



CP001	Child Protection Policy
<p>Purpose</p>	<p>This policy outlines the school’s proactive actions to protect all students, from physical, emotional, psychological, sexual, or spiritual harm.</p>
<p>Authority</p>	<p>Scripture: Mark 10:14-16; Romans 13:1-4; Matthew 18:15-18; Colossians 3:12-17; Proverbs 22:1; Belgic Confession Article 36; Heidelberg Catechism Lords Day 43</p> <p>Legislation: <i>School Education Act (1999)</i>, sections 63 and 64 <i>Child Welfare Act (1947)</i>, sections 4, 10, 29, 30, and 31 <i>Criminal Code Act (1913)</i>, section 322 <i>Children and Community Services Act (2004)</i> Parliamentary Commissioner Amendment (Reportable Conduct) Act 2022 (WA)</p>
<p>National Principles for Child Safe Organisations</p>	<p>Principles:</p> <ol style="list-style-type: none"> 1. Child safety and wellbeing is embedded in organisational leadership, governance, and culture. 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously. 3. Families and communities are informed and involved in promoting child safety and wellbeing. 4. Equity is upheld, and diverse needs respected in policy and practice. 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice. 6. Processes to respond to complaints and concerns are child focused. 7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training. 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed. 9. Implementation of the national child safe principles is regularly reviewed and improved. 10. Policies and procedures document how the organisation is safe for children and young people.
<p>Policy</p>	<ul style="list-style-type: none"> • JCSA provides a high level of care to all students by committing to being a child safe organisation through the prevention, identification, reporting and responses to child abuse, maltreatment, and neglect. • JCSA is to extend, as much as is reasonably possible, care to students whose well-being is discovered to be threatened by neglect or abuse. • JCSA staff, when they have formed a reasonable belief that a child is being sexually abused, or has been sexually abused, must report their belief to the Department of Communities – Child Protection and Family Support (CPFS), as soon as practicable.



Delegation	Principal NB: In case where the Principal is the suspected or alleged abuser, a trusted member of staff or Chairman of the School Committee may be involved instead of the Principal.
Related Policies	Bullying (R001), Staff Code of Conduct; Student Code of Conduct; Disputes and Complaints (G006)
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CP001 Child Protection Procedure

1. Background:

- The Child Protection Policy implements the National Principles for Child Safe Organisations. John Calvin School Albany (JCSA) provides a child safe environment, where all students are nurtured and cared for. All children have a right to be protected from harm and feel safe. JCSA and its staff have a duty to provide reasonable care to all students at the school. JCSA has a special responsibility to protect children when they are on school premises and also to intervene when they believe the welfare of a child is at risk outside the school.
- Members of staff are, at times, faced with students who in one way or another are affected by sinful and broken situations at school, at home or elsewhere.
- Consequently, students at risk are often burdened with worries and needs beyond their ability to endure.
- School is often the place where such difficulties surface and as a result, these students require help and support while at school.
- Such help and support are normally extended by the home, via parents and caregivers, and by the church via office bearers.
- When indications of a student being at risk appear at school, the school is duty-bound to act, especially because often the impact of *at-risk* behaviours not only influence individuals, but also potentially disturb the whole student body.

In Appendix 1, a list of general indicators is supplied for the following cases:

- Dysfunctional homes
- Mental health disorders or personal difficulties
- Negative peer pressure
- Physical abuse and neglect
- Racial abuse, mistreatments or insults
- Sexual abuse, harm or misconduct
- Sexual abuse by a staff member
- Spiritual or emotional abuse or neglect.

2. Definitions:

“Students at Risk” refers to students who, perhaps because of their race, home situation, physical or mental disposition or past record, are considered especially vulnerable to physical, emotional, sexual or spiritual harm or abuse. However, the school recognises that all students, regardless of background, are at risk of abuse, and require specific actions to keep them safe.

JCSA, in accordance with the Department for Child Protection of WA, distinguishes between the following four forms of abuse:

- **Physical Abuse** occurs when a child or young person has experienced severe and/or persistent ill-treatment through behaviours such as beating, shaking, inappropriate administration of alcohol and drugs, attempted suffocation or excessive discipline or physical punishment.



- **Emotional or Psychological Abuse** is the standard, repetitive, inappropriate ill-treatment of a child or young person through behaviours including threatening, belittling, teasing, humiliating, bullying, confusing, ignoring and inappropriate encouragement.
- **Sexual Abuse** includes sexual behaviour where a child or young person is subject to coercion, a threat, exploitation or violence; the child has less power than another person involved in the behaviour, and there is significant disparity in the development function or maturity if the child and another person involved in the behaviour.
- **Neglect** is when a child is not provided with adequate food or shelter, effective medical, therapeutic or remedial treatment, and/or care, nurturance or supervision to a severe and/or persistent extent.

3. Education:

To educate and instruct students constantly in the way they should behave, guided by the infallible Word of God. This educative approach aims to enhance, with the Lord's blessing, a positive Christian attitude towards fellow students, in particular those who are *at risk*.

Some examples of this approach:

- Teachers are to remind students of the obligation we all have to reflect Christian conduct, and to pray for this, asking for God's guidance in all aspects of life.
- In their interaction with fellow students and others, students are to conform to God's demand that they show love to Him and to their neighbour.
- Students are to receive sound instruction in the areas of health and physical education and in how to uphold the honour of the opposite sex.
- Students are to receive extra briefings regarding conduct prior to camps and excursions.
- Teachers are to be made aware that they have a protective role in minimising risk to students.
- Students are taught protective behaviours through a recognised Protective Behaviours Curriculum incorporated into the Health Curriculum.

4. Prevention:

Many cases of abuse happen outside of the school, and while total prevention is not possible due to people's sinful nature, the school is to endeavour to limit these cases by measures such as:

- Staff and students showing consideration and care in the way they speak and act towards all others. Speech is to be encouraging and friendly; not rude, derisive or derogatory.
- All staff and students wearing modest, non-provocative clothing while they are involved in all school activities.
- Staff and students avoiding contact that could be considered provocative in a sexual sense.
- Students having their own form teacher whom they can contact if they need support or advice. Where students do not consider these teachers suitable for divulging personal difficulties, they are at liberty to approach other staff.



- Staff and students being aware that by withholding information about difficulties experienced by others, serious harm could result. When students speak about such matters to a trusted member of staff it is not to be regarded as disloyalty to a peer but rather for the benefit of the victim and of the offender.
- Teaching students' protective behaviours through a recognised Protective Behaviours Curriculum.
- Compulsory staff attendance at Mandatory Reporting seminars.

