



الكلية الإسلامية في لنفرد

LANGFORD ISLAMIC COLLEGE

# **Child Protection Policy and Procedures 2017**

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# Child Protection Policy & Procedures

## VISION STATEMENT

Langford Islamic College (LIC) undertakes to protect all students from harm, to decrease the risk of abuse and provide a safe environment for students to develop academically, spiritually and socially. The belief that all children have a right to be protected from harm is an important aspect of the Islamic faith. We firmly believe that God has given educational institutions, its leaders and those appointed by their leaders the responsibility of protecting all children placed in their care. We are responsible for the wellbeing of all children in our care.

Islam teaches us to treat our elders with respect and our youngsters with kindness. We have an abiding obligation for the welfare of children under our care, and to this end, all staff need to be aware of the proper etiquette and manner with which to address issues of abuse or neglect. Staff are encouraged to deal with all instances of abuse with kindness and sensitivity.

<b>Introduction</b>	This statement outlines Langford Islamic College policy and procedures on the protection of all students at the College.
<b>Scope and application</b>	This policy applies to all teaching and non-teaching employees of Langford Islamic College.
<b>Related legislation and guidelines</b>	<ul style="list-style-type: none"> <li>• Department of Education Services Non-Government Schools: Guide to the Registration Standards and Other Requirements for Non-Government Schools</li> <li>• AISWA Policies and Procedures Guidelines for Schools 2013</li> <li>• AISWA Revised 2017 WA Non-Government Schools Registration Standards.</li> <li>• National Framework for Protecting Australia's Children 2009-2020</li> <li>• Children and Community Services Act 2004</li> <li>• Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008</li> <li>• Criminal Code Act (1913)</li> <li>• Criminal Code Amendment (Cyber Predators) Bill 2005</li> <li>• Working with Children (Criminal Record Checking) Act 2004</li> <li>• The Criminal Code Amendment (Cyber Predators) Act 2006</li> </ul>
<b>Related Policies</b>	Mandatory Reporting
<b>Review</b>	April 2018 or as recommended or updated by the Department of Child Protection and Family Support.



(Acknowledgements: Department of Education Services Non-Government Schools: Guide to the Registration Standards and Other Requirements for Non-Government Schools, AISWA's Policies and Procedures Guidelines for Schools 2013 and AISWA's Revised 2017 WA Non-Government Schools Registration Standards)

## **1. INTRODUCTION**

All children have a right to be protected from harm in any form.

Langford Islamic College (LIC) has a special responsibility to children, not only to protect them when they are on the school premises but also to appropriately intervene when they believe that the welfare of a child is at risk when outside the school.

## **2. RATIONALE**

LIC believes that students should know that they are valued as individuals from the time they enter the school community. This pastoral dimension will influence every aspect of school life and be especially evident in the quality of relationships between all members of the College community.

The College is entrusted to take on some of the most significant elements of student education. All LIC staff have a 'duty of care' to students during school hours and at other times when a staff/student relationship exists. Within the College the Principal, with special assistance from the Assistant Principals Pastoral Care and Religious Education, takes primary responsibility for this care.

Duty of care falls under the area of common law that is established by the courts on the basis of precedent. The concept of duty of care requires that a staff member must take reasonable care to avoid acts or omissions which they can reasonably foresee would be likely to injure the student, and take steps to remove those dangers. The College believes it important that the prevention of abuse is given equal consideration to disclosure of abuse. In promulgating this policy statement, LIC is acknowledging its responsibilities for the duty of care of all students in the School. This particular policy addresses issues of child protection, including mandatory reporting.

The Child Protection Policy (the Policy) aims to provide policy guidance to assist students, teaching and non-teaching staff, volunteers, other employees and contractors in implementing and maintaining best practice in child safety. A key policy outcome is to minimise the risk of harm to children and promote their participation and wellbeing. The Policy also encourages the involvement of everyone in our community to create and maintain a safe, aware and welcoming environment for all.

## **3. KEY PRINCIPLES GUIDING LEGISLATION**

- Australia is a signatory to the United Nations Convention on the Rights of the Child (1989) and many of the principles within the Convention are embedded within child protection legislation. Together with policy frameworks, which depict the nature, extent, and fashion in which services and interventions are to be provided, legislative principles reflect the service goals to which governments aspire.

- The *National Framework for Protecting Australia's Children 2009-2020* was developed by the Council of Australian Governments and uses a public health approach to place children's interests at the centre of all policy and legislative development. The National Framework and associated documents can be accessed online (<https://www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/protecting-children-is-everyones-business>)
- While child protection legislation is the jurisdiction of state and territory governments, the National Framework is a cooperative document that aims to provide a shared, national agenda for change in the way Australia manages child protection issues. The framework seeks to resolve the differences that exist across state and territory jurisdictions, some of which are outlined above. While there has been no nationally consistent legislation implemented at the state or territory level, there is work at a policy and practice level that aims to address these discrepancies.

