



- (c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity

### **Health and Safety**

The School has written processes in place to enable it to comply with the requirements of the *Work Health & Safety Act 2011* (Qld) and the *Working with Children (Risk Management and Screening) Act 2000* (Qld).

### **Responding to Reports of Harm**

When the school receives any information alleging 'harm'<sup>1</sup> to a student (other than harm arising from physical or sexual abuse) it will deal with the situation compassionately and fairly so as to minimise any likely harm to the extent it reasonably can. This is set out in the school's Child Risk Management Strategy. Information relating to physical or sexual abuse is handled under obligations to report set out in this policy<sup>2</sup>.

### **Conduct of Staff and Students**

All staff, contractors and volunteers must ensure that their behaviour towards and relationships with students reflect proper standards of care for students. Staff, contractors and volunteers must not cause harm to students<sup>3</sup>.

### **Reporting Inappropriate Behaviour**

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

- Rebecca Sullivan (Dean of Students) or Nicolee Eiby (Head of Junior School)

or

- Jayne Acutt (Deputy Principal)<sup>4</sup>.

### **Dealing with Report of Inappropriate Behaviour**

A staff member who receives a report of inappropriate behaviour must report it to the Principal. Where the Principal is the subject of the report of inappropriate behaviour, the staff member must inform a member of the school's governing body<sup>5</sup>. Reports will be dealt with under the school's Complaints Handling Policy.

### **Reporting Sexual Abuse<sup>6</sup>**

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

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

then the staff member must give a written report about the abuse or suspected abuse to the Principal or to a director of the school's governing body immediately.

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<sup>1</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(7)*: the definition of 'harm' for this regulation is the same as in section 9 of the *Child Protection Act 1999 (Qld)*

<sup>2</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(1)*

<sup>3</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(1)*

<sup>4</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(2) and s.16(3)*

<sup>5</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(2)*

<sup>6</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(2)(c)*

The School's Principal or the director of the school's governing body must immediately give a copy of the report to a police officer.

If the first person who becomes aware or reasonably suspects sexual abuse is the school's Principal, the Principal must give a written report about the abuse, or suspected abuse to a police officer immediately and must also give a copy of the report to a director of the school's governing body immediately.

Please note that a director of the school's governing board may not delegate their director's function, this is the process of receiving a report and giving a report to a police officer under section 366 or 366A, to the Principal or any other staff member of the school. At Ipswich Girls' Grammar School, the directors of the school's governing board are aware that they cannot delegate this function and know that they will need to take responsibility for receiving a report and immediately giving a report to a police officer.

A report under this section must include the following particulars:-

- a) the name of the person giving the report (the **first person**);
- b) the student's name and sex;
- c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
- d) details of the abuse or suspected abuse;
- e) any of the following information of which the first person is aware:-
  - i. the student's age;
  - ii. the identity of the person who has abused, or is suspected to have abused, the student;
  - iii. the identity of anyone else who may have information about the abuse or suspected abuse<sup>7</sup>.

#### **Reporting Likely Sexual Abuse** <sup>8</sup>

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

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

then the staff member must give a written report about the suspicion to the Principal or to a director of the school's governing body immediately.

The school's Principal or the director of the school's governing body must immediately give a copy of the report to a police officer.

If the first person who reasonably suspects likely sexual abuse is the school's Principal, the Principal must give a written report about the suspicion to a police officer immediately and must also give a copy of the report to a director of the school's governing body immediately.

A report under this section must include the following particulars:-

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

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<sup>7</sup> *Education (General Provisions) Regulation 2017 (Qld) s.68*

<sup>8</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(2)(c)*

- iii. the identity of anyone else who may have information about suspected likelihood of abuse<sup>9</sup>.

### Reporting Physical and Sexual Abuse<sup>10</sup>

Under Section 13E (3) of the *Child Protection Act 1999*, if a doctor, a registered nurse, a teacher or an early education and care professional forms a 'reportable suspicion' about a child "in the course of their engagement in their profession", they must make a written report.

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.