5. Protection:

It is required that the school is to provide all students with protective, child safe surroundings by:

- Showing equal love and respect and encouraging all students and staff to show love and respect to one another regardless of gender, race, ethnic origin, appearance or abilities.
- Maintaining and encouraging the same standards of love and commitment among students and towards staff when competition is involved - e.g. sport.
- Supervising students whilst in classrooms, on school grounds and during off-campus activities
- Requiring all staff members to be observant, to make student welfare their business, and to intervene when negative behaviour occurs.
- Maintaining a high regard to the privacy of all students, especially when this relates to matters of gender.
- Requiring students and staff to observe an appropriate manner of speaking and acting towards members of the opposite sex.
- Ensuring that the well-being of the students is given paramount consideration and that, where necessary, the CPFS and/or police is informed.
- Teaching student's protective behaviours through a recognised Protective Behaviours Curriculum.
- Ensure that all staff and volunteers are adequately screened, trained and supervised.
- Ensuring that all school staff and volunteers are familiar, uphold, and are held accountable to the Staff Code of Conduct.

6. Action:

When there is a belief based on reasonable grounds that abuse or neglect of one of the students is evident, the school is **duty-bound** to take action for the sake of the student's protection.

The action taken is specified in the various flow charts in Appendix 2.

To report concerns to the Child Protection and Family Support, contact the Central Intake Team on 1800 273 889 or email cpduty@cpfs.wa.gov.au

To report a concern out of business hours, contact the Crisis Care Unit free call 1800 199 008.



7. Mandatory Reporting:

“Mandatory Reporting” refers to the legal obligation of every mandatory reporter when they form a belief, on reasonable grounds, that a child has been sexually abused, or is the subject of ongoing sexual abuse.

- The schools mandatory reporters include principals, teachers, and school counsellors.
- Mandatory reporters are mandated to report this belief to the Department of Communities – Child Protection and Family Support and may also report this to the WA Police.
- Mandatory reports can be made at the Department’s website using the Department’s secure Mandatory Reporting system: <https://mandatoryreporting.dcp.wa.gov.au>
 - See “Mandatory Reporting of Child Sexual Abuse in Western Australia: A Guide for Mandatory Reporters” attached as Appendix 3 or at:
[Mandatory Reporting of Child Sexual Abuse in WA - Resources \(www.wa.gov.au\)](http://www.wa.gov.au)
 - The Mandatory reporting Service can be contacted 24 hours a day, 7 days a week by phone on 1800 708 704 to discuss the report or provide advice to the reporter.
- Mandatory reporters may inform the Principal or School Committee Chair that they have made a Mandatory Report. They will then provide the report number, date and details in confidence. The recipient of that information must not reveal the identity of the mandatory reporter.
- All staff, school board members and regular volunteers will attend Mandatory Reporting training annually, either in person or complete such training via the Department of Child Protection’s website: <https://mandatoryreporting.dcp.wa.gov.au>
- The Principal will maintain a register for all staff, school board members and regular volunteers at the John Calvin School to record completion of Mandatory Reporting training.
- The Principal shall ensure the regular review of all Child Protection policies and guidelines by staff, during staff meetings or Professional Development Days.
- Non mandatory reporters (e.g. Education Assistants, board members, volunteers or non-teaching staff) should also report all suspicions and beliefs formed on reasonable grounds regarding abuse. As non-mandatory reporters they may do this to the Principal (or School Chair if the Principal may somehow be considered complicit or obstructionist.)
 - If the Principal receives a report of child sexual abuse from a non-mandatory reporter and, as a result, forms a belief that a child is or has been the subject of sexual abuse, the Principal, as a mandatory reporter, must make a report to the Mandatory Reporting Service.
 - Non-mandatory reporters may also make a voluntary report to CPFS (Child Protection) via the District Office. (Albany CPFS District Office, 25 Duke Street, Ph (08) 6277 4100)

Reasonable Grounds:

A mandatory reporter does not have to be able to prove that harm has occurred. Professional judgement and objective observation help to identify warning signs or possible indicators of child sexual abuse and contribute to a reporter forming a belief on reasonable grounds. Knowledge of child development and consultation with colleagues or other professionals can also contribute to reasonable grounds. Reasonable grounds may include:

- your own observations of a child’s behaviour
- your own observations of the behaviour of an adult interacting with the child



- when a child tells you they, or another child, has been harmed
- when you hear about it from someone who is in a position to provide reliable information, perhaps a relative or friend, neighbour or sibling of a child who is at risk.

Mandatory reporters must specify the grounds on which they formed the belief that a child has been, or is being, sexually abused. If you are a mandatory reporter and you have not formed a belief that a child has been or is being sexually abused but are sufficiently concerned, it is recommended that you consult with the principal or contact Communities' Central Intake Team on 1800 273 889.

8. Reportable Conduct Scheme

The scheme requires the school to report the following matters to the Ombudsman WA and investigate. Conduct covered by the scheme is:

- Sexual offences
- Sexual misconduct
- Physical assault; and
- Other prescribed offences
- Significant neglect of a child; and
- Any behaviour that causes significant emotional or psychological harm to a child.

The Principal is to:

- notify the WA Ombudsman of allegations of, or convictions for child abuse by employees; and
- to then investigate these allegations; and
- provide a report to the Ombudsman on the outcome of any investigation and any action taken. The Ombudsman will monitor, oversee and review these investigations.

Notifications are lodged through the Ombudsman WA website [Ombudsman WA Home](#)

In most circumstances, matters that need to be reported to the Ombudsman would also constitute a reportable incident. Submission of a report to the Ombudsman does not meet the requirement to notify the Director General of Non-Government Schools of a reportable incident, and vice versa. Refer to PC005 Emergency, Crisis, and Critical Incidents Policy for further information regarding Reportable Incidents.

9. Record Keeping

Dated records of all concerns and actions regarding abuse, including but not limited to sexual abuse, and including, but not limited to peer-on-peer abuse, are to be kept and stored securely.

These records are to be kept in perpetuity. Refer to Policy G006 – Records Management.

10. Staff Support

Staff impacted by forming a belief regarding abuse or receiving a disclosure regarding abuse or impacted by abuse in other ways need to be offered support for their own well-being. This can be done via discussions with the Principal and/or the AISWA School Psychologist or AISWA Inclusive Education Consultant (Child Protection). Staff can also seek support via external counsellors (see Trellis Counselling for recommendations.)



Appendix 1

General indicators of students at risk of abuse

General Indicators of students at risk

The lists below, though not exhaustive, contain possible indicators of students at risk of abuse, recognising that *all* students are at risk. Frequent injuries, (particularly those that could stem from self-harm), tearfulness, uncharacteristic, unusual or inappropriate behaviours, frequent complaints of pain or sickness and rejection of spiritual guidance may suggest a student at risk.

A combination of indicators must be seen as significant. All indicators should be considered in the context of their consistency with a child's medical history, developmental stage, capabilities and characteristic behaviour or attitudes.