#### **4. STATEMENT OF PRINCIPLES**

The College acknowledges the serious consequences of child abuse and neglect, both in the short term and long term. The protection strategies and procedures to be followed are based on the following principles:

- All adults have a responsibility to care for children, to positively promote their welfare and to protect them from any kind of abuse.
- All children have the right to a thorough and systematic education about personal safety, including safety in relationships.
- The College is committed to the importance and implementation of child protection strategies and procedures.
- All students should know that they are valued as individuals from the time they enter the school community. This pastoral dimension should influence every aspect of their school life.
- The value of the family unit is to be respected but this should not be to the detriment of the wellbeing of a child.
- All persons involved in situations where abuse is suspected or disclosed must be treated with sensitivity, dignity and respect.
- All school staff who have access to information regarding suspected or disclosed child abuse or neglect have a clear obligation to observe appropriate confidentiality in relation to the entire matter, and an obligation to ensure that this information is secure.
- The College will notify all concerned parties of the mandatory reporting requirements, by conducting in-school and out-of-school professional learning

sessions for all teaching and non-teaching staff, sending letters to parents and/or including such information in the school's regular newsletter, as well as posting the Child Protection Policy and the Mandatory Reporting of Child Sexual Abuse in Western Australia.

## 5. RELEVANT LEGISLATION AND AUTHORITY

The relevant sections of the legislation listed below can be viewed on [www.slp.wa.gov.au](http://www.slp.wa.gov.au)

- Children and Community Services Act 2004
- Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008
- Criminal Code Act (1913)
- Criminal Code Amendment (Cyber Predators) Bill 2005
- Working with Children (Criminal Record Checking) Act 2004
- The Criminal Code Amendment (Cyber Predators) Act 2006 (is the legislation in Western Australia that protects children under the age of 16, or that the offender believes is under the age of 16, from an adult who uses electronic communications with the intent to procure the child to engage in sexual activity' or to expose the child to any indecent matter).

## 6. DEFINITIONS

**Child** – A child is defined in the Children and Community Services Act 2004 (WA) as a person who is under 18 years of age, and in the absence of positive evidence as to age, means a person who is apparently under 18 years of age. For the purposes of this Policy the words 'child' and 'student' are used interchangeably.

**Child Abuse** – Is an act or omission which endangers a child's physical or emotional health or development. Child Abuse can be a single incident, or more than one incident over time.

**Child Related work** – As defined in the WWCC legislation. "Work" is child-related if the usual duties of the work involve, or are likely to involve contact with a child. For the purposes of the WWCC legislation volunteers under 18 years of age are exempt from the legislation.

**Disclosure** – A disclosure is when a child tells someone that he or she feels unsafe or has been harmed. A disclosure can also be made by adults including Parents/Caregivers or any person in contact with the child, where that person reveals that they believe a child has been harmed or is likely to be harmed.

**Intra-familial abuse** – Means child abuse that occurs within the family. In this form of abuse, a family member involves a child in (or exposes a child to) abusive behaviours or activities. The 'family member' may not be a blood relative, but could be someone who is considered 'part of the family,' such as a godparent or very close friend.

**Parent(s)/Caregiver(s)** – A person who is the mother, father, stepfather, stepmother of the child; or at law has responsibility for the care, welfare and development of the child



or is specified as the child's adoptive parent under the Adoption Act 1994.

**Protective Interrupting** - Protective interrupting is a strategy to prevent a child disclosing in front of other students and providing them with the opportunity to disclose in a safe and confidential manner.

**Mandatory Reporting** – As defined in the Children and Community Services Act 2004 (WA), the legal obligation of doctors, nurses/midwives, police officers, teachers and boarding supervisors who form a belief based on reasonable grounds of child sexual abuse during the course of their work, either voluntary or paid, are mandatory reporters. Mandatory reporting is a serious responsibility. If mandatory reporters fail to report they may be fined and/or incarcerated. In Western Australia, the legislation covering Mandatory Reporting of child sexual abuse is the Children and Community Services Act 2004 (WA).

**Reasonable Grounds** – A concern or belief about the welfare of a child based on the observation of indicators or information that leads to form a realistic belief that a child has been the subject of abuse or may become subject to abuse.

**Staff or Staff member** – Paid school employees including those in leadership, teaching, boarding, administration and support roles.

**Stakeholders** – All parties internal or external the School community that have a stake in the scope, policy or effect of this document.

**Volunteers** – Unpaid people assisting with activities undertaken by the school.

**Contractors** – People who are engaged by the College to undertake services at the College.

**School Child Protection Manager** – The LIC Principal is the designated School representative responsible for handling questions, concerns or reports about a child's safety and/or wellbeing.

## 7. POLICY STATEMENT

The College is committed to the care, safety and protection of all of its students from Kindergarten through to Year 12. The responsibility of the College extends beyond academic success to the intellectual, physical, social and emotional development of children and the provision of a caring and supportive learning environment. To this end, it recognises that it is essential that the safety, health, welfare and wellbeing of its students are safeguarded at all times when in the care of the College, its teachers, Staff, Contractors and Volunteers.

Every person working at or visiting Langford Islamic College is responsible for the care and protection of its students. The College aims to promote a safe learning environment for students by:

- taking a zero-tolerance approach to any form of child abuse

- providing information and direction for teachers, staff, volunteers, other employees and contractors to recognise child abuse
- educating students about personal safety and protective behaviours
- assisting teachers, staff, volunteers, other employees and contractors to follow appropriate notification procedures when reporting alleged child abuse of students.

### **Child Abuse Prevention**

The College takes a strong policy position on preventing and acting in relation to all types of child abuse.

Under no circumstances is any school staff member, volunteer, other employee or contractor to engage in any form of child abuse or behave in a way that could be construed as abusive behaviour as set out in this Policy. All staff, volunteers, other employees and contractors are subject to the Policy Guidelines set out in Section 8 of this document and failure to comply will result in disciplinary action as set out in Section 9 of this Policy.

