

Student Protection in Anglican Schools

Policy and Procedures 2015



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Student Protection in Anglican Schools Policy and Procedures:
Revised February 2015
Endorsed by
Archbishop-in-Council, 26 March 2015
Published, April 2015

Procedures Manual for the Protection from harm of students in Anglican schools, revised January 2012
Endorsed by
Archbishop-in-Council, 23 February 2012
Published, April, 2012

Procedures Manual for the Protection from harm of students in Anglican schools, revised January 2010
Endorsed by
Archbishop-in-Council, 25 March 2010
First published, June 2010



Diocese of Brisbane
(The Corporation of the Synod of the Diocese of Brisbane)

ABN 32 025 287 73

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Foreword

The Anglican Church Southern Queensland and I are committed to the wellbeing and holistic development of students attending an Anglican school.

This policy and procedures apply to all Anglican Schools. They encourage and support schools in their commitment to providing a safe and supportive living and learning environment for students.

This Policy is based on the following principles:

- The safety, wellbeing and best interests of a student are paramount.
- Every student has inherent rights, including dignity, privacy, respect and safety.
- A child has a right to be protected from harm or risk of harm.
- The value of the family unit is to be respected but not to the detriment of the wellbeing and best interests of the student.
- All appropriate measures will be taken to protect students from all forms of harm.
- In every preventative or protective action relating to harm, the total wellbeing and best interests of the student are the primary concerns.
- Harmful acts by anyone in authority over a student are a breach of trust and professional misconduct – in addition to any breach of law.
- Any form of sexual behaviour by an adult employee to, or with a student or students who comes under his/her care is always sexual abuse.
- Child sexual abuse is a serious criminal offence and will always be reported to the police.
- All employees have a responsibility to care for students who come under their care and to promote their best interest and wellbeing.
- All persons belonging to or associated with an Anglican School will be treated openly and transparently in accordance with this Policy.

All employees in our schools are expected to respect the ethos and Gospel values of the Anglican Church and share in our responsibility to promote and strive to provide a safe environment for students. This responsibility is placed on them by the Gospel teachings of Jesus and by the law of Queensland.

Diocesan and legislative screening requirements and appropriate employment selection procedures have been implemented to engage employees and others who will have responsibility for students; and for those persons whose work brings them into contact with students in Anglican schools.

All employees are expected to conduct themselves with the professionalism implied by their position, training and/or as stated in their employment contract. Employees are expected to behave at all times in the best interests of students.

Behaviour of a sexual, physical or psychological nature, which exploits the special position of trust and authority between employees and students, is a breach of this Policy and associated procedures and may constitute a criminal offence.

The Diocesan Council requires all Anglican schools to comply with this policy and procedures.

The Diocesan policy specifically applies to students under 18 years of age. It is also recognised that at times young adults [that is, persons aged over 18 but less than 25] participating in Diocesan activities may be vulnerable. Accordingly, schools should take care to promote the welfare and best interests of young adults.

Reporting information or allegations of harm concerning a child within a school is mandatory. Legal and Diocesan consequences will apply to any employee or other person where such allegations are made and are not reported as required.

Regular monitoring and auditing procedures, external and internal to the School, will facilitate and affirm compliance. Monitoring and auditing the implementation and practise of the policy will be the responsibility of the Director of Professional Standards.

The Diocesan Council in consultation with the Anglican Schools Commission will review this policy 12 months from the effective date.



The Most Reverend Dr Phillip Aspinall
April 2015

Related Documents:



Policy



Form



Other Document

APPLICATION OF THIS POLICY

This policy replaces the Procedures Manual for the Protection from Harm of Students in Anglican Schools (2014) and applies to all Anglican schools in the Diocese of Brisbane. The policy relates to students who are under 18 years of age and considered to be a child as defined by the *Child Protection Act 1999* and a student under the *Education (General Provisions) Act 2006*.

The policy outlines the obligations, roles and responsibilities of employees (staff members), volunteers and visitors to all Anglican schools to appropriately respond to and report all allegations or suspicions of:

- sexual abuse or likely sexual abuse by another person of¹:
 - (a) a student under 18 years attending the school;
 - (b) a pre-preparatory age child registered in a pre-preparatory learning program at the school;
 - (c) a person with a disability who—
 - (i) under section 420(2), is being provided with special education at the school; and
 - (ii) is not enrolled in the preparatory year at the school
- significant harm or unacceptable risk of significant harm of a student (child under 18 years of age) or an unborn child, after his or her birth²; or
- inappropriate behaviour by an employee or volunteer towards a student.

1. SCOPE

This policy and associated procedures applies to all matters concerning the protection, care and safety of students; all Anglican schools; and to all employees, volunteers and visitors associated with those Anglican schools.

2. STATEMENT OF COMMITMENT

Anglican schools support the rights of children and young people and are committed to ensure the safety, welfare and wellbeing of students. Anglican schools are therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees.

This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

In support of this commitment, Anglican schools are dedicated to their Child and Youth Risk Management strategy which includes having relevant policies, procedures and training in place to effectively address the safety and wellbeing of students in their care.

3. COMPLIANCE

Anglican Church Southern Queensland requires compliance by all Anglican schools with this policy and associated procedures. Regular monitoring and other auditing procedures, external and internal to the school will be set in place to facilitate this. Oversight of this process will emanate from the Office of the Director of Professional Standards, Anglican Church Southern Queensland. Compliance requirements and responsibilities of a school's governing body, principal, employees, volunteers and visitors are identified in **Obligations** on pp 4 - 6 and **Responsibilities** on pp 20 - 23.

This policy and associated procedures will be made readily available by each Anglican school and to all persons belonging to and/or associated with that school.

4. POLICY REVIEW

The Diocesan Council or its delegate in consultation with Anglican schools will review this policy and associated procedures one (1) year from the effective date or as required by amendments to legislation.

¹ ss.366 – 366A *Education (General Provisions) Act 2006*
² s.8 and s.13A *Child Protection Act 1999*

5. REFERENCES & RELATED DOCUMENTS

Relevant Legislation

- *Criminal Code Act 1899*
- *Child Protection Act 1999*
- *Education (Accreditation of Non-State Schools) Act 2001*
- *Education (Accreditation of Non-State Schools) Regulation 2001*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Education (Queensland College of Teachers) Act 2005*
- *Working with Children (Risk Management and Screening) Act 2000*
- *Working with Children (Risk Management and Screening) Regulation 2011*

Related documents / references

- Child Protection Resource Sheets: Anglican Schools Office
- Code of Conduct – The Corporation of the Synod of the Diocese of Brisbane
- Code of Ethics for Teachers in Queensland – Queensland College of Teachers
- Complaints Management in Anglican Schools – Anglican Schools Commission
- Diocesan Governance Canon Anglican Church Southern Queensland
- Faithfulness in Service – Anglican Church of Australia
- Faithfulness in Service in Schools – A Code of Conduct Developed for School Principals
- Faithfulness in Service in Schools – A Code of Conduct Developed for Members of Governing Bodies of Schools
- National Register Canon 2007 – Anglican Church of Australia
- Policy for Reporting Potential Criminal Matters to the QPS – Anglican Church of Australia
- Privacy Policy – School specific / Anglican Church Southern Queensland
- Protocol for Dealing with Complaints of Sexual Harassment, Sexual Assault or Sexually Inappropriate Behaviour
- Professional Standards Canon – Anglican Church Southern Queensland
- Professional Standards for Queensland Teachers – Queensland College of Teachers
- Requirements for Blue Cards [Suitability Cards] or Exemption Notices – Anglican Church Southern Queensland
- School based management of Educational and Administrative Complaints in Anglican Schools in the Diocese of Brisbane: Anglican Schools Commission Policy Statement
- School specific Codes of Conduct (Staff) / (Students) / (School Community)
- Student Protection Procedures: Anglican Church Southern Queensland
- Tribunal Canon – Anglican Church Southern Queensland

6. ABBREVIATIONS

• ABSA	Australian Boarding Schools Association
• ASC	Anglican Schools Commission
• ASO	Anglican Schools Office
• CC	<i>Criminal Code Act 1899</i>
• Child Safety	Department of Communities, Child Safety and Disability Services
• CPA	<i>Child Protection Act 1999</i>
• CPG	Child Protection Guide
• CPIU	Child Protection Investigation Unit
• CPSO	Child Protection Support Officer, Anglican Church Southern Queensland
• DPS	Director of Professional Standards, Anglican Church Southern Queensland
• EGPA	<i>Education (General Provisions) Act 2006</i>
• EGPA Reg	<i>Education (General Provisions) Regulation 2006</i>
• E(ANSS)	<i>Education (Accreditation of Non-State Schools) Act 2001</i>
• E(ANSS) Reg	<i>Education (Accreditation of Non-State Schools) Regulation 2001</i>
• FaCC	Family and Child Connect
• PSBA	Public Safety Business Agency
• EQCoT	<i>Education (Queensland College of Teachers) Act 2005</i>
• QPS	Queensland Police Service
• SPO	Student Protection Officer
• Working with Children	<i>Working with Children (Risk Management and Screening) Act 2000</i> <i>Working with Children (Risk Management and Screening) Regulation 2011</i>

7. DEFINITIONS and KEY TERMS

Definitions and key terms can be found on pp 8 - 12.

8. PRINCIPLES

All employees, volunteers and visitors of an Anglican school share in the responsibility to promote and strive to provide a safe and supportive living and learning environment for students within those Anglican Schools. This responsibility is placed upon them by the Gospel teachings of Jesus, legislation and policy requirement. This Policy is based on the following principles:

- Every student has inherent rights, including dignity, privacy, respect and safety.
- The welfare and best interests of each student is paramount.
- In every preventive or protective action relating to harm, the total wellbeing and best interests of the student is the primary concern.
- The value of the family unit is to be respected but not to the detriment of the wellbeing and best interests of the student.
- Each student has a right to protection from sexual abuse, likely sexual abuse, harm or risk of harm and inappropriate behaviour by employees or volunteers.
- All appropriate measures will be taken to protect students from all forms of harm.
- All employees have a responsibility to care for students to positively promote their welfare, and to protect them from any kind of harm.
- Harmful acts by anyone who has authority in relation to students are a breach of trust and professional misconduct – in addition to any possible criminal act.
- Any form of sexual behaviour by an employee with a student who is under their care is always sexual abuse.
- Child sexual abuse is a serious criminal offence and will always be reported to the police.
- Students are expected to show respect to employees and to other students and to comply with safe practices.
- Behaviour, both by the student and towards the student that can be reasonably considered to indicate harm or an unacceptable risk of harm occurring, must be reported.
- Where, on the basis of all information available, it is believed that there is an unacceptable risk, an employee will not be permitted to continue to work in their position.
- Following the reporting of the information/allegation, each employee who has access to information has an obligation to observe appropriate confidentiality and privacy with respect to that information.
- The complainant and respondent (where appropriate) will be kept informed of progress in resolving the complaint.
- All employees involved in situations where harm or inappropriate behaviour is disclosed or suspected must be treated with natural justice, dignity, sensitivity and respect, including the alleged perpetrator.
- Proactive and reactive pastoral care structures will be in place in Anglican schools.
- Anglican schools will cooperate with relevant State authorities in matters regarding the protection of students.
- Disciplinary action may be taken against any employee who harms a student.

9. POLICY STATEMENT

Protection of students is of paramount importance and Anglican schools are required to adhere to relevant legislative provisions and this policy and associated procedures to provide and promote a transparent and consistent approach to responding and reporting student protection concerns across all Anglican schools.

All school staff, volunteers and visitors to an Anglican school have an obligation and responsibility to report all reasonable suspicions of sexual abuse or likely sexual abuse of a student by another person.

All employees and volunteers of an Anglican school and visitors to the school have a responsibility to report when it is reasonably suspected that a student, or an unborn child (if upon his or her birth), has been harmed or is at risk of harm. Harm is defined in the *Child Protection Act 1999* (see Definitions and Key Terms on pp 8 - 12).

Responding and reporting of information about a reasonable suspicion of harm or risk of harm (including sexual abuse or likely sexual abuse) of a student is mandatory for all employees, volunteers and visitors associated with all Anglican schools by virtue of legislation or policy requirement.

This policy and associated procedures will be applied to all behaviours that jeopardise an Anglican school's commitment to promoting and striving to provide a safe and supportive living and learning environment for students.

Anglican schools will have a minimum of two appropriate staff members designated as Student Protection Officers (SPO), for students, parents and staff (unless mandated by a legislative responsibility) to report allegations or concerns of harm, risk of harm of a student and inappropriate behaviour of a staff member or volunteer towards a student³. These positions will be clearly communicated to the student, parent and staff communities within each Anglican school.

Any behaviour which exploits the special position of trust and authority between the employee or volunteer and the student is a breach of Christian and professional obligations. There may be consequences under law, Diocesan or school regulations or policies where such behaviours occur.

Students are to be encouraged to report all concerns of inappropriate behaviour of an employee or volunteer of the school to a Student Protection Officer, or to the Principal.

All employees and volunteers of an Anglican school will as soon as practicable report all allegations of inappropriate behaviour of an employee or volunteer towards a student to a Student Protection Officer (SPO), the Principal or if warranted to the Chair or the nominated delegate of the relevant school/college council.

Anglican schools will ensure that a range of management practices focused on student protection have been developed and implemented to assist with creating a safe environment for all students.

10. OBLIGATIONS

10.1 CHRISTIAN OBLIGATIONS

Employees must respect the Gospel values and ethos of the Anglican Church.

Children are a gift from the Lord; they are a real blessing.

Psalm 127:3-5

If anyone should cause one of these little ones to lose faith in me, it would be better for that person to have a large millstone tied around his neck and be drowned in the deep sea. How terrible for the world that there are things that will make people lose their faith! Such things will always happen - but how terrible for the one who causes them.

Matthew 18:6-7

³ s.10 Education (Accreditation of Non-State Schools) Regulation 2001

10.2 LEGAL / POLICY OBLIGATIONS

10.2.1 Mandated reporting of harm (legislative requirement)

Relevant school staff will comply with the following mandatory reporting requirements as specified in legislation —

All school staff

- Under s.366 and s.366A of the *Education (General Provisions) Act 2006* a school staff member in the course of their employment **must immediately** make a written report when they become aware or reasonably suspect the **sexual abuse** or **likely sexual abuse** of a student under 18 years by another person. This report is to be immediately given to a police officer as outlined in legislation.⁴

Relevant person (teachers and registered nurses)

- Under s.13E of the *Child Protection Act 1999* a teacher or registered nurse (relevant person)⁵ **must** make a written report to the Department of Communities, Child Safety and Disability Services when they reasonably and honestly suspect a child has suffered, is suffering or is at 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 harm.

10.2.2 Mandated reporting of harm (policy obligation)

Under s.13A of the *Child Protection Act 1999* **any person may** make a report when they reasonably suspect:

- a child may be in need of protection; or
- an unborn child may be in need of protection after he or she is born.

Teachers and Registered Nurses (as a 'relevant person' s. 13E CPA)

- must** make a written report to the Department of Communities, Child Safety and Disability Services when they reasonably and honestly suspect a child has suffered, is suffering or is at risk of suffering significant harm caused by other forms of abuse (psychological/emotional or neglect) and may not have a parent able **and** willing to protect the child from harm.

Student Protection Officers (if not a 'relevant person')

- must** make a written report to the Department of Communities, Child Safety and Disability Services when they reasonably and honestly suspect a child has suffered, is suffering or is at risk of suffering significant harm (regardless of abuse type) and may not have a parent able **and** willing to protect the child from harm.

All employees, volunteers and visitors

All employees, volunteers and visitors to the school **will immediately** report **all** concerns and suspicions of harm or risk of harm of a student to a Student Protection Officer (SPO) or the Principal. The SPO or the Principal will determine if the concern is 'reportable' i.e. meets the threshold or a referral to a community based support service would be of benefit to the child and/or family.