A1.1. Indicators of dysfunctional homes

Dysfunctional homes are places where those responsible fail to provide proper care. Such failure may result from marital problems, alcoholism, illegal substance use, mental illness, legal predicaments or career fixation by one or both parents. Students affected by such homes are likely to show some of the following:

- Frequent absentmindedness
- Frequent absenteeism or lateness for school
- High levels of stress
- Unusual shyness or withdrawal
- Frequent bouts of crying
- Poor academic performance (compared to earlier results)
- Frequent craving for attention
- Extreme mood swings
- Extreme anger and aggressiveness
- Indifference to correction
- Self-mutilation or attempted suicide
- Depressive behaviour
- Very low self-esteem

See flow charts 1, 2 and 6

A1.2. Indicators of mental health disorders or personal difficulties

Students affected by mental health disorders, eating ailments, depression, suicidal tendencies or grief may be recognised by their:

- Low self-esteem
- Poor academic performance
- Serious or frequent references to suicide
- Poor peer relationships
- Isolation, perhaps deliberate, from community and support systems



- Irregular eating habits
- Extreme loss of weight
- Serious lack of energy
- Report always feeling cold
- Binge eating
- Frequent absenteeism
- Shyness or withdrawal
- Self-mutilation
- Poor personal hygiene
- Obsessions about cleanliness or hygiene
- Ulcers and stress-related or psychosomatic conditions
- Indifference to or abnormal passion about adult or spiritual care

See flow charts 1, 2, and 6

A1.3. Indicators of negative peer pressure

Peer pressure is considered negative when students are harmfully affected by other students' use of or fascination for alcohol or other substances, violence, pornography, sexual activity or by their rejection of spiritual values. Indicators of such negative influences include:

- Possession of alcohol, drugs, pornographic material or contraceptives.
- Preoccupation with substance use or negative out-of-character behaviour.
- Unhealthy secretive behaviour
- Frequent lethargy and fatigue
- Serious decline in academic performance
- Avoidance by peers (last one picked, first one out)
- Abnormal reluctance to attend school
- Frequent absenteeism and/or lateness for school
- Lack of attention during prayer and religious instruction

See flow charts 1, 2 and 6.

A1.4. Indicators of physical abuse and neglect:

Physical abuse amounts to action or inaction by a fellow student or peer, older person, parent or caregiver resulting in physical harm such as bruises, cuts, burns, fractures or other wounds. Neglect occurs when a parent or caregiver fails to provide a student with the essentials of life such as suitable clothing, healthy food, hygiene, medical care and adequate supervision and protection. Indicators of such abuse or neglect include:

- Bruises or wounds or attempts to cover these up
- Burns or wounds of a suggestive shape
- Remarkable fear of specific students or adults



- Frequent absenteeism, with or without explanation from parents
- Guarded or evasive answers to questions about obvious injuries
- Hair missing in large quantities
- Injuries that are not consistent with the students' explanation
- Wounds or bruises to the eyes, lips, gums, mouth
- Missing or loosened teeth
- Self-mutilation
- Inadequate or dirty clothing
- Inadequate medical care
- Constant fatigue
- Coming to school hungry and/or without lunch
- Untreated lice, injuries and skin disorders

See flow charts 1, 2, 3, and 4.

A1.5. Indicators of racial abuse, mistreatment or insults:

Some groups in our society have strong judgemental attitudes towards those of other races or cultures, especially where it involves those of a different skin colour or ethnic background. Racial ill-treatment can be verbal, physical, emotional, social or spiritual. Such un-Christian attitudes can involve racist comments or propaganda, jokes about those of other races or cultures, bullying or hindering a racially or culturally different student from being accepted among peers. Indicators of such mistreatment include when a student:

- Becomes silent or withdrawn
- Fails to engage with learning
- Is unable to concentrate in class
- Is incapable of taking risks in learning
- Is frequently absent or late
- Becomes aggressive or violent over seemingly trivial matters
- Indulges in disruptive behaviour

See flow charts 1, 2, and 6

A1.6. Indicators of sexual abuse

Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level. It includes circumstances where the child has less power than another person involved, is exploited or where the child has been bribed, threatened or coerced. It also includes situations where there is a significant difference between the developmental or maturity level of the child and another person involved. The most common form of child sexual abuse in schools is peer-on-peer abuse.

Some examples are:

- Letting a child watch or read pornography
- Allowing a child to watch sexual acts



- Fondling the child's genitals
- Having oral sex with a child
- Vaginal or anal penetration
- Using the internet to find a child for sexual exploitation

Possible signs of sexual abuse include when a child:

- Sexualised behaviours inappropriate to their age (including sexually touching other children and themselves)
- Knowledge about sexual behaviour inappropriate to their age
- Disclosure of sexual abuse either directly or indirectly through stories, poems, artwork or play about abuse
- Has pain, bleeding or swelling in his/her genital area
- Starts doing things they have grown out of, such as crying a lot, bed wetting or soiling, clinging to caregiver
- Fear of being alone with a particular person
- Implies that he/she is required to keep secrets
- Has nightmares or sudden unexplained fears
- Has a sexually transmitted infection or is pregnant.

See flow chart 5.

A1.7. Indicators of sexual abuse by a member of staff

The Lord requires His people to maintain purity and holiness in their relationship with others. Staff members especially need to respect this and apply it in the way they deal with students.

The following are possible indicators indicating possible sexual abuse of a student. When a staff member:

- Displays excessive favouritism towards a student of either sex.
- 'Accidentally' touches or rubs his or her body against a student's body, or alternatively, when a student rubs his/her body against a member of staff.
- Suggests that he/she should see and/or touch a student's body to monitor development
- Unnecessarily applies lotion to a student's body
- Enters a toilet or shower designated for students of the opposite sex
- Quizzes a student about his/her sexual activity
- Describes his/her own sexual exploits to a student
- Shows a student pornography or exposes him/herself- even 'accidentally'- or touches a student with the pretence of providing sexual education
- Uses suggestive language while referring to his/her own or to a student's body
- Warns a student not to tell anyone about their discussion or other interaction.

See flow chart 5



A1.8. Spiritual or emotional abuse or neglect:

Spiritual or emotional abuse occurs when a child is harmed in his or her inner being by someone else. Such abuse can include rejection, isolation, threatening, intimidation, bullying, or continual belittling. Spiritual neglect is where parents fail to show love and inappropriately exercise discipline over their child(ren). This may become evident by the child's possession of pornography, unsupervised or excessive TV and DVD watching, unsupervised or excessive use of the internet, having inappropriate friends, frequenting inappropriate websites or the playing of inappropriate video games at home or elsewhere.

Such children are hindered from living in a proper relationship with God and their neighbour.

