXUAL ABUSE UNDER THE EDUCATIONAL (GENERAL PROVISIONS) ACT 20067

11 REPORTING LIKELY SEXUAL ABUSE UNDER THE EDUCATION (GENERAL PROVISIONS) ACT 20068

12 REPORTING PHYSICAL AND SEXUAL ABUSE UNDER THE CHILD PROTECTION ACT 19999

13 AWARENESS AND TRAINING10

14 IMPLEMENTING THE PROCESSES10

15 ACCESSIBILITY OF PROCESSES10

16 COMPLAINTS PROCEDURE10

17 APPENDIX 1: CHILD PROTECTION FOR SCHOOLS – USEFUL DEFINITIONS10

18 APPENDIX 2: CHILD PROTECTION REPORTING FORM (SPF4)14

19 APPENDIX 3: PROCEDURE FOR REPORTING – BY LEGISLATION16



1 PREAMBLE

Purpose:	The purpose of this Child Protection Policy and Procedure is to provide written processes about the health and safety of College staff and students; provide written process about the appropriate conduct of the school's staff and students to comply with accreditation requirements; provide a transparent process which will be followed where matters of student protection arise.	
Scope:	This policy applies to students and employees, including full-time, part-time, permanent, fixed term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at the College and covers information about the reporting of harm and abuse.	
Authorised by:	Principal	Date of Authorisation: January 2016
References:	<ul style="list-style-type: none"> • Child Protection Act 1999 (Qld) • Education (General Provisions) Act 2006 (Qld) • Education (General Provisions) Regulation 2006 (Qld) • Education (Accreditation of Non-State Schools) Act 2001 (Qld) • Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) • Working with Children (Risk Management and Screening) Act 2000 (Qld) • Working with Children (Risk Management and Screening) Regulations 2011 (Qld) • Work Health and Safety Policy (for the Work Health and Safety Act 2011 (Qld)) • Child Risk Management Strategy • Raising Concerns and Issues with the School 	

2 INTRODUCTION

- 2.1 It is fundamental under biblical values and the law to ensure that all children have a secure and nurturing environment in which to grow and learn. This mandates protection from harm and the risk of harm regardless of the cause.
- 2.2 Toowoomba Christian College (the "College") acknowledges this obligation and strives by this Child Protection Policy and other protective College Policies, which are regularly reviewed, to provide an environment supportive of the safety and welfare of the students and staff of the College Community.

3 GUIDING PRINCIPLES

- 3.1 The College acknowledges and recognises that children have a right to be protected from harm and the risk of harm. Protection from harm and the risk of harm is fundamental to maximising a student's personal and academic potential.
- 3.2 In every preventative and/or protective action relating to harm to a student, the safety, wellbeing and best interests of a child are paramount.
- 3.3 The College acknowledges and recognises that a student's family has the primary responsibility for the student's upbringing, protection and development and therefore considers that the preferred way of ensuring a student's safety and wellbeing is through its support of the student's family.
- 3.4 Whilst the value of the student's family is to be respected, it is not to the detriment of the wellbeing and best interests of a student.
- 3.5 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 engage in conduct that causes harm to students, regardless of whether the child has consented to the conduct.



- 3.6 A failure to behave in accordance with proper standards may result in criminal proceedings and/or disciplinary action, including but not limited to summary dismissal.
- 3.7 The College will respond promptly and appropriately to a report of reasonably suspected or actual harm or a risk of harm to a student.
- 3.8 All persons who are subject to this Policy (see “3. SCOPE”) must carry out all steps under this Policy promptly.
- 3.9 Behaviours (both from the student and towards the student) that can be reasonably considered to indicate that a student has suffered harm, is suffering harm, or is at an unacceptable risk of suffering harm must be reported.
- 3.10 All persons (including the respondent) involved in situations where harm to a student is disclosed or suspected, must be treated with dignity, sensitivity and respect.
- 3.11 The College will provide appropriate support to both the student who has been or is suspected of being harmed and the perpetrator of harm.
- 3.12 Students have a right not to have private information about their harm publicised (beyond these reporting requirements).
- 3.13 Principles of Natural Justice and Confidentiality will be upheld (subject to these reporting requirements).
- 3.14 Where an unacceptable risk exists (in the reasonable view of the Principal) the alleged offender must not be in contact with College students and, if appropriate, will be stood down pending a response to the allegation.
- 3.15 The College will not permit a person to work in a position with the College if the College reasonably suspects that an unacceptable risk of harm would arise to a student.

