



Bundaberg Christian College
Education with Wisdom

BCC Child Protection Policy

“EDUCATION WITH WISDOM”

“**Wisdom** is supreme; therefore, get wisdom. Though it cost all you have, get **understanding**.”
(Proverbs 4:7)

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Respect | Integrity | Servanthood | Excellence

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1. Purpose

The purpose of this policy is to provide written processes about –

- a) how the school will respond to harm, or allegations of harm, to students under 18 years; and
- b) the appropriate conduct of the school's staff and students

to comply with legislative and accreditation requirements.

2. Scope

This policy applies to all Board members, students, employees including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Bundaberg Christian College, as well as parent and carers.

It covers information about the reporting of harm, inappropriate behaviour, actual or likely sexual abuse of a child, child sexual offences, harassment and self-harm of a child. The terms child and children in this policy refer to individuals under 18 years of age, unless otherwise expressly stated.

3. References

References to legislation are references to that Act or Regulations as amended.

Child Protection Act 1999 (Qld)

Child Protection Regulation 2023 Education (General Provisions) Act 2006 (Qld)

Education (General Provisions) Regulation 2017 (Qld)

Education (Accreditation of Non-State Schools) Act 2017 (Qld)

Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

Working with Children (Risk Management and Screening) Act 2000 (Qld)

Working with Children (Risk Management and Screening) Regulations 2020 (Qld)

Criminal Code Act 1899 (sections 229BB and 229BC)

Work Health and Safety Act 2000 (Qld)

4. Related Policies

BCC Child Risk Management Strategy (for the Working with Children (Risk Management and Screening) ACT 2000 (Qld))

BCC Work Health and Safety Policy (for the Work Health and Safety Act 2011 (QLD))

BCC Anti-Bullying Policy

BCC Complaints Handling Policy

BCC Staff Code of Conduct Policy

Child Protection Reporting Form

5. Health and Safety

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

6. Statement of Commitment

The College is committed to the safety and wellbeing of all students in its care. In order to support this commitment, the College is dedicated to educating staff and students and ensuring accurate implementation and regular review of its policies, procedures and guidelines which have been put into place to effectively address risks to student safety and to establish a safeguarding culture and practice.

7. Roles and Responsibilities

Board of Directors

The Board retains ultimate responsibility for student protection within the College and has the responsibility

for the regular review and monitoring of this Policy to ensure compliance with legislation and best practice. The Board will receive, consider and action (as appropriate) student protection reporting from the Principal and other Staff.

Principal

In this Policy, the Principal is responsible for implementing this Policy and ensuring all Staff are regularly trained annually in the application of this Policy and for maintaining a culture of constant vigilance and awareness of this Policy throughout the College. The Principal will also receive, consider and action (as appropriate) student protection reporting from students, parents and other Staff.

Staff

In this Policy, Staff are responsible for understanding and applying this Policy and the Procedures, participating in annual training relating to this Policy, and seeking support and guidance as necessary on how to effectively support children's safety and wellbeing.

Students

Students are encouraged to participate in conversations around safety and protection and to take a level of accountability for reporting that is appropriate to their age and capacity. However, the College recognises that the responsibility for safety and safeguarding ultimately sits with the adults responsible for their care, including parents and Staff of the College.

8. Guiding Principles

When the College receives any information alleging harm to a student, it will meet its reporting obligations and deal with the situation compassionately and fairly so as to minimise any likely harm to the extent it reasonably can.

In dealing with matters arising under this Policy, the College will uphold the following principles:

- a) At the College, the welfare and best interests of the student will always be the paramount consideration. The College will not tolerate conduct which exposes students to harm.
- b) The College will provide support for all parties involved in a matter being dealt with under this Policy, including students, parents and Staff as applicable. Such support might include professional counselling.
- c) The College will cooperate with external authorities as appropriate, including the Police and Child Safety Services.
- d) The College will inform parents as soon as practicable of matters involving their child, unless circumstances suggest it would not be in the student's interests to do so. The College will comply with all requests from the Police in this regard.
- e) The College will ensure that those making decisions are not biased by ensuring due process and natural justice principles are followed, and that any Staff members against whom allegations are made are informed of the allegations and that no adverse action is taken against a person unless the person is given prior notice of the allegations against them, and they have a fair opportunity to respond. However, the College may suspend a Staff member from their duties pending an investigation of allegations.
- f) The College will support an employee or volunteer who is the subject of an allegation of causing harm to a student which is proven to be false.
- g) The College will ensure there are at least two representatives of the College present at any interviews with a student, and that the student is supported by a parent or School counsellor as appropriate and practicable in the circumstances of the case. In cases of allegations of serious harm, the College may

choose to delay an interview to allow a properly qualified person to conduct the interview.

- h) All steps under the Policy will be carried out promptly. The College will keep the victim and the alleged perpetrator informed of progress to the extent that it is reasonable to do so.
- i) The College will observe appropriate confidentiality. The College is unable to guarantee absolute confidentiality since applicable legislation and its policies will require disclosing, internally and externally, certain details involved in responding to complaints.
- j) The College will keep a permanent confidential record of what has occurred, including in individual student files, Staff files and centrally, as appropriate. The College's Privacy Policy sets out how the College manages personal information provided to or collected by it that is covered by the *Privacy Act 1988* (Cth).
- k) The College will promote and respect the rights of its students to be heard, protected and supported, and the rights of students and their families to have their concerns resolved.
- l) If a respondent to an allegation is a Registered Teacher, the College will give notification to the Queensland College of Teachers, if required to do so under the *Education (Queensland College of Teachers) Act 2005* (Qld).
- m) The College will keep its insurer informed about incidents and developments where appropriate. All staff have an obligation to inform the Principal of any circumstance they become aware of which might give rise to a claim against the College.
- n) 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 students³.

9. Reporting Process

This section of the processes sets out a summary of the actions that must be taken if a staff member has concerns or suspicions, or makes allegations about abuse of, or harm to, a student or if there is a report of behaviour by a staff member that a student considers is inappropriate. In general terms the process for responding to and reporting student protection concerns is as follows:

- **Identify** child protection concerns through recognising the signs of abuse and harm, and through disclosures or receipt of information;
- **Report** the concerns according to the specific processes outlined in this document; **If in doubt, report it.**
- **Support** and remain focussed on the support needs of the student and liaise with the Principal around any planning or actions that are required.

If in the event that the College Principal is away, then the Principal will refer to their delegated College Management Team member.

Note that the purpose of the conferral process is to assist a staff member in determining whether there is a reasonable suspicion of abuse, harm or inappropriate behaviour which gives rise to an obligation to report. A Principal, for example, may have additional information about a student or their family. It is important for staff members to understand that while they may confer, conferring **does not** replace the staff member's obligation to report as detailed in these processes.