Such children may show any or all of the following indicators:

- Aggressive behaviour
- A distorted view of God
- A distorted self-perception
- Indifference to adult or spiritual care
- Extreme rejection (or approval) of certain values
- Attempted suicide
- A serious decline in academic performance
- Symptoms of eating disorders (e.g. Anorexia/Bulimia)
- Early arrival at school and/or reluctance to leave
- Evidence of drug use or dependence
- Excessively passive behaviour- is 'too good'
- Deliberate isolation from community and other support systems
- Excessive scepticism (or defensiveness) about a parent
- Excessive lethargy
- Remarkably low self-esteem
- Obsession with neatness and cleanliness
- Poor peer relationships
- Critical shyness or withdrawal
- Signs of significant distress
- Ulcers and other stress-related or psychosomatic conditions
- Frequent absenteeism from catechism and/or church services
- No access to Bible or Book of Praise
- Indecent language or blasphemy
- Negative reactions to school discipline
- Signs of significant insecurity
- Unrestrained behaviour

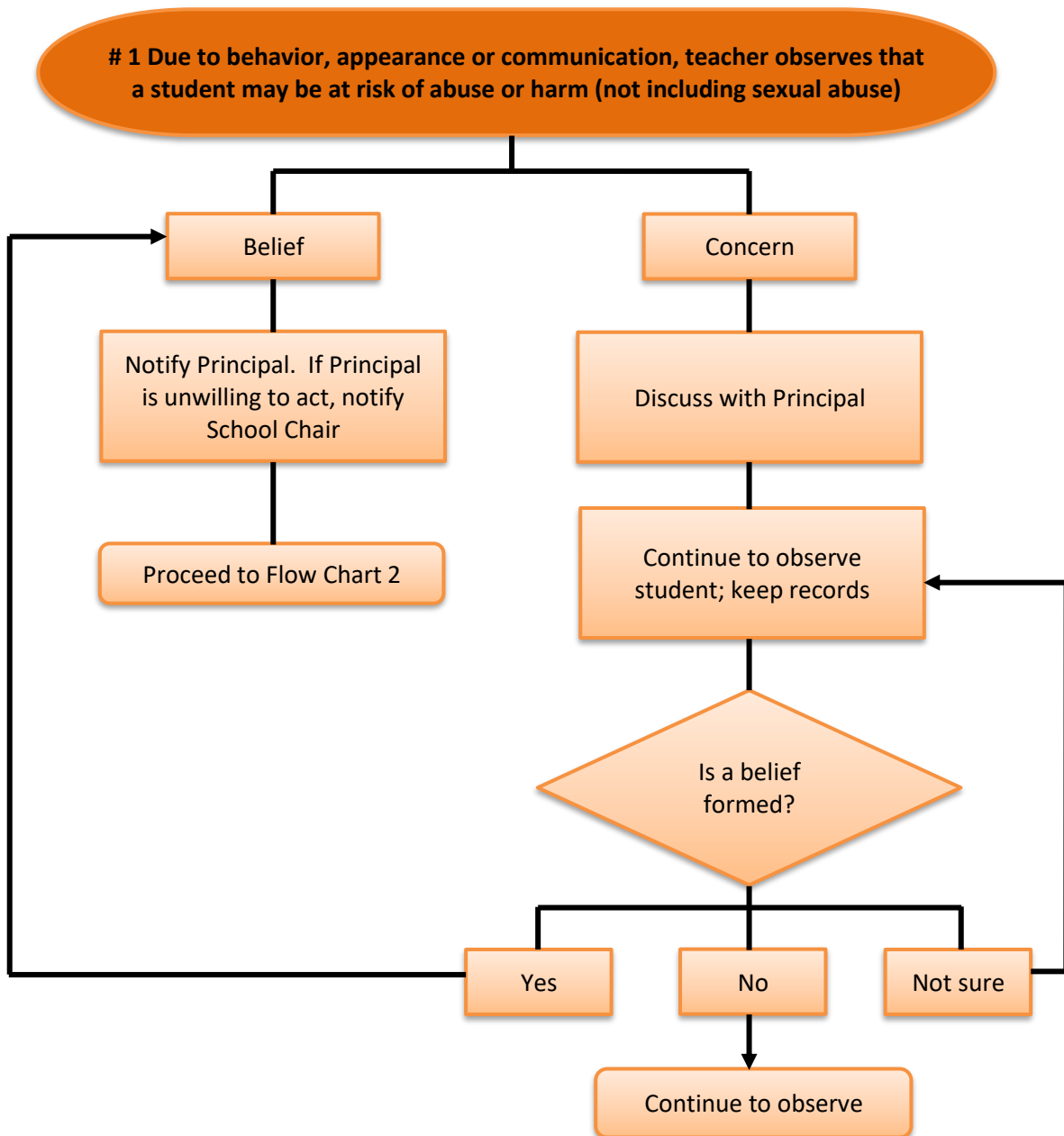
See flow charts 1, 2, 3 and 6.



Appendix 2

Flow Charts

A2.1 FLOW CHART 1 – GUIDELINES FOR ALL STAFF



NOTES:

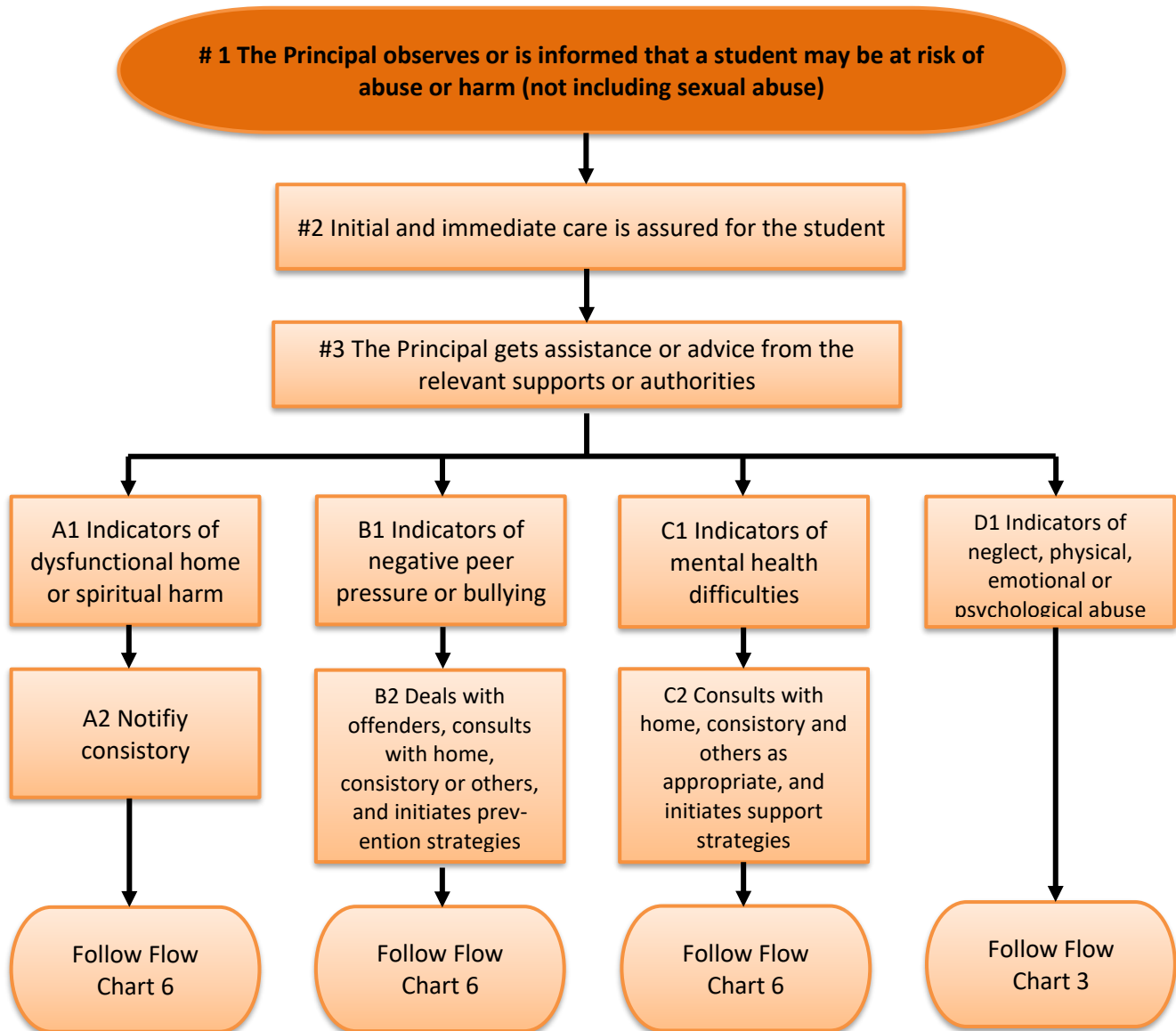
Belief: Belief on reasonable grounds may be based on, but is not limited to:

