



AL-AMEEN COLLEGE PROTECTIVE BEHAVIOURS POLICY & IMPLEMENTATION GUIDELINES

1. PURPOSE

Al-Ameen College (formerly known as Langford Islamic College) takes the responsibility for providing a safe learning environment very seriously. The College considers its role of protecting children to be of topmost importance and therefore, takes a proactive and a whole school approach to 'Protective Behaviours'. 'Protective Behaviours' is a personal safety program which aims to promote resilience in children and young people, using empowerment strategies, clear communication and awareness of 'safe' behaviours.

By teaching and promoting these concepts, students are equipped with knowledge about being safe and taking appropriate action if they are not 'feeling safe'. This policy and implementation guidelines reflect the College's commitment to complying with its obligations under W.A. Child Protection legislation and keeping children safe via the 'Protective Behaviours' program.

2. SCOPE

This policy applies to all students, staff, and parents at Al-Ameen College.

3. POLICY

- Al-Ameen College is to implement the 'Protective Behaviours' program and adopt a proactive approach to strengthen children's ability to keep themselves safe and minimise risks of potential harm.
- The program is to contain a series of age-appropriate lessons to ensure students understand their right to feel safe and are informed of actions they can take to avoid possible unsafe situations. Students must know how to identify and avoid potentially unsafe situations, including sexual abuse.
- The College is to ensure the development of essential skills such as empowerment, communication, self-esteem, resilience, and other life skills in order to equip students to keep themselves safe and minimise risks of abuse and harm.
- All staff and volunteers must provide criminal record check or current assessment notice under the Working with Children (Criminal Record Checking) Act 2004.
- Parents are to be informed that a 'Protective Behaviours' program is being taught by the College.

4. GUIDELINES FOR IMPLEMENTATION

a. Staff Fulfilling Requirements

- All staff are responsible for ensuring the safety and wellbeing of all students at all times.
- All staff are required to participate in annual training on child protection (delivered by Protective Behaviours WA, or other relevant authorities) and be trained in mandatory reporting. Mandatory reporting training should include:

- appropriate and inappropriate behaviours in relation to children.
- the nature of child abuse and why some children are victimised.
- signs and symptoms of child maltreatment.
- how to respond if a child discloses sexual abuse.
- how to observe and record children's behaviour.
- process of reporting child maltreatment to the Department for Child Protection.
- Child Protection Authority's role in child protection issues.
- responsibilities of teaching staff as mandatory reporters.
-

b. Teaching Protective Behaviours Curriculum

- A Protective Behaviours Curriculum is to be taught as part of the Health and Physical Education Curriculum in Pre-Primary through to Year 10, and as part of the Health and Wellbeing focus of the College. The lessons are to focus on two themes namely, 'We have the right to feel safe at all times' and 'We can talk with someone about anything, no matter what it is'. Students should know that they:
 - can decide who touches them.
 - have a right to say "no" to unwanted touch.
 - should be able to identify the private parts of their body.
 - should be aware of privacy and be able to identify the difference between private and public places.
 - should be able to talk about the difference between 'safe' and 'unsafe' secrets.
 - should be able to tell someone if they are confused or upset, or if they have concerns or questions; and
 - can detect the early warning signs such as physical responses of the body (e.g. goose bumps), emotional responses (e.g. feeling scared) and external indicators (e.g. time, location) at the outset of inappropriate or harmful events, including potentially abusive situations.
 - Not all children experience them and that some may have become desensitised through previous or current traumatic experiences or have sensory disorders. Teachers are to encourage students to use the statements below:
 - 'STOP - I don't like that'
 - 'I don't feel safe when you do that'
 - 'No, I don't want to'
 - 'When you do that, I don't feel safe'

c. Students To Express Their Feelings

- Classroom environment must reflect trust and confidence and teachers must have the strategies and skills to reinforce student strengths, develop trust and build communication. Teachers should encourage students to:
 - use third person if they want to share a story (e.g. A person I know...);

- use appropriate language.
- have mutual respect.
- respect that everyone has a right to their own opinions.
- pass if they do not wish to say anything.

d. Assisting Students To Make Disclosures

- Students are to be made comfortable to make disclosures by:
 - listening and stating that you have belief in what the student is saying.
 - emphasising that it was not the student's fault, no matter what happened.
 - doing everything possible to provide support and comfort.
 - not seeking further details beyond those which have been disclosed.
 - not making promises which cannot be kept.

It is important for staff to consider seeking support as part of the natural debriefing process after experiencing a difficult experience.

e. Ensuring Disclosures Are Discrete

- If a student discloses or starts to disclose experiences of abuse, a strategy described as 'positive interruption' is to be used in order to protect the privacy of the student. Positive Interruption is undertaken by:
 - Acknowledging that you have heard the student and stopped the conversation before disclosing any further (as other people may be present).
 - Supporting and gently indicating that the student can talk more after the lesson or at a later time.
 - Quietly arranging to see the student as soon as possible.

f. Disclosures Cannot Be Kept Secret

- If a student asks that their disclosure be kept a secret, the teacher must:
 - Explain that all disclosures of this nature must be reported.
 - Affirm the supportive role of College staff and be helpful to explain to the student that they need to seek help from another adult who is experienced in these matters.
 - Refer to the College's Child Protection Policy and mandatory reporting instructions. It is a legal requirement that a mandatory report is submitted when a teacher forms a reasonable belief that a child has been sexually/physically or emotionally abused.

g. Advice & Support For Staff

- There is support for College staff who are dealing with issues surrounding child abuse. Staff are encouraged to contact the following for assistance and support as required:
 - College Counsellor
 - Assistant Principal Pastoral Care
 - Islamic Studies Department
 - Principal
 - Management Team

5. RELEVANT LEGISLATION & AUTHORITY

- Children and Community Services Act 2004
- Sexual Abuse of Children Act 2008
- Working with Children (Criminal Record Checking) Act 2004 & Regulations 2005
- Mandatory Reporting of Sexual Abuse
- Education and Care Services National Law (WA) Act 2012
- Education and Care Services National Regulations 2012
- NQS 2 – National Quality Standards
- School Education Act 1999 (non-attendance issues)
- Appropriate Relationships Policy
- Staff Code of Conduct
- Parent Code of Conduct
- New Staff Induction Policy

6. REVIEW

Year of Review	Reviewed By	Amendments/Review
2021	FC, SH, LC	New Policy
2021	PR/ME	Revised