The doctor, nurse, teacher or early education and care professional must give a written report to the Chief Executive of the Department of Child Safety, Youth and Women (or other department administering the *Child Protection Act 1999*). The doctor, nurse or teacher or early education and care professional should give a copy of the report to the Principal.

A report under this section must include the following particulars:-

- a) state the basis on which the person has formed the reportable suspicion; and
- b) include the information prescribed by regulation, to the extent of the person's knowledge<sup>11</sup>.

Note, the business hours (from 9am to 5pm Monday to Friday) contact number for the Ipswich Regional Intake Service is 1800 316 855. Outside of these hours, the Child Safety After Hours Service Centre can be contacted on phone freecall 1800 177 135 (Queensland only). More information regarding Child Safety Regional Intake Service can be found [here](#).

### Awareness

The school will inform staff, students and parents of its processes relating to the health, safety and conduct of staff and students in communications to them and it will publish these processes on its website<sup>12</sup>.

The communication methods utilised by IGGS to inform the School community are:-

- School newsletters
- School assemblies
- Staff meetings
- Student Handbook
- Staff Handbook
- School Intranet.

### Accessibility of Processes

Processes relating to the health, safety and conduct of staff and students are accessible on the school website and will be available on request from the school administration<sup>13</sup>.

### Training

The school will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will refresh training annually<sup>14</sup>.

### Implementing the Processes

The school will ensure it is implementing processes relating to the health, safety and conduct of staff and students by auditing compliance with the processes annually<sup>15</sup>.

<sup>9</sup> *Education (General Provisions) Regulation 2017 (Qld) s.69*

<sup>10</sup> *Education (Accreditation of Non- State Schools) Regulation 2017 (Qld) s.16(2)(d)*

<sup>11</sup> See *Child Protection Regulation 2011 (Qld) s.10* "Information to be included in report to chief executive".

<sup>12</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(a)*

<sup>13</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(b)*

<sup>14</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(c)*

<sup>15</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(d)*

### **Complaints Procedure**

Suggestions of non-compliance with the school's processes may be submitted as complaints under Ipswich Girls' Grammar School Complaint Handling Policy and Procedure.<sup>16</sup>

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<sup>16</sup> *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(5) and s.16(6)*

# Child Risk Management Strategy

<b>Purpose:</b>	The purpose of this strategy is to eliminate and minimise risk to child safety to ensure the safety and wellbeing of all students
<b>Scope:</b>	Students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements
<b>References:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Child Protection Act 1999 (Qld)</a></li> <li>• <a href="#">Education (General Provisions) Act 2006 (Qld)</a></li> <li>• <a href="#">Education (General Provisions) Regulation 2017 (Qld)</a></li> <li>• <a href="#">Education (Accreditation of Non-State Schools) Act 2017 (Qld)</a></li> <li>• <a href="#">Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)</a></li> <li>• <a href="#">Working with Children (Risk Management and Screening) Act 2000 (Qld)</a></li> <li>• <a href="#">Working with Children (Risk Management and Screening) Regulation 2020 (QLD)</a></li> <li>• <a href="#">Education Services for Overseas Students (ESOS) Act 2000 (Cth)</a></li> <li>• <a href="#">Education (Overseas Students) Regulation 2014 (Qld)</a></li> <li>• <a href="#">Education (Queensland College of Teachers) Act 2005 (Qld)</a></li> <li>• <a href="#">Education and Care Services National Law (Queensland)</a></li> <li>• <a href="#">Education and Care Services National Regulations</a></li> <li>• <a href="#">Child and Youth Risk Management Strategy Toolkit</a></li> </ul>

## Policy Statement and a Statement about Commitment

Ipswich Girls' Grammar School is committed to the safety and wellbeing of students enrolled at the school. In accordance with sections 171 and 172 of the *Working with Children (Risk Management and Screening) Act 2000 (Qld)*, IGGS is dedicated to eliminating and minimising risks to child safety through this Strategy which includes and refers to various other policies and procedures to effectively ensure the safety and wellbeing of children in the school's care.

This Child Risk Management Strategy is evidence of IGGS's commitment to the safety and wellbeing of children and the protection of children from harm in fulfilment of the requirements of section 3(1)(a) of the *Working with Children (Risk Management and Screening) Regulation 2011 (Qld)*.