### **Child Abuse Reporting**

All suspicions or disclosures of child abuse should be reported directly to the Principal and/or Department of Child Protection and Family Support (DCPFSFS). Reasonable Grounds is all that is required to make a report to the Principal and/or DCPFSFS. **Actual proof of the abuse occurring is not required.** Investigations are undertaken by the DCPFSFS and/or the Police and/or an independent investigator.

### **Mandatory Reporters**

It is **mandatory** for school doctors, nurses, teachers and boarding supervisors to report directly to DCPFSFS if a belief is formed on reasonable grounds that a child is being or has been subjected to sexual abuse. **Penalties apply for not reporting.** The College adheres to the Mandatory reporting legislation as set out in the Children and Community Services Act 2004 (WA). The State legislation focuses on child sexual abuse, however other forms of abuse (physical, emotional and neglect) should also be reported, but there is no penalty if a report is not made.

### **Non-Mandatory Reporters**

The College requires all other concerned persons (which includes staff, volunteers, other employees and contractors) who are not legally required to do so, to report sexual abuse and any other abuse set out in this Policy directly to the Principal immediately.

When hearing and responding to disclosures of Child Abuse it is very important for the adult receiving the disclosure to act appropriately to ensure the child is listened to and protected.

*Please refer to Appendix B of this Policy – Dealing with a Disclosure.*

## 8. POLICY GUIDELINES

The College has both a moral and legal duty of care to ensure a child-safe environment is maintained at all times. Adherence to the following policy guidelines by all school staff, contractors and volunteers is essential.

- All staff, contractors and volunteers engaging in child related work and activities at the College must have a current Working with Children Check card (WWCC). The WWCC must be presented to the school and a copy taken prior to commencement of any work at the School. The school will keep a copy and maintain a register of all WWCC and will check the validity of all WWC cards on an ongoing basis.
- Where a WWCC is not required under law, the College may request a National Police Check or reference checks for volunteers to assess any risks.
- Parents volunteering for overnight activities with their child are required to provide a WWCC to the School. Reference checks may also be requested.
- Staff, contractors or volunteers must not be alone with any child or children (excluding one's own children) in an area where they cannot be seen or observed by another staff member or adult.
- Physical or sexual contact is prohibited under any circumstance. This includes but is not limited to massaging, pinching, punching, pushing, sitting on laps and any form of assault or any other inappropriate touching, as determined by the child.
- Displaying any attributes of Grooming as defined in this document is prohibited under any circumstance.
- Verbally or psychologically abusing or denigrating students publicly or privately or attempts to control or manipulate students through psychological means is prohibited under any circumstance.
- Physical force must never be used other than to safeguard against immediate physical danger (for example: separating students engaged in a physical altercation is acceptable).
- Forbidding a student from sharing conversations or information with parents, caregivers or staff, or instructing students to "keep secrets" from their parents or caregivers is prohibited under any circumstance.
- Sexual attention towards others in the form of remarks, jokes or innuendos, including threats of such behaviour is prohibited under any circumstance.
- Displaying, distributing or sharing any demeaning, suggestive, objectionable or pornographic material is prohibited under any circumstance.
- There must be no indirect or explicit invitations to engage in inappropriate, suggestive

or sexual activities which may or may not include a promise to reward for complying, or a threat of reprisal for not complying.

- Teachers, staff, contractors and volunteers will not be in a locked room alone with a student for any reason. Doors and windows that permit external viewing of the room should remain unobstructed.
- No member of the school staff should transport a student or students in their private vehicle.
- School staff should not transport an individual student in a vehicle owned by the College. Exceptions include transporting students where prior express approval is given and formally noted by the Principal. Such transportation should be done with another staff member present.

### **Recruitment and Selection Practices**

The College is diligent about thorough screening, training and supervision process through the police clearance activated as part of the Teachers Registration Board requirement and the Working with Children legislation. The recruitment and selection practices are also applied to volunteers and contractors. The Principal and all management staff must confirm that all LIC employees, volunteers, visitors and external providers in child-related work have applied for or hold a valid Working with Children Check.

### **Child Protection Professional Learning**

All teaching and non-teaching staff who have contact with children must complete the Child Protection professional learning program. At recruitment stage, the College confirms evidence of Mandatory Reporting Training. The College will provide relevant training if it has not previously been completed. This means that on induction, staff will be advised about the Child Protection Policy. During the employment period, they will be required to attend refresher courses about updates on Mandatory Reporting for Child Sexual Abuse and the non-mandatory reporting for all other forms of abuse.

### **Prevention Programs**

Preventive programs are part of the health and wellbeing curriculum, delivered through the Health and Physical Education curriculum in the secondary school and a range of social and emotional learning programs in the primary school. Protective behaviours are part of the school curriculum, so that students are empowered to recognise and report abuse, understand power in relationships, and develop seeking help and other appropriate protective strategies. It is important that all members of the school community are focused on preventing the opportunities for all forms of abuse.

### **Receiving Disclosures**

Staff must be aware of the immediate needs of students making disclosures and will respond accordingly.

Please refer to Guideline 2 - Response to disclosures of Sexual Abuse.

## **Confidentiality**

School staff who have access to information regarding suspected or disclosed child abuse have a clear obligation to observe appropriate confidentiality in relation to the entire matter and an obligation to ensure that this information is kept secure.

Concerns about child abuse **must not** be the subject of general discussion of any kind.