- Disclosure of information by a child or parent/carer
- Disclosure of child abuse by a third party
- Observed evidence of physical and/or behavioural indicators.

Refer to flow chart 5 for dealing with sexual abuse



A2.2 FLOW CHART 2 – GUIDELINES FOR PRINCIPALS



NOTES:

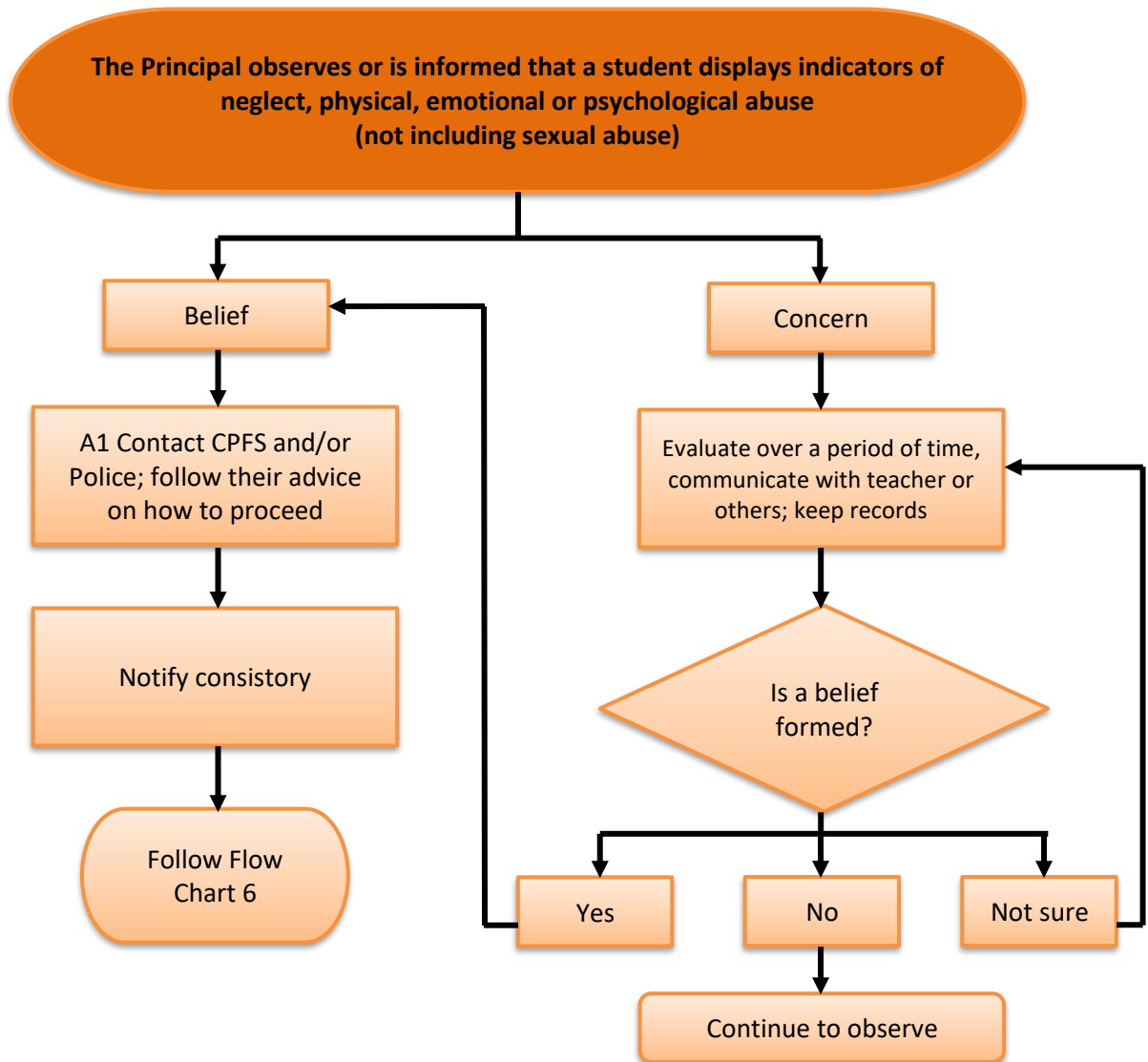
RE #3: Assistance and advice can be obtained from home, staff, consistory, AISWA, CPFS, police, paediatrician, school psychologist, doctor, lawyer or other professionals.

Re A2, B2 and C2: The Church, school and home are to co-operate in caring for students at risk.

Refer to flow chart 5 for dealing with sexual abuse (Mandatory Reporting).



A2.3 FLOW CHART 3 – GUIDELINES FOR PRINCIPALS



NOTES:

RE A1: Also may consult appropriate staff e.g. school psychologist, social worker, school nurse.

Re A1: Seek advice from CPFS or Police prior to informing the parent/carer and others of a concern of abuse or neglect.