## Implementation

In practice, IGGS's commitment to acting in accordance to the *Working with Children (Risk Management and Screening) Act 2000 (Qld)* ("the Act") to ensure the safety and wellbeing of students means that it will implement the measures outlined below in points 1 - 8.

### 1. Code of Conduct

IGGS's Employee Code of Conduct is evidence of fulfilment of the requirements of section 3(1)(b) of the Regulation.

Specific responsibilities include:

- Employees should avoid situations where they are alone in an enclosed space with a student.
- When physical contact with a student is a necessary part of the teaching/learning experience, employees must exercise caution to ensure that the contact is appropriate and acceptable. Employees must always advise the student of what they intend doing and seek their consent.

- Employees must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest in a student.
- Employees must not have a romantic or sexual relationship with a student.

This commitment is evidence of IGGs's fulfilment of the requirements of section 3(1)(b) of the Regulation.

## 2. Recruitment, Selection, Training and Management Procedures

IGGS's Employing New Staff Policy, Performance Management System and Enterprise Bargaining Agreement are evidence of fulfilment of the requirements of section 3(1)(c) of the Regulation.

- Ensure that its recruitment and selection procedures act to reduce the risk of harm to children from employees via:
  - Accurate position descriptions, including whether the successful applicant must be a teacher registered with the Queensland College of Teachers (who has been subject to relevant police and other safety checks), whether a Blue Card is necessary for the successful applicant, the responsibilities and supervision associated with the position, the nature and environment of the service provided to children, and the experience and qualifications required by the successful applicant
  - Advertising the position with a clear statement about the school's commitment to safe and supportive work practices and identifying that candidates will be subject to a teacher registration check or Blue Card screening, a police check, referee checks, identification verification and the requirement to disclose any information relevant to the candidates' eligibility to engage in activities including young people
  - A selection process that includes assessing the application via an interview process and referee and other checks (as identified above) based on the accurate position description
  - A probationary period of employment, which allows the school to further assess the suitability of the new employee and to act as a check on the selection process
- Ensure that its training and management procedures act to reduce the risk of harm to children from employees via:
  - Management processes that are consistent, fair and supportive
  - Performance management processes to help employees to improve their performance in a positive manner
  - Supportive processes for staff when they are experiencing challenges, such as mentoring, mediation, conflict resolution, coaching, additional training, and external support and counselling services
  - An induction program which thoroughly addresses the school's policies and procedures, particularly its expectations regarding child risk management and to assist employees to understand their role in providing a safe and supportive environment for children
  - Training new and existing staff on an ongoing basis to enhance skills and knowledge and to reduce exposure to risks, as follows:
    - The school's policies and procedures
    - Identifying, assessing and minimising risks to children
    - Handling a disclosure or suspicion of harm to a child
  - Keeping a record of the training provided to employees
  - Exit interviews to assist the school to identify broader issues of concern that may impact on the safety and welling of children at the school.

This commitment is evidence of IGGs's fulfilment of the requirements of section 3(1)(c) of the Regulation.

### **3. Handling Disclosures or Suspicions of Harm**

Any of the types of concerns or reports below should be reported and managed under the IGGS Child Protection Policy and the Child Protection Procedure, as follows:

- All staff with concerns about sexual abuse or likely sexual abuse;
- Teachers with concerns of sexual or physical abuse; and
- All staff who have received a report of inappropriate behaviour by another staff member.

In accordance with the *Child Protection Act 1999*, if a staff member, teaching or non-teaching, is aware or reasonably suspects harm has been caused to a student under 18 years and the harm has not been reported under the Child Protection Policy, the staff member must report the harm to the school's Principal. The types of harm reported may include emotional or psychological abuse or neglect or sexual exploitation.

If the Principal is aware or reasonably suspects the harm has been caused and that the student is in need of protection, the Principal must report the harm or suspected harm to the Chief Executive of the Department of Communities, Child Safety and Disability Services (or other department administering the *Child Protection Act 1999*). In assessing whether a student is in need of protection, the Principal will consider the "Significant Harm Test" and the "Parent Willing and Able Test" as detailed in the IGGS Child Protection Procedure, as well as utilise the Department of Communities, Child Safety and Disability Services' Child Protection Guide resource.