4 WORK HEALTH AND SAFETY

- 4.1 The College has written policies in place about the health and safety of its staff and students in accordance with relevant workplace health and safety legislation¹.

5 DEFAMATORY CONDUCT

- 5.1 Given that the best interests of the child and the protection from harm takes precedence, a person who reports or discloses information about harm to another for the purpose of complying with the provisions of this policy, is generally excused from liability for defamation, provided the person has reported or disclosed this information in good faith².
- 5.2 A person who provides notification or information about harm to another for the purpose of complying with the provisions of this policy, and acts honestly and reasonably in doing so, will generally not have breached any code of professional etiquette or ethics or departed from accepted standards of professional conduct nor can the person be liable, civilly, criminally or under an administrative process, for giving notification or information³.

¹ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld), s10(1)

² Child Protection Act 1999 (Qld), s197A(4)

³ Child Protection Act 1999 (Qld), s197A



6 DEFINITIONS

- 6.1 **Harm:** Section 9 of the *Child Protection Act* 1999 provides that “harm”, to a child, is any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing.
- 6.1.1 It is immaterial how the harm is caused.
- 6.1.2 Harm can be caused by:
- physical, psychological or emotional abuse or neglect; or
 - sexual abuse or exploitation.
- 6.1.3 Harm can be caused by:
- a single act, omission or circumstance; or
 - a series or combination of acts, omissions or circumstances.
- 6.2 **A child in need of protection:** Section 10 of the *Child Protection Act* 1999 CPA provides that a “child in need of protection” is a child who:
- has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
 - does not have a parent able and willing to protect the child from the harm.
- 6.3 **Sexual Abuse:** Section 364 of the Education (General Provisions) Act 2006 provides that “sexual abuse”, in relation to a child, includes sexual behaviour involving the child and another person in the following circumstances:
- the other person bribes, coerces, exploits, threatens or is violent toward the child;
 - the child has less power than the other person;
 - there is a significant disparity between the child and the other person in intellectual capacity or maturity.

Further definitions may be found in [Appendix 1](#): Child Protection for Schools – Useful Definitions.

7 ROLE OF THE CHILD PROTECTION OFFICER (CPO)

- 7.1 The College has nominated Child Protection Officers (CPOs) to be available to assist a staff member with any questions or concerns relating to the reporting process covered in Sections 7 to 12 below. The College recommends that staff access the support offered by the CPOs.
- 7.2 A staff member may seek advice from a CPO for any of the following purposes:
- for the staff member to form a suspicion about whether a child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse;
 - for the staff member to form a suspicion about whether a child has a parent able and willing to protect the child from harm;
 - for the staff member or colleague to take appropriate action to deal with suspected harm or risk of harm to a child.

Nominated College Child Protection Officers (CPOs) are Mrs Wilna van Rhijn (Primary School) and Mrs Carleigh Graham (High School).



8 RESPONDING TO REPORTS OF HARM

- 8.1 When the College receives any information alleging 'harm'⁴ to a student (other than harm arising from physical or sexual abuse), it will deal with the situation compassionately, fairly, promptly and appropriately so as to minimise any likely harm to the student to the extent it reasonably can. This is set out in the College's Child Risk Management Strategy.
- 8.2 Information relating to physical or sexual abuse is handled under obligations to report set out in this policy.