10.2.3 Reporting inappropriate behaviour of staff or a volunteer towards a student

Section 10 **Health, safety and conduct of staff and students** – *Education (Accreditation of Non-State Schools) Regulation 2001* requires schools to have a written process in place for the reporting and responding of inappropriate behaviour of a staff member towards a student.

This policy has been broadened to include reporting of inappropriate behaviour of a volunteer towards a student.

Employees and volunteers

All employees and volunteers of an Anglican school **will as soon as practicable** report all allegations of inappropriate behaviour of an employee or volunteer towards a student to a Student Protection Officer (SPO), the Principal or if warranted to the Chair or the nominated delegate of the relevant school/college council.

10.3 PROFESSIONAL OBLIGATIONS

All employees are expected to conduct themselves with the professionalism implied by their position, relevant Church, Professional Standards and/or Codes of Conduct (staff), training and/or as stated in their employment contract. Employees are expected to behave at all times in a manner supportive of the welfare and best interests of all students.

Volunteers and visitors are also expected to behave at all times in a manner supportive of the welfare and best interests of all students.

⁴ ss. 366–366A *Education (General Provisions) Act 2006*
⁵ s.13E *Child Protection Act 1999*

10.4 BEHAVIOURAL OBLIGATIONS

Behaviour of a sexual, physical or psychological nature which exploits the special position of trust and authority between an employee or volunteer and a student, regardless of age, is a breach of obligations and of this policy. Such behaviours may include:

- transporting a student, regardless of age without seeking the consent of a parent or caregiver or without informing the Principal;
- seeking to visit a student, regardless of age at his/her home without the consent or knowledge of the parent or caregiver and/or Principal;
- inviting a student, regardless of age, to the employee's home unaccompanied without the consent of a parent or caregiver or without informing the Principal;
- sending or receiving correspondence of an inappropriate nature;
- inappropriate giving of gifts;
- physical or emotional aggression, violence or bullying;
- sexual exhibitionism;
- development of an intimate relationship incompatible with the professional relationship, initiated by either party;
- exposing to a student, regardless of age, pornographic material in any medium;
- inappropriate discussion of matters of sexual behaviour;
- obscene language, especially of a sexual nature;
- gestures or actions of a suggestive or obscene nature;
- jokes of a sexual nature told in the presence of student/s;
- voyeurism (gaining pleasure from secret watching of another);
- repeatedly seeking to be alone with a student; or
- detaining a student in locked facilities or facilities that do not have immediate access to relevant staff members.

This is not an exhaustive list, any behaviour which exploits a student is unacceptable.

11. MANAGEMENT PRACTICES FOR A SAFE ENVIRONMENT

11.1 WRITTEN PROCESSES

All Anglican schools by legislative requirement⁶ must have written processes for responding to harm or allegations of harm of students and the appropriate conduct of school staff and students. The written processes must also include a process for reporting the allegations. Anglican schools are to have a written complaints procedure to address allegations of non-compliance of these processes. These requirements are the responsibility of the Principal of each Anglican school.

The school's governing body must ensure that:

- staff, students and parents are made aware of the processes;
- staff are trained in implementing the processes;
- the school is implementing the processes; and
- the processes are readily accessible by staff, students and parents⁷.

11.2 CHILD AND YOUTH RISK MANAGEMENT STRATEGY

All Anglican schools will comply with the development, implementation and annual review of a school specific Child and Youth Risk Management strategy.⁸ Each of the following eight mandatory components will be included in the strategy:

Commitment

1. A statement of commitment to the principles of safe and supportive service environments
2. A code of conduct

⁶ s.10 Education (Accreditation of Non-State Schools) Regulation 2001

⁷ s.10 Education (Accreditation of Non-State Schools) Regulation 2001

⁸ ss. 171 and 172 Working with Children (Risk Management and Screening) Act 2000

s. 3 Working with Children (Risk Management and Screening) Regulation 2011

Capability

3. Recruitment, selection, training and management strategies that encourage best practice and enhance the safety and well-being of children and young people

Concerns

4. Policies and procedures for handling disclosures and suspicions of harm
5. Policies and procedures for the occasions where there might be a breach of the organisation's child and youth risk management strategy
6. A planning process for high risk activities and special events

Consistency

7. Policies and procedures for compliance with Chapter 8 of the *Working with Children Act*
8. Strategies for communication and support for all stakeholders including children and young people

11.3 RECRUITMENT AND SELECTION AND SCREENING

Employees

Diocesan and legislative screening requirements and appropriate employment selection procedures must be adopted for the recruitment and selection of all employees to Anglican schools.

Volunteers and visitors

Legislative screening requirements will apply to volunteers and visitors (including contractors) whose work brings them into contact with students at an Anglican school.

In addition, parent volunteers (in a formal volunteer role) at the effective date of this policy or are intending to work as volunteers (in a formal volunteer role) for an Anglican school are required to be screened through the Working with Children Check (Blue Card). New parent volunteers can commence in the role as soon as an application form is lodged (as per the arrangements for employees). Refer to 6.4 on p. 24 for more information in this regard.

11.4 BUILDING KNOWLEDGE AND UNDERSTANDING

A school's governing body must ensure that staff are trained in student protection and safety policies and related processes. The school Principal must ensure that relevant training and information sources are provided as required by this policy.

Oversight and development of training and information sharing opportunities and resources in this regard is the joint responsibility of the DPS and the ASC. School Principals can provide additional relevant training as identified.

Students and Parents

All Anglican schools will as part of their annual Child and Youth Risk Management strategy have developed a 'communication strategy' for the sharing of relevant information to the student and parent community.

Schools must have in place published and readily accessible procedures for all students to contact a designated Student Protection Officer to report matters of harm or risk of harm (including sexual abuse or likely sexual abuse) of a student by another person and inappropriate behaviour of a staff member or volunteer towards a student.

Schools must have in place published and readily accessible procedures for parents to report matters of harm or risk of harm (including sexual abuse or likely sexual abuse) of a student by another person and inappropriate behaviour of a staff member or volunteer towards a student.

Table 2 on p. 26 provides as a minimum a range of activities that are to be utilised by all Anglican schools to build knowledge and understanding.

Employees

All staff members, as a minimum level will be provided with relevant training and/or information sessions in this policy and procedures and other associated protective policies annually. Employees must attend relevant training as provided and required by this policy or the school Principal.

Student Protection Officers

Designated Student Protection Officers will be provided with a minimum of one (1) day additional training each calendar year. This training will be offered by the Anglican Schools Office.

Volunteers and visitors

Volunteers and visitors will be made aware of relevant information including their specific obligations and responsibilities under this policy and associated procedures.

12. SUPPORT

Persons affected by student protection matters will react and respond differently. It is imperative that all appropriate support is provided to those concerned. The Principal is to ensure that any student or staff member involved in any student protection incident is provided with opportunities for support and debriefing as appropriate.

In circumstances where it may be suspected or apparent that other students may have been involved or exposed to a student protection matter or concern, the Principal is to seek guidance from the DPS, Anglican Church Southern Queensland in this regard.

13. COMPLAINTS

In the event that a person, for example a parent, has a concern that the processes within this Student Protection Policy and associated procedures have not been complied with, then the person is able to make a complaint pursuant to the Complaints Management in Anglican Schools Policy and Procedures. This policy is available on the Anglican Schools Commission website and is to be made readily available on all Anglican schools websites.

DEFINITIONS and KEY TERMS

Allegation: means information or an assertion which is still to be proved.

Assault: (s.245 CC) defined as:

'Any person who strikes, touches or moves, or otherwise applies force of any kind to, the person of another, either directly or indirectly without the other person's consent, or with the other person's consent if the consent is obtained by fraud, or who by any bodily act or gesture attempts or threatens to apply force of any kind to the person of another without the other person's consent, under such circumstances that the person making the attempt or threat has actually or apparently a present ability to effect the person's purpose, is said to assault that other person, and the act is called an assault.'

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf>

Child: (s.8 CPA) means an individual under 18 years

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Child exploitation material: (s.207A CC) means material that, in a way likely to cause offence to a reasonable adult, describes or depicts a person, or a representation of a person, who is, or apparently is, a child under 16 years—

- (a) in a sexual context, including for example, engaging in a sexual activity; or
- (b) in an offensive or demeaning context; or
- (c) being subjected to abuse, cruelty or torture.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf>

Child in need of protection: (s.10 CPA) is a child who –

- (a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
- (b) does not have a parent able and willing to protect the child from the harm.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Child Protection Guide (Qld): An online tool to support professionals in making decisions about where to refer or report their concerns. This tool is provided by the Department of Communities, Child Safety and Disabilities Services.

<http://www.communities.qld.gov.au/childsafety/partners/our-government-partners/queensland-child-protection-guide>

Child Protection Support Officer (CPSO): person employed by the Anglican Church Southern Queensland to implement and ensure compliance with relevant child protection and working with children legislation by Anglican schools in the Diocese of Brisbane.

Church Body: has the meaning in the Diocesan Governance Canon [as at the effective date]: the Diocesan Council, each Commission and any committee, council, board or other body however described, established:

- (a) under, or under an authority contained in, a Canon, including a regulation made under a Canon; or
- (b) by resolution of Synod; or
- (c) by the Diocesan Council; or
- (d) by any Commission, Agency or parish; or
- (e) pursuant to a constitution or other governing document of an Agency or of a School of the type described in paragraphs (a) – (d) of the definition of 'School'.

Church Worker: has the meaning in the Diocesan Governance Canon [as at the effective date]: a person who is a member of a Church Body and who:

- (a) is not a member in their capacity as an employee of the Corporation or any controlled entity of the Corporation, including any Commission, Agency, School or parish; and
- (b) either:
 - i. does not receive any emolument in relation to their membership, other than reimbursement for expenses or payment for a service provided other than in their capacity as a member, such as consulting or professional fees; or
 - ii. is a licensed clergyperson.

Colleague: (s.13H (2) *CPA*) means a person working in or for the same entity as the 'relevant person' (as defined in the *CPA*).

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Diocese of Brisbane: an all-encompassing term that covers the activities and central organisation of the Anglican Church that occur in the geographical area of Southern Queensland: the area in Queensland below a line starting at the mouth of the Kolan River [north of Bundaberg] heading generally west to the border between Queensland and the Northern Territory.

Director: (s.364 *EGPA*) means in Part 10 Reporting Sexual Abuse

In this part—director, of a non-State school's governing body, means—

- (b) if the governing body is a company under the Corporations Act—a person appointed as a director of the governing body; or
- (c) otherwise—a person who is, or is a member of, the executive or management entity, by whatever name called, of the governing body.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>

Director: (s.7AA *E (ANSS)*): A director, of a school's governing body, is—

- (a) if the governing body is a company under the Corporations Act—a person appointed as a director of the governing body; or
- (b) if the governing body is a RECI Act corporation—
 - i. a declared director of the governing body; and
 - ii. if all declared directors of the governing body, for the time being, nominate a person as a director of the governing body—the person; or
- (c) otherwise—a person who is, or is a member of, the executive or management entity, by whatever name called, of the governing body.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducAccNSSA01.pdf>

Director of Professional Standards (DPS): person appointed in the Diocese who has responsibility for the maintenance of professional standards of clergy and church workers.

Employees: means office holders and staff members who work in a paid [full time / part time / casual] or voluntary capacity in Anglican schools. This term may include a 'church worker'.

Employing authority (*Sch 3 EQCoT*), for a school, means the person or entity responsible for the appointment of teachers to the educational staff of the school.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducQCTA05.pdf>

First person: (ss.366 – 366A *EGPA*) means the staff member who becomes aware or reasonably suspects in the course of their employment at the school that a student (relevant person) under the age of 18 years has been or is likely to be sexually abused by another person.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>

Harm: (s.9 CPA)

- (1) **Harm** to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.
- (2) It is immaterial how the harm is caused.
- (3) Harm can be caused by—
 - (a) physical, psychological or emotional abuse or neglect; or
 - (b) sexual abuse or exploitation.
- (4) Harm can be caused by—
 - (a) a single act, omission or circumstance; or
 - (b) a series or combination of acts, omissions or circumstances.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Inappropriate behaviour: means any behaviour of an employee of the school including words, towards a student, regardless of age, which is inconsistent with the relevant Professional Standards, Code of Conduct and policies of the school and is considered to be 'inappropriate behaviour' by the person making the complaint.

Investigate: means carrying out a systematic or formal inquiry into a student protection matter, including interviewing relevant persons; examining the facts of a student protection report; or making a determination about whether a child is in need of protection.

Licensed Person: means a person holding the Archbishop's licence to any special charge or cure or to the performance of any spiritual duty or service within the Diocese as regulated by any Canon.

National Register: has the meaning in the National Register Canon [as at the effective date]: of a National Professional Standards Register of clergy and lay persons established and maintained in accordance with the provision of this Canon.

Natural Justice: The principles of natural justice will apply to all decisions made under this policy and procedures document. As the consequences of any decision (that is, the effect/s on a person's rights, interests or legitimate expectations) for any individual become more severe, so the importance of demonstrably acting fairly increases. The fundamental principles of natural justice are:

- the right to be given a fair hearing and the opportunity to present one's case;
- the right to have a decision made by an unbiased decision-maker; and
- the right to have that decision based on logically probative evidence.

Parent: (s.10 EGPA)

- (1) A **parent**, of a child, is any of the following persons—
 - (a) the child's mother;
 - (b) the child's father;
 - (c) a person who exercises parental responsibility for the child.
- (2) However, a person standing in the place of a parent of a child on a temporary basis is not a parent of the child.
- (3) A parent of an Aboriginal child includes a person who, under Aboriginal tradition, is regarded as a parent of the child.
- (4) A parent of a Torres Strait Islander child includes a person who, under Island custom, is regarded as a parent of the child.
- (5) Despite subsections (1), (3) and (4), if—
 - (a) a person is granted guardianship of a child under the Child Protection Act 1999; or
 - (b) a person otherwise exercises parental responsibility for a child under a decision or order of a federal court or a court of a State;
 then a reference in this Act to a parent of a child is a reference only to a person mentioned in paragraph (a) or (b). <https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>

Parent able and willing to protect the child from harm: means a person may reasonably suspect that a parent is able and willing to protect their child from harm when the person believes the parent has both the ability and the willingness to ensure the safety, wellbeing and best interests of the child. The parent's ability and willingness may be evident in their statements and direct or indirect actions.

Prescribed entity: (s.159M CPA)

For non-state schools the prescribed entity is the principal of that school.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Principal: (in relation to a school) includes head of school.

Privacy: Privacy legislation applies to records generated under this Policy and under the Diocesan Protocol for Dealing with Complaints of Sexual Harassment, Assault or Sexually Inappropriate Behaviour. The complainant, the alleged victim and the alleged perpetrator may exercise their rights under the Diocesan Privacy Policy. Proper notice under the Privacy Act 1988 (Cth) must be given before collecting personal information.