Please refer to the IGGS Regulation Child Protection Procedure as well as to Independent Schools Queensland's Child Protection Decision Support Trees for information of the process for reporting all types of harm, including sexual abuse.

To report any type of harm, all staff members should use the Report of Suspected Harm or Sexual Abuse Form in Appendix 2 of this Strategy.

Furthermore, and in accordance with section 76 of the *Education (Queensland College of Teachers) Act 2005*, the Principal of IGGS will report to the Queensland College of Teachers any investigations into allegations of harm caused, or likely to be caused, to a child because of the conduct of a relevant teacher at the school.

This commitment is evidence of IGGS's fulfilment of the requirements of section 3(1)(d) of the Regulation.

### **4. Managing Breaches of this Child Risk Management Strategy**

IGGS is committed to appropriately managing breaches of this Child Risk Management Strategy in accordance with its other relevant policies as appropriate in the circumstances, such as its Child Protection Policy, Employee Code of Conduct, Dispute Resolution Policy and Procedures and Enterprise Bargaining Agreement or equivalent, and this is evidence of fulfilment of the requirements of section 3(1)(e) of the Regulation.

### **5. Implementing and Reviewing the Child Risk Management Strategy**

This Strategy in its entirety and its related policies and procedures are evidence of fulfilment of the requirements of section 3(1)(f)(i) of the Regulations relating to implementation.

The introduction to this Child Risk Management Strategy and the "Compliance and Monitoring" section below state IGGS's commitment to reviewing the Strategy annually and are evidence of fulfilment of the requirements of section 3(1)(f)(i) of the Regulation relating to review.

### **6. Blue Card Policies and Procedures**

IGGS's Blue Card Policy and Register are evidence of fulfilment of the requirements of section 3(1)(f)(ii) of the Regulation.



In particular, IGGS will:

- Require relevant perspective or current employees, volunteers, trainee students and school board members to apply for a Blue Card or Exemption Notice, and check the validity and appropriateness of any currently held notices as appropriate, in accordance with IGGS's position descriptions and the Act
- Complete an *Authorisation to confirm a valid card* application when necessary
- Submit a *Change in police notification* form when notified by employee that such a change has occurred
- Not allow a person to continue to work with children if their Blue Card or Exemption Notice is cancelled or suspended or a negative notice is received after a change of police information
- Submit a *No longer with organisation* form when appropriate
- Appoint a school contact person who will be responsible for managing the screening process and all related documentation and records
- Keep written records of all the above actions, decisions and outcomes, including the dates of expiry of Blue Cards and Exemption Notices
- Ensure that all information in relation to Blue Cards and Exemption Notices is kept confidential
- Act to remind employees to keep their Blue Card or Exemption Notice up to date.

This commitment is evidence of IGGS's fulfilment of the requirements of section 3(1)(f)(ii) of the Regulation.

## **7. High Risk Management Plans**

IGGS's Risk Management Framework is evidence of fulfilment of the requirements of section 3(1)(g) of the Regulation.

This commitment is evidence of IGGS's fulfilment of the requirements of section 3(1)(g) of the Regulation.

## **8. Strategies of Communication and Support**

IGGS's commitment to making this Child Risk Management Strategy available to students, parents and employees via its enrolment package, employee handbook, school intranet site is evidence of fulfilment of the requirements of section 3(1)(h)(i) of the Regulation.

IGGS is committed to training employees in relation to risks to children and will conduct this training regularly via annual formal training events, informal updates at staff meetings and regular discussions between managers and their staff, and this is evidence of fulfilment of the requirements of section 3(1)(h)(ii) of the Regulation.

### **Responsibilities**

IGGS is responsible for developing and implementing this Child Risk Management Strategy and related policies and procedures to ensure it fulfils its obligations.

All employees at IGGS are responsible for acting in compliance with this Child Risk Management Strategy and related policies and procedures.