9 REPORTING INAPPROPRIATE BEHAVIOUR

The school requires that

IF	a student considers the behaviour of a staff member to be inappropriate
ACTION	the student should report the behaviour to: <ul style="list-style-type: none"> – A Child Protection Officer: Mrs Wilna van Rhijn (Primary School) or Mrs Carleigh Graham (High School); or – A Head of School (Primary or Secondary)⁵

- 9.1 A staff member who receives a report of inappropriate behaviour must report it to the Principal.⁶
- 9.2 If a staff member has received a report from a student in respect of the behaviour of another staff member that the student considers is inappropriate, the staff member must:
- 9.2.1 complete a report in the approved form (see [Appendix 2](#): College Child Protection Reporting Form); and
- 9.2.2 provide the report to the Principal, unless the Principal is suspected to be involved in the inappropriate conduct, in which case, provide the report to a Director of the College's Governing Body;
- 9.3 The Principal or a Director of the College's Governing Body (as the case may be) must then promptly take appropriate action in the circumstances. This will involve:
- 9.3.1 interviewing the student who reported the behaviour;
- 9.3.2 interviewing the staff member named in the report as the person who has or is engaging in inappropriate behaviour;
- 9.3.3 interviewing any other person who may be able to provide useful information;
- 9.3.4 taking reasonably appropriate action on the basis of the investigation; and
- 9.3.5 reporting to a Director of the College's Governing Body as appropriate.
- 9.4 If a staff member considers the behaviour of another staff member to be inappropriate, the staff member must report the behaviour to the Principal, unless the Principal is the person whose behaviour is considered to be inappropriate, in which case, the staff member must report it to a Director of the College's Governing Body.
- 9.5 The Principal or a Director of the College's Governing Body (as the case may be) must then promptly take appropriate action in the circumstances. This will involve:
- 9.5.1 interviewing the student who is the subject of the inappropriate behaviour;

⁴ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s10(8): the definition of 'harm' for this regulation is the same as in Section 9 of the Child Protection Act 1999 (Qld)

⁵ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s10(3) and s10(4)

⁶ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s10(3)



- 9.5.2 interviewing the staff member named in the report as the person who has or is engaging in inappropriate behaviour;
 - 9.5.3 interviewing any other person who may be able to provide useful information;
 - 9.5.4 taking reasonably appropriate action on the basis of the investigation; and
 - 9.5.5 reporting to the College’s Governing Body as appropriate.
- 9.6 All College Staff involved in the reporting process must keep appropriate records of all decisions and actions taken.
- 9.7 If the “inappropriate behaviour” falls within the ambit of “harm”, the policy in relation to responding to harm should be adhered to as a matter of priority (see Section 8 “Responding to Reports of Harm” above).

10 REPORTING SEXUAL ABUSE UNDER THE EDUCATIONAL (GENERAL PROVISIONS) ACT 2006

Section 366 of the Education (General Provisions) Act 2006 states that

IF	<p>a staff member becomes aware, or reasonably suspects in the course of their employment at the College, that any of the following persons have been sexually abused by another person:</p> <ul style="list-style-type: none"> – a student under 18 years attending the College; – a pre-preparatory aged child registered in a pre-preparatory learning program at the College – a person with a disability who— <ul style="list-style-type: none"> – (i) is being provided with special education at the school; and – (ii) is not enrolled in the preparatory year at the school.
ACTION	<p>then the staff member must give a written report about the abuse, or suspected abuse, to the Principal or to a Director of the College’s Governing Body immediately.</p>

- 10.1 Upon receipt of the report, the Principal must immediately give a copy to a Police Officer. The Principal may discuss the matter with the relevant staff member.
- 10.2 If the Principal is the person who becomes aware, or reasonably suspects, sexual abuse, the he must give a written report about the abuse, or suspected abuse, to a police officer immediately and to a Director of the College’s governing body.
- 10.3 All persons (including the staff member and Principal) who are involved in the reporting process must keep appropriate records of its decisions and actions.
- 10.4 If the staff member who becomes aware or reasonably suspects in the course of their employment at the College, any of the above persons have been sexually abused **by the College’s Principal**, the staff member must give a written report about the abuse, or suspected abuse to a Director of the College’s Governing Body.
- 10.5 A report under this section must include the following particulars:
- 10.5.1 the name of the person giving the report (the first person);
 - 10.5.2 the student’s name and gender;
 - 10.5.3 details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
 - 10.5.4 details of the abuse or suspected abuse;
 - 10.5.5 any of the following information of which the first person is aware:-
 - a) the student’s age;