Reasonably suspects: (Sch. 3 Dictionary *CPA*)

Suspects on grounds that are reasonable in the circumstances.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Reasonable suspicion: (s.13C *CPA*)

A reasonable suspicion is a suspicion formed on grounds that are reasonable in the circumstances, s.13C *CPA* also states that –

- a reasonable suspicion may have been informed by observation of the child, other knowledge of the child or any other relevant knowledge, training or experience the person forming the suspicion may have;
- matters that may be considered when forming a reasonable suspicion, include; detrimental effects on the child's body or psychological or emotional state that are evident or likely to become evident in the future; the nature and severity of the detrimental effects and the likelihood they will continue; and the child's age.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Registered nurse: (Sch. 3 Dictionary *CPA*)

A person registered under the Health Practitioner Regulation National Law –

- (a) to practise in the nursing and midwifery profession as a nurse, other than as a student; and
- (b) in the registered nurses division of that profession.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Relevant information (s.159C *CPA*) – includes information about a child, the child's family, someone else, a pregnant woman or an unborn child which is given to –

- the chief executive, Department of Communities, Child Safety and Disability Services or an authorised officer under the *CPA*; or
- a service provider, as defined in s. 159D of the *CPA*.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Relevant person: (s.364 *EGPA*) – means a person mentioned in s. 366(1) (a) to (c) or s. 366A (1) (a) to (c). As provided below–

- (a) a student under 18 years attending the school;
- (b) a pre-preparatory age child registered in a pre-preparatory learning program at the school;
- (c) a person with a disability who–
 - (i) under s. 420(2) is being provided with special education at the school; and
 - (ii) is not enrolled in the preparatory at the school.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>

Relevant person: (s.13E *CPA*) – includes a teacher and a registered nurse.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Relevant State Authority: means –

Queensland Police Service or the Department of Communities, Child Safety and Disability Services

Reportable suspicion: (s.13E (2) *CPA*) means – a reportable suspicion about a child is a reasonable suspicion that the child –

- (a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and
- (b) may not have a parent able and willing to protect the child from the harm.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

School or Anglican School: has the meaning in the Diocesan Governance Canon [as at the effective date]: an Anglican school in the Diocese and includes:

- (a) a school which is owned and administered by the Corporation;
- (b) a school in the Diocese which is owned or administered by the Society of the Sacred Advent;
- (c) a school which is owned or administered by or affiliated with a Church Institution as provided under the Church Institutions Canon;
- (d) a school which is a separately incorporated company which is a subsidiary (as defined in the *Corporations Act 2001 (Cth)*) of the Corporation; and
- (e) a school which was a member of the Anglican Schools Commission immediately before this Canon comes into force.

School: (Sch. 3 Dictionary CPA) means –

- (a) a State school under the *Education (General Provisions) Act 2006*; or
- (b) a school that is provisionally accredited, or accredited, under the *Education (Accreditation of Non-State Schools) Act 2001*.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Self-harm: means harm that requires immediate medical or psychological intervention. Self-harm includes self-inflicted injuries, OR other self-inflicted physical or psychological damage.

Sexual abuse: (s.364 of the *EGPA*)

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

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

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>

Significant harm: (s.13C CPA) means – any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. Harm can be caused by physical, psychological or emotional abuse or neglect, or sexual abuse or exploitation, and it is immaterial how the harm is caused. s.13C CPA provides further considerations for guidance in this regard. A professional may use their knowledge, training and expertise in identifying significant harm, which recognises that professionals may detect an impact of harm that non-professional people may not.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Student: means for the purposes of this document a person enrolled in a school and is under 18 years of age. A person of this nature is considered to be a 'child' under the provisions of the *Child Protection Act 1999*. A student over the age of 18 years is considered to be an adult person and will be referred to in this policy as an 'adult student'.

Student Protection Officer: means – a person within a school designated by the Principal as a contact person to whom students may refer or report if they have concerns for their or another student's safety, or to make a complaint of sexual abuse, likely sexual abuse, harm or risk of harm or inappropriate behaviour of a staff member. The Principal may fulfil this role. This in part is a requirement under s.10 E (ANSS) Reg.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducAccNSSR01.pdf>

Suitability Notice: a notice issued by the PSBA under the *Working with Children (Risk Management and Screening) Act 2000* prior to issuing a Blue Card (BC).

Teacher: (Sch. 3 Dictionary CPA) means - an approved teacher under the *Education (Queensland College of Teachers) Act 2005*, employed at a school.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Visitor: any person who visits the school on a one off or regular basis to provide services [paid or unpaid] to the school. This includes contractors, consultants and presenters of one-off programs.

Volunteer: means a person involved in 'formal volunteering'. Formal volunteering is an activity which takes place in not for profit organisations or projects and is undertaken:

- to be of benefit to the community and the volunteer;
- of the volunteer's own free will and without coercion;
- for no financial payment; and
- in designated volunteer positions only.

Related Documents:



Policy



Form



Other Document

PURPOSE OF THIS PROCEDURE

This procedure supports the Student Protection in Anglican Schools policy [27th March 2015] and is to be read and applied in conjunction with the policy.

The purpose of these procedures is to provide guidance and direction to all Anglican schools in the implementation of written processes and safe management practices for responding and reporting to allegations of sexual abuse, likely sexual abuse, harm or an unacceptable risk of harm of a student (under 18 years of age) and inappropriate behaviour of a staff member or volunteer of an Anglican school towards a student. The procedures aim to ensure consistency in behaviour and practice across all Anglican schools.

1. ADOPTION OF POLICY AND PROCEDURES

Appendix A: Policy insert – Student Protection Officers is to be completed by each Anglican school and inserted in the front of the Safeguarding our Students Manual immediately prior to the Student Protection in Anglican Schools policy document. The electronic version of this template is available in the Student Protection folder on the Anglican Schools Office (ASO) website: <http://ascqld.org.au/>

2. RESPONDING TO STUDENT PROTECTION CONCERNS

All employees, volunteers and visitors will respond in an appropriate timely manner as outlined in this policy and procedures to all student safety concerns. The welfare and safety of the student is paramount in all circumstances.

Where there is any doubt about an allegation, suspicion or report of harm of a student by any person the decision must be in favour of reporting the allegation.

Employees and volunteers can speak with a Student Protection Officer about any concerns. The SPO may work through the information using the Child Protection Guide (Qld). **‘Relevant persons’** under the CPA are able to confer/consult with another employee working within the **‘same entity’** on relevant matters to assist in the forming of a reasonable suspicion of harm or risk of unacceptable harm (sexual or physical) of a student.

The Child Protection Guide (Qld) should be considered as a tool to assist prior to making a report or referral. The CPG provides recommendations ONLY which are to be considered with all of the available information, knowledge and experience held by the SPO. The CPG can be accessed on the Child Safety Services website at:

<http://www.communities.qld.gov.au/childsafety/partners/our-government-partners/queensland-child-protection-guide/online-child-protection-guide>

A SPO or Principal may seek further advice and support from the CPSO, Anglican Church, Southern Queensland.

In the event of any legal issue, advice can be sought from the DPS, Anglican Church, Southern Queensland.

3. REPORTING / REFERRAL PROCESSES

Students and parents who have concerns or information relating to the safety of a student of an Anglican school are encouraged to report the information to a Student Protection Officer or to the Principal. Students can also report concerns to any trusted adult at an Anglican school.

Employees are bound by a number of obligations including those as prescribed by legislation and policy to report reasonable suspicions of sexual abuse, likely sexual abuse, significant harm or an unacceptable risk of significant harm of a student or inappropriate behaviour towards a student. The following Resource Sheets provide further guidance on the reporting processes:

- Child Protection Resource Sheet 7: Guide for reporting or referring ‘harm’ to a child (see **Appendix B**)
- Child Protection Resource Sheet 8: Principal’s reporting process (see **Appendix C**)

3.1 FORMS

The following reporting forms and templates have been developed or provided by the Department of Communities (Child Safety Services) for use by all Anglican schools in the reporting or referral of relevant matters to a State authority, a community based support service or the DPS:

- **FORM 1:** Suspected Sexual Abuse or Likely Sexual Abuse Report
- **E-Report FORM:** Available from Child Safety Services internet site
- **FORM 2:** Notification of Reportable Suspicion of Sexual Abuse / Likely Sexual Abuse or Harm to a State Authority
- **FORM 3:** Inappropriate Behaviour Report – reporting allegation or incident involving a staff member or volunteer
- **E-Referral FORM:** Available from Child Safety Services internet site
- **REQUEST FOR INTERVIEW FORM:** Interview request of students by State Authority
- **QCoT:** Notice under s. 76 (**Investigation**) template
- **QCoT:** Notice under s. 77 (**Resignation**) template
- **QCoT:** Notice under s. 78 (**Dismissal**) template

See **Appendices D and E** for samples of these forms and templates. All of these documents are available from the ASO's website: <http://ascqld.org.au/> in the Student Protection folder.

3.2 LEGISLATIVE OBLIGATIONS

The relevant legislative reporting obligations are as outlined below:

3.2.1 *Education (General Provisions) Act 2006*

Section 366 (**Obligation to report sexual abuse of person under 18 years at non-State school**) and s.366A (**Obligation to report likely sexual abuse of person under 18 years at non-State school**) requires that a school staff member (first person) **must** immediately make a written report when they become aware or reasonably suspect the sexual abuse or likely sexual abuse of a student (relevant person *EGPA*) under 18 years of age by another person.

All staff members: as the **'first person' must immediately** report. A written report (FORM 1) is to be completed by the staff member with support if required by a Student Protection Officer and provided to the relevant school Principal.

If the allegation made relates to the Principal, the report (FORM 1) must be made directly to a director of the school's governing body or the nominated delegate.

Principal: Will include all other relevant known information into the FORM 1 and **immediately** give the report to a police officer (relevant CPIU, QPS).

Principal: Will complete and provide a relevant FORM 2 to:

- A director of the school's governing body or the nominated delegate; and
- DPS (if not the nominated delegate).

Principal: as the **'first person' must immediately** give a written report (FORM 1) to a police officer (relevant CPIU, QPS) **and** provide a copy of the report (FORM 1) to a director of the school's governing body or the nominated delegate.

Principal: Will complete and provide a FORM 2 to the DPS (if not the nominated delegate).

School's governing body: If a written report (FORM 1) has been provided to a director of the school's governing body or the nominated delegate (if not the DPS), the FORM 1 **must immediately** be given to a police officer (relevant CPIU, QPS).

The director or nominated delegate: (if not the DPS) will complete and provide a relevant FORM 2 to the DPS.

A maximum penalty of 20 penalty units may apply to persons who do not comply with the provisions of s.366 *EGPA*. No penalty exists for breaches of s.366A *EGPA*.

NOTE: Director's delegation of legislative 'function' (EGPA)

Section 366B, *EGPA* provides that if a non-State school's governing body has more than one director then all of the directors **may** by unanimous resolution, delegate the director's function to an appropriately qualified individual. This 'function' **must not** be delegated to the Principal or any other staff member of the non-State school.

'Function' means the director's function of receiving a report and giving a copy of the report to a police officer under ss 366 or 366A *EGPA*.

For Diocesan schools, the Diocesan Council has formally delegated this 'function' to the Director Professional Standards, Anglican Church Southern Queensland.

3.2.2 Child Protection Act 1999

Section 13E requires that 'relevant persons' **must** make a report when they reasonably and honestly suspect a child has suffered, is suffering or is at 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 harm.

Teachers / Registered nurses: as a 'relevant person' **must** report to Child Safety when they have formed a reasonable suspicion under s13E *CPA*. A 'relevant person' may confer with other colleagues at the same entity to assist in the forming of a reasonable suspicion.

An E-Report FORM is to be completed and submitted **after** consultation with the Principal by the 'relevant person'. The E-Report FORM may be completed with guidance from a SPO.

Note: the legislative responsibility is on the 'relevant person' to directly report to Child Safety.

Principal: Will complete and provide a FORM 2 to:

- Chair of the school's governing body; and
- DPS.

If the allegation made relates to the Principal, a copy of the E-Report FORM is to be provided to the Chair of the school's governing body.

School's governing body: If a copy of an E-Report FORM has been provided to the Chair of the school's governing body, a FORM 2 is to be completed and provided to DPS.

No legislative penalties apply to persons who do not comply with the provisions of s.13E *CPA*. If a 'relevant person', as an employee of an Anglican school, is found to be in breach of this reporting provision of the *CPA*, internal disciplinary processes will apply.

Section 13B provides the sharing of information to a relevant service provider if there are concerns that the child is likely to become a child in need of protection if no preventative support is given.

Principal: Will if appropriate arrange for the child and/or family to be referred (with consent or without consent) to a relevant community based support service e.g. Family and Child Connect (FaCC) service. A SPO may refer a child and/or their family **with consent** to a relevant community based support service. A family can self-refer to a FaCC.

Note: ONLY the Principal as the 'prescribed entity' can refer without consent.

3.2.3 **Education (Queensland College of Teachers) Act 2005**

Section 76 requires that if the employing authority for a prescribed school investigates an allegation of harm caused or likely to be caused to a child because of the conduct of a relevant teacher of the prescribed school, the employing authority must as soon as practicable after the investigation starts give notice to the Queensland College of Teachers in accordance with s.76 (3).

A maximum penalty of 40 penalty units apply for breaches of s.76 *E(QCoT) Act 2005*.

Section 77 requires that if the employing authority starts an investigation (s.76) the employing authority must as soon as practicable after the investigation ends for any reason, give notice to the Queensland College of Teachers of the outcome of the investigation. The notice must include the information required in s.77 (3).

A maximum penalty of 40 penalty units apply for breaches of s.77 *E(QCoT) Act 2005*.

If, after a written report for sexual abuse or likely sexual abuse (ss.366 or 366A *EGPA*) involving a teacher has been given to a police officer, and the teacher resigns from the school, the employing authority is to inform the Queensland College of Teachers by way of an interim notice under the requirements of s.76.

If the employing authority dismisses a teacher of the school in circumstances that, in the opinion of the school, call into question the teacher's competency to be employed as a teacher **and** a notice is not required in accordance with ss.76 and 77 of the *EQCoT* as outlined above, the school must give notice (completed in accordance with s.78 of *EQCoT*) to the Queensland College of Teachers within 14 days after the dismissal was given to the teacher.

A maximum penalty of 40 penalty units apply for breaches of s.78 *E(QCoT) Act 2005*.

Copies of templates for these notices can be found in **Appendix E** and are available from the ASO website: <http://ascqld.org.au/> in the Student Protection folder.

Principal: Will ensure as required that a relevant notice is provided the Queensland College of Teachers and a copy provided to DPS.

3.2.4 **Education (Accreditation of Non-State Schools) Regulation 2001**

Section 10 **Health, safety and conduct of staff and students**, requires schools to have written processes in place for the reporting and responding of inappropriate behaviour of a staff member towards a student. The Student Protection in Anglican Schools Policy has been broadened to include volunteers.

Employees

All employees **will as soon as practicable** report (FORM 3) all allegations of inappropriate behaviour of an employee or volunteer towards a student, to a SPO, the Principal or if warranted to the Chair or the nominated delegate of the relevant school/college council.

If a SPO receives the allegation, they are to ensure that a FORM 3 is completed and the form immediately provided to the Principal.

A copy is to be provided by either the Principal or the Chair (as applicable), to the DPS.

Volunteers

All volunteers **will** report **as soon as practicable** all allegations of inappropriate behaviour of an employee or volunteer towards a student to a SPO. The SPO is to complete FORM 3 based on the information provided by the volunteer.

The SPO will immediately provide the completed FORM 3 to the Principal. If the allegation relates to the Principal the SPO will provide the Form 3 to the Chair or the nominated delegate of the school/college council.

A copy of the FORM 3 is to be provided by either the Principal or the Chair (as applicable) to the DPS.

Principal

Upon receiving a FORM 3, the Principal will allocate the investigation to an SPO or an appropriate staff member as determined by the Principal.

A copy of the FORM 3 will be forwarded to the DPS and a copy to the Chair or the nominated delegate of the relevant school/college council.

If relevant, a Notice (s.76 EQCoT Act) will be forwarded to the QCoT.

The Principal upon receipt of the written investigation report will implement the recommendations as made in the final report.

Designated SPO / staff member

The SPO or designated staff member will undertake a thorough investigation of the allegation of inappropriate behaviour and provide a written report with recommendations to the Principal within the timeframe provided by the Principal.