Confidentiality is an important element of the conferral process. Information sharing should be limited to appropriate colleagues (as detailed above) and to the extent necessary to respond to the safety and wellbeing of a student and to give effect to the processes outlined in this document.

9.1 Responding to Reports of Harm

When the College receives any information alleging 'harm'¹ 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 *BCC Child Risk Management Strategy*. Information relating to the mandatory reporting of harm as a result of physical or sexual abuse is handled

under the obligations to report set out in this document².

Responding to a disclosure

Staff members in schools are often the first people a student may tell when they are feeling unsafe, therefore it is important for staff members to be aware of how children/young people disclose and how to respond in the most appropriate manner.

If a student tells a staff member about abuse or harm to them or anyone else:

- Listen
 - Move to a suitable environment, free of distractions.
 - Be calm and patient - allow for the child to be heard.
 - Let the child use their own words - avoid asking leading questions.
 - Avoid “quizzing” the child about details of the abuse.
 - Don’t be afraid of saying the ‘wrong’ thing.
 - Listening supportively is more important than what you say.
- Reassure the child that it is okay to tell you what’s been happening.
 - Address any concerns about the child’s safety.
 - Reassure the child that they are not at fault and are not the cause of any distress you may feel.
- Respect that the child may only reveal some details.
 - Acknowledge the child’s bravery and strength.
 - Avoid making promises you can’t keep - manage the child or young person’s expectations.
 - Explain to the child that in order for them to be safe you will need to report their experience to someone else.

NOTE: Staff members must not photograph student injuries or audio/ video record the discussion with the student – this is the role of the Police.

Remember - it is not a school staff member’s role to investigate suspicion of an unacceptable risk of abuse/ harm from any source, but rather to report a reasonable suspicion of abuse or harm in accordance with the student protection processes. It is the role of officers of the Queensland Police Service and qualified officers of the Department responsible for Child Safety to investigate and collect evidence in the required circumstances, such as conducting interviews with students.

Only ask enough questions to help you decide whether you have honest and reasonable grounds to form a suspicion of harm/abuse or an unacceptable risk of harm/abuse.

¹ 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)

² Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(1)

As soon as possible after the disclosure, make detailed relevant notes about any signs, disclosures, injuries, and behaviours that caused you to be concerned for the student's safety or wellbeing.

Any response must be focused on the best interests of the student. As such, the immediate support needs of a student are the priority and staff members must act promptly to raise the concerns with the Principal.

9.2 Observations of student behaviour

In general terms, something may be wrong if you observe student behaviour such as:

- nervousness/withdrawal;
- passivity/excessive compliance;
- evidence of deterioration in peer relationships and/or generally poor peer relationships;
- trouble concentrating at school/unexpected drop in school academic performance;
- frequent absences from school without substantiated or acceptable explanations;
- being extremely aggressive, stealing or running away;
- evidence of extreme or continually aroused emotional states;
- out of character behaviour;
- behaviour that is not age appropriate or typical of peer behaviour;
- in younger students: separation anxiety, changed eating patterns;
- in older students: drug/alcohol use, sexual promiscuity, self-harm or reckless and risk-taking behaviour.

9.3 Reporting Inappropriate Behaviour

If a student discloses the behaviour of a staff member/parent/volunteer/another student/another member of the community to be inappropriate, the student is advised to report the behaviour to:

- a) **Child Protection Officers** (Senior Chaplain, JS Chaplain, Psychologist, Learning Enrichment Leaders) Ph: 07 4132 5800; or
- b) The Principal, Deputy Principal, Head of Junior School or Head of Middle and Senior School; or
- c) to a BCC staff member that they trust.⁴

Dealing with Reports 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 the Board Chair⁵. If the reported conduct does not fall within the scope of this policy, it will be dealt with under the *BCC Complaints Handling Policy*.

9.4 Reporting Sexual Abuse ⁶

- a) Section 366(2) 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 College that:
 - a) a student under 18 years attending the College;
 - b) a kindergarten aged child registered in a kindergarten learning program at the College;
 - 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 College; and
 - ii. is not enrolled in the preparatory year at the College;

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 (board@bcc.net.au) immediately.

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

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

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

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

The Principal or the Director must immediately give a copy of the report to a police officer.

If the Principal is the first person who becomes aware or reasonably suspects sexual abuse, they must give a written report about the abuse or suspected abuse to a police officer and to the Board Chair (board@bcc.net.au) 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, date of birth and sex;
- c) the student's contact details
- d) the student's residential address
- e) the student's school name and address
- f) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
- g) particulars about the harm to which the reportable suspicion relates
- h) the identity of the person who has abused, or is suspected to have abused the student
- i) the identity of anyone else who may have information about the abuse or suspected abuse⁷.
- j) The College's Child Protection reporting form should be used.

9.5 Reporting Likely Sexual Abuse ⁸

Section 366A 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 College, that any of the following is likely to be sexually abused by another person:

- a) a student under 18 years attending the College;
- b) a kindergarten-aged child registered in a kindergarten program at the College;
- 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 College; but
 - ii) is not enrolled in the preparatory year at the College

then the staff member must:

1. Immediately complete a written report and give this to the Principal or the Board Chair
2. When the Principal receives a written report from a staff member about likely sexual abuse of a child, they must give a copy of the written report to a police officer **and** to the Board Chair immediately
3. The staff member will keep and take all reasonable steps to protect all appropriate records of their decisions and actions
4. The Principal will confirm the submission of the staff member's report as a matter of urgency
 - This fulfils the staff member's duty to report, as they have been advised that the Police are aware of the concern.

If the staff member who becomes aware or reasonably suspects likely sexual abuse is **by** the Principal:

1. They must provide a written report directly to the Board Chair of their concern, immediately to the following email address: board@bcc.net.au.

⁷ *Education (General Provisions) Regulation 2006 (Qld) s.68*

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

2. When the Reporting Director of the College Board receives a written report from a staff member about likely sexual abuse of a child, they must give a copy of the written report to a police officer immediately.

If the Principal is the staff member who becomes aware or reasonably suspects likely sexual abuse, he/she must give a written report about the suspicion to a police officer and the Board Chair 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, date of birth and sex;
- c) the student's contact details
- d) the student's residential address
- e) the student's school name and address
- f) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
- g) particulars about the harm to which the reportable suspicion relates
- h) the identity of the person who has abused, or is suspected to have abused the student
- i) the identity of anyone else who may have information about the abuse or suspected abuse⁹.
- j) The College's **Child Protection Reporting Form** should be used.

Note, that if a reasonable suspicion of sexual abuse or likely sexual abuse is formed, a report to the police is to be made even if there is a parent able and willing to protect the child from harm.