- b) the identity of the person who has abused, or is suspected to have abused, the student;
- c) the identity of anyone else who may have information about the abuse or suspected abuse⁷

10.6 The Principal or a Director of the College’s Governing Body must:

- 10.6.1 ensure that a report in the approved form (see [Appendix 2](#) College Child Protection Reporting Form) is completed;
- 10.6.2 give a written report to a Police Officer immediately;
- 10.6.3 notify the College’s Governing Body of the report.

A College Child Protection Reporting Form may be found in [Appendix 2](#).

11 REPORTING **LIKELY SEXUAL ABUSE** UNDER THE EDUCATION (GENERAL PROVISIONS) ACT 2006 ⁸

Section 366A of the Education (General Provisions) Act 2006 states that

IF	<p>a staff member 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:</p> <ul style="list-style-type: none"> – a student under 18 years attending the College; – a pre-preparatory aged child registered in a pre-preparatory learning program at the College; – a person with a disability who— – (i) is being provided with special education at the school; and – (ii) is not enrolled in the preparatory year at the school.
ACTION	<p>then the staff member must give a written report about the suspicion to the Principal or to a Director of the College’s Governing Body immediately.</p>

- 11.1 Upon receipt of the report, the Principal must immediately give a copy to a Police Officer. The Principal may discuss the matter with the relevant staff member.
- 11.2 If the Principal is the person who reasonably suspects sexual abuse, then he must give a written report about the suspicion to a police officer immediately and to a Director of the College’s governing body.
- 11.3 All persons (including the staff member and Principal) who are involved in the reporting process must keep appropriate records of its decisions and actions.
- 11.4 If the staff member reasonably suspects in the course of their employment at the College, any of the above persons have been sexually abused by the College’s Principal, the staff member must give a written report about the suspicion to a Director of the College’s Governing Body.
- 11.5 A report under this section must include the following particulars:
 - 11.5.1 the name of the person giving the report (the **first person**);
 - 11.5.2 the student’s name and gender;
 - 11.5.3 details of the basis for the first person reasonably suspecting that the student is likely to be sexually abused by another person;
 - 11.5.4 any of the following information of which the first person is aware:

⁷ Education (General Provisions) Regulation 2006 (Qld) s68

⁸ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s10(5)(a)



- a) the student’s age;
- b) the identity of the person who has abused, or is suspected to have abused, the student;
- c) the identity of anyone else who may have information about suspected likelihood of abuse⁹.

A College Child Protection Reporting Form may be found in [Appendix 2](#).

11.6 The Principal or a Director of the College’s Governing Body must:

- 11.6.1 ensure that a report in the approved form (see [Appendix 2](#) College Child Protection Reporting Form) is completed;
- 11.6.2 give a written report to a Police Officer immediately; and
- 11.6.3 notify the College’s Governing Body of the report.

See [Appendix 3](#) for Procedures for Reporting – By Legislation.

12 REPORTING **PHYSICAL AND SEXUAL ABUSE** UNDER THE CHILD PROTECTION ACT 1999

Matters involving a Reportable Suspicion (Mandatory Reporting).

Under Section 13E(3) of the *Child Protection Act 1999*,

IF	<p>a doctor, a registered nurse or a teacher forms a 'reportable suspicion' about a child in the course of their engagement in their profession, they must make a written report.</p> <p>A reportable suspicion about a child is a reasonable suspicion that the child:</p> <ul style="list-style-type: none"> – has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and – may not have a parent able and willing to protect the child from the harm.
ACTION	<p>The doctor, nurse or teacher must give a written report to the Chief Executive of the Department of Communities, Child Safety and Disability Services (or other department administering the <i>Child Protection Act 1999</i> from time to time) of the reportable suspicion.</p>