Allegation relating to the Principal

If the allegation relates to the Principal, the report (FORM 3) is to be provided to the Chair or the nominated delegate of the relevant school/board council.

Chair or the nominated delegate is to immediately provide the FORM 3 to the DPS.

DPS is to commence an investigation process in line with procedures provided in the Protocol for Dealing with Complaints of Sexual Harassment, Sexual Assault or Sexually Inappropriate Behaviour.

3.2.5 Working with Children (Risk Management and Screening) Act 2000 Working with Children (Risk Management and Screening) Regulation 2011

Sections 171 and 172 (the Act) and s.3 (the Regulation) require that a person who carries out a 'regulated business', must for each year develop and implement a written strategy to be known as a Child and Youth Risk Management Strategy. This strategy has eight (8) mandatory requirements, refer to 6.1 on p. 23 for more information.

Principal: Will ensure that the school has developed and implemented a school specific Child and Youth Risk Management Strategy in accordance with legislative requirements and that such strategy is reviewed annually.

A maximum penalty of 20 penalty units may apply for non-compliance of ss. 171 and 172 of the *Working with Children* legislation.

3.3 POLICY OBLIGATIONS

Section 13A of the *Child Protection Act* 1999 allows that any person **may** make a report when they reasonably suspect:

- a) a child may be in need of protection, or
- b) an unborn child may be in need of protection after he or she is born.

Teachers and Registered nurses: Policy requires that teachers and registered nurses (as a **'relevant person'** s.13E CPA) **must** make a written report (E-Report FORM) to Child Safety Services when they have formed a reasonable suspicion that a student has suffered, is suffering or is at risk of suffering significant harm caused by other forms of abuse (psychological/emotional or neglect) and may not have a parent able and willing to protect the student.

An E-Report FORM is to be completed and submitted **after** consultation by the **'relevant person'** with the Principal.

If the allegation relates to the Principal, a copy of the E-Report FORM is to be provided to the Chair of the school's governing body or the nominated delegate and the DPS.

Student Protection Officer (if not a **'relevant person'**): Policy requires that a SPO **must** make a written report (E-Report FORM) to Child Safety Services when they have formed a reasonable suspicion that a student has suffered, is suffering or is at risk of suffering significant harm (regardless of abuse type) and may not have a parent able **and** willing to protect the student.

An E-Report FORM is to be completed and submitted **after** consultation by the SPO with the Principal.

If the allegation relates to the Principal, a copy of the E-Report FORM is to be provided to the Chair of the school's governing body or the nominated delegate and the DPS.

Other school employees: Policy requires that all employees of an Anglican school **will immediately** report all concerns or allegations of actual or unacceptable risk of harm (other than sexual abuse or likely sexual abuse) of a child or unborn child to a SPO or the Principal.

If a SPO receives this information they are to inform the Principal as soon as practicable unless such advice is deemed to be of an urgent nature.

If the allegation relates to the Principal, a copy of the E-Report FORM is to be completed by the SPO and provided to the Chair of the school's governing body or the nominated delegate and the DPS.

Volunteers and visitors: Policy requires that all volunteers and visitors to an Anglican school **will** immediately report all concerns or allegations of actual or unacceptable risk of harm (all forms of abuse including sexual abuse or likely sexual abuse) to the Principal.

This reporting may be via the staff member responsible for the volunteer or visitor or to a SPO. If a staff member or SPO receives this information they are to immediately inform the Principal.

Principal: Will consider the nature of the information and if considered necessary will report (FORM 1 or E-Report FORM) to a relevant State authority or if appropriate arrange for the child and/or family to be referred (with consent or without consent) to a relevant community based support service. A SPO may refer a child and/or family with their consent to a relevant community based support service.

An E-Referral FORM is to be used for referrals to a Family and Child Connect (FaCC) service.

Principal: If the matter has been reported to a State authority for investigation, the Principal will complete and provide FORM 2 to the DPS. A copy is also to be provided to the Chair of the school's governing body or nominated delegate.

No legislative penalties apply to persons who do not comply with the provisions of s.13A CPA. If an employee of an Anglican school is found to be in breach of this policy obligation, internal disciplinary processes will apply.

If a volunteer or visitor is found to have breached this policy obligation the Principal will consider appropriate action which may include excluding the person from continuing in their role as a school volunteer or visitor.

3.4 ANONYMITY AND PROTECTION FROM LIABILITY

Section 186 of the *CPA* provides confidentiality for notifiers of harm or risk of harm. The identity of a person who has made a student protection report is not to be revealed to any individual without that person's consent unless permitted or required by law.

Section 197A affords any person acting honestly and reasonably, protection from liability in civil, criminal and administrative processes available under the *CPA*. Further, they will be entitled to the confidentiality protections afforded to notifiers under the *CPA*.

An employee who makes a voluntary report to Child Safety or the QPS outside the Student Protection Policy reporting processes will also be entitled to seek the protections afforded by the *CPA* provided they have complied with s.197A *CPA*.

4. STUDENT PROTECTION RECORDS

4.1 MAKING STUDENT PROTECTION RECORDS

The notes, records and reports staff members make about student protection concerns are important documents containing important information. Staff members could be interviewed as part of an investigation, or required to attend court. They may need to refer to their notes later. These notes could be subpoenaed and become the subject of court proceedings. In making any record of concerns about any student protection issue staff members are encouraged to keep in mind the following:

Do

- be as objective as you can and record factual information as soon as possible
- write down exactly what has been observed or heard, noting the date and time
- record statements made by the student, parent or other notifier verbatim and in quotation (' ') marks
- always sign and date the record. It should be clear whether the record was made on the same day as the incident, or after
- add supplementary notes/records if there is insufficient space on the relevant Student Protection Reporting Form
- record any observations that have been noticed in student's behaviour

Do not

- express an opinion about what was observed or heard
- record judgements
- interpret what was observed or heard
- use emotive terms

4.2 USE OF REPORTING FORMS

All Student Protection Reporting forms as listed in 3.1 on page 14 are to be electronically completed with all available detail provided to assist the relevant State authority with their assessment and investigation. Forms are to be e-mailed to the relevant recipient.

UNDER NO CIRCUMSTANCES ARE REPORTING FORMS TO BE FAXED OR HAND WRITTEN.

4.3 STORING STUDENT PROTECTION RECORDS

Schools are advised to keep student protection information in a secure, central confidential file apart from individual student files to ensure accountability and to assist in the continuity of information from year to year. These records may be the subject of a subpoena in future court or inquiry proceedings.

5. RESPONSIBILITIES

5.1 GOVERNING BODY OF AN ANGLICAN SCHOOL MUST:

- be fully conversant with the Student Protection in Anglican Schools policy and procedures and all related Anglican Church Southern Queensland and specific school related policies;
- ensure that the school has in place relevant written processes as required in s.10 (**Health, safety and conduct of staff and students**) of the *Education (Accreditation of Non-State Schools) Regulation 2001*;
- ensure that staff, students and parents are made aware of the schools related processes;
- ensure that staff are trained in implementing the processes and that the school is implementing the processes;
- ensure that the processes are readily accessible by staff, students and parents;
- ensure that the school has a written complaints procedure to address allegations of non-compliance of related written processes;
- be fully conversant with and adhere to all applicable child/student protection related legislative provisions, including *Working with Children* provisions;
- ensure that the school has developed a Child and Youth Risk Management Strategy as required by legislation – ss 171 – 172 *Working with Children (Risk Management and Screening) Act 2000* and s.3 *Working with Children (Risk Management and Screening) Regulation 2011*;
- ensure that the school's Child and Youth Risk Management Strategy is reviewed annually;
- provide all necessary assistance to the relevant State authority as requested; and
- maintain strict confidentiality of all allegations of harm or inappropriate behaviour in accordance with relevant legislation.

Governing body of an Anglican school may:

- consider the delegation of the responsible function [s.366B *Education (General Provisions) Act 2006*] to the Director of Professional Standards, Anglican Church Southern Queensland or to an appropriately qualified person as defined.

5.2 PRINCIPAL OF AN ANGLICAN SCHOOL MUST:

- adopt and implement the Student Protection in Anglican Schools policy and procedures as required by the Anglican Church Southern Queensland and legislation;
- be fully conversant with the Student Protection in Anglican Schools policy and procedures and all related Anglican Church Southern Queensland and specific school related policies;
- adhere to this policy and procedures and relevant school procedures in all activities and behaviours;
- ensure that all employees are trained in implementing legislative and policy requirements relating to protecting students from harm or the risk of harm;
- ensure that all volunteers and visitors to the school who have regular contact with students are made aware of their obligations under this policy;
- be fully conversant with and adhere to all applicable child/student protection related legislative obligations and provisions, including *Working with Children* legislation;
- ensure through selection, appointment and training that each employee for whom they are responsible understands and fulfils the requirements of this policy and procedures;
- ensure that employees, volunteers and visitors involved with students know that they must refrain from any behaviour which is inappropriate or could lead to harm of those student/s;
- ensure that their school has written processes about the health, safety and conduct of its students and employees which are consistent with relevant legislation;
- ensure that their school has nominated appropriate staff members (a minimum of two staff members required) to fulfil the role of a SPO;

- ensure that the name and contact details of SPOs are advertised to the student, parent and staff school communities;
- ensure that all staff members are aware of and comply with the reporting provisions of ss. 366 and 366A (sexual abuse or likely sexual abuse) of the *EGPA*;
- ensure that a copy of the written report (FORM 1) is immediately prepared by the 'first person' on any matter of sexual abuse, suspected sexual abuse or where it is reasonably suspected that a student is likely to be sexually abused by any person. And that is provided to the Principal or to the Chair, school council or delegate (if appropriate) and is immediately provided to a police officer;
- if, after a written report about sexual abuse relating to a teacher has been provided to a police officer, and the teacher resigns, ensure that the Queensland College of Teachers is informed by way of notice;
- ensure that their school has written processes about the reporting of significant harm or the unacceptable risk of significant harm of a student. Such written processes, are to include information about how the school will respond to such reports;
- ensure that all students and parents / carers are aware of and have access to the processes for the reporting of harm or risk of harm of a student to an identified SPO or the Principal;
- only confer with a colleague (working within the same entity) to assist in the forming of a 'reasonable suspicion';
- in accordance with the *CPA* ensure that all 'reportable suspicions' of harm of a student are immediately reported (E-Report FORM) to Child Safety Services;
- in accordance with the *CPA* and where deemed appropriate, ensure that a referral (E-Referral FORM) is made (with or without consent) to a community based support service e.g. FaCC;
- protect the identity of the notifier of the harm unless that person consents otherwise;
- ensure that their school has written processes about the appropriate conduct of its students and staff which are consistent with State legislation regarding the protection and safety of students. Such written processes to include a process for students to report inappropriate behaviour by a staff member and a process for responding;
- ensure that all students and parents/carers are aware of and have access to the processes for the reporting (FORM 3) by a student to an identified SPO, the behaviour of a staff member that a student considers to be inappropriate;
- ensure that the school has a written complaints procedure to address allegations of non-compliance of related written processes;
- ensure that the school has developed a Child and Youth Risk Management Strategy and that such strategy is reviewed annually;
- ensure that the DPS and the Chair, governing body and/or school council (as appropriate) receives written notification (FORM 2) of all allegations of sexual abuse, likely sexual abuse, sexually inappropriate behaviour or harm of/to a student by another person including any employee. This notification is only to be provided for allegations that have been reported to a relevant State authority or involving an employee even if from an anonymous source;
- apply the Diocesan *Protocol for Dealing with Complaints of Sexual Harassment, Sexual Assault or Sexually Inappropriate Behaviour* criteria for the standing aside of the alleged perpetrator (if an employee);
- ensure compliance with all legislative and Diocesan screening requirements for all employees;
- ensure that a register of legislative screening is maintained, ensuring that an automated alert process is in place for managing the renewal process of Blue Cards (Working with Children check);
- maintain strict confidentiality of all allegations of harm or inappropriate behaviour in accordance with relevant legislation;
- provide all necessary assistance to the investigative State authority as requested;
- liaise with the Director, Communications and Media, Anglican Church Southern Queensland to prepare a media briefing if required; and
- ensure that where necessary appropriate support is provided to students and staff if related to a student protection allegation or concern, for example pastoral care and/or counselling services.

5.3 EMPLOYEES OF AN ANGLICAN SCHOOL MUST:

- be fully conversant with child protection related legislative obligations and provisions, including *Working with Children* legislation;
- be fully conversant with the Student Protection in Anglican Schools policy and procedures and all related Anglican Church Southern Queensland and specific school related policies;
- adhere to this policy and procedures and relevant school procedures e.g. Code of Conduct in all activities and behaviours;
- ensure that they attend and/or complete relevant training and information sessions as required;
- ensure that their behaviour neither encourages nor supports behaviours in others that undermine the purpose of this policy;
- refrain from any behaviour which is inappropriate or could lead to harm of a student;
- at all times during the course of their employment, practise safe behaviours;
- when becoming aware of or reasonably suspecting sexual abuse or likely sexual abuse of a student (relevant person *EGPA*) by any person, immediately prepare a written report (FORM 1).
- if they are a **'relevant person'** under the provisions of the *CPA* immediately provide a written report (E-Report FORM) of a **'reportable suspicion'** of harm of a student to the Child Safety Services **after** consultation with the Principal;

If the alleged harm relates to the Principal a FORM 2 is to be completed and provided to the Chair, School/ College Council or the nominated delegate and to the DPS;

- as a **'relevant person'** only confer with a colleague (working within the same entity) to assist in the forming of a 'reportable suspicion';
- report to the Principal or a SPO all reasonable suspicion/s, information or allegations of significant harm (other than sexual abuse by any person) or non-significant harm of a student. If they are a SPO and another employee makes them aware of concerns as outlined above they are to report as soon as practicable to the Principal for consideration.
- report all concerns of inappropriate behaviour of another employee or volunteer towards a student, to the Principal;
- protect the identity of the notifier of the harm unless that person consents otherwise; and
- maintain strict confidentiality of all allegations of harm or inappropriate behaviour in accordance with relevant legislation.

5.4 VOLUNTEERS AND VISITORS TO AN ANGLICAN SCHOOL MUST:

- acknowledge their understanding of the Student Protection in Anglican Schools policy and reporting requirements relating to their position in the school prior to commencing their particular role within the school;
- ensure that their behaviour neither encourages nor supports behaviours in others that undermine the purpose of this policy;
- refrain from any behaviour which is inappropriate or could lead to harm of a student;
- at all times during the course of their voluntary role or visit to the school, practise safe behaviours;
- understand that school staff have certain reporting obligations by virtue of legislation and policy to report all suspicions, information or allegations of sexual abuse, risk of sexual abuse and likely sexual abuse and other forms of harm and inappropriate behaviour of/to a student/s;
- immediately report to either their supervising staff member, SPO or to the Principal all suspicions or concerns they may have or have formed about any form of harm of a student; and
- maintain strict confidentiality of all allegations of harm or inappropriate behaviour in accordance with relevant legislation.

5.5 STUDENTS OF AN ANGLICAN SCHOOL:

Students are encouraged to seek assistance, advice and/or support, where they are concerned for their safety or the safety of others, from a SPO or the school Principal where appropriate.

Students are required to consider the rights and safety of others. These include:

- respect for their peers;
- respect for all school staff, volunteers and visitors; and
- respect for safe practices including the following of reasonable directions and practices

Students are not to be prevented from discussing any concern of this nature with any school staff member or person they identify as a trusted adult.

6. MANAGEMENT PRACTICES FOR A SAFE ENVIRONMENT

6.1 CHILD AND YOUTH RISK MANAGEMENT STRATEGY

The *Working with Children (Risk Management and Screening) Act 2000* and the *Working with Children (Risk Management and Screening) Regulation 2011* require schools to develop, implement and review annually a Child and Youth Risk Management strategy which aims to keep children and young people safe. The Principal is responsible for ensuring that this strategy is developed, implemented and reviewed annually.