Any inappropriate disclosures of this nature will subject those involved to disciplinary action by the Principal.

## **Record Keeping**

Staff must keep records of all verbal and written communications regarding concerns or disclosures of child abuse in a secure place. Such information must be lodged in the Principal's secure file and central database.

Access to this information will be limited to the Principal and Assistant Principals. Where appropriate, the Principal may authorize the Heads of the secondary or primary schools to access the confidential information.

An electronic centralised database is maintained to record suspicions and allegations against staff, contractors and volunteers. This is kept separate from employee files and may only be accessed by the Principal or Assistant Principals. The person recording the allegation must note the date, name of child, year, class and class teacher.

If concerns relate to a member of staff, that staff member must be advised that information about him or her has been entered into the database. This advice should include the reasons why this has occurred and what the next steps may be.

## **Investigations**

The staff member, contractor or volunteer must not personally or in any way investigate or attempt to determine whether abuse has occurred. Hard evidence is not required to make a report to the Principal or DCPFSFS. Investigations are undertaken by the DCPFSFS and/or the Police and/or an independent investigator.

The staff member who is concerned that child abuse may be occurring but does not have enough information to have yet formed a reasonable belief must keep brief, written and dated records of their observations and concerns. These should be discussed and provided to the Principal or Assistant Principal immediately.

## 9. BREACHES OF THE POLICY OR CODE OF CONDUCT

Any breaches of the Child Protection Policy or Child Protection Reporting Policy and Procedures, or the School Code of Conduct or other findings of misconduct, will result in action being taken. This may include:

- Meeting to discuss breach
- Written warning
- Further education and training
- Suspension pending investigation outcome
- Termination of employment
- Referral to DCPFSFS and/or the Police

Where an allegation of abuse is made against an employee of the School the “Allegation of Misconduct against employees Policy” applies.

## 10. DEFINITIONS OF CHILD ABUSE AND NEGLECT

This is maltreatment of a person under the age of 18 years. It is the result of action or inaction on the part of a person who has responsibility to care for a child that results in harm or injury to the child. The harm may include delayed physical and/or intellectual development. The maltreatment experienced may include one or all of:

- **Emotional abuse:** a constant attitude or behaviour by a person towards a child that causes emotional harm. It can include rejection or refusal to accept a child, threatening, bullying, teasing, humiliating, confusing, ignoring, inappropriate encouragement, isolation, continued belittlement and exposure to chronic or serious domestic violence. Emotional abuse may be evidenced through disturbed behaviour or the impairment of the child’s emotional, intellectual or social development. Children who have been emotionally abused are likely to be fearful, withdrawn and/or resentful and despairing, as well as have a reduced capacity to express emotions appropriately and modulate their emotional experience.
- **Physical abuse:** occurs when a child has experienced severe and/or persistent ill-treatment and/or severe physical harm. It includes injuries such as cuts, bruises, burns and fractures caused by a range of acts including beating, shaking, illicit administration of alcohol and other drugs, attempted suffocation or excessive discipline.
- **Sexual abuse:** covers a wide range of behaviour or activities that expose or subject a child to sexual activity that is illegal and/or inappropriate to his/her developmental level. These behaviours include observation or involvement with inappropriate fondling of a child’s body, making a child touch an adult’s genitalia, showing pornographic material to a child, and sexual acts as well as sexual penetration of the child. Harm from sexual abuse may include significant emotional trauma, physical trauma, physical injury, infection and impaired emotional and psychological development.
- **Psychological Abuse:** is the sustained, repetitive, inappropriate, ill treatment of a

child or young person through behaviours including threatening, isolating, neglecting, discrediting, misleading, disregarding, ignoring and inappropriate encouragement. This abuse damages a child's intellectual faculties and processes, including intelligence, memory, recognition, perception, attention, imagination and moral development. Children are likely to feel worthless, flawed, unloved, unwanted, endangered or only of value in meeting another's needs.

- **Neglect:** failure of a parent/caregiver to provide a child with the basic necessities of life such as food, clothing, shelter, supervision, medical attention or care to the extent that the health, safety or development of the child significantly impaired or placed at risk.
- **Exposure to Domestic Violence** – Occurs when a child witnesses or experiences the chronic domination, coercion, intimidation and victimisation of one person to another by physical, sexual or emotional means within a domestic relationship or in the home environment.
- **Grooming** – Occurs when communication or conduct is linked to the intention of facilitating the involvement of a child in sexual behaviour with an adult. Indicators include but are not limited to:
  - Developing special relationships with, favouring or giving gifts to a child
  - Inappropriate interactions with a child either in person or via forms of media and electronic devices
  - Asking a child to keep a secret of any aspect of their relationship
  - Testing of or ignoring professional boundaries or rules

Grooming behaviour typically involves a graduation from attention giving and non- sexual touching to increasingly more intimate and intrusive behaviours.

Grooming is not a single act of unprofessional or inappropriate conduct, but rather a pattern of behaviour where the trust of a child is gained and a 'special relationship' is developed between the adult and the child.

Grooming involves making the child feel important and special, often by giving the child extra attention, privileges and gifts. In many cases, the child's family is engaged by the adult to gain access to the child outside of school hours and the child is encouraged to see the adult as a friend.

Please refer to Appendix A - Indicators of Child Abuse.