9.6 Reporting all other types of abuse or harm

Reporting significant harm or risk of significant harm to a student where there may not be a parent able and willing to protect the student from harm.

Mandatory reporting responsibilities for approved teachers and early childhood education and care professionals apply under section 13E of the *Child Protection Act 1999*, to make a report to the Department responsible for Child Safety when a teacher forms a 'reportable suspicion' about a child.

Reporting Physical and Sexual Abuse ¹⁰

Under Section 13E (3) of the *Child Protection Act 1999*, if a doctor, a registered nurse, a teacher or an early childhood 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 harm.

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

A report under this section must include the following particulars:

- a) the basis on which the person has formed the reportable suspicion¹¹;
- b) the child's name, age and sex descriptor;
- c) details of how to contact the child;
- d) details of the harm to which the reportable suspicion relates;
- e) particulars of the identity of the person suspected of causing the child to have suffered, suffer, or be at risk of suffering, the harm to which the reportable suspicion relates;

⁹ *Education (General Provisions) Regulation 2006 (Qld) s.69*

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

¹¹ *Child Protection Act 1999 s.13G (2)(a)*

- f) particulars of the identity of any other person who may be able to give information about the harm to which the reportable suspicion relates¹².

Where a staff member reasonably suspects a student has suffered, is suffering or is at unacceptable risk of suffering significant harm, due to sexual, physical, emotional/psychological abuse or neglect and may not have a parent able and willing to protect the student from the harm, then the staff member must make a written report of the concerns to the Principal.

Observations should be carefully documented, noting any physical, behavioural, or situational indicators of harm. Staff are encouraged to seek guidance from the Principal or Child Protection Officer (CPO) to confirm whether their concerns meet the threshold for a reportable suspicion, but this **does not replace their obligation to report**. Any written report must be clear, factual, and comprehensive, providing all relevant details to enable an appropriate response. Staff must act in a timely manner, ensuring their actions are guided by the best interests of the child while maintaining confidentiality throughout the process. In addition to submitting the report, staff should support the student by liaising with relevant College personnel to facilitate access to pastoral care, psychological support, or other assistance as needed. Records must be securely stored, and staff should continue to monitor the student for any further signs of distress, collaborating with the Principal or CPO to address ongoing needs.

Requirement to respond to harm or allegations of harm to students

In accordance with section 16 (1) of the *Education (Accreditation of Non-State Schools) Regulation 2017*, a school must have written processes to respond to harm or allegations of harm to a student. Therefore, in addition to the requirements outlined above, staff members must respond to any reasonable suspicion in accordance with the required processes that a child has suffered, is suffering or is at unacceptable risk of suffering, significant harm caused by emotional abuse, neglect, self-harm, or harm caused by others - for example, by other students or by other persons in the community.

Harm or risk of harm to a student caused by self-harm

Where a staff member forms a reasonable suspicion that a student has self-harmed or is at risk of self-harm, the first priority is the immediate safety of the student, and determining whether the self-injury or risk of self-injury is significant, for example, an injury requiring medical attention.

The priority in cases of significant self-harm is therefore meeting the immediate medical and psychological needs of the student, which may require the administration of first aid and/or immediate contact with emergency services or mental health services.

The staff member then raises the concern of self-harm with the Principal, and contact should be made with the student's parent/carer unless doing so places the student at further risk of harm. Where the staff member forms a reasonable suspicion that a student has suffered, is suffering or is at unacceptable risk of significant harm, as a result of self-harming behaviour AND may not have a parent able and willing to protect the student from harm, (for example refusing to support the student in accessing medical or psychological care), then a written report must be made in accordance with the reporting processes detailed as a 'concern of neglect'.

Clearance Letter

After a hospital visit or consultation with an external professional, the student must provide a **clearance letter** confirming their readiness to return to school and outlining any recommended supports or adjustments.

Harm or risk of harm to a student caused by another student

Where a staff member forms a reasonable suspicion that a student has been harmed or is at risk of being harmed by another student, the first priority is the immediate safety of the student, which will include determining whether the effect on the student is significant, *for example*, an injury requiring medical attention.

¹² See *Child Protection Regulation 2023 (Qld) s.4 "Information to be included in reports"*

Where there is a significant injury or immediate risk of significant injury to a student, the priority is meeting the medical and safety needs of the student, which may require the administration of first aid, immediate contact with emergency services and contacting the student's parent(s) or care-provider(s).

Allegations of bullying behaviours, including online behaviours, are managed in accordance with the *BCC Anti-Bullying Policy* and procedures. Where a staff member forms a reasonable suspicion that a student has suffered, is suffering or is at unacceptable risk of significant harm, as a result of student-to-student behaviours AND may not have a parent able and willing to protect the student from harm, (for example an inability to provide supervision for the student), then a written report must be made as per the College's child protection reporting process. The Principal will determine appropriate further actions, including notifying authorities if necessary.

Responding to student sexual behaviour

Sexual behaviours of various kinds may be evident in children, particularly in the early years. Some forms of sexual behaviour may be considered developmentally appropriate for the child's age and stage of development. Other behaviours may indicate that the child could have been exposed to inappropriate material or experiences (for example, reports of very young children knowing about and experimenting with oral sex). Resources such as those published by the Department responsible for Child Safety can assist in identifying age-inappropriate sexual behaviour. Suspicion that a student has been sexually abused may also be formed in some circumstances where a student exhibits concerning sexual behaviour. In these circumstances, a report to the Principal must be immediately made.

Harm or risk of harm to a student caused by a person not associated with the College or family

There may be some circumstances where a staff member becomes aware of a concern that a student has been harmed, or is at risk of harm, by a person not associated with the College or family. The procedure outlined in the relevant Child Protection - Decision Tree must be followed. Any further notifications are at the Principal's discretion.

Responding to allegations against staff members, including the Principal, Board Chair and volunteers

In accordance with section 16 (2) of the *Education (Accreditation of Non-State Schools) Regulation 2017*, a school must have a process for the reporting of staff behaviour that a student considers to be inappropriate. Additionally, a school must have a process to respond to the reported staff member's inappropriate behaviour. This process is detailed in the *BCC Complaints Handling Policy*.

Situations involving volunteers, or employees who are not staff members of the College

If the person against whom a report of inappropriate behaviour has been made is a volunteer or an employee who is not a staff member of the College, the Principal will take appropriate steps, with the relevant employer as necessary, to deal with the matter in a manner that is consistent with the procedures outlined in this document as they apply to a staff member of Bundaberg Christian College.

All staff members should report any concerns of inappropriate behaviour towards a student by a volunteer, or other employees who are not staff members of the College to the Principal.