To comply with the legislative provisions a Child and Youth Risk Management strategy must include eight (8) minimum mandatory requirements, being:

Commitment

1. A statement of commitment to the principles of safe and supportive service environments
2. A code of conduct

Capability

3. Recruitment, selection, training and management strategies that encourage best practice and enhance the safety and well-being of children and young people

Concerns

4. Policies and procedures for handling disclosures and suspicions of harm
5. Policies and procedures for the occasions where there might be a breach of the organisation's child and youth risk management strategy
6. A planning process for high risk activities and special events

Consistency

7. Policies and procedures for compliance with Chapter 8 of the *Working with Children Act*
8. Strategies for communication and support for all stakeholders including children and young people

The Public Safety Business Agency (PSBA): Blue Card Services has a Child and Youth Risk Management Strategy Toolkit available to assist with the development of a strategy of this nature. This toolkit can be located on their website: <https://www.bluecard.qld.gov.au/risk-management.html>

This strategy is to reflect a school academic year, reviewed at the end of each school year with a new school year strategy developed.

6.2 RECRUITMENT AND SELECTION (employees)

The Principal will ensure that a school specific recruitment and selection policy and procedures document is developed and current for assessing the appropriateness of employees responsible for the care of students.

This will include careful interviewing and reference checking of employment history. A staff recruitment and selection policy will form part of mandatory requirement 3 as outlined in 6.1.

A Staff Recruitment and Selection Policy template is available to Principals on the ASO website: <http://ascqld.org.au/> in the HEADS User section under APPOINTMENT PROCESS.

All successful appointees to a position within an Anglican school must receive a copy of this policy and procedures and be provided with relevant information and/or training upon commencement of their employment.

6.3 SCREENING – National Register, Anglican Church of Australia

Anglican schools are required to provide the DPS with the details of all preferred applicants (employees) including teachers to be checked against the Anglican Church's National Professional Standards Register. The DPS will inform the school of the outcome of the National Register check where practicable within 1 - 3 business days. This is the responsibility of the Principal and the Principal must consider the result of this check prior to making a formal offer of employment.

All prospective school / college council members (paid or volunteer) details are also to be checked against the Anglican Church's National Professional Standards Register prior to appointment. The Anglican Schools Commission must consider the result of this check prior to appointment.

6.4 SCREENING - Blue Cards

All potential employees and volunteers (including parents involved in formal volunteering) must undergo legislative screening and receive a positive Suitability Notice (Blue Card) or an Exemption Card.

Formal volunteering is an activity in designated volunteer positions e.g. sports coach or manager, reading support, tuckshop, support groups and the executive of the Parents and Friends Association.

A new paid employee may commence work after submitting an application seeking a Suitability Notice through the school. The cost of this application rests with the employee unless otherwise approved by the relevant school Principal.

A volunteer (including all volunteer school / college council members) with the exception of a parent volunteer cannot commence in the designated volunteer role without first obtaining a positive Suitability Notice (Blue Card).

Parent volunteers (in a formal volunteer role) from the effective date of this policy are required to submit an application seeking a Suitability Notice (Blue Card) through the school within one (1) calendar month of the effective date. They may continue in the role of a volunteer during that month and after the application has been submitted. Refer to **Table 1** on pp 25.

All new parent volunteers, from the effective date of this policy are to submit an application seeking a Suitability Notice (Blue Card) through the school prior to commencing in their volunteer role. Refer to **Table 1** on pp 25.

Parents performing volunteer work in a role other than formal volunteering, at the discretion of the Principal are to be considered for a Working with Children check.

There is no cost involved to the school or to the volunteer for the Suitability Notice for a 'Volunteer' Blue Card.

If an employee or a volunteer already holds a Suitability Notice (blue card) obtained through another organisation, the school is to submit an Authorisation to confirm a valid card/application form to Blue Card Services, PSBA to ensure that the Suitability Notice is linked to the new organisation (i.e. the particular Anglican school).

Schools are to record all positive Suitability Notice holders and expiry dates of Blue Cards in a register as required by the PSBA with an automated alert in place to manage the renewal process. Schools are required to have a Working with Children Check Management policy and procedures in place, refer to mandatory requirement 7 outlined in 6.1.

Date / status	Position / Person	Existing Blue Card Yes / No	Commencement
Unchanged	Volunteer (non-parent)	Yes – Authorisation to Confirm form No – Application form ('V' card)	After issue of Blue Card
From 27 February 15	Existing volunteer (parent)	Yes – Authorisation to Confirm form No – Application form ('V' card) Note: to be submitted within 1 month	Continue in existing role
After 27 February 15	New volunteer (parent)	Yes – Authorisation to Confirm form No – Application form ('V' card)	Upon submission of either form

Table 1: Changes to Working with Children check for volunteers (including parents)

7. BUILDING KNOWLEDGE AND UNDERSTANDING

Student and Parents will be able to access relevant information including this policy and procedures on the school's internet and intranet websites.

Employees will be provided with training and/or information sessions relating to this policy and procedures and other associated protective policies on an annual basis.

Student Protection Officers will be provided with a minimum of one (1) day additional training each calendar year.

Volunteers and Visitors will be provided with information relating to this policy and procedures prior to their commencement in their particular role. This information is to be provided upon induction with updates annually.

Knowledge Building Activities

School libraries to develop a child protection reference selection from which students, parents and staff can borrow resources to support knowledge and awareness of student protection.

Table 2 on the next page lists some of the training and knowledge building activities that are to be used to provide employees, volunteers and visitors and students and parents with information about student protection policies and procedures.

STUDENTS
<ul style="list-style-type: none"> • Information about reporting and SPO's in student diaries • Regular reference made at school assemblies • Presentations during class • Posters displayed on school grounds identifying SPO's • Planned activities for Child Protection Week (September each year) • Access to relevant reference material in library • Inclusion of child safety curriculum
PARENTS
<ul style="list-style-type: none"> • Regular references made in school newsletters • Student Protection Information Handbook for Parents made available electronically • Student Protection Information Handbook for Parents: Hardcopies in reception areas • Presentation at parent information evenings • Information flyer in enrolment pack • Policy and procedures available on school website (intranet and internet) • Access to relevant reference material in library
EMPLOYEES
<ul style="list-style-type: none"> • Annual student protection in-service training for employees (policy and procedures) • Teachers, counsellors and nurses: Safeguarding our Students on-line training • Relief teachers and work placement students: Safeguarding our Students on-line training • Induction programs for newly appointed staff members – Student Protection in Anglican Schools Policy and Procedures and Code of Conduct (Staff) • Information package and session for part-time staff / volunteers e.g. sporting coaches and music tutors • Policy and procedures placed on school website and intranet • Specialised training for school based Student Protection Officers – offered annually • Boarding school staff – Duty of Care training modules– ABSA (at direction of Principal) • Regular staff meetings • Access to relevant reference material in library • Other relevant training as determined by the Principal
VOLUNTEERS AND VISITORS
<ul style="list-style-type: none"> • Induction programs for newly appointed volunteers – Student Protection in Anglican Schools Policy and Procedures and Code of Conduct (Volunteer) • Volunteer Handbook to include relevant information relating to this policy and procedures • Policy and procedures placed on school website and intranet • Information flyer to be provided to all visitors (including contractors) prior to commencement of role • Instruction provided by supervising / responsible staff member

Table 2: Knowledge building activities

Appendices



Insert
School
Logo

Student Protection Officers

as at [insert effective date here]

[insert name of School/College here]

[Insert name of School/College] has adopted the Student Protection in Anglican Schools Policy and Procedures, Anglican Church Southern Queensland. This policy and procedures provides the written processes for how [insert name of School/College] will respond to allegations of sexual abuse, likely sexual abuse, harm or risk of harm of a student by another person or inappropriate behaviour of a staff member or volunteer to a student.

Allegations and /or concerns of this nature should be reported to any one of the following Student Protection Officers or to the Principal.

AS APPOINTED BY [INSERT Principal name]

Name, position and phone number

Name, position and phone number

Name, position and phone number

Name, position and phone number

Name, position and phone number

Name, position and phone number

Name, position and phone number

Name, position and phone number

WHILE STAFF MEMBERS ARE REQUIRED TO FOLLOW THE PROCEDURES AS SET OUT IN THIS MANUAL, THIS DOES NOT LIMIT THE FREEDOM OF ANY PERSON TO ADDRESS COMPLAINTS OR CONCERNS ABOUT THE SAFETY OF STUDENTS DIRECTLY TO:

Queensland Police Service or Department of Communities (Child Safety Services).

Please note: this form must be kept up to date and retained in this folder to meet legislative requirements.

Signed:

Principal Name

Signature

Date

Principals are to consider this information in conjunction with the Principal report / referral table.

WHO	ABUSE TYPE	THRESHOLD	REPORT / REFER	WHOM as determined by legislation	AUTHORITY	STATUS
All school staff	Sexual	Awareness or a reasonable suspicion of sexual abuse or likely sexual abuse	MUST REPORT ➡ Principal or director	<ul style="list-style-type: none"> Confer with SPO and prepare written report; Principal / a director of Governing Body (or delegate); recipient of form to immediately give to police 	E (GP) Act (s.366 & 366A) ACSQ SP policy	Unchanged
School staff other than mandated staff (teachers / registered nurses)	Sexual	As above + Significant harm and Parent not able and willing to protect	MUST REPORT ➡ SPO / Principal	<ul style="list-style-type: none"> SPO / Principal; prepare written report; and immediately provide report to Child Safety 	CP Act (s. 13E) ACSQ SP policy	New
Mandatory reporter: • Teacher • Registered Nurse	Sexual Physical Psychological / emotional Neglect	Significant harm and Parent not able and willing to protect	MUST REPORT ➡ Child Safety	<ul style="list-style-type: none"> Mandated reporter (legislation); confer with SPO; consult with principal; prepare written report; and immediately provide report to Child Safety 	CP Act (s. 13E) • sexual / physical ACSQ SP policy • other forms of harm	New
School staff other than mandated staff (teachers / registered nurses)	Physical Psychological / Emotional Neglect	Significant harm and Parent not able and willing to protect	MUST REPORT ➡ Child Safety	<ul style="list-style-type: none"> SPO / Principal; to consult with principal and SPO (as delegated); SPO and staff member to prepare written report; Principal / SPO to immediately provide report to Child Safety 	CP Act (s.13A) ACSQ SP policy	New
All staff	Any	Reporting threshold not met. HOWEVER Support service would be beneficial to the child and family to prevent future CP concerns	MUST REFER	Principal or SPO SPO can refer with consent to FaCC / IFS or other service ONLY Principal can refer without consent to FaCC	CP Act (s. 13B) ACSQ SP policy	New
Volunteers / visitors and contractors to the school	Any	Suspicion that a child has been, is being or is likely to be harmed.	MUST REPORT ➡ Principal	Report to Principal Principal to report to Child Safety, police or refer to FaCC / IFS	CP Act (s.13A) ACSQ SP policy	New
E (GP) Act – Education (General Provisions) Act 2006 CP Act – Child Protection Act 1999		FaCC – Family and Child Connect IFS – Intensive Family Support	ACSQ SP policy – Anglican Church Southern Queensland Student Protection policy			

REPORTING / REFERRAL PROCESS

1

Form a suspicion

You may form a reasonable suspicion that a child or unborn child may be in need of protection from harm based on –

- something you have observed
- something the child told you
- something another child, adult or staff member has told you
- a change in the child's behaviour or functioning at school
- a pattern of concerning behaviours or incidents that you have noted over time

Ensure that you record in writing your observations and conversations with the child of concern and/or their families.

2

Consult / confer

Before commencing a relevant Student Protection Report form –

- confer with the principal, Student Protection Officer, nurse, other staff as appropriate
- review the ASO Child Protection Resource Sheets
- consult the Qld Child Protection Guide (internet).

If a reasonable suspicion is formed and the matter is one of a reportable suspicion (sexual or physical abuse) you are required to complete a report form to be forwarded to Child Safety and/or the police.

If not a reportable suspicion (other forms of abuse) you are still to report to Child Safety if the reporting threshold is met.

If a reasonable suspicion is not formed but concerns still exist and additional support may be needed, discuss the option of a referral with a Student Protection Officer and/or Principal.

A referral can be made with consent (SPO) or without consent (principal) to a FaCC or IFS if available or to a relevant community based service.

A Child Safety E- Referral form will be required on most occasions.

3

Complete a Student Protection Report form

Complete the relevant Student Protection Report form:

- E-Report (other than sexual abuse)
- Form 1 - Sexual Abuse Report (sexual / likely sexual abuse ONLY)
- E-Referral form

Determine if report is to go to Child Safety and/or to the police (QPS).

To report to police use Form 1 - Sexual Abuse Report. If there is not a parent able and willing to protect you are to also report to Child Safety. The same Form 1 is to be provided to both State authorities:

- record information in each of the fields in relation to the child, the concerns, the child's family and other relevant information;
- consult the Safeguarding our Students Guidelines document for advice on information to be recorded.

Use the E-Referral form for referrals to support services including FaCC and IFS services. Referral to other services are by telephone and/or e- mail.

Note: ONLY the principal can refer without consent.

4

Submission of SP report

Sexual abuse: Immediately after you have included all of the relevant information in each of the screens in the relevant reporting form (Form 1) save and submit your report electronically to your principal/director (or delegate) as required.

Recipient of this form, **MUST IMMEDIATELY** give the report to the police (QPS).

Physical / sexual abuse to

Child Safety: For E-Reports (physical abuse) to Child Safety you will receive an ID token number. This token will allow you to re-enter an unfinished form if required prior to submitting. Use Form 1 to report sexual abuse to both the QPS and to Child Safety (if reporting threshold is met).

Other forms of harm

Report as outlined on Page 1 of this resource sheet. E-Report form to be used

Note: if you are mandated to report the onus is on you to provide the written report directly to Child Safety (relevant RIS).

Remember to consult first with your principal

5

After you submit a report

After you have submitted the relevant Student Protection Report form –

- if your report has been made via your principal or director (or delegate) you will receive e-mail advice advising that the report has been given to police (QPS).
- keep a copy of this e-mail as your verification that you have met your mandated obligation.
- if required, ask to speak further with the Principal about your report and the likely outcome.
- provide your original report (hardcopy) and all notes to principal for secure storage.
- continue to monitor and support the student if / as appropriate.
- as required, collaborate with Child Safety, the QPS or other agencies.
- maintain strict confidentiality and security of any notes or documents relating to the report.
- seek assistance if required from your schools SPO, counsellor or your direct supervisor.