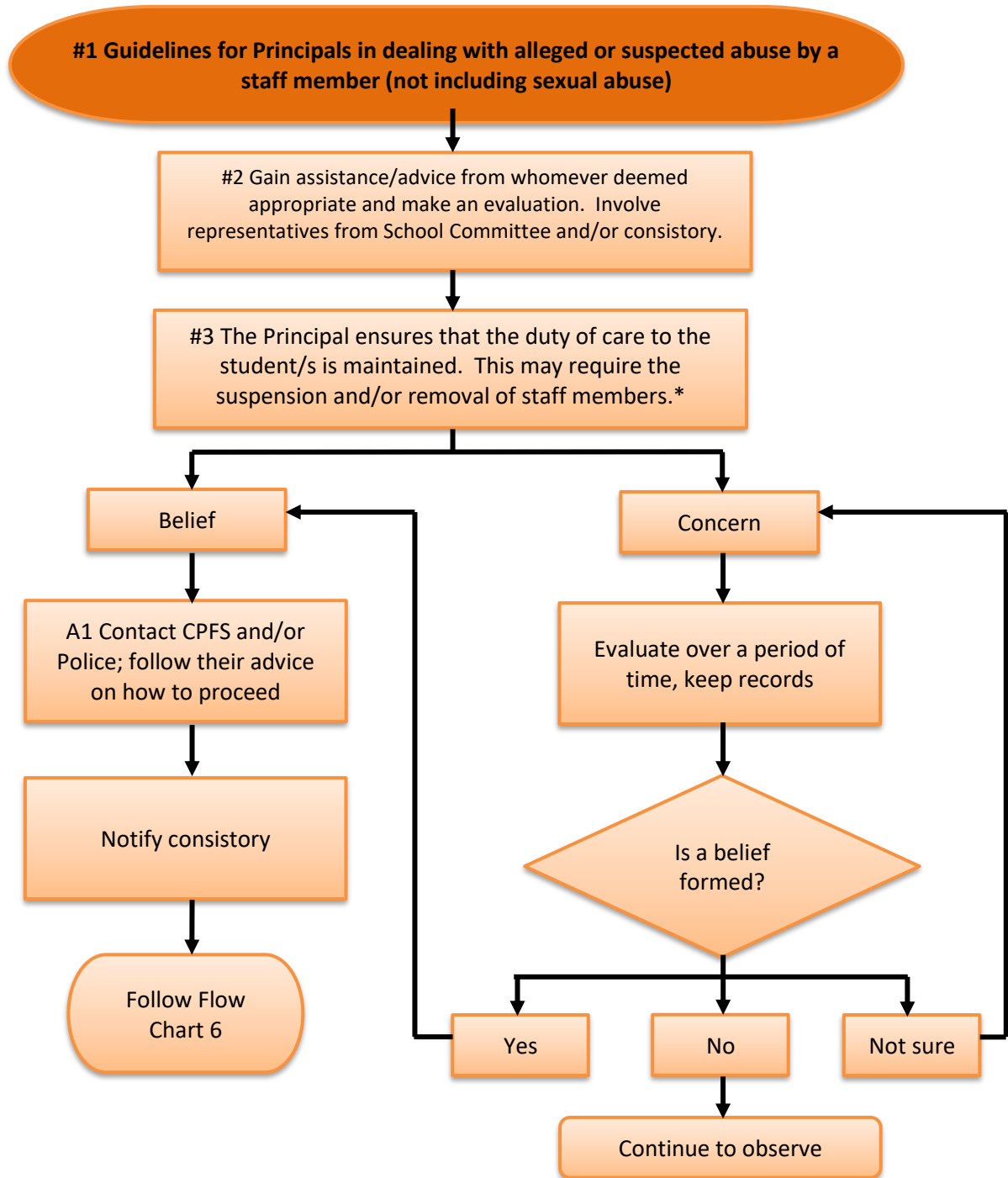
Belief: Belief on reasonable grounds may be based on, but is not limited to:

- Disclosure of information by a child or parent/carer
- Disclosure of child abuse by a third party
- Observed evidence of physical and/or behavioural indicators.

Refer to flow chart 5 for dealing with sexual abuse



A2.4 FLOW CHART 4 – GUIDELINES FOR PRINCIPALS





NOTES:

Re #1: "The Principal" can be read as a Trusted Staff Member or School Chair if the Principal is the suspected or alleged abuser.

Re #2: A Principal has a duty of care towards students and a professional obligation towards employees. As these responsibilities may conflict, it is imperative that others be involved in the decision-making process. Assistance can be obtained from parents, staff, consistory, AISWA, CPFS, Police, Pediatricians, School Psychologist, School nurse, GPs, lawyers, and others. At a minimum, a representative from the School Committee and a representative from the relevant consistory should be included.

Re #3: The Principal ensures that the duty of care to the student/s is maintained. This may require the suspension and/or removal of staff members. Principal is to seek advice from CPFS and/or Police regarding the allegation without mentioning the names of the persons involved.

* Principal is reminded to uphold the reputation of the staff member involved, as per LD43, Heidelberg Catechism.

Re A1: Seek advice from CPFS or Police prior to informing the parent/carer and others of a concern of sexual abuse.

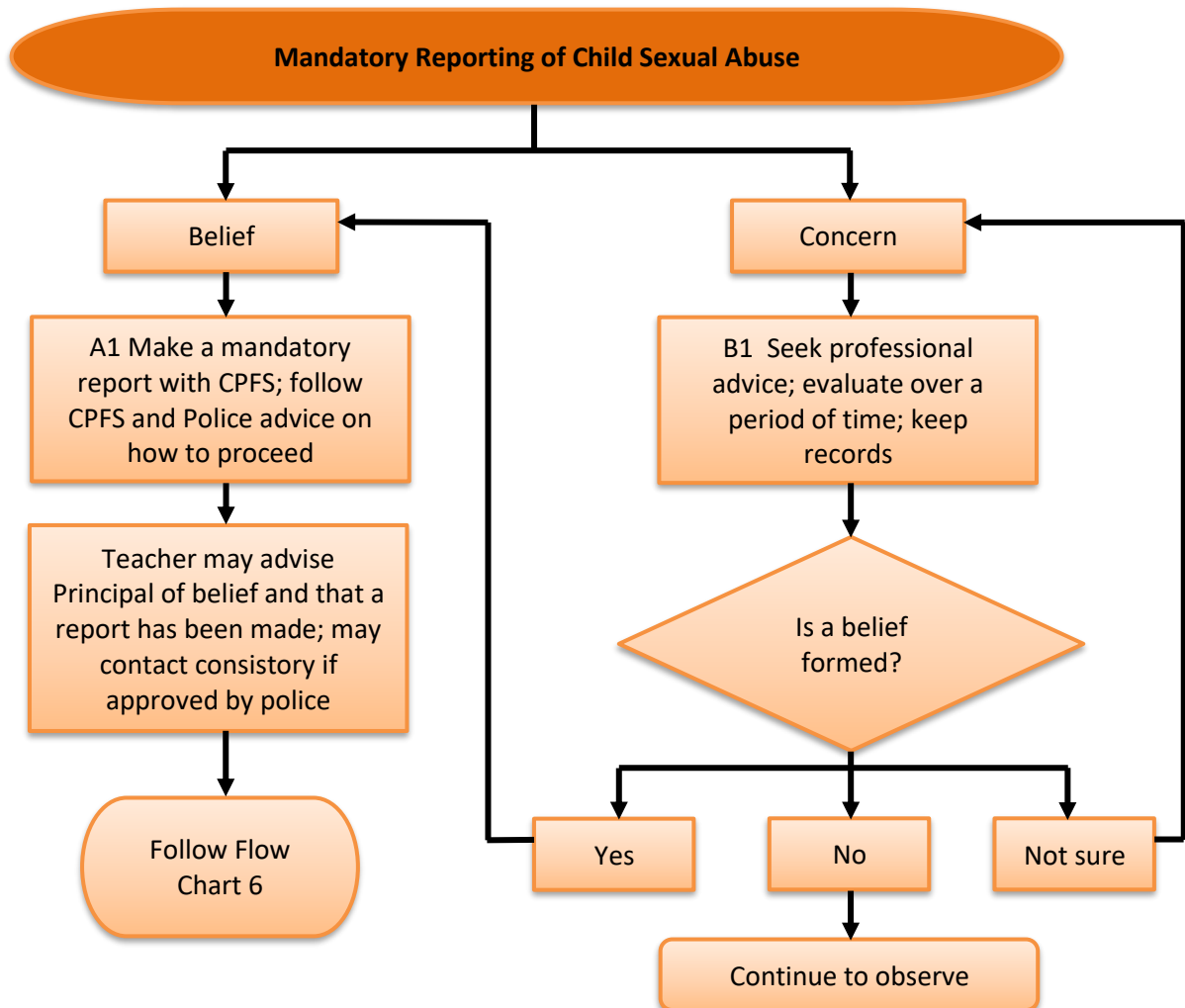
Belief: Belief on reasonable grounds may be based on, but is not limited to:

- Disclosure of information by a child or parent/carer
- Disclosure of child abuse by a third party
- Observed evidence of physical and/or behavioural indicators.