Considering whether there is a parent able and willing to protect a student

Where there is no parent able and willing to protect a child from significant harm, then the Department responsible for Child Safety intervenes to ensure the safety of the child. This is therefore an important consideration when determining if a matter should be reported to the Department responsible for Child Safety. Conferring with a Child Protection Officer can be helpful when completing this assessment.

A parent must be able AND willing to protect the child from significant harm. In some cases, a parent may be willing to protect their child from significant harm, but they may not be able to do so, for example, the parent may be suffering from a severe mental health condition, physical illness or injury; or where existing court orders preclude the parent from taking protective action.

A parent may be able but not willing to protect their child, for example, where the parent continues in a relationship with a person who is sexually abusing their child and does not cease contact with the abusive

person.

In some circumstances, a parent may be both unable AND unwilling to protect their child from significant harm. An example of this is a parent who has significant substance misuse issues and continues a relationship with someone who sexually abuses or is violent to their child.

Advising parents

When a child protection report to the Queensland Police Service and/or the Department responsible for Child Safety is required, **it is important that parents are not contacted before** the child protection report is made.

If a child protection report submitted to Queensland Police Service and/or the Department responsible for Child Safety relates to suspected abuse or neglect by a member of the student's family, the Principal will only inform the parent(s) or carer(s) of the concern once confirmed as appropriate with the Queensland Police Service or the Department responsible for Child Safety. This is to ensure that any potential child protection or criminal investigation is not compromised.

How Parents and Volunteers inform the College of concerns

Parents or volunteers wishing to inform the school of concerns should contact the Principal, CPO, or a trusted staff member, either in person, via phone, or email. The College encourages parents and volunteers to provide detailed information about the issue, including any observations or specific incidents, to assist in assessing the matter effectively. If needed, the College will guide parents and volunteers on next steps, including accessing support services or external agencies, while keeping them informed about the process and maintaining privacy.

10. Contact Details for Making Reports to Regional Intake Service Contact

During business hours (from 9am to 5pm Monday to Friday) for the *Regional Intake Service* call **1300 679 849**. Outside of these hours, contact the *Child Safety After Hours Service Centre* on phone free call **1800 177 135** (Queensland only).

11. Responsibilities under the *Criminal Code Act 1899 (Qld)*

The *Criminal Code Act 1899* includes two offences that pertain to the failure to report a child sexual offence and the failure to protect a child against a child sexual offence. A child sexual offence is an offence of a sexual nature by an adult against a child under 16 years or a person with an impairment of the mind.

Failure to Report ¹³

Under section 229BC of the Code, all adults must report sexual offences against a child by another adult to the police as soon as reasonably practicable after the belief is, or ought reasonably to have been, formed. Failure to make a report, without a reasonable excuse, is a criminal offence. This offence applies to all adults inclusive of students 18 years or older, as well as parents/guardians and volunteers at the school. A reasonable excuse not to make a report under the *Criminal Code Act 1899* includes that a report has already been made under the *Education (General Provisions) Act 2006* (reporting sexual abuse or likely sexual abuse) and the *Child Protection Act 1999* (reporting significant harm or risk of significant harm) as per this policy.

Failure to Protect ¹⁴

Under section 229BB of the Code, all adults in positions of power or responsibility within institutions to reduce or remove the risk of child sexual offences being committed must take reasonable steps to protect children in their care from a child sexual offence. A failure to protect is an offence.

¹³ *Criminal Code Act 1899 (Qld) s.229BC*

¹⁴ *Criminal Code Act 1899 (Qld) s.229BB*

12. Child Protection Officer (CPO)

If a concern is reported to a Child Protection Officer other than the Principal/Board Chair, the Child Protection Officer must submit a Report to the Principal/Board Chair without delay unless the report of inappropriate behaviour is made against the Principal, in which case the Child Protection Officer must submit the Report Form to the Board Chair.

13. Maintaining Confidentiality

Confidentiality is a critical aspect of child protection processes and must be maintained at all times to protect the privacy and dignity of all individuals involved. Under the *Child Protection Act 1999 (Qld)* and other relevant legislation, any information about harm or suspected harm to a student, as well as details of reports or investigations, must be treated as strictly confidential. Staff should only share information on a need-to-know basis with authorised personnel, such as the Principal, Child Protection Officers, or relevant statutory authorities. Unauthorised disclosure of information is not only a breach of policy but may also constitute an offence under the law. Maintaining confidentiality ensures that sensitive information is handled with care, preserves the integrity of any investigation, and protects the rights and safety of the child and other parties involved.

14. Record keeping

Accurate and secure record keeping is essential to ensure compliance with child protection laws and the integrity of the reporting and investigation process. In accordance with the *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)* and the *Child Protection Act 1999 (Qld)*, all records related to harm or suspected harm must be documented thoroughly and maintained securely. This includes written reports, observations, correspondence, and actions taken.

Records should be factual, objective, and free from personal opinions, detailing all relevant information about the concern and the steps undertaken.

These records must be stored in a secure location with access restricted to authorised personnel only, such as the Principal or Child Protection Officers. Proper record keeping not only supports legal and procedural compliance but also ensures continuity of care and accountability in addressing child protection concerns.

The Royal Commission into Institutional Responses to Child Sexual Abuse (the Commission) has recommended retention of at least 45 years for records that may become relevant to an actual or alleged incident of child sexual abuse. The College will retain relevant documents in relation to sexual abuse on its information system for a period not less than 45 years.

15. Pastoral care and support

Pastoral care and support will be offered to the student/child and his/her family, to the staff member, employee or volunteer against whom the allegation has been made, and any others involved. The welfare and best interests of any students/children involved will be paramount and advice will be sought from the Principal or delegate about appropriate support for the student/child and his/her family.

16. Support and Referral Services

When students and families receive support services early, it can avoid the escalation of concerns towards statutory intervention by the Department responsible for Child Safety or Police. Where a concern is identified that does not meet the threshold for a report to the department responsible for Child Safety or Police, or indeed where the outcome of a report is that no intervention by the authorities will occur, the Principal should consider any referral to the appropriate support services:

- **HeadSpace** – 07-4152 6602, headspacebundaberg@youturn.org.au
- **Eden Place** – 07-4153 6820, admin@edonplace.org.au
- **Child and Youth Mental Health Service** – Bundaberg Base Hospital – 07-4150 2600, <https://www.childrens.health.qld.gov.au/services/child-and-youth-mental-health>

There are a number of options to support students at risk within the school environment that can be

implemented in addition to any external referral, including:

- Referral to the College Psychologist/Chaplain
- Consideration of academic demands and providing flexible alternatives
- Identifying other school support staff, including pastoral care options and peer support.