### **Compliance and Monitoring**

IGGS is committed to the annual review of this Strategy. IGGS will also record, monitor and report to The Board of Trustees, the Senior Executive Team and others as appropriate at IGGS regarding any breaches of the Strategy.

In addition, IGGS is committed to other various compliance and monitoring arrangements made under relevant policies and procedures.

### **Related Documents**

- Ipswich Girls' Grammar School Child Protection Policy
- Ipswich Girls' Grammar School Complaint Handling Policy and Procedure
- Ipswich Girls' Grammar School Blue Card Register
- Ipswich Girls' Grammar School Risk Management Framework
- Ipswich Girls' Grammar School Child Protection Procedures
- Ipswich Girls' Grammar School Dispute Resolution Procedures
- Ipswich Girls' Grammar School Employee Code of Conduct
- Ipswich Girls' Grammar School Recruitment Policy
- Ipswich Girls' Grammar School Professional Learning Policy
- Ipswich Girls' Grammar School Performance Management System
- Ipswich Girls' Grammar School Blue Card Policy

### **Helpful Links**

- Independent Schools Queensland's [Child Protection Decision Trees](#)
- Department of Children, Youth Justice and Multicultural Affairs [Child Protection Guide](#) Resource

### **Appendices**

- Appendix 1 - Child Protection: Summary of Reporting Harm from Independent Schools Queensland (ISQ)
- Appendix 2 - Report of Suspected Harm or Sexual Abuse Form
- Appendix 3 - Child Protection Decision Tree for non-teaching staff from Independent Schools Queensland (ISQ)
- Appendix 4 - Child Protection Decision Tree for Principals and Board Directors from Independent Schools Queensland (ISQ)
- Appendix 5 - Child Protection Decision Tree for Teachers from Independent Schools Queensland (ISQ)
- Appendix 6 - Child Protection Decision Tree for Volunteers from Independent Schools Queensland (ISQ)

# Appendix 1

## Child Protection SUMMARY OF REPORTING HARM

WHO	ABUSE TYPE	TEST	REPORT TO	LEGISLATION
All staff	Sexual	Awareness or a reasonable suspicion Sexually abused or likely to be sexually abused	Principal, through to Police	EGPA, sections 366 and 366A
Teacher	Sexual and physical	Significant harm Parent may not be willing and able	Confer with Principal, report to Child Safety	CPA, sections 13E and 13G
All staff	Physical, psychological, emotional, neglect, exploitation	Significant harm Parent may not be willing and able	Principal, through to Child Safety	Accreditation Regulations, section 16
All staff	Any	Not of a level that is otherwise reportable to Child Safety, refer with consent	Principal, through to Family and Child Connect	CPA, sections 13B and 159M
Principal	Any	Not of a level that is otherwise reportable to Child Safety, refer without consent	Family and Child Connect	CPA, sections 13B and 159M
Any member of the public	Any	Significant harm Parent may not be willing and able	Child Safety	CPA, section 13A
Any adult*	A child sexual offence against a child by another adult	Reasonable belief and, at the relevant time, the child is or was: – under 16 years; or – a person with an impairment of the mind	Police	Criminal Code section 229BC (not yet in force)

\* This obligation is fulfilled if the adult has already reported the information under any of the previous provisions, or believes on reasonable grounds that another person has done or will do so.

## Appendix 2

### Private and Confidential Report of Suspected Harm or Sexual Abuse or likely to be Sexually Abused

Date:
School:
School Phone:
School Fax:

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

FAMILY DETAILS	
Parent/caregiver 1:	Relationship to Student:
Address (if different from student):	
Phone: (H):	(W):
	(M):
Parent/caregiver 2:	Relationship to Student:
Address (if different from student):	
Phone: (H):	(W):
	(M):
Is the student in out of home care: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Are there any Family Court or Domestic Violence Orders in Place? Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>	