Refer to Flow Chart 5 for dealing with sexual abuse



A2.5 FLOW CHART 5 – MANDATORY REPORTING OF CHILD SEXUAL ABUSE



NOTES:

Belief: Belief on reasonable grounds may be based on, but is not limited to:

- Disclosure of information by a child or parent/carer
- Disclosure of child sexual abuse by a third party
- Observed evidence of physical and/or behavioural indicators.

Re A1: See Appendix 3: A Guide for Mandatory Reporters.

Re A1: Seek advice from CPFS or Police **prior** to informing the parent/carer and others (including consistory) of a concern of sexual abuse.

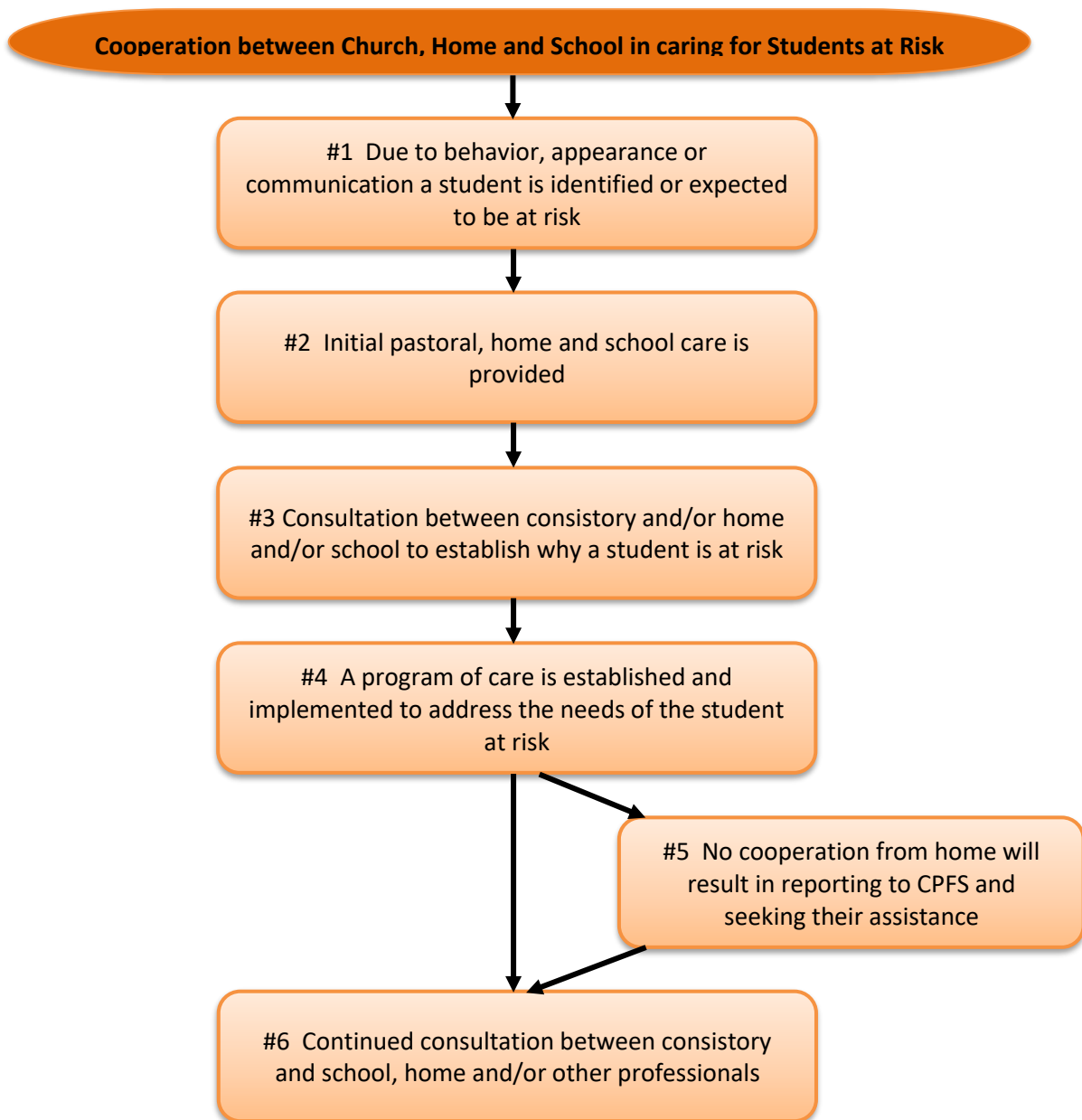
Re B1: Principals or teachers who are concerned, but have not formed a belief that a child is subject or has been subject to sexual abuse may consult others about this (e.g. CPFS, Police, School nurse, School psychologist, GPs, etc.)

The most common form of child sexual abuse in schools is peer-on-peer abuse.

Non mandatory reporters (e.g. Education Assistants, board members, volunteers or non-teaching staff) should also report all suspicions and beliefs regarding abuse formed on reasonable grounds to the principal or chair.



A2.6 FLOW CHART 6 - COOPERATION BETWEEN CHURCH, HOME AND SCHOOL



NOTES:

Re #3: Clear areas of responsibility need to be established for each party. Professionals such as psychologists, psychiatrists, GPs, AISWA consultants, Police, CPFS, and others may be contacted for advice regarding a program of care.

Re #6: All parties commit themselves to consult and cooperate with one another and to regularly review the needs of the student at risk.

NB: Where one party (home, church or school) fails to cooperate, those remaining must reach agreement on how to proceed. If this is not possible, outside help is to be sought.



Appendix 3

Guide for Mandatory Reporters

See separate attachment

Appendix 4

Grooming Behaviour and Cyber Predators

A4.1 Grooming Behaviour

Grooming is the use of a variety of manipulative and controlling techniques with a vulnerable subject in order to establish trust or normalise sexually harmful behaviour with the overall aim of facilitating exploitation and/or avoiding exposure.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator. Abusers may groom children and supporting adults for weeks, months or even years before any sexual activity takes place. The grooming may occur in person or via cyber media.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child and as a result the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. Plausible deniability is part of the strategy that the groomer employs to ensure staff don't take seriously the possible disclosures of the child.