17. Awareness & Training

The College will inform staff, students and parents of its processes relating to the health, safety and conduct of staff and students in communications to them and it will publish these processes on its website¹⁵. The College Board ensures that staff, students and parents are made aware of the College's child protection processes. This is made evident: on the school website, through the parent portal, community newsletters, through staff induction, student assembly, in enrolment interviews, available from the College office.

17.1 Accessibility of Processes

Processes relating to the health, safety and conduct of staff and students are accessible on the College website and will be available on request from the College administration¹⁶.

17.2 Training

The College will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will refresh training annually¹⁷. The College Board ensures that staff are trained in implementing the College's child protection processes. This is evidenced by: attendance registers from annual training, discussions at staff meetings with printed staff meeting agendas, staff induction, and review of handling of complaints.

17.3 Implementing the Processes

The College will ensure it is implementing processes relating to the health, safety and conduct of staff and students by auditing compliance with the processes annually¹⁸.

17.4 Review

This Policy shall be reviewed annually or in the event of any information, incident, legislative changes or changes to organisational practice that would demonstrate the need for earlier review.

18 Complaints

Suggestions of non-compliance with the College's processes under this Policy may be submitted as complaints under the *BCC Complaints Handling Policy*.¹⁹

¹⁵ *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(a)*

¹⁶ *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(b)*

¹⁷ *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(c)*

¹⁸ *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(d)*

¹⁹ *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(5) and s.16(6)*

19. Definitions and Concepts

In this Policy –

College	means Bundaberg Christian College
Employee	means a person engaged to carry out work at the College for financial reward.
Child in need of protection	is defined in section 10 of the <i>Child Protection Act 1999</i> (Qld) to mean a student who has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and does not have a parent able and willing to protect the child from the harm.
Harm	<p>is defined in section 9 of the <i>Child Protection Act 1999</i> (Qld) as any detrimental effect of a significant nature on a child's physical, psychological or emotional wellbeing, which may be caused by (without limitation): physical abuse, psychological abuse, sexual abuse or exploitation, emotional abuse or neglect.</p> <p>Harm can be caused a single act, omission or circumstance; or by a series or combination of acts, omissions or circumstances.</p>
Inappropriate Behaviour	means any behaviour of a Staff member that a student, parent or other Staff member considers inappropriate. This includes behaviour of a Staff member that breaches any policies or procedures of the College.
Neglect	occurs when a child's basic necessities of life are not met, and their health and development are affected.
Parent	includes a legal guardian or person who has a Court Order allocating parental responsibility to them. In may also include a person who is responsible for the care and wellbeing of a child according to culture.
Relevant Person	<p>is defined in Chapter 12 of the <i>Education (General Provisions) Act 2006</i> to be:</p> <ul style="list-style-type: none"> (a) a student under 18 years attending the College; (b) a kindergarten age child registered in – <ul style="list-style-type: none"> (i) a kindergarten learning program at the College; or (ii) a distance education kindergarten learning program at the College; (c) a person with a disability who – <ul style="list-style-type: none"> (i) under section 420(2) is being provided with special education at the College; and (ii) is not enrolled in the preparatory year at the College.
Reportable Suspicion	is defined in section 13E(2) of the <i>Child Protection Act 1999</i> (Qld) as a reasonable suspicion that a child has suffered, is suffering, or is at unacceptable

	risk of suffering, significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect the child from the harm.
Sexual Abuse	is defined in section 364 of the <i>Education (General Provisions) Act 2006</i> . In relation to a relevant person, it 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; and (c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity.
Staff Member or Staff	includes all persons employed by the College and the Early Childhood Centre.
Teacher	means staff members who are registered teachers, or hold permission to teach pursuant to the <i>Education (Queensland College of Teachers) Act 2005</i> , and staff who are early childhood educators.
Student	means all persons enrolled in and attending the College or Early Learning Centre.
Worker	is defined in section 7 of the <i>Work Health and Safety Act 2011 (Qld)</i> as any person who carries out work in any capacity for the College.

19.1 Understanding Abuse and Harm

All children have the right to be safe in environments free from abuse and harm. Where this is not the case, adults have a responsibility to act. This part explains the key concepts that underpin the processes for ensuring the safety of students, in order to inform the actions staff members must take if they form a reasonable suspicion of abuse, harm or staff inappropriate behaviour towards a student. As a first step, it is important that staff members have an understanding of what is meant by the terms 'abuse' and 'harm'.

Physical Harm	<ol style="list-style-type: none"> a. Bruising, burns, fractures that appear at a frequency which is inconsistent with normal activity b. Student offers explanations for an injury which appear inconsistent with that injury. c. Student or another person advises that he/she has been subjected to or threatened with physical harm. d. Reluctance/refusal of student to participate in swimming or other activities where getting changed or wearing more revealing clothes may show signs of harm. e. Absenteeism
Emotional and/or Psychological Abuse	<p>Indicators of emotional and/or psychological abuse may include:</p> <ol style="list-style-type: none"> a. Student has poor peer relationships or is withdrawn or anxious.

	<ul style="list-style-type: none"> b. Student inclined to seek adult company and/or students who are older or younger. c. Student regularly avoiding going home. d. Student has learning difficulties, including poor concentration. e. Student socially withdraws including disengaging from School and School activities. f. Decline or underperformance in student’s educational outcomes. g. Student engages in risk taking behaviour. h. Absenteeism. i. student displays attention-seeking behaviour such as stealing, lying, running away, and repeatedly disrupting classes
<p>Sexual Abuse or Exploitation</p>	<p>Indicators of sexual abuse may include:</p> <ul style="list-style-type: none"> a. Grooming behaviour. b. Bruises, bite marks or other injuries to breasts, buttocks, arms, lower abdomen or thighs. c. Bruises, scratches or other injuries not consistent with accidental injury. d. Difficulty walking or sitting. e. Persistent headaches or recurrent abdominal pain. f. Unexplained pain in genital area. g. Torn, stained or bloodied underwear. h. Itching, soreness, discharge or unexplained bleeding. i. Painful and recurrent urination. j. Recurrent urinary tract infections. k. Signs of sexually transmitted diseases. <p>Pregnancy in adolescents where the identity of the father is vague or secret.</p>
<p>Neglect</p>	<p>Indicators of neglect may include:</p> <ul style="list-style-type: none"> a. Student appears underweight for age and body type b. Inadequate clothing c. Poor personal grooming d. Asking other students for food or money or not bringing food for lunches and breaks e. Absenteeism or high frequency of illness/infection f. Student often arrives early and/or leaves late

19.2 Sources of abuse and harm

Students can be abused, or experience harm from a number of sources. These include:

- Person associated with the school (staff member/volunteer/other student)
- Family member/relative of the student
- Other person in the community (friend/sport coach)
- Self-harming of a student

19.3 Sexual Abuse and Likely Sexual Abuse

Sexual abuse of a student occurs when a person engages in sexual behaviour with a student, and:

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

Sexual abuse involves an imbalance of power between a student and the other person. The imbalance of power allows force, trickery, emotional bribery, blackmail or emotional pressures to be used against the student to involve him/her in sexual activity or to sexually exploit him/her. Characteristics of a power imbalance include: significant differences in age, developmental ability, authority, influence or some kind of control over the student. Secrecy, the misuse of power and distortion of adult-child relationships may also be involved.