Principal: to complete Form 2 Notification of Report to State Authority and forward to DPS

Abuse type	Authority	Pre reporting	Reporting / referral
Sexual abuse <ul style="list-style-type: none"> • aware • suspects • likely sexual abuse 	EGPA ss.366 and 366A CP Act	<ol style="list-style-type: none"> 1. Staff member (first person) becomes aware or suspects. 2. If a 'relevant person' (CPA) (teacher / RN*) may confer with a colleague e.g. SPO**. Refer to mandatory reporter processes below. 3. Consult with Principal prior to completing written form. 4. Complete written report: Form 1: Sexual Abuse Report. 5. Attach relevant documents (e.g. notes). 6. Provide written report to Principal or a director of the school's governing body (or delegate) (if the concern relates to the Principal). 7. Additional information to be included if known or available. 8. Both reporting staff member and Principal / director (or delegate) co-sign Form 1: Sexual Abuse Report. <p>*RN: Registered Nurse **SPO: Student Protection Officer</p>	<ol style="list-style-type: none"> 9. Immediately upon receipt Principal or director, governing body (or delegate) is to give the Form 1: Sexual Abuse Report to a police officer (e-mail to CPU). 10. Principal to ensure the original form is stored securely and kept confidential. 11. Principal / director (where relevant) to complete a Form 2 Notification of Report to State Authority. 12. Form 2 to be provided to: <ul style="list-style-type: none"> • Governing body or delegate; and • DPS, ACSQ. <p>In this circumstance, the original reporting form is not to be disseminated or shared to anyone else other than as described above.</p> <p>ALL copies to be stored securely.</p>
Sexual abuse <ul style="list-style-type: none"> • aware • suspects • likely sexual abuse 	EGPA ss.366 and 366A CP Act	<ol style="list-style-type: none"> 1. Principal (first person) becomes aware or suspects. 2. 'Relevant person' (CPA) may confer with a colleague. 3. Complete written report: Form 1: Sexual Abuse Report with relevant attachments (e.g. notes). 	<ol style="list-style-type: none"> 4. Principal is to immediately give the report form to a police officer (e-mail to CPU). 5. Give a copy of the Form 1 to a director (or delegate) of the school's governing body. 6. Principal to ensure the original form is stored securely and kept confidential. 7. Principal to complete Form 2: Notification of Report to State Authority. 8. Provide a copy of Form 2 to the DPS, ACSQ and if required to the Chair, School / College Council. <p>In this circumstance, the original Form 1 is not to be disseminated or shared to anyone else other than as described above.</p> <p>ALL copies to be stored securely.</p>
Sexual or physical abuse	CP Act	<ol style="list-style-type: none"> 1. Mandatory reporter forms a 'reasonable suspicion'. 2. Confer with other colleagues if appropriate 3. Consult with principal. 4. If the concern is a 'reportable suspicion': complete: <ul style="list-style-type: none"> • physical abuse: Child Safety E-Report; or • sexual / likely sexual abuse: Form 1: Sexual Abuse Report. 	<ol style="list-style-type: none"> 6. Physical abuse: Mandated reporter to submit E-Report to Child Safety. 7. Sexual abuse: Form 1 e-mailed to relevant CPU (police) and to Child Safety RIS if reporting threshold met. 8. Principal to complete Form 2 Notification of Report to State Authority.

Abuse type	Authority	Pre reporting	Reporting / referral
Sexual or physical Abuse cont.	CP Act	5. Relevant attachments (e.g. notes) included with form.	9. Provide a copy of Form 2 to: <ul style="list-style-type: none"> Governing body (or delegate); and DPS, ACSQ. Original reporting form is not to be disseminated or shared to anyone else other than as described above. ALL copies to be stored securely.
Physical	CP Act and ACSQ SP policy	<ol style="list-style-type: none"> If any staff member (not a 'relevant person' – CP Act) becomes aware or suspects physical abuse. Report to SPO or principal. SPO to advise principal. Principal to consider nature of concern and report / refer accordingly. 	4. Principal to follow appropriate reporting or referral process.
Other forms of harm: Psychological / emotional or neglect	CP Act and ACSQ SP policy	<ol style="list-style-type: none"> Any staff member becomes aware or suspects other forms of harm. No authority exists to confer with a colleague in this circumstance <ol style="list-style-type: none"> Report to SPO or Principal. SPO to advise Principal. If harm meets the reporting threshold, SPO / Principal complete E-Report form or if doesn't meet reporting threshold may refer to appropriate support service – E-Referral form. Relevant attachments (e.g. notes) included in form. Provide relevant E-Report form to a director of the school's governing body (or delegate) if the concern relates to the principal. Additional information included if known or available. 	7. E-Report to Child Safety on-line; or E-Referral form to FaCC / IFS or referral to other relevant community based agency. Original reporting form is not to be disseminated or shared to anyone else other than as described above. ALL copies to be stored securely.
All forms of abuse	CP Act and ACSQ SP policy	<ol style="list-style-type: none"> Volunteer or visitor to the school e.g. contractors / consultants becomes aware or suspects any form of harm or likely harm to a student by another person. Report concern and/or information immediately to Principal. Principal to consider the appropriate reporting / referral process. 	4. Principal to follow appropriate reporting or referral process. Original reporting form is not to be disseminated or shared to anyone else other than as described above. ALL copies to be stored securely.
EGPA: Education (General Provisions) Act 2006 CP Act: Child Protection Act 1999 ACSQ SP: Anglican Church Southern Queensland Student Protection			

APPENDIX D

FORM 1:	Suspected Sexual Abuse or Likely Sexual Abuse Report
E-Report FORM:	Available from Child Safety Services internet site
FORM 2:	Notification of Reportable Suspicion of Sexual Abuse / Likely Sexual Abuse or Harm to a State Authority
FORM 3:	Inappropriate Behaviour Report – reporting allegation or incident involving a staff member or volunteer
E-Referral FORM:	Available from Child Safety Services internet site
REQUEST FOR INTERVIEW FORM:	Interview request of students by State authority



PRIVATE AND CONFIDENTIAL

SUSPECTED SEXUAL ABUSE OR LIKELY SEXUAL ABUSE REPORT FORMSections 366 + 366A Education (General Provisions) Act 2006
Section 13E Child Protection Act 1999

FORM 1

Date

School Phone number Fax number

School Address Suburb/Town State Postcode

Was the [Child Protection Guide](#) used to support the decision to submit this report? ☐ No ☐ Yes **If yes, please email copy of the printable summary**

Reporter's name Position

Contact Phone Email address

Provide details regarding when you are available to be contacted if Police require further information

Principal's name Contact Phone Email address

Sexual abuse ☐ Actual/Alleged ☐ Suspected ☐ Likely Date concerns identified

DETAILS OF STUDENT SEXUALLY ABUSED OR LIKELY SEXUAL ABUSED**Student 1:**

Surname Given names Alias/s (last name, first name)

Date of Birth ☐ Male ☐ Female ☐ Intersex Year level ☐ Aboriginal ☐ Torres Strait Islander ☐ Aboriginal and Torres Strait Islander

Cultural background Does the student have a disability ☐ Yes ☐ No If yes, Disability

Student's address Suburb/Town State Postcode

Phone number Student's personal mobile

Is there another subject child or young person for this report? ☐ Yes ☐ No

PRIVATE AND CONFIDENTIAL

SUSPECTED SEXUAL ABUSE OR LIKELY SEXUAL ABUSE REPORT FORM

Sections 366 + 366A Education (General Provisions) Act 2006
Section 13E Child Protection Act 1999

FORM 1

FAMILY DETAILS - Parent/Caregiver Details

Parent/Caregiver 1:

Surname Given names Relationship to student

Address (if different from student/s) Suburb/Town State Postcode

Home number Work number Mobile number

Parent/Caregiver 2:

Surname Given names Relationship to student

Address (if different from student/s) Suburb/Town State Postcode

Home number Work number Mobile number

Is the student in the care of the State? ☐ Yes ☐ No If yes, provide the name of the Child Safety Officer

Are there any relevant orders in place?
(e.g. Child Protection, Domestic Violence, Family Law Court) ☐ Yes ☐ No If yes, please specify

When the child/ren reside in multiple households, outline current care arrangements (if known)

Current location of child/ren (if known)

OTHER HOUSEHOLD MEMBERS: (all known names of children, family and significant others)

Name	Date of Birth	Gender	Relationship to Child	School
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
extra				

SUSPECTED SEXUAL ABUSE OR LIKELY SEXUAL ABUSE REPORT FORM

Sections 366 + 366A Education (General Provisions) Act 2006
Section 13E Child Protection Act 1999

1
FORM

PERSON ALLEGED TO HAVE CAUSED THE SEXUAL ABUSE OR LIKELY SEXUAL ABUSE

☐ Adult family member ☐ Child family member ☐ Other adult ☐ Student/other child ☐ Unknown

Provide all information you have which led to the suspicion of sexual abuse or likely sexual abuse

Details of person alleged to have caused the harm:

Surname	Given names	Relationship to Student
Address	Suburb/Town	State
		Postcode

Details of any sexual abuse and/or risk of sexual abuse to the student - Please include: Time and date of incident, source of information, physical appearance of any injury, immediate and ongoing safety concerns, any disclosures made by student, any previous incidents of harm or behavioural indicators of harm, presence of any medical needs or developmental delays

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's knowledge of incident and their response

PRIVATE AND CONFIDENTIAL

SUSPECTED SEXUAL ABUSE OR LIKELY SEXUAL ABUSE REPORT FORM

Sections 366 + 366A Education (General Provisions) Act 2006
Section 13E Child Protection Act 1999

1
FORM

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)

Details of anyone else who may have information about the alleged abuse - Please include name/s and contact details of other persons who may have information

Are you aware of any prior relevant contact this family has had with:

☐ Child Safety

☐ Queensland Police Service

☐ Queensland Health / CYMHS

Are you aware of any other schools that might hold relevant child protection information in relation to this family?

☐ Yes

☐ No

Any additional information or comments?

Additional information provided as an attachment?

☐ Yes

☐ No



PRIVATE AND CONFIDENTIAL

SUSPECTED SEXUAL ABUSE OR LIKELY SEXUAL ABUSE REPORT FORM

Sections 366 + 366A Education (General Provisions) Act 2006

Section 13E Child Protection Act 1999

1
FORM

THIS FORM MUST BE CO-SIGNED BY THE PRINCIPAL

Reporter Name	Reporter Signature	Date
Principal Name	Principal Signature	Date

ACTION TO BE TAKEN

Report to Queensland Police Services	→	Email to	Date emailed
Report to Child Safety Regional Intake Service if reporting threshold is met (Relevant RIS is the residential address of the family)	→	Email to	Date emailed

E-Report Form

If the child/ren is in immediate danger or in a life-threatening situation contact Emergency Services immediately by dialling 000.

Is this report being made outside of Child Safety business hours (Monday to Friday 9am-5pm) and you consider an immediate after hours response is required?

- ☐ Yes, this report will be sent to the Child Safety After Hours Service Centre for receipt after hours.
☐ No, this report will be sent to the Regional Intake Service for receipt during business hours.

If you are making this report outside of business hours (Monday to Friday 9am-5pm) and you consider an immediate response by Child Safety is required, you should contact the Child Safety After Hours Service Centre (CSAHS) on 1800-177-135 or 07 3235 9999, or, if you are a mandatory reporter you can use the direct line below:

Intake Service	Direct Line	Fax
Child Safety After Hours Service Centre	1300 681 513 3235 9901	07 3235 9898

☐ This report is made under section 13A of the Child Protection Act 1999

Under section 13A any person may inform the department if they reasonably suspect that a child may be in need of protection.

☐ This report is made under section 13E or 13F of the Child Protection Act 1999

Under section 13E and 13F there are relevant persons who are mandated to report a reportable suspicion. Under section 13E a reportable suspicion is a reasonable suspicion that a child 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 child from harm. Under section 13F a reportable suspicion about a child in care is a reasonable suspicion that the child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse.

☐ Unknown

Was the Child Protection Guide used to support the decision to submit this report

- ☐ Yes
☐ No

Reporter type section 13A:

- ☐ Authorised officer of the department
☐ Approved school teacher
☐ Centrelink
☐ Child care centre
☐ Doctor
☐ Educational facility
☐ Family and Child Connect
☐ Family court personnel
☐ Interstate child protection authority
☐ Non-government service
☐ Other health professional

Reporter type section 13E or 13F:

- ☐ Authorised officer of the department
☐ Approved school teacher
☐ Doctor
☐ Person employed in a departmental care service
☐ Person employed in a licensed care service
☐ Public guardian
☐ Public service employee of the department
☐ Queensland Police Service
☐ Registered nurse

Reporter type unknown:

- ☐ Authorised officer of the department
☐ Approved school teacher
☐ Centrelink
☐ Child care centre
☐ Doctor
☐ Educational facility
☐ Family and Child Connect
☐ Family court personnel
☐ Interstate child protection authority
☐ Non-government service
☐ Other health professional

<input type="checkbox"/> Other government department <input type="checkbox"/> Person employed in a departmental care service <input type="checkbox"/> Person employed in a licensed care service <input type="checkbox"/> Public guardian <input type="checkbox"/> Public service employee of the department <input type="checkbox"/> Queensland Police Service <input type="checkbox"/> Registered nurse <input type="checkbox"/> Other Provide details		<input type="checkbox"/> Other government department <input type="checkbox"/> Person employed in a departmental care service <input type="checkbox"/> Person employed in a licensed care service <input type="checkbox"/> Public guardian <input type="checkbox"/> Public service employee of the department <input type="checkbox"/> Queensland Police Service <input type="checkbox"/> Registered nurse <input type="checkbox"/> Other Provide details	
Reporter's details <i>The Department of Communities, Child Safety and Disability Services is collecting your personal information for the purpose of recording your details as a person providing a notification of, or information given about, a child suspected of being in need of protection in order for the department to undertake its responsibilities under the Child Protection Act 1999. This information is collected under the Child Protection Act 1999. Your personal information and the other information you provide will be kept confidential in accordance with the provisions of that Act, and only used or disclosed as that Act may permit. Your information will also be handled in accordance with the Information Privacy Act 2009.</i>			
Reporter's name		Position	
Contact phone number		Email address	
Agency name			
Agency street address			
Suburb		State	Postcode
Alternate contact person and details (if required)			
Agency reference number (if applicable)			
Date concerns identified			
Subject child/ren or young person/s details (Copy and paste table to insert additional children)			
Agency reference number	Family name (including alias):	Given name (including alias):	
Date of birth	Age or approximate age	Place of birth	
Unborn	<input type="checkbox"/> Estimated due date or current gestation	Expected place of birth	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/> Intersex or Intermediate <input type="checkbox"/> Unknown <input type="checkbox"/> Not Specified <input type="checkbox"/>	Aboriginal & Torres Strait Islander status	<input type="checkbox"/> Aboriginal but not Torres Strait Islander <input type="checkbox"/> Both Aboriginal & Torres Strait Islander <input type="checkbox"/> Neither Aboriginal nor Torres Strait Islander <input type="checkbox"/> Not Specified

Cultural background				<input type="checkbox"/> Torres Strait Islander but not Aboriginal <input type="checkbox"/> Unknown
Current street address:				
Suburb			State	Postcode
Contact number				
Disability				
Interpreter required	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> Please Identify Language (including Auslan etc):			
Is the child in departmental out of home care?	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/>			
Are you aware of any other current departmental intervention for this child?	No <input type="checkbox"/> Yes <input type="checkbox"/>			

PARENTS/CAREGIVER/OTHER RELEVANT PERSONS (E.g. other children in household) (Copy and paste table to insert additional children)				
Agency reference number	Family name (including alias):	Given name (including alias):		
Date of birth		Age/approximate age	Place of birth	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/> Intersex or Intermediate <input type="checkbox"/> Unknown <input type="checkbox"/> Not Specified <input type="checkbox"/>	Aboriginal & Torres Strait Islander status	<input type="checkbox"/> Aboriginal but not Torres Strait Islander <input type="checkbox"/> Both Aboriginal & Torres Strait Islander <input type="checkbox"/> Neither Aboriginal nor Torres Strait Islander <input type="checkbox"/> Not Specified <input type="checkbox"/> Torres Strait Islander but not Aboriginal <input type="checkbox"/> Unknown	
Cultural background				
Relationship to subject child				
Current street address:				
Suburb		State		Postcode
Contact number/s				