- 12.1 In order to fulfil this obligation to report to the Chief Executive of the Department of Communities, Child Safety and Disability Services, the teacher must complete the report in the approved form (see [Appendix 2](#) College Child Protection Reporting Form) and provide a copy of the report to the Principal.
- 12.2 However, under section 13G of the *Child Protection Act 1999* the teacher is not required to give a report about a matter if the teacher knows or reasonably supposes that the Chief Executive is aware of the matter. Therefore, when reporting matters pursuant to the *Child Protection Act 1999*, if the CPO or Principal has already made the report to the Chief Executive, the teacher is not obliged to make a report also. The teacher must have received written confirmation from the CPO or Principal that the Chief Executive is aware of the matter.
- 12.3 ‘Teacher’ is defined under the *Child Protection Act 1999* as an approved teacher under the Education (Queensland College of Teachers) Act 2005 (Qld). Therefore, all teachers (including the CPO where the CPO falls within the definition of “teacher” must comply with the obligation of reporting a reasonable suspicion.

⁹ Education (General Provisions) Regulation 2006 (Qld) s68A



- 12.4 All persons (including the teacher and Principal) who are involved in the reporting process must keep appropriate records of its decisions and actions.
- 12.5 A report under this section must include the following particulars:
- 12.5.1 state the basis on which the person has formed the reportable suspicion; and
 - 12.5.2 include the information prescribed by regulation, to the extent of the person's knowledge¹⁰

A College Child Protection Reporting Form may be found in [Appendix 2](#).

See [Appendix 3](#) for Procedures for Reporting – By Legislation

13 AWARENESS AND TRAINING

- 13.1 The College will inform staff, students and parents of its processes relating to the health, safety and conduct of staff and students in communications to them and it will publish these processes on its website¹¹.
- 13.2 The College will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will conduct refresher training courses annually.

14 IMPLEMENTING THE PROCESSES

- 14.1 The College will ensure it is implementing processes relating to the health, safety and conduct of staff and students by auditing compliance with the processes annually¹².

15 ACCESSIBILITY OF PROCESSES

- 15.1 Processes relating to the health, safety and conduct of staff and students are accessible on the College website, the policy database and will be available on request from the College administration¹³.

16 COMPLAINTS PROCEDURE

- 16.1 Suggestions of non-compliance with the College's processes may be submitted as complaints under the College's Complaints Policy and Procedures¹⁴.

17 APPENDIX 1: CHILD PROTECTION FOR SCHOOLS – USEFUL DEFINITIONS

- 17.1 What is a reportable suspicion?

In a school situation, as mandatory reporters, teachers must report to Child Safety a "reportable suspicion" about a student, formed in the course of their employment. A reportable suspicion is one where a teacher has a reasonable suspicion that a student has suffered, is suffering, or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse; and may not have a parent able and willing to protect the student from harm.

The key tests when forming a "reportable suspicion" are as follows:

- a. The student must have suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by the physical or sexual abuse (known at the "Significant Harm Test"); and

¹⁰ *Child Protection Regulation 2011* s10

¹¹ *Education (Accreditation of Non-State Schools) Regulation 2001* (Qld) s10(6)

¹² *Education (Accreditation of Non-State Schools) Regulation 2001* (Qld) s10(6)

¹³ *Education (Accreditation of Non-State Schools) Regulation 2001* (Qld) s10(6)

¹⁴ *Education (Accreditation of Non-State Schools) Regulation 2001* (Qld) s10(7) and s10(7A)



- b. The student may not have a parent able and willing to protect them from the harm (known as the “Parent Test”).

17.2 Who is a mandatory reporter?

A mandatory reporter is an approved teacher [as defined by the Education (Queensland College of Teachers) Act 2005] and currently working at a school.

17.3 What is harm?

Harm is defined in section 9 of the *Child Protection Act 1999* (“the Act”) as: Harm, to a child, is any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing. It is immaterial how the harm is caused.

Harm can be caused by—

- a. physical, psychological or emotional abuse or neglect; or
- b. sexual abuse or exploitation.

Harm can be caused by—

- a. a single act, omission or circumstance; or
- b. a series or combination of acts, omissions or circumstances.