Sexual abuse involving physical contact with a student could include:

- Inappropriate or unwanted touching of private areas
- Forcing or attempting to force a student to engage in sexual acts
- Kissing or caressing with sexual intent
- Using physical force or manipulation to initiate sexual contact
- Groping or intentionally brushing against a student's body sexually.

Sexual abuse/likely sexual abuse of a student may not necessarily involve physical contact. It could, for example, involve behaviour that occurs in the student's direct presence or that occurs indirectly including through electronic communications. Examples include:

- a sexual body part to a student;
- requesting a student to expose a sexual body part;
- exposing a student to pornographic films, photographs, magazines or other material etc.

19.4 Grooming

Grooming refers to the deliberate actions taken by an adult to form a relationship of trust with a child, and/or their family or carers with the intent of facilitating sexual abuse. This behaviour often involves manipulating the child or their support network to lower inhibitions and gain access to the child. Examples include:

- Giving gifts or favours to gain a child's trust.
- Isolating a child from friends or family.
- Engaging in overly personal conversations or sharing inappropriate content.
- Engaging on social media with the student.
- Gradually desensitising a child to physical touch.
- Using authority or trust to manipulate a child's behaviour.

19.5 Sexual activities between peers

Students are expected to comply with the College Code of Conduct at all times.

Sexual activities between peers involve interactions of a sexual nature between students. While some exhibited behaviours may be considered developmentally appropriate for certain age groups, other behaviours may indicate that the child is experiencing harm, coercion, or exposure to inappropriate influences.

Sexual activities between peers become a concern when they involve power imbalances, coercion, exploitation, or are inappropriate for the developmental stage of the students involved. Such behaviours may also be symptomatic of prior abuse or exposure to harmful environments.

Some examples of sexual activities between peers are:

- Forcing or attempting to force sexual acts;
- Unwanted touching or groping of private areas;
- Using threats, intimidation, or bribery for sexual acts;
- Exploiting emotional vulnerability or power imbalances;
- Sharing pornography or explicit materials;
- Encouraging or coercing exposure of private areas;
- Sexual activities exceeding developmental norms;
- Coerced sexual experimentation among peers;
- Older or stronger students pressuring younger peers;
- Misuse of authority or social standing to compel sexual behaviour.

In relation to possible harm or risk of harm to a student that may result in sexual harm, you may observe the following indicators:

- direct or indirect disclosures of abuse;
- concerning sexual behaviour and/or age-inappropriate sexual knowledge or behaviour;
- use of threats, coercion or bribery to force other children into sexual acts;
- sexual themes/fears expressed in artwork, written work or play;
- repeated urinary tract infections, especially in younger girls;
- physical trauma to buttocks, breasts, genitals, lower abdomen, thighs;
- unexplained accumulation of money/gifts.

Under 16 years

It is important to note that young people aged under 16 years in Queensland cannot legally consent to sexual acts. Sexual activity is a criminal offence even if the child has, or appears to have, consented. Mandatory reporting occurs in all circumstances where there is reasonable suspicion of harmful sexual activity between students under the age of 16. (Therefore, further assessment is required if both students are under 16 or if one student is under 16 and the other is 16+).

Age 16-17 years

Young people over 16 can be subject to sexual harm, especially where there is improper use of power or authority. (Both students need to be aged 16-17 years).

- Mandatory reporting occurs in certain circumstances
- Case by case situation – number of risk and protective factors needs to be assessed
- Always report to the Principal and complete the Report Form.

18 years +

All Students enrolled at BCC are protected by this policy and therefore the policy extends to include them – Same applies as at age 16-17 years.

19.6 Physical Abuse

Physical abuse refers to any non-accidental physical force or harm inflicted on a child by another individual, resulting in injury or risk of injury. This includes deliberate acts of violence, such as hitting, shaking, burning, or other actions that cause physical trauma. Physical abuse may also involve behaviours that place a child at significant risk of injury, such as reckless or excessive physical punishment, or exposure to unsafe environments. Such actions are unlawful under the *Criminal Code Act 1899 (Qld)* and are considered harmful regardless of whether the intent was to discipline or punish.

Examples of unacceptable risks of physical abuse include:

- Excessive physical punishment, such as hitting, kicking, or using objects to strike a child.
- Shaking or throwing a child, especially young children, causing potential harm.
- Exposure to domestic violence, where the child witnesses or is caught in violent incidents.
- Withholding medical care for injuries, leading to worsening conditions.
- Leaving a child in unsafe environments or engaging in reckless behaviour that endangers them.
- Deliberate harm, such as burning or cutting, causing physical injury.

In relation to possible harm or risk of harm to a student that may be a result in physical harm, you may observe the following indicators:

- bruises or lacerations, especially on the face, head and neck;
- burns/scalds;
- multiple injuries or bruises, especially over time;
- twisting injuries;
- explanations offered by the child not consistent with the injury or the injury is unable to be explained by the child;
- A child hiding injuries
- repeated injuries with a recurring or similar explanation.

19.7 Emotional and Psychological Abuse

Emotional and psychological abuse involves behaviours that harm a child's emotional wellbeing, self-esteem, or psychological development. This form of abuse often includes persistent rejection, humiliation, intimidation, or isolation, resulting in long-term damage to the child's mental health. Unlike physical abuse, emotional and psychological abuse may not leave visible marks but can have profound and lasting effects on a child's ability to trust, relate to others, and develop a positive self-image.

Examples of situations that give rise to an unacceptable risk in emotional and psychological abuse include:

- Persistent verbal abuse, such as belittling or shaming a child.
- Ignoring or rejecting a child's emotional needs.
- Threatening or terrorising a child with harm or punishment.
- Excessive control or isolation from social interactions.
- Exposing a child to domestic violence or chronic conflict.
- Ridiculing a child's background, abilities, or appearance.
- Manipulating or undermining a child's confidence or autonomy.

In relation to possible harm or risk of harm to a student that may be a result to emotional and psychological harm you may observe the following indicators:

- inability to value self and others;
- lack of trust in people;
- statements from the child e.g. "I'm bad; I was born bad";
- extreme attention-seeking behaviours.