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

PROVIDE ALL INFORMATION YOU HAVE WHICH LED TO THE SUSPICION OF HARM OR ABUSE (Attach extra pages if necessary).
<p><b>Details of any harm and/or sexual abuse to the student</b> - please include: Time and date of the incident; location of the incident; source of information; details of person alleged to have caused the harm or sexual abuse; physical appearance of any injury; immediate and ongoing safety concerns; any disclosures made by student; any previous incidents of harm; behavioural indicators of harm; presence of any medical needs or developmental delays; and if the information relates to an unborn child, the alleged risk to the unborn child.</p>
<p><b>Please indicate the identity of anyone else who may have information about the harm or abuse</b></p>

Additional information provided as an attachment    YES     NO

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

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

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

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

# Appendix 3

I am a staff member at a school, other than a teacher\*



During the course of my engagement I have become aware or formed a reasonable suspicion that a child has been harmed or is likely to be harmed.

A student is being harmed, or is likely to be harmed due to:  
Sexual abuse  
Physical abuse  
Psychological/emotional abuse  
Neglect  
Or is the victim of a child sexual offence.  
*s366 and 366A of EGPA; Criminal Code 229BCs;  
13E of CPA; and s16(2)(a) of Accreditation Regulation*

Complete the school report form



**Immediately** give the report to the Principal or a Director of the school's governing body.

If the report relates to sexual abuse or likely sexual abuse the Principal or a Director of the school's governing body will report this to the police immediately under the EGPA

They will also assess if a report to Child Safety or a referral to FaCC is required, as soon as is reasonably practicable, under the CPA and/or School Policy

## Child Protection Decision Tree

### FOR NON-TEACHING STAFF

\*Teacher means an approved teacher under the *Education (Queensland College of Teachers) Act 2005* employed at a school

# Appendix 4

## Child Protection Decision Tree FOR PRINCIPALS AND BOARD DIRECTORS

I am the Principal or Board Director of a school.



During the course of my engagement, I have become aware (complete the school report form), or I have received a report from a staff member or volunteer, that there is a reasonable suspicion that a child has been harmed or is likely to be harmed.

A student is being sexually abused or is likely to be sexually abused, or is the victim of a child sexual offence.  
*s366 and 366A of EGPA; and Criminal Code 229BC*

NO

A student is being harmed due to physical, psychological or emotional abuse or neglect, or that a child is likely to be harmed in such a way.  
*s13E of CPA and s16(2)(a) of Accreditation Regulation*

YES



**Immediately** report to police and give a copy to the school's governing body

**SIGNIFICANT HARM TEST FULFILLED?**  
The child has suffered, is suffering, or is at an unacceptable risk of suffering, significant harm.  
Use the Online Child Protection Guide

Check if a report also needs to be made to Child Safety under the CPA

YES

NO

**PARENT TEST FULFILLED?**  
The child may not have a parent, willing and able, to protect them from harm.  
Use the Online Child Protection Guide



Principal may refer to FaCC with or without consent under the CPA

**IS THE HARM BEING CAUSED BY A TEACHER?**  
If so, you have additional notification obligations under the QCT Act.

YES

NO



Report to Child Safety as soon as reasonably practical.  
*CPA; and/or school policy*

CPA: Child Protection Act 1999  
EGPA: Education (General Provisions) Act 2006  
FaCC: Family and Child Connect  
QCT: Education (Queensland College of Teachers) Act 2005  
Accreditation Regulation – Education (Accreditation of Non-State Schools) Regulation 2017