Harm means damage or injury caused by abuse to a child’s body, to a child’s emotional state or to a child’s psychological state. Abuse may be physical abuse, sexual abuse, emotional abuse or neglect. Harm is the effect or impact on the child of the abuse. Abuse can be defined as an action such as: hitting; punching; fondling; and exposure to domestic violence or scapegoating; or it can be inaction such as failure to provide medical care; or failure to provide appropriate stimulation.

Indicators of harm or a risk of harm include the following:

17.3.1 In relation to physical abuse:

- a. Where bruise or burn marks appear on the student’s body or fractures which are regular or not consistent with usual activity occur;
- b. Where a student offers an explanation for the physical injury which does not appear to be consistent with the injury;
- c. Where a student is reluctant to provide an explanation for the physical injury;
- d. Where another student or person expresses a concern that the student has been subject to physical abuse or has been threatened with physical abuse;
- e. Where a student is reluctant to participate in swimming or other sporting activities where the clothing which is appropriate for this activity may reveal signs of physical abuse;
- f. Where the student is excessively absent from school.

17.3.2 In relation to emotional abuse:

- a. Where the student is withdrawn from peers or has poor relationships with students;
- b. Where the student is seen crying or upset on a regular basis;
- c. Where the student is regularly avoiding going home;
- d. Where the student feels inclined to have adult company;
- e. Where the student experiences learning difficulties including poor concentration.

17.3.3 In relation to neglect:

- a. Where a student regularly does not eat lunch or asks other students for food or money;
- b. Where a student appears underweight for age;
- c. Where a student is poorly groomed;
- d. Where a student consistently fails to comply with uniform standards;



- e. Where a student is excessively absent due to being ill;
- f. Where a student often leaves the school late or arrives early.

17.3.4 In relation to sexual abuse:

- a. Where the student presents with bruises, bite marks, other injuries to arms, chest, thighs, lower abdomen;
- b. Where the student has itching, soreness or unexplained bleeding;
- c. Where the student presents with bruises or other injuries which are not consistent with accident;
- d. Where the student has difficulty walking or sitting;
- e. Where the student displays a greater sexual knowledge than normally expected for the student's age or developmental level;
- f. Where the student creates stories, poems or artwork about abuse;
- g. Where a student presents with torn, stained or bloody clothing, especially underwear;
- h. Where a student has difficulty concentrating or being withdrawn or is overly obedient;
- i. Where the student demonstrates persistent sexual themes in their work;
- j. Where the student runs away or is fearful of adults or other persons;
- k. Where the student persistently bed wets, urinates or soils their clothing;
- l. Where the student engages in inappropriate sexual play and behaviour with themselves, other children or dolls or toys.

17.4 The "Significant Harm Test"

When considering the significance of harm under mandatory reporting obligations, the *Child Protection Act 1999* provides guidance under section 13C. The matters that the person may consider include:

17.4.1 Whether there are detrimental effects on the child's body or the child's psychological or emotional state

- a. That are evident to the person; or
- b. That the person considers are likely to become evident in the future

17.4.2 In relation to any detrimental effects to the child the reporter may consider:

- a. Their nature and severity; and
- b. The likelihood that they will continue, and
- c. The child's age.

17.4.3 The person's consideration may be informed by an observation of the child, other knowledge about the child or any other relevant knowledge, training or experience that the person may have. This recognises that a school staff member may detect an impact of harm for a child that the ordinary person may not identify.

17.5 The "Parent Willing and Able Test"

A parent may be willing to protect a child, but not have capacity to do so and therefore they are not considered "able". This includes situations such as where the parent's inability is due to factors such as intellectual impairment or ill health. Alternatively, a parent may have the capacity to protect a child (able), but may choose not to do so (not willing). This might include situations where parents choose an ongoing relationship with a person who is abusing their child and are thus "unwilling" to protect the child. If there is considered to be at least one parent "able" and "willing" to protect the child, the child is considered to not be in "need of protection".