## 11. PROCEDURES

### Role of the Principal

The Principal

- is responsible for all aspects of school management including the management of suspected or disclosed incidents of child abuse and neglect, within Mandatory Reporting requirements.
- must inform parents about the Mandatory Reporting of Child Sexual Abuse legislation.
- must ensure that the school's pastoral care and/or curriculum structures address the issue of child abuse and protective behaviours.
- must ensure that all staff receive appropriate training in the detection and reporting of child abuse (*see Appendix A*).
- must ensure that all employees and volunteers are fit and proper persons to work with children via Working with Children Checks and Federal Police Clearances.
- must report any disclosure or strong concern about the well-being of a student to the DCPFS (*see Appendix E*). In the case of sexual abuse, it is the teacher who must make the report to the DCPFS (*see Appendix D*).
- must seek advice from the DCPFS or the Police prior to informing the parent/guardian of suspected abuse.
- must retain records of all communication with the DCPFS and/or the Police and the subsequent actions. All records must be stored in a secure place to ensure confidentiality and kept separate from any other file on the student.
- with the assistance of other skilled professionals, must undertake ongoing support for the teacher, the student and anyone else affected by the incident.

### Role of the Teaching Staff

- Teachers are the key figures in the identification of child abuse and neglect, through personal observation or disclosure by the student concerned or a friend.
- Teachers have an obligation to take the necessary action to ensure the child is protected from further harm but it is **not** the teacher's role to conduct a detailed investigation or to confront the suspected perpetrator or to intervene with the child's family.

### Non-sexual Abuse or Neglect

- Teachers who have concerns that non-sexual abuse or neglect are occurring are to keep brief, written, dated notes of their suspicions or observations and inform the Principal, who will store these confidential notes in a secure place. Anecdotal records and other written information must be regarded as confidential and used in a professional manner. They may be subpoenaed at a later date for court proceedings.
- If a student starts to disclose in class or any other public area, the teacher should use the strategy of protective interrupting (*see Appendix B*).
- If a student discloses to a teacher in private and tries to elicit a promise that the teacher will not tell anyone, it is important for the teacher to explain that he/she has concerns about the student's safety and will have to take action to ensure the student



is protected from further abuse. This will include informing the Principal. (see *Appendix B*)

- Once direct disclosure has been made, the Principal must be informed.
- For a chart of Notification Steps, see *Appendix C*.
- Teachers must not engage in general staffroom discussion about a disclosure.
- Should allegations of any kind of abuse be made against the Principal, the teacher should not inform the Principal but should go directly to the Chairman of the College Board.

## **Sexual Abuse**

- Teachers who have concerns that sexual abuse is occurring are to keep brief, written, dated notes of their suspicions or observations. **Once a teacher has formed a belief based on reasonable grounds, that sexual abuse is or has been occurring, he/she is required to report to the DCPFS, not the Principal.** The teacher may advise the Principal of the report, but there is no obligation to do so. Prior to forming the belief, the teacher may, if he/she wishes, consult with colleagues with specialist knowledge, for example, the Principal or school counsellor. The Principal and other relevant staff are there to provide support if required (see *Appendix D*).
- If a student starts to disclose in class or any other public area, the teacher should use the strategy of protective interrupting (see *Appendix B*).
- If a student discloses to a teacher in private and tries to elicit a promise that the teacher will not tell anyone, it is important for the teacher to explain that he/she has concerns about the student's safety and will have to take action to ensure the student is protected from further abuse (see *Appendix B*).
- For a chart of Notification Steps, see *Appendix D*.
- Teachers must not engage in general staffroom discussion about a disclosure.
- Teachers must seek advice from the DCPFS or the Police prior to informing the parent/guardian of suspected abuse.
- Should allegations of any kind of abuse be made against the Principal, the teacher should not inform the Principal but should go directly to the Chairman of the College Board.

## **Role of the DCPFS**

- The DCPFS is the government department with the statutory authority to investigate concerns relating to child abuse in WA.
- All disclosures or strong concerns of abuse or neglect (non-sexual) are to be reported by the Principal to the Duty Officer at the nearest local district or regional office of the DCPFS.
- In the case of sexual abuse, the teacher must provide a written report to the Mandatory Reporting Service of the DCPFS.
- The DCPFS has the responsibility of deciding how to proceed with reports and will supply a feedback letter to the reporter.
- The Mandatory Reporting Service and the Duty Officer at the local DCPFS office can be used initially in a consultative role if either the Principal or the teacher is unsure of what action to take.
- The DCPFS has the authority to interview the child at school before contact is made

with the parent/guardian. The Principal must be notified before the interview takes place and the child should be given the option of having support at the interview from a staff member of their choosing.

- DCPFS officers may remove a child from school if they have the permission of the parent/guardian. They may also apprehend a child without warrant and take them into care if they believe that the child is in need of care and protection.
- For further information: [www.community.wa.gov.au](http://www.community.wa.gov.au)

### **Role of the Police Service**

- The WA Police Service may play a role in responding to allegations of child abuse and neglect when informed by the DCPFS.
- In the case of sexual abuse, the DCPFS will forward all reports to the WA Police Service.
- The WA Police Service Child Abuse Investigation Unit will intervene in instances where it is believed that a criminal offence has occurred which may lead to criminal charges being laid.

## **12. CYBER PREDATORS**

The main perpetrators of child abuse and neglect are people that the child knows. However, the continuing popularity of the internet has given credence once more to the term 'Stranger Danger'. The school provides education on cyber safety through the curriculum and also organises guest speakers for students and parents to keep them informed.