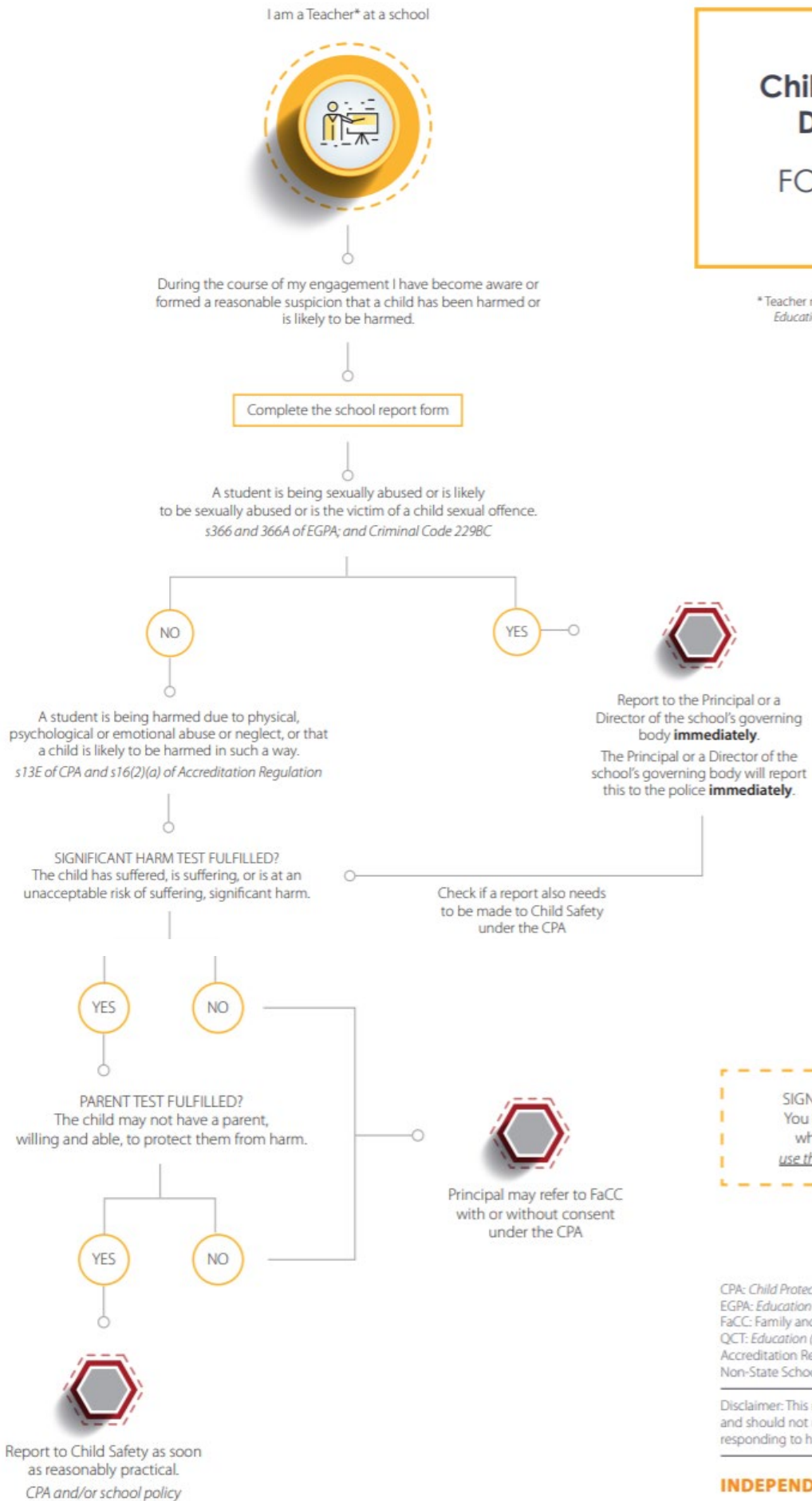
Disclaimer: This resource is intended as a guide only and should not replace a school's written processes for responding to harm.

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# Appendix 5

## Child Protection Decision Tree FOR TEACHERS

\* Teacher means an approved teacher under the Education (Queensland College of Teachers) Act 2005 employed at a school



SIGNIFICANT HARM/PARENT TEST  
You can confer with your Principal when applying these tests and use the Online Child Protection Guide

CPA: Child Protection Act 1999  
EGPA: Education (General Provisions) Act 2006  
FaCC: Family and Child Connect  
QCT: Education (Queensland College of Teachers) Act 2005  
Accreditation Regulation – Education (Accreditation of Non-State Schools) Regulation 2017

Disclaimer: This resource is intended as a guide only and should not replace a school's written processes for responding to harm.



# Appendix 6

## Child Protection Decision Tree FOR VOLUNTEERS



# Child Protection Policy Acknowledgement

Staff are required to sign a register at Reception indicating that they have read and understand this policy.

Last Reviewed	January 2021
Due for Review	January 2022