19.8 Neglect

Neglect is the failure to provide a child with basic necessities of life, such as adequate food, clothing, shelter, medical care, supervision, or education, to the extent that the child's physical, emotional, or psychological development is significantly harmed or at risk.

Examples of situations which give rise to an unacceptable risk of neglect include:

- Failing to provide adequate food, clothing, or shelter.
- Leaving a child unsupervised in dangerous environments.
- Neglecting medical or therapeutic needs, resulting in worsening health conditions.
- Allowing chronic absenteeism from school without valid reasons.
- Exposing a child to unsanitary living conditions or poor hygiene.
- Failing to protect a child from known risks or hazards.

In relation to possible harm or risk of harm to a student that may be a result in neglect you may observe the following indicators:

- delay in achieving developmental milestones;
- medical or therapeutic needs not attended to;
- poor personal hygiene leading to social isolation;
- scavenging for/stealing food; lack of adequate school lunches;
- extreme seeking of adult affection;
- flat and superficial way of relating.

More information about understanding child abuse and harm can be found on the Department responsible for Child Safety website.

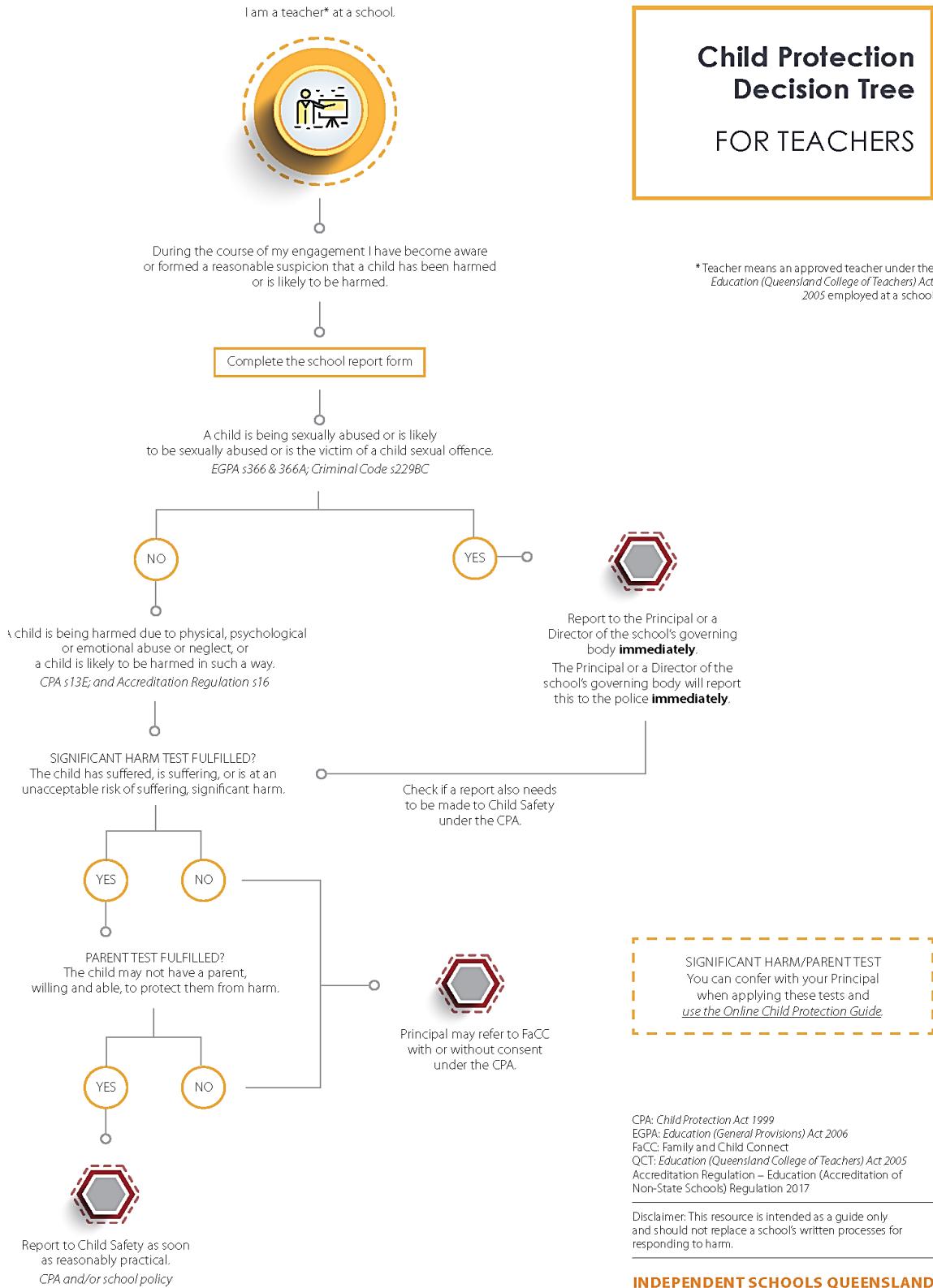
COLLEGE STAFF REPORTING REQUIREMENTS

WHO_ABUSE TYPE	TEST	REPORT TO	LEGISLATION	
All staff	Sexual	Awareness or a reasonable suspicion Sexually abused or likely to be sexually abused	Principal or Board, through to Police immediately	EGPA, sections 366 and 366A
Teacher or Nurse	Sexual and physical	Has suffered, is suffering, or is at risk of suffering significant harm; and Parent may not be willing and able	Report to Principal, report to Child Safety If it is sexual, also report to Police	CPA, sections 13E and 13G
All staff	Physical, psychological, emotional, neglect, exploitation	Has suffered, is suffering, or is at risk of significant harm; and 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	Reasonable suspicion that a child may be in need of protection	Child Safety and/or Police	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
Employing authorities (Principal/Board)	Harm or likely harm due to the conduct of a teacher	When you start dealing with an allegation; and When you finish dealing with an allegation	Queensland College of Teachers	QCT, sections 76 and 77

* 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.