- The internet is one of the main sources of communication for young people today with the popularity of chat rooms, discussion groups, and playing interactive games. Unfortunately it is also a very attractive place for predators to go as they can remain virtually anonymous whilst participating in a range of paedophilic activity.
- The WA Police, in conjunction with AISWA, the Department of Education and Training, have formed the Internet Safety Working Party. The aim of the working party is to implement strategies through schools and community networks to educate children and parents on safe internet behaviours.
- AISWA has provided all schools with a DVD entitled "Keeping safe on the Internet" for use in schools or for schools to copy and send home to parents.
- The *Criminal Code Amendment (Cyber Predators) Act 2006* is the legislation in Western Australia that protects children under the age of 16, or that the offender believes is under the age of 16, from an adult who uses electronic communications with the intent to procure the child to engage in sexual activity; or to expose the child to any indecent matter.
- See useful websites:

[www.netsafe.com.au](http://www.netsafe.com.au)

[www.constablecare.org.au](http://www.constablecare.org.au)

[www.cybersmartkids.com.au](http://www.cybersmartkids.com.au)

[www.netalert.net.au](http://www.netalert.net.au)

[www.virtualglobaltaskforce.com](http://www.virtualglobaltaskforce.com)

[www.cybersafetynet.com](http://www.cybersafetynet.com)

- WA Police Cyber Predator Team may be contacted on 9492 5444.
- Cyber predation refers to activities with a sexual connotation including intent to procure to engage in sexual activity or to expose to indecent material, and so cyber bullying would not fall into the same category, generally. This distinction will differentiate the course of action by teachers/schools.
- If the teacher doesn't form the belief that the child is a victim of sexual abuse, and yet the child has been shown material of a sexual nature, such as sexting, then it should be reported to the police, but it is not a mandatory report and would normally be dealt with according to the school policy. The Police recommend reporting it to the Child Assessment and Interview Team, but the past practice in schools is to report to the local police.
- While it may not be sexual abuse, it may still constitute child exploitation. This is also why the police recommend that all cases of sexting be reported to them.
- Similarly, if the teacher or school considers that the child is being groomed via electronic media, the police should be contacted. Online Child Exploitation Squad
- Email:  
[online.child.exploitation.squad@police.wa.gov.au](mailto:online.child.exploitation.squad@police.wa.gov.au)<mailto:online.child.exploitation.squad@police.wa.gov.au>
- Online Child Exploitation Squad: 9428 1555
- Crime Stoppers: 1800 333 000

### **13. RESPONSIBILITIES OF LANGFORD ISLAMIC COLLEGE**

LIC takes responsibility to ensure adequate protection of all students in our care. The following processes and procedures specifically relate to child protection.

- The Principal ensures procedures are in place for the recognition, notification and support of students who are at risk or are victims of neglect and/or emotional, physical or sexual abuse.
- All staff, volunteers and contractors working in the school are aware of their responsibility in respect of the school's procedures for reporting and recording incidents or issues of child protection through induction procedures and annual professional learning updates.
- The Principal must inform the Chairman of LIC Board immediately any case of abuse, whether sexual or non-sexual, is reported to the authorized external authorities.
- The Principal oversees an assessment process to ensure all employees and people working in the school are fit and proper to work with students by requiring a Working with Children Check card prior to confirming employment or a voluntary role in the College.
- Staff are aware that they cannot agree to a student's demands for confidentiality or requests that parents, police or other agencies not be informed when the welfare or safety of the student or other students may be threatened. Confidentiality can only be maintained if the Principal can determine that the child is not in danger of further maltreatment, the alleged perpetrator is not a parent or an adult with whom the child resides, and the child is considered mature.
- The Principal ensures that all concerns for the welfare of children believed to be maltreated by parents/caregivers are discussed with the Department of Child Protection and Family Support or the WA Police before advising parents/caregivers, so as to not interfere with any possible investigatory process. The various authorised agencies decide on the provision of advice to parents/caregivers.
- The school curriculum teaches all students appropriate protective behaviours.
- Victims of abuse and neglect are supported by the school through an appropriate management plan formed in consultation with the Department of Child Protection and Family Support.
- Any child in the care of the Department of Child Protection must have a documented Education Plan available outlining strategies necessary to ensure the best possible educational outcome for that child.
- Health and Physical Education curriculum support the protective behaviours curriculum in K K to Y10.

The Principal oversees and maintains guidelines for children remaining at school after the end of the school day. If a student is delayed in leaving a final class, misses a bus or inadvertently remains on the College premises, the Principal takes responsibility for maintaining processes

for contacting the student's family or emergency contacts or DCPFS.

The **Appendices** outline the procedure for the following:

- A. INDICATORS OF CHILD ABUSE AND NEGLECT
- B. DEALING WITH A DISCLOSURE
- C. NOTIFICATION STEPS FOR PHYSICAL, EMOTIONAL, PSYCHOLOGICAL ABUSE AND NEGLECT
- D1. MANDATORY REPORTING OF CHILD SEXUAL ABUSE
- D2. NOTIFICATION STEPS FOR CHILD SEXUAL ABUSE
- E. REPORTING PROCEDURES FOR PRINCIPALS
- F. THE LEGAL IMPLICATIONS OF REPORTING
- G. QUESTIONS AND CONCERNS



## APPENDIX A

### INDICATORS OF CHILD ABUSE AND NEGLECT

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- The following list of indicators is not exhaustive but contains those which will be of use to teachers. These may include frequent injuries or tearfulness; uncharacteristic, unusual or inappropriate behaviour; frequent complaints of pain or sickness. Any of these indicators may suggest that a child is being abused, neglected or at risk of harm.
- A single indicator may not always provide conclusive evidence; however, a combination of several indicators should be treated very seriously. The examples of indicators listed may not necessarily be exclusive to a single category.
- Indicators should be considered in the context of their consistency with the child's medical history, developmental stage, capabilities and characteristic behaviour or attitudes.