17.6 What is sexual abuse?

Under the Education (General Provisions) Act 2006 s364, sexual abuse includes sexual behaviour involving the child and another person in the following circumstances—



- a. The other person bribes, coerces, exploits, threatens or is violent toward the child;
- b. The child has less power than the other person;
- c. There is a significant disparity between the child and the other person in intellectual capacity or maturity.

17.7 What is physical abuse?

According to Child Safety, physical abuse occurs when a child has suffered, or is at risk of suffering, on accidental physical trauma or injury. Physical abuse can include: hitting; shaking; throwing; burning; biting; poisoning. Physical abuse is not only determined by how severe the mark or injury is; it is also determined by the act itself that causes injury or trauma to the child.

17.8 What is psychological emotional abuse?

According to Child Safety, psychological or emotional abuse occurs when a child's social, emotional, cognitive or intellectual development is impaired or threatened. It can include emotional deprivation due to persistent: rejection; hostility; teasing/bullying; yelling; criticism; exposure of a child to domestic and family violence.

17.9 What is neglect?

According to Child Safety, neglect occurs when a child's basic necessities of life are not met, and their health and development are affected. Basic needs include: food; housing; health care; adequate clothing; personal hygiene; hygienic living conditions; timely provision of medical treatment; adequate supervision.

17.10 Who is a parent?

The parent of a child generally means the child's birth mother or father, or adoptive parents. Under the Act:

- a. A parent of a child is the child's mother, father or someone else having or exercising parental responsibility for the child.
- b. However, a person standing in the place of a parent of a child on a temporary basis is not a parent of the child.
- c. A parent of an Aboriginal child includes a person who, under Aboriginal tradition, is regarded as a parent of the child.
- d. A parent of a Torres Strait Islander child includes a person who, under Island custom, is regarded as a parent of the child.

17.11 What is Family and Child Connect?

Family and Child Connect (FCC) is a service which provides an identifiable and easily accessible central referral point for families and professionals to access family services. The Principal (as a professional from a prescribed entity under s159M of the *Child Protection Act 1999*) can directly refer families to FCC, or other support services, in order to prevent a child from becoming in need of protection. Consent is not required for this referral.



18 APPENDIX 2: CHILD PROTECTION REPORTING FORM (SPF4)



Private and Confidential

Report of Suspected Harm or Risk of Harm
(In Accordance with Section 22 of the *Child Protection Act 1999*)

Date:	
School:	Toowoomba Christian College
School Phone:	46308444
School Fax:	46308670

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	Sex	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)

Toowoomba Christian College
CHILD PROTECTION POLICY



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.

Please indicate the identity of anyone else who may have information about the harm or abuse

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: Click here to enter a date.
Position:		
Principal:	Signature:	Date: Click here to enter a date.
Principal’s email address: richard.brown@tccollege.com.au		
Response requested by school:		

ACTION TAKEN		
Form was faxed or emailed to (please tick which agencies the form was sent to):	<input type="checkbox"/>	Queensland Police Services (QPS)
	<input type="checkbox"/>	Department of Communities (Child Safety Services)
	<input type="checkbox"/>	Family and Child Connect

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



19 APPENDIX 3: PROCEDURE FOR REPORTING – BY LEGISLATION

19.1 SUMMARY OF REPORTING HARM

WHO	WHAT ABUSE	TEST TO APPLY	REPORT TO	LEGISLATION	CHANGE AS AT 19 JAN 2015
All Staff	Sexual	Awareness or a reasonable suspicion Sexually abused or likely to be sexually abused	Principal, through to Police	EGPA	Unchanged
Teachers	Sexual and Physical	Significant harm Parent willing and able	Confer with Principal, report to Child Safety	CPA	New
All Staff	Physical, psychological, emotional, neglect, exploitation	Significant harm Parent willing and able	Principal, through to Child Safety	Accreditation Regulations	Amended
All Staff	Any	Not of a level that is otherwise reportable to Child safety, refer with consent	Principal, through to Family and Child Connect	CPA	New
Principal	Any	Not of a level that is otherwise reportable to Child safety, refer with consent	Family and Child Connect	CPA	New
Any member of the public	Any	Significant harm Parent willing and able	Child Safety	CPA	Unchanged