The groomer will exploit vulnerabilities of the protective elements around the child, including parents and family circumstances, organisational and systemic weaknesses.

Grooming behaviour with children may include, but is not limited to:

- Selecting, befriending a child and gaining his or her trust, exploiting the child's vulnerabilities.
- Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling or sexual games.
- Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes the abuser uses bribery, threats, or coercion.
- Causing the child to feel responsible for the abuse.

Grooming behaviour with adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuse may appear to be the only one who understands him or her.
- Displaying common interests in sports, movies, music, video games, television shows, etc.
- Recognising and filling the adolescent's need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (e.g. smoking, drinking, using drugs, viewing pornography.)
- Communicating with the adolescent outside of the person's role (e.g. teacher, or coach.) This could include texting or emailing the teen without the parents' knowledge.



In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:

- Promotes self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful.
- Raises doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations.
- Fosters dependency as someone the family can rely on.
- Positively represents the child to others so as to be perceived as someone who would never harm the child.

A4.2 Preventing or interrupting the grooming process

Organisations unfortunately provide a vast array of opportunities for groomers to enact the grooming process. Within an organisational context, holding all staff members accountable to the staff code of conduct and challenging boundary crossings and violations is one of the most accessible strategies to combat grooming behaviour.

Where an employee is investigated for behaviours considered to be grooming, the school is obligated to report this both to the Director General of DES and the TRBWA.

A4.3 Cyber Predators

The internet, especially social media, is one of the main sources of communication for young people today. The popularity of various social media as well as chat rooms, discussion groups and interactive games makes them a very attractive place for predators as they can remain virtually anonymous whilst participating in a range of paedophilic activity.

These quotes come from the NetAlert website:

"...paedophiles can socialise together, trawl for inappropriate content (such as child pornography) and easily make collections of this and distribute to others.

They can pretend to be people other than themselves, and they can find a sense of security by operating from the confines of their own homes.

Grooming children online with the intention to meet them in real life is an activity many undertake.

They often set up bogus email accounts and handles (a nickname for a person who uses the Internet) which protect their identity online.

Children need to think carefully about a handle they choose. Handles such as 'Angel Babe', 'Sweet-Sixteen', and 'SexyKid' appear harmless on the outset, however, can attract the wrong attention. Paedophiles are often attracted to people with these types of names.

Paedophiles can also erase the history of what they have done online from their personal computers, making it a lengthy and difficult task for authorities to charge them with an offence.

Paedophiles conduct numerous activities online, including:

- *Swapping child pornographic pictures in chat rooms or through email or P2P networks.*
- *Swapping children's personal information.*
- *Participating in online communities with the intention to groom children for personal sexual gratification or to meet them in person.*
- *Forming networks with other paedophiles.*
- *Trading techniques on how to avoid the authorities."*



A4.4 Intimate Images

Intimate images can include:

- An image of a person naked, partially naked, or in their underwear.
- An image of a person engaged in a private act, such as using the toilet, showering or bathing.

It is an offence to share an intimate image of a person without their consent.

If a person under 18 creates or shares an intimate image of themselves, they could be charged with offences under the Commonwealth Criminal Code relating to child pornography. The message to young people is simply: it is against the law to take, keep, send or ask for an intimate image of a person under 18 (including yourself.)



Appendix 5

Response to Disclosure of Abuse or Neglect

A5.1 Response to Disclosure

Children will rarely use adult language or specific terms when disclosing abuse, the language used will be at the developmental level of the child, so staff may not initially pick up the nuances of the disclosure.

Most disclosures of children are 10 years of age are accidental, that is the child did not intend to disclose, and it is likely that the disclosure will only be partial. Staff should not attempt to elicit a full disclosure or ask direct questions. The child should be encouraged to speak freely, but staff should not try to direct the child down a particular train of thought.

The following points will guide disclosure:

- Use “protective interrupting” if students begin to disclose in class or in a public area to protect them from sharing the information with too many people.
 - Acknowledge that you have heard them and stop them from disclosing any further.
 - Quietly arrange to see them as soon as possible, in a situation away from other students.
- Establish clear limits on confidentiality by telling the child that a report will be made to a person who will be able to provide help and protection and that you will help them through the process.
- Put your own feelings aside and listen as if the information is not sensational.
- Provide reassurance that the student is believed that they were right to tell and that it was not their fault.
- Remain as objective as possible and do not make judgements about what has happened.
- Be supportive and understanding.
- Be empathetic to student feelings; the student may be confused because of the relationship with the abuser, e.g. loving parents don’t do abusive things.
- Acknowledge that it is difficult to talk about such things.
- Try to identify students’ immediate fears.
- Let students tell the even in their own words; when reporting, do not paraphrase, but try to be as accurate as possible.
- If you are unable to answer all the questions of the child, it is OK to let them know.
- Once you have established that they have been harmed, or are at risk of being harmed, do not pursue the conversation any further. This is important to ensure that questions cannot be raised later about possible manipulation of the disclosure.
- Explain what will happen next.
- Try and stay with the student after the disclosure to provide a sense of security until necessary steps have been taken to ensure the safety and support.
- Allow students the option of support during any agency interview and reassure them of the availability of continuing support.
- Document and date the conversation that you have had, remembering as accurately as you can, recording the words and phrases used by the child to describe what has happened to them.



- Document and date subsequent discussions and actions.

Staff must be careful that they:

- Don't push for details or conduct an investigation. Other agencies have this responsibility.
- Don't express judgement of the student, perpetrator or family.
- Don't get angry, upset or show shock.
- Don't ask questions that may make the child feel guilty or inadequate.
- Don't ask leading questions, e.g. "did daddy hit you?"
- Don't put words in students' mouths or interrogate as this could jeopardise the interviewing process of CPFS and Police.
- Don't promise not to tell when there are clear limits on confidentiality.
- Never make false promises.
- Don't give a lecture about right and wrong.
- Don't say "forget it", "you'll get over it" or other such minimalizing statements.
- Don't give excessive pity.
- Respect the confidentiality of the disclosure and do not share the information with anyone other than the Principal and either the Department of Child Protection or the Police. Do not engage in general staffroom discussion about the disclosure.

Staff must be aware that a disclosure can arouse strong feelings of shock, anger and helplessness in themselves. It is important to try and control these feelings and work through them *after* the disclosure. Even a hint of disbelief can cause a child to stop disclosing.

After a disclosure, it is important that the staff member exercises self-care, by talking through the event with the Principal and/or the AISWA School Psychologist or the AISWA Inclusive Education (Child protection) consultant. Staff can also seek support via external counsellors (see Trellis Counselling for recommendations.)

Appendix 6

Guidelines for Responding to Sexual Behaviour in Children

See separate attachment.

Appendix 7

Sexual Behaviour in Children and Young People Procedure and Guideline

See separate attachment.

Appendix 8

Identifying and Responding to Child Abuse and Neglect

See separate attachment.