#### PHYSICAL

- Bruises: note location, shape and stage of healing
- Burns that have a specific shape (e.g. that of an iron)
- Fear of adults
- Frequent absences, with or without explanation from parents or guardians
- Guarded or evasive answers to questions about the causes of obvious injury
- Hair missing in large quantities
- Injuries that are not consistent with the child's explanation for them
- Lacerations and abrasions to the eyes, lips, gums, mouth
- Missing or loosened teeth
- Self mutilation

#### SEXUAL

- Bloodstained underwear
- Disclosure of involvement in sexual activity
- External genital pain or discomfort in the genital area (e.g. vaginal or anal itching)
- Frequent or uncharacteristic changes in mood
- Frequent urinary or yeast infections (e.g. thrush)
- Inappropriate expressions of affection
- Inappropriate interest in sexual matters
- Inappropriate objections by care giver to health and sex education curricula
- Marked role reversal between mother and child
- Obsession with neatness and cleanliness
- Poor personal hygiene
- Possession of pornographic materials
- Pregnancy
- Presence of a sexually transmissible disease
- Promiscuity or behaving sexually towards others
- Reluctance to change clothes in front of others
- Reluctance to form close relationships

- Use of sexual language inappropriate for the child's age
- Wearing of inappropriate clothing for the child's age

## **EMOTIONAL/PSYCHOLOGICAL**

- Aggressive behaviour
- Attempted suicide
- Decline in academic performance
- Eating disorders (e.g. anorexia, bulimia)
- Early arrival at school and/or reluctance to leave
- Evidence of drug abuse or dependence
- Excessively passive behaviour - being "too good"
- Isolation, perhaps deliberate, from community and support system
- Jealous, excessively restrictive and/or protective parent
- Lethargy and/or fatigue
- Low self-esteem
- Obsession with neatness and cleanliness
- Poor peer relationships
- Shyness or withdrawal
- Significant stress
- Ulcers, asthma, allergies and other stress-related or psychosomatic conditions

## **NEGLECT**

- Abandonment of child
- Developmental regression
- Early arrival at school and/or reluctance to leave
- Emaciated or distended stomach
- Repeated failure by the care giver to collect child from school
- Failure by care giver to provide adequate nutrition
- Inadequate clothing
- Inadequate home supervision
- Inadequate food
- Stealing food
- Lack of appropriate medical care
- Lethargy and fatigue
- Poor personal hygiene
- Untreated lice, injuries, skin disorders etc.
- Voluntary disclosure of acts of abuse

For further information on "Identifying and responding to child abuse and neglect"  
go to [www.community.wa.gov.au](http://www.community.wa.gov.au)





## APPENDIX B DEALING WITH A DISCLOSURE

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A student who discloses abuse or neglect will often do so with great hesitation and with feelings of fear and guilt. Frequently they only hint or tell part of the story to see how the teacher reacts before fully disclosing.

A disclosure can often arouse strong feelings in the person to whom the disclosure is being made. Such reactions may include shock, anger and helplessness. It is important to be aware and in control of these feelings and that they be dealt with following the disclosure. The school counsellors or another appropriate skilled member of staff may be of assistance in this regard.

It is not easy for students to disclose abuse or neglect as they may previously have been coerced, bribed or threatened into secrecy. They may need repeated reassurance that you believe them and that it was right to tell.

Staff should be aware of the immediate needs of these students and what to do in these circumstances.

- Use 'protective interrupting' if students begin to disclose in class or in a public area to protect them from sharing the information with too many other people:
  - acknowledge that you have heard them and stop them from disclosing any further;
  - be supportive and gently indicate that they might tell you about it in a more private situation; and
  - quietly arrange to see them as soon as possible, in a situation away from other students.
- Establish clear limits on confidentiality by telling the child that a report will be made to a person who will be able to provide help and protection and that you will help them throughout the process.
- Put your own feelings aside and listen as if the information is not sensational.
- Provide reassurance that you believe them that it is right to tell and do not think that they are to blame or make judgements about what has happened.
- Listen to students in a private location within the school.
- Be supportive and understanding.
- Be empathetic to student feelings.
- Acknowledge that it is difficult to talk about such things.
- Try to identify students' fears.
- Let students tell the event in their own words.
- If you are unable to answer all the questions of the child, it is okay to let them know.
- Once you have established that they have been harmed or are at risk of being harmed, do not pursue the conversation any further. This is important to ensure that questions cannot be raised later about possible manipulation of the disclosure.
- Allow students the option of support during any agency interview and reassure them of the availability of continuing support.
- Document the conversation that you have had remembering as accurately as you can, the words and phrases used by the child to describe what has happened to them.
- Document the disclosure and subsequent discussion and actions.

- Explain what will happen next.
- Try and stay with the student after the disclosure to provide a sense of security until necessary steps have been taken to ensure the safety and support.