Disability	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> Please Identify Language (including Auslan etc):		
Interpreter required	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> Please Identify Language (including Auslan etc):		
Is this person an alleged person responsible for the suspected significant harm to the child?			
No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/>			
HOUSEHOLD DETAILS			
Is there more than one household relevant to this report	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> How many households?		
Household members <i>List all known household members</i>			
Household address			
When the child/ren reside in multiple households, outline current care arrangements (if known)			
Current location of child/ren (if known)			
SUSPECTED CHILD IN NEED OF PROTECTION CONCERNS			
<i>Examples of physical abuse include hitting, shaking, throwing, burning, biting, poisoning, drowning, using a weapon to inflict punishment. Examples of neglect include providing unhygienic or unsafe housing, failing to seek medical treatment when required, insufficient supervision, providing insufficient food, clothing or bedding. It can also include failing to act protectively in response to another person's actions (e.g. allowing a convicted child sex offender to have unsupervised contact with your child).</i>			
<i>Sexual abuse can be physical, verbal or emotional in nature. It can include non-contact and contact activities. Examples include kissing, holding or otherwise touching a child in a sexual manner, exposing a sexual body part to a child, having sexual relations with a child under 16 years of age, using sexually explicit language which is not age or developmentally appropriate when communicating with a child, penetration of the vagina or anus by penis, finger or any other object, oral sex, rape, incest, having a child pose or perform in a sexual manner, forcing a child to watch a sexual act or pornographic material or child prostitution. Sexual abuse may also be suspected based on a child displaying sexualised behaviour which is considered outside the range of age-appropriate sexualised behaviours.</i>			
<i>Examples of emotional/psychological abuse include rejection, hostility, and teasing/bullying, yelling criticism, exposure to domestic and family violence.</i>			
Type of abuse (tick as many as apply) <i>This should include any type of abuse the subject child/ren is at risk of.</i>	<input type="checkbox"/> Physical Abuse <input type="checkbox"/> Neglect <input type="checkbox"/> Sexual abuse <input type="checkbox"/> Emotional/psychological abuse		
What concerns have led you to reasonably suspect that the subject child/ren and/or young person/s has been significantly harmed or is at risk of significant harm?			
<i>In this section we want as many details as possible around the circumstances that lead you to reasonably believe that a subject child has experienced or is at risk of experiencing significant harm. Significant harm can be physical, emotional and/or psychological. Examples of significant harm include internal injuries, burns, fractures, death, learning and developmental delays, neurological changes in a developing brain, fear, anxiety, depression, suicidal ideations, hyper vigilance, and disorganised attachment. Significant harm can also be in consequence of a pattern of harmful events and experiences that may have occurred in the past or are ongoing. When this occurs it is considered to be cumulative harm.</i>			

Provide known details of dates and locations where harmful incidents have occurred.	
What have you noticed about the child/ren and/or young person's appearance and/or behaviour? <i>This section aims to identify any presenting behaviours or appearance concerns which may be linked to abuse. Examples include: showing wariness and distrust, rocking, sucking or biting, bedwetting or soiling, demanding or aggressive behaviour, sleeping difficulties, with drawing from normal activities, self-harming, suicidal thoughts and attempts, having unexplained bruising, being vague about an injury, being overly obedient, being reluctant or fearful to go home, creating stories, poems or artwork about abuse, begging, stealing, hoarding, having matted hair, dirty skin, strong body odour, frequent illness, infections or sores and presenting as underweight or malnourished.</i>	
Does the child/ren have a current physical injury or experienced a previous physical injury as a result of the incident/s? <i>In this section provide as much detail as known around any injury for example location, size, colour, if child is experiencing pain. If known, also provide details regarding any explanations given in regards to the injury.</i>	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> If yes, please provide details:
If yes to physical injury, did the child require medical treatment or does the child require medical treatment?	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> Please provide details:
If yes, was/has medical treatment been provided to the subject child/ren?	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> If yes, provide details of what treatment has or is being provided? Include details in regards to who sought this medical treatment for the child and details of the doctor/hospital/Queensland Ambulance Service (QAS) that provided the medical treatment, if known.
Are there any factors which may be impacting negatively on parent/caregivers' functioning? <i>For example domestic violence, alcohol/substance misuse, disability, mental health instability, physical/intellectual disability.</i>	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> If yes, provide details of these factors and their impact.
Is the parent/caregiver aware of the incident/s or circumstances which have led to significant harm or may be placing the child at risk of significant harm? <i>This relates to whether the parent is aware of the significant harm concerns identified above and if so what has been their response to these concerns. For example is a mother aware that the father has been frequently hitting a child with a horse whip and if so, what actions or inactions has she taken in response to this awareness.</i> <i>This question is to assist in identifying if there is a parent willing and able to protect the child. If a parent is aware of the concerns but has failed to take action to protect the child, this suggests a parent may not be willing or able. If the parent is not aware of the concerns, the parent may not be able to be willing and able to protect the child. Further, if it is not known if the parent is aware of the concerns or whether they have responded to these concerns, again the parent may not be a parent willing and able to ensure a child's care and protective needs are met.</i>	No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/>

If yes, provide details regarding the parent/caregiver's actions or inaction in response to the incident/s?
Are there any Family Law Court Orders or Domestic Violence Orders in place?
No <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> If yes, please provide details:
What is the nature of your ongoing professional role, if any, with the child/ren, young person/s and their parents/carers and the frequency, duration and type (if applicable)?
Have you referred or attempted to refer the family to a service?
No <input type="checkbox"/> Yes <input type="checkbox"/> If yes, provide details.
What other services or supports are currently in place to support the child/ren, young person/s and their parents/carers (If known)? <i>This can include family, friends, church, non-government organisations, government organisations who are providing a service and/or supporting the family and/or children.</i>
Additional relevant information (not covered in above sections)?

NOTIFICATION OF REPORTABLE SUSPICION OF SEXUAL ABUSE OR LIKELY SEXUAL ABUSE OR HARM TO A STATE AUTHORITY
DIRECTOR OF PROFESSIONAL STANDARDS
ANGLICAN CHURCH SOUTHERN QUEENSLAND

FORM 2

Date Student's Name SCHOOL USE ONLY - enter details after emailing completed form to DPS

School Phone number Fax number

School Address Suburb/Town State Postcode

Principal name

Contact Phone Mobile Phone Email address

Abuse/Assault ☐ Sexual ☐ Physical ☐ Psychological/Emotional ☐ Neglect ☐ Date concerns identified

Was the [Child Protection Guide](#) used to support the decision to submit this report? ☐ Yes ☐ No **If yes, please email copy of the printable summary**

DETAILS OF STUDENT ALLEGEDLY ASSAULTED/HARMED

Student 1 Age Year Level Gender

Is the student in the care of the State? ☐ Yes ☐ No

Are there any relevant orders in place?
(eg Child Protection, Domestic Violence, Family Law Court)

Yes ☐ No ☐ If yes, please specify

Is there another subject child or young person for this report? ☐ Yes ☐ No

NOTIFIER / REPORTER

☐ Teaching ☐ Non-Teaching ☐ Parent ☐ Student ☐ Other

PERSON ALLEGED TO HAVE CAUSED THE ASSAULT/HARM

☐ Adult family member ☐ Child family member ☐ Student/other child ☐ Employee ☐ Other Adult

Provide a précis of information you have which led to the concern or suspicion of the alleged assault/harm

Details of any alleged abuse to the student - Please include: Time and date of incident, source of information, physical appearance of any injury, immediate and ongoing safety concerns, any disclosures made by student, any previous incidents of harm or behavioural indicators of harm, presence of any medical needs or developmental delays. IDENTIFYING DETAILS NOT TO BE INCLUDED (E.G NAMES)

Outline all action taken

Parent/carer knowledge of incident and their response. IDENTIFYING DETAILS NOT TO BE INCLUDED (E.G NAMES)



PRIVATE AND CONFIDENTIAL

NOTIFICATION OF REPORTABLE SUSPICION OF SEXUAL ABUSE/LIKELY SEXUAL ABUSE OR HARM TO A STATE AUTHORITY

DIRECTOR OF PROFESSIONAL STANDARDS
 ANGLICAN CHURCH SOUTHERN QUEENSLAND

FORM 2

Reported to:

☐ Child Safety

☐ Queensland Police Service

Relevant RIS

Relevant CPIU

Date reported

Date reported

Any additional information or comments?

Additional information emailed as an attachment to the report ?

☐ Yes
 ☐ No

If yes, please list

Principal Name

Principal Signature

Date

ACTION TO BE TAKEN Save form before emailing as outlined below; Attach Form 2 to email.

Report to Director of Professional Standards Anglican Church Southern Queensland

Email:

dops@anglicanchurchsq.org.au

Date emailed

Copy to Chair of School/College Council or delegate

Name:

Date emailed

Inappropriate Behaviour Report Form

DIRECTOR OF PROFESSIONAL STANDARDS
ANGLICAN CHURCH SOUTHERN QUEENSLAND

FORM 3

To be completed by the staff member **immediately** after receiving or becoming aware of allegations of inappropriate behaviour / conduct of a staff member or volunteer towards a student. The completed form is to be provided to the Principal. If the allegations relate to the Principal then the form is to be provided to the Chair, College / School Council. A copy is to be e-mailed to the Director, Office of Professional Standards, Anglican Church Southern Queensland dops@anglicanchurchsq.org.au

Date

School Phone number Fax number

School Address Suburb/Town State Postcode

Principal Name Contact Phone Email address

Reporter Name Position Contact Phone Email address

Date concerns identified

DETAILS OF STUDENT/S MAKING ALLEGATION OF INAPPROPRIATE BEHAVIOUR

Student 1:

Surname Given names Alias/s (last name, first name)

Date of Birth ☐ Male ☐ Female Year level Phone number Student's personal mobile

Is there another student for this report? ☐ Yes ☐ No

PRIVATE AND CONFIDENTIAL

Inappropriate Behaviour Report Form
Reporting allegation or incident involving a staff member or volunteer
 DIRECTOR OF PROFESSIONAL STANDARDS
 ANGLICAN CHURCH SOUTHERN QUEENSLAND

FORM 3

PERSON ALLEGATION IS MADE AGAINST

Person 1: ☐ Teacher ☐ Non-Teacher ☐ Volunteer

Surname

Given names

School

Position/Role

Work number

Mobile number

Do the allegations relate to another person?

☐ Yes ☐ No

ALLEGATION DETAILS

Details of allegation - Please include: Time and date of incident/s, outline the allegation, any disclosures made by student, any previous incidents of inappropriate behaviour.

Parent/carer's knowledge of incident and their response if known

Details of anyone else who may have information about the inappropriate behaviour - Please include name/s and contact details of other persons who may have information



PRIVATE AND CONFIDENTIAL

Inappropriate Behaviour Report Form
Reporting allegation or incident involving a staff member or volunteer
DIRECTOR OF PROFESSIONAL STANDARDS
ANGLICAN CHURCH SOUTHERN QUEENSLAND

FORM 3

Details of action taken

Has the School allocated a staff member to investigate this complaint? ☐ No ☐ Yes

Any additional information or comments?

Additional information provided as an attachment?

☐ No ☒ Yes

Reporter Name

Reporter Signature

Date

ACTION TO BE TAKEN Save form before emailing as outlined below; Attach Form 3 to email.

Report to Director of Professional Standards Anglican Church Southern Queensland

Email: dops@anglicanchurchsq.org.au

Date emailed

Copy to Chair of School/College Council or delegate

Name:

Date emailed

E-Referral Form

The information contained in this form is provided with the consent of the family, or, the referrer is from a particular prescribed entity and the information is provided in accordance with section 159M and 159C of the Child Protection Act 1999 in order to offer help and support to the family.

All of the following conditions must be met to make a referral to a service:

☐ At least one of the following two conditions is true:

- You are a "particular prescribed entity" in accordance with section 159M of the Child Protection Act 1999 OR
- You have obtained consent to share personal or family details with the service

☐ The referred family has a child unborn to 18 years of age, and

The family have a child who is an unborn to under 18 years of age. Note: any information sharing regarding an unborn child must occur with the consent of the pregnant woman.

☐ The child is not currently in need of protection, and

The children listed in the referral are not currently subject to intervention with Child Safety.

☐ Without support the child, young person and family are at risk of entering or re-entering the statutory child protection system, and

The family are at risk of requiring intervention by Child Safety if support is not provided to meet their needs and prevent concerns from escalating.

☐ The family would benefit from access to intensive and specialist support services, and

The family would benefit from receiving intensive and specialist support.

☐ The family has multiple and complex needs.

The family is experiencing multiple or chronic, complex problems requiring intensive and holistic case management support services. Consider that a single need can be complex and require an intensive response if the need is impacting multiple aspects of the family unit.

Possible indicators of complex and multiple needs include:

- A combination of multiple concerning conditions such as substance misuse, mental health concerns, family violence, cognitive or physical impairment, poverty, child with special needs.
- One or more concerning conditions that have been present for a long period of time, especially if previous efforts to address the condition(s) did not improve conditions.
- Logistic barriers to successfully engaging in change such as lack of transportation or financial resources or severe isolation.

Child Protection Guide recommendation

- ☐ Refer to Family and Child Connect
- ☐ Refer to intensive family support service
- ☐ N/A Child Protection Guide not used

Referrer details

Particular prescribed entity under <i>Child Protection Act 1999</i> <input type="checkbox"/> Child Safety and Disability Services <input type="checkbox"/> Adult Corrective Services <input type="checkbox"/> Education <input type="checkbox"/> Housing <input type="checkbox"/> Police <input type="checkbox"/> Disability Services <input type="checkbox"/> Community Services <input type="checkbox"/> Public Health <input type="checkbox"/> Mater Health Services <input type="checkbox"/> A health service within the meaning of <i>Hospital and Health Board Act 2011</i> <input type="checkbox"/> The principal of a school that is accredited, or provisionally accredited, under the <i>Education (Accreditation of Non-State Schools) Act 2001</i>			Other referrer:	
Date of referral	Agency name	Contact Name	Telephone	Email
Note: The agency may need to contact you if further information is required. Please add any other information (e.g. best time of day to contact you):				
Details of alternative contact person (if required):				
Consent: Has the family provided their consent for this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No Name of parent/s who provided consent (if applicable): Date of Consent:				
Are all family members willing to engage with support services? <input type="checkbox"/> Yes <input type="checkbox"/> Unknown, comments: <input type="checkbox"/> No, comments:				
Other: Please provide details of known risks to support a worker's safety: If there are concerns about domestic and family violence, is there a phone number or particular time when it's safer to contact the victim of the violence to offer support?				
Referral details				
Previous referral: Are you aware of a previous referral for the family? <input type="checkbox"/> Yes <input type="checkbox"/> No Details of previous referral including which service the family were referred to:				
Child/young person details (Copy and paste table to insert additional children)				
Agency reference number	Given names	Last name (including alias)	Aboriginal & Torres Strait Islander status <input type="checkbox"/> Aboriginal but not Torres Strait Islander <input type="checkbox"/> Both Aboriginal & Torres Strait Islander <input type="checkbox"/> Neither Aboriginal nor Torres Strait Islander <input type="checkbox"/> Not Specified <input type="checkbox"/> Torres Strait Islander but not Aboriginal <input type="checkbox"/> Unknown	
Date of birth / Estimated Age Or <input type="checkbox"/> Child is unborn*	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Intersex or Intermediate <input type="checkbox"/> Unknown <input type="checkbox"/> Not Specified			

Cultural Background		Primary Language		Is an interpreter required including an interpreter for a hearing or speech impairment?	<input type="checkbox"/> Yes <input type="checkbox"/> No Details
Disability	Details	Education facility or child care details		Address (enter full address details including contact Ph. Number)	
Contact number/s:					

* Only include information about an unborn child/ren where the pregnant woman has consented to sharing the information

Family and significant others details (Copy and paste table to insert additional family and significant others)					
Relationship to child/ren					
Agency reference number:		Given names		Last name (including alias)	
Date of birth / Estimated Age		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Intersex or Intermediate <input type="checkbox"/> Unknown <input type="checkbox"/> Not specified	Aboriginal & Torres Strait Islander status	<input type="checkbox"/> Aboriginal but not Torres Strait Islander <input type="checkbox"/> Both Aboriginal & Torres Strait Islander <input type="checkbox"/> Neither Aboriginal nor Torres Strait Islander <input type="checkbox"/> Not Specified <input type="checkbox"/> Torres Strait Islander but not Aboriginal <input type="checkbox"/> Unknown
Cultural Background		Primary language		Is an interpreter required including an interpreter for a hearing or speech impairment?	
Disability?	Details	Street address			
Contact number/s:					
Care arrangements or alternate care arrangements					
If the child/ren reside in multiple households, outline current care arrangements such as weekly care arrangements between both parents					

What concerns do you have about the family prompting this referral?