CHILD PROTECTION DECISION TREE – TEACHERS

Child Protection Decision Tree FOR TEACHERS



CHILD PROTECTION DECISION TREE – NON-TEACHERS

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.
 EGPA s366 & 366A; Criminal Code s229BC;
 CPA s13A; and Accreditation Regulation s16

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

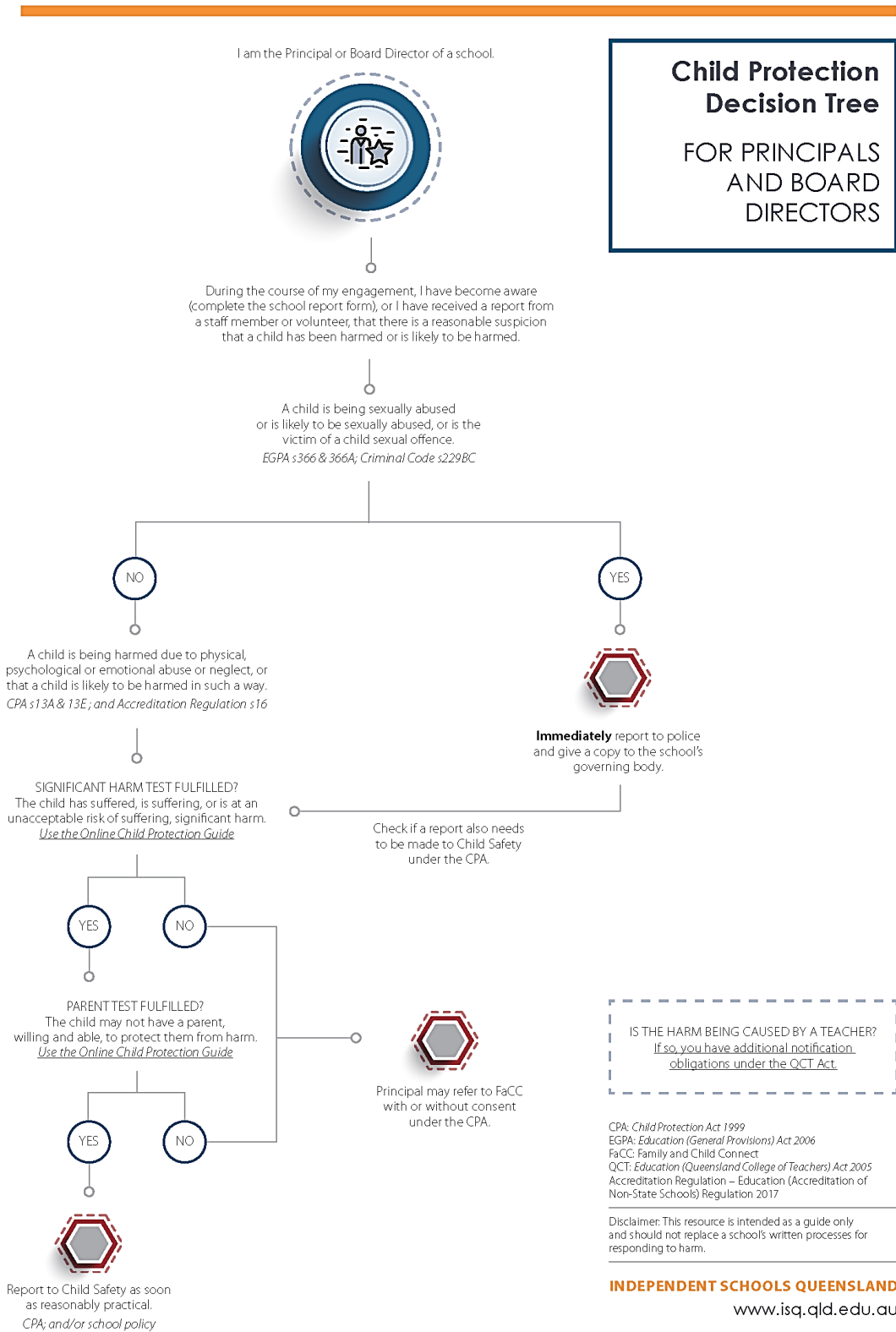
FOR
NON-TEACHING
STAFF

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

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

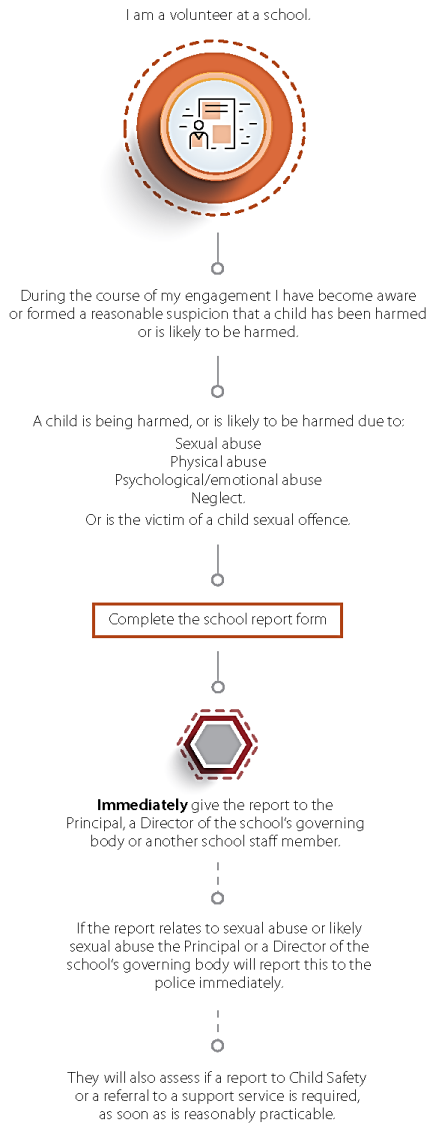
Disclaimer: This resource is intended as a guide only and should not replace a school's written processes for responding to harm.

CHILD PROTECTION DECISION TREE – PRINCIPAL / BOARD



CHILD PROTECTION DECISION TREE – VOLUNTEERS

Child Protection Decision Tree FOR VOLUNTEERS



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

INDEPENDENT SCHOOLS QUEENSLAND
www.isq.qld.edu.au

Reporting Form*(To be used by teaching/non-teaching staff and Child Protection Officers)***Private and Confidential****Report of Suspected Harm or Sexual Abuse**

Date:
School: BUNDABERG CHRISTIAN COLLEGE
School Phone: 07 4132 5800
School Fax: 07 4159 3618

DETAILS OF STUDENT/CHILD HARMED OR AT RISK OF HARM/ABUSE:	
Legal Name:	Preferred Name:
DOB:	Sex descriptor:
Year Level:	Cultural Background:
Aboriginal <input type="checkbox"/>	Torres Strait Islander <input type="checkbox"/>
<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"/>	

Particulars of the identity of the person suspected of causing the child to have suffered, suffer or be at risk of suffering, the harm to which the reportable suspicion relates.

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

PROVIDE ALL INFORMATION YOU HAVE WHICH LED TO THE SUSPICION OF HARM OR ABUSE (Attach extra pages if necessary).

Details of any harm and/or sexual abuse to the student – please include: Time and date 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.

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

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) cpiuintake.bundaberg@police.qld.gov.au
	<input type="checkbox"/>	Department of Communities (Child Safety Services) <i>Central Queensland Regional Intake No</i> 1300703762 Email: CQRISIntake@csyw.qld.gov.au
	<input type="checkbox"/>	Family and Child Connect

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.