What support do you think the family will benefit from?

Has the family discussed how they would like things to improve?

Family strengths and worries

Each topic represents an area of a child's wellbeing that a family may require support with, or where they may already be coping. Each area helps to identify what level of support and which support services will assist a family to address risks related to a child's wellbeing. Please provide details in all areas that apply.

- An 'a' response indicates the family has adequate to exceptional functioning, skills or resources in the area.
- A 'b' response indicates the family is experiencing moderate to extraordinary need in the area.
- A 'c' response indicates that you have no known information or not enough information to determine whether the family has strengths or worries in the area. If at all possible, you should attempt to gather this information.

The examples given are intended to complement not replace professional judgement

(Parent/s and/or child/ren)	
Child/ren development and wellbeing: <input type="checkbox"/> a) Child/ren displays age appropriate development and positive indicators of general wellbeing <i>The child/ren has achieved most or all developmental milestones for age, demonstrates intelligence within normal range, relates well (for age) with peers and adults and is provided with developmentally appropriate learning and play opportunities and social activities.</i> <input type="checkbox"/> b) Child/ren displays developmental delays and indicators of negative impacts on their general wellbeing <i>The child/ren displays indicators that suggest negative impacts on the child's emotional, psychological or physical wellbeing such as insecurity, anxiety, increased aggression, difficulty with interpersonal skills, loss of interest in social or pleasurable activities, risk taking behaviours, decline in school performance, extreme attention seeking, avoiding adults, is self-critical, or expressing feelings of despair or hopelessness AND the parent/s are unresponsive to child/s concerns and expect others to respond to the child or are unwilling to support the child to change the situation.</i> <input type="checkbox"/> c) Unknown	
Strengths	Worries / concerns
Parenting skills: <input type="checkbox"/> a) Adequate parenting skills <i>Parent's display good knowledge and understanding, or adequate parenting patterns that are age-appropriate for the child in areas such as behaviour management, communication, protection and nurturing, awareness of child's needs around cultural identity and generally demonstrates the ability to prioritise the child's needs.</i>	

<input type="checkbox"/> b) Limited parenting skills <i>Parent/s need to improve basic parenting skills, parent/s have unrealistic expectations, demonstrates poor knowledge of age appropriate behaviour management strategies and/or lacks knowledge of child development that interferes with meeting the child's needs.</i> <input type="checkbox"/> c) Unknown	
Strengths	Worries / concerns
Domestic and Family Violence: Domestic and family violence is violent or abusive behaviour by a person towards someone who is their partner, ex-partner or co-parent, family member, carer or person they are providing care for. Domestic and family violence includes not only physical and sexual abuse, but also emotional and psychological abuse, economic abuse, threats, coercive behaviour, or any other behaviour that controls, dominates or causes fear for the safety and wellbeing of the direct victim or any other person, such as children. Note: If you are in any doubt as to whether violence and abuse with the household should be characterised as Domestic and Family Violence or a Household Relationship need. Select 'b' for both questions so that further assessment can be made <input type="checkbox"/> a) No evidence (including history) of domestic and family violence <i>There is no evidence (including historical) of domestic and family violence involving any member of the household.</i> <input type="checkbox"/> b) Evidence (including history) of domestic and family violence/ power and control relationships <i>If a member of the household has experienced or is at risk of experiencing domestic and family violence, whether or not the perpetrator is also a member of the household OR a member of the household has committed domestic and family violence, whether or not the target(s) of the behaviour are also members of the household.</i> <input type="checkbox"/> c) Unknown	
Strengths	Worries / concerns
Household relationships: Note: If you are in any doubt as to whether violence and abuse with the household should be characterised as Domestic and Family Violence or a Household Relationship need. Select 'b' for both questions so that further assessment can be made <input type="checkbox"/> a) Adequate household relationships <i>Relationships between household members are characterised as non-violent. Internal/external stressors may be present but the household is coping, there are generally positive interactions between the child and family members, the child has age appropriate attachments to family members and there are no indications of negative impacts on the child.</i> <input type="checkbox"/> b) Conflicted / disruptive relationships <i>Interactions between household members are consistently negative such that the parent/s pattern of adult relationships creates stress for the child, parent/s models dysfunctional ways of dealing with conflict and/or there is violence or emotional/verbal abuse within the household that does not appear to have the power and control pattern of domestic and family violence or when one person is fearful of the other.</i> <input type="checkbox"/> c) Unknown	

Strengths	Worries / concerns
<p>Social / community support network:</p> <p><input type="checkbox"/> a) Adequate social support network</p> <p><i>Parent/s regularly engages, or engages as needs arise, with appropriate support networks such as family, friends, cultural, religious and community groups to provide support and/or services, the child and family feel connectedness and do not experience conflict relating to cultural/community identity and the child generally relates well with extended family, other adults, peers and community members.</i></p> <p><input type="checkbox"/> b) Limited / no social support network</p> <p><i>Parent/s have limited or no support network, is isolated or is reluctant to use available support, does not create or use a family support network or, the current social/community/cultural support network contributes to isolation or family conflict having a negative impact on the child and family's functioning. OR The child has difficulty relating to adults, has few friends or a negative peer group in which friendships are volatile or has destructive influence on the child such as participation in illegal activity and the parent needs support to manage the negative impacts on their child.</i></p> <p><input type="checkbox"/> c) Unknown</p>	
Strengths	Worries / concerns
<p>Housing, food, clothing budgeting or basic household resources:</p> <p><input type="checkbox"/> a) Adequate household resources / stable housing</p> <p><i>Parent/s provide safe and stable or adequate housing, food, clothing and resources to meet the child's basic care needs.</i></p> <p><input type="checkbox"/> b) Limited household resources / housing instability / homelessness</p> <p><i>Parent/s provide housing but it does not meet the basic care needs of the child due to for example, poor sanitation, inadequate bedding, food or clothing OR the family is homeless and requires support to secure adequate housing.</i></p> <p><input type="checkbox"/> c) Unknown</p>	
Strengths	Worries / concerns
<p>Physical health including health conditions, disability:</p> <p><input type="checkbox"/> a) No health issues / disability affecting family functioning</p> <p><i>Parent/s have no current health concerns that affect family functioning and accesses regular health resources such as medical/dental AND the child has no major health problems and accesses medical attention when required.</i></p> <p><input type="checkbox"/> b) Health issues / disability affecting family functioning</p> <p><i>Parent/s have health conditions or concerns that affect family functioning OR The child has health conditions or problems requiring medical intervention for routine care, or, the child's health is impacted due to</i></p>	

behaviours such as poor hygiene/eating habits AND parent/s need support to meet the child's health needs <input type="checkbox"/> c) Unknown	
Strengths	Worries / concerns
Mental or Emotional health including anxiety, depression or self-harm: <input type="checkbox"/> a) Emotional stability Parent/s demonstrate realistic judgement, emotional responses consistent with circumstances, resiliency, has a positive/hopeful attitude OR Parent/s may have a diagnosed mental health condition but is effectively managing the condition and the condition does not impair their ability to safely parent AND the child displays coping skills and usually maintains healthy and appropriate emotional functioning. <input type="checkbox"/> b) Emotional instability Parent/s display symptoms indicative of a mental/emotional health concern for example, depression or anxiety, the parent has difficulty dealing with situations stress/problems, parent/s have a diagnosed mental health condition that is not being managed which has a negative impact on their ability to meet their child's needs, OR The child has difficulty dealing with problems which impairs functioning in home/school/community or exhibits emotional instability such as depression/suicidal ideation/threats/self-harming behaviours AND parent/s need support to manage their child's mental/emotional health. <input type="checkbox"/> c) Unknown	
Strengths	Worries / concerns
Alcohol and drug use: <input type="checkbox"/> a) No substance abuse or misuse issues Alcohol and prescribed drug use is appropriate and does not negatively affect parenting skills and functioning or parent/s have history of drug misuse however not currently using and past abuse does not negatively affect parenting skills or functioning AND child has not used alcohol or drugs or has minor experimentation with alcohol and drug use however there are no current problems or ongoing impact on school/community/family/work, or if there are current problems, the parent/s are able to manage this without additional support. <input type="checkbox"/> b) Substance abuse or misuse issues Parent/s continue to misuse alcohol or drugs despite negative consequences in their life including use to the extent that impedes their ability to meet their or their child's care needs, or child's current drug and alcohol use results in disruptive functioning, behaviour, legal problems, physical harm, discord in relationships in school/community/family/work AND the parent/s need support to achieve, or support to help their child to achieve, abstinence or reduced use to an extent that does not negatively affect parenting skills and/or functioning. <input type="checkbox"/> c) Unknown	
Strengths	Worries / concerns
Identified strength or worry not listed above:	

Strengths	Worries / concerns

Please detail relevant history of previous contact with the family including previous attempts made to offer the family support and the parents response to the offer of support:
Are other services involved with this family? If so, please provide contact names & details:
Is there other information you would like to provide to inform the right support option for the family?



REQUEST FOR INTERVIEW FORM

Interviews with students for whom there are student protection concerns conducted by Department of Communities (Child Safety Services) and/or the Queensland Police Service on an Anglican school site without parental consent.

This form is to be completed by the Principal (or delegate) and retained confidentially at school level. File the form in a secure location with other school student protection documentation.

DETAILS OF REQUEST FOR INTERVIEW				
School name				
Child to be interviewed		DOB		Gender
Date of request for interview				
Time period within which contact is required	<input type="checkbox"/> Immediate/today <input type="checkbox"/> 0 < 5 days <input type="checkbox"/> 5 days – 14 days+			
Agency/agencies intending to interview child	<input type="checkbox"/> Child Safety Services <input type="checkbox"/> Queensland Police Services			
Officers who will interview the child	Name	Position	Agency	
RELEVANT SECTION OF THE CHILD PROTECTION ACT 1999 FOR REQUEST				
<input type="checkbox"/> Section 17, including that: <ul style="list-style-type: none"> It is in the child's best interests that the officer has contact with the child before the child's parents are told about the investigation The child's parents knowing in advance about the proposed contact with the child is likely to adversely affect or otherwise prevent the proper conduct of the investigation 				
PARENTAL CONTACT AND/OR CONSENT				
Interviews conducted under s.17 (1) (b) (i) and/or (ii) As per s.17 (4) of the <i>Child Protection Act</i> 1999 an officer of the <input type="checkbox"/> Department of Communities (Child Safety Services) <input type="checkbox"/> Queensland Police Service will, as soon as practicable after the officer has had contact with the child, tell at least one (1) of the child's parents that the officer has had contact with the child and the reasons for the contact.				
Interviews that DO NOT fall under s. 17 (1) (b) (i) and/or (ii) Has the child's parent been contacted by Child Safety Services or the Queensland Police Service in relation to the planned interview? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Note: An interview may proceed once the parent has been informed and has given consent. Where parents do not consent, the interview may not proceed.				

Anglican Church Southern Queensland	
Can the relevant school provide the child with a support person during the interview?	
<input type="checkbox"/> Yes	Outline any conditions of the support person's involvement in the planned interview
<input type="checkbox"/> No	A support person may not attend the interview. Reason/s for not allowing a support person to be present during the interview
DETAILS OF INTERVIEW	
Date and time interview conducted	
Location of interview	
Details of all persons present during the interview	
DETAILS OF PERSON COMPLETING FORM	
Name of Principal (or delegate)	Date:

APPENDIX E

QCoT: Notice under s. 76 **(Investigation)** template

QCoT: Notice under s. 77 **(Resignation)** template

QCoT: Notice under s. 78 **(Dismissal)** template

[ACERTAIN FROM QCoT NAME TO ADDRESS NOTICE TO]

Executive Manager Investigations
Queensland College of Teachers
PO Box 389
TOOWONG QLD 4066

[INSERT ADDRESS OF REPORTING SCHOOL]

Dear [INSERT NAME]

Delete as applicable (a) In accordance with Section 76 of the *Education (Queensland College of Teachers) Act 2005* please find below details in relation to action taken by [INSERT NAME OF SCHOOL/COLLEGE] regarding a person who is a teacher. (b) Whilst this information does not meet the thresholds for referral under Section 76, it is provided for your information.

School	[SCHOOL/COLLEGE NAME]	
Teacher	[FIRST NAME / SURNAME] Reg No: [REG NO]	Date of Birth: [D.O.B]
Investigation Commenced	[RECEIVED DATE]	
Allegation/s particulars	[ALLEGATION SUMMARY]	

Please find enclosed copies of relevant documentation as required under the notice.

I invite you to contact [INSERT CONTACT DETAILS IF APPROPRIATE] on telephone (07) [PHONE NUMBER] should you wish to discuss this matter further.

Yours sincerely

[Signature Block]

Cc: Director of Professional Standards, Anglican Church Southern Queensland - dops@anglicanchurchsq.org.au

[ASCERTAIN FROM QCoT NAME TO ADDRESS NOTICE TO]

Director

Queensland College of Teachers

PO Box 389

TOOWONG QLD 4066

[INSERT POSTAL ADDRESS OF REPORTING SCHOOL]

Dear [INSERT NAME]

In accordance with Section 77 of the *Education (Queensland College of Teachers) Act 2005*, please find below details in relation to a person who was a teacher.

Name of School	[SCHOOL/COLLEGE NAME]	
Name of Teacher	[FIRST NAME / SURNAME] Reg No: [REG NO]	Date of Birth: [D.O.B]
Date of Resignation	[DATE OF RESIGNATION]	
Particulars	[PARTICULARS]	
Reasons for Notice	[REASON FOR NOTICE]	

Copies of the following documents are attached.

[LIST COPIES OF DOCUMENTS RELATING TO THE RESIGNATION HERE]

- 1.
- 2.

I invite you to contact [INSERT CONTACT DETAILS IF APPROPRIATE] on telephone [PHONE NUMBER] should you wish to discuss this matter further.

Yours sincerely

[Signature Block]

Principal/Head

[ASCERTAIN FROM QCoT NAME TO ADDRESS NOTICE TO]

Director

Queensland College of Teachers

PO Box 389

TOOWONG QLD 4066

[INSERT POSTAL ADDRESS OF REPORTING SCHOOL]

Dear [INSERT NAME]

In accordance with Section 78 of the *Education (Queensland College of Teachers) Act 2005*, please find below details in relation to a person who was a teacher.

Name of School	[SCHOOL/COLLEGE NAME]	
Name of Teacher	[FIRST NAME / SURNAME] Reg No: [REG NO]	Date of Birth: [D.O.B]
Date of Dismissal Notice	[DATE OF RESIGNATION]	
Date of effect of dismissal	[EFFECTIVE DATE OF DISMISSAL]	
Reasons for Dismissal	[REASON FOR DISMISSAL]	

Copies of the following documents are attached.

[LIST COPIES OF DOCUMENTS RELATING TO THE DISMISSAL HERE]

- 1.
- 2.

I invite you to contact [INSERT CONTACT DETAILS IF APPROPRIATE] on telephone [PHONE NUMBER] should you wish to discuss this matter further.

Yours sincerely

[Signature Block]

Principal/Head