Staff must be mindful they:

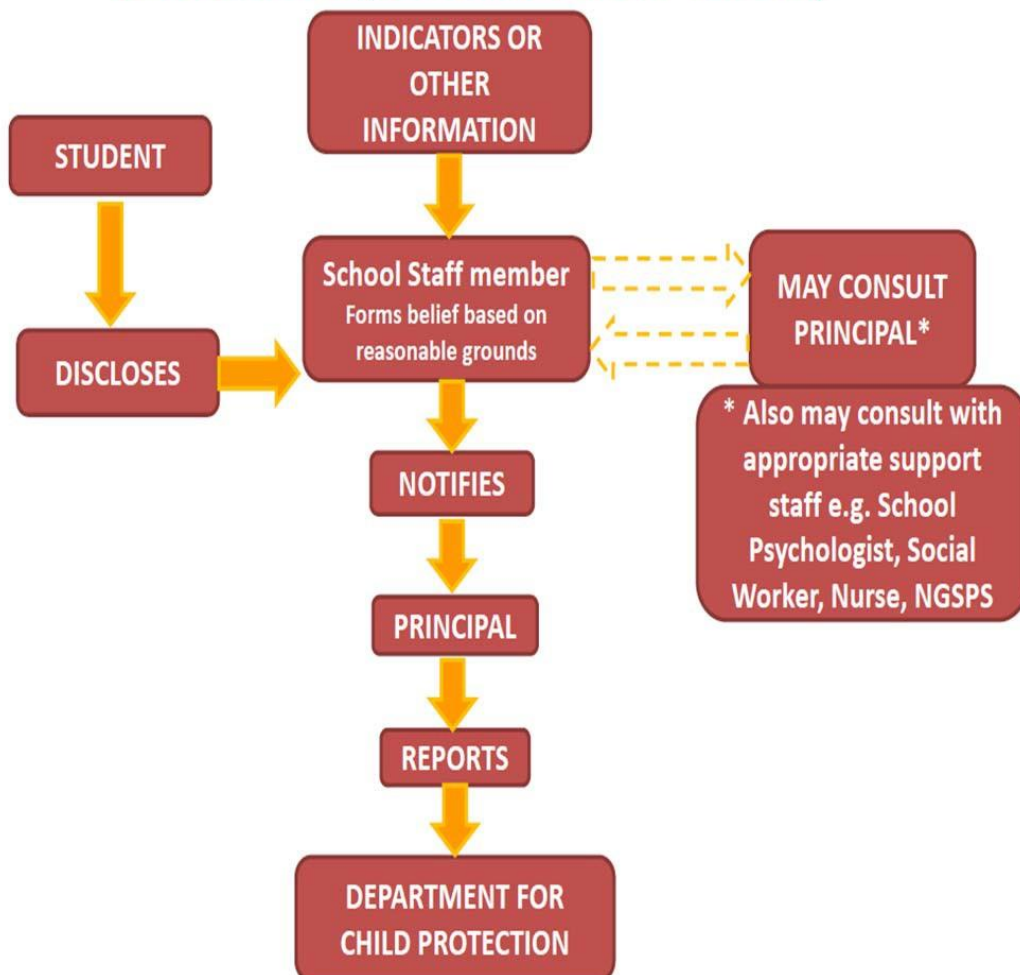
- Do not push for details or conduct an investigation. Other agencies have this responsibility.
- Do not express judgement of the student, perpetrator or family.
- Never get angry, upset or show shock.
- Never ask questions that may make the child feel guilty or inadequate.
- Never ask leading questions,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



**APPENDIX C**  
**NOTIFICATION STEPS FOR PHYSICAL, EMOTIONAL, PSYCHOLOGICAL ABUSE AND NEGLECT**

**(NOT FOR SEXUAL ABUSE)\***

**NOTIFICATION PROCEDURE – CHILD ABUSE AND NEGLECT (NON-MANDATORY REPORT)**





## APPENDIX D1 MANDATORY REPORTING OF CHILD SEXUAL ABUSE

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Since 1 January 2009, it is mandatory for teachers to report reasonable beliefs about child sexual abuse. Teachers have been issued with the booklet “A Guide for Mandatory Reporters” and nine fact sheets (supplied by AISWA) Further copies of this booklet and fact sheets are available from AISWA.

- Failure to report can incur a maximum penalty of \$6,000.
- The mandatory reporter can form the necessary belief, based on reasonable grounds, by noting the presence of indicators, disclosures, injuries, signs, symptoms and behaviours that heighten concerns about child sexual abuse (see Appendix A)
- Teachers are required to make the report themselves.
- Staff other than teachers are not mandatory reporters under State legislation. However, non-teaching staff are required to report to the Principal reasonable beliefs about all kinds of child abuse.
- Teachers are also required to report when working outside school in a paid or unpaid capacity e.g. tutoring, volunteer youth worker, religious instruction.
- There are two ways to make a report - verbal or written.

A verbal report is preferred in the first instance, particularly if the teacher has formed a belief that the child is still at risk of being abused, as it allows the Mandatory Reporting Service to respond quickly, ask clarifying questions and gather as much information as possible. However, it must be followed by a written report as soon as is practicable, usually within 24 hours. To make a verbal report, the Mandatory Reporting Service can be reached on 1800 708 704.

Failure to follow up a verbal report with a written report as soon as is practicable may result in a fine of \$3,000. A written report form can be downloaded from the mandatory reporting website [www.mandatoryreporting.dcp.wa.gov.au](http://www.mandatoryreporting.dcp.wa.gov.au).

If you do not have access to a computer, the form can also be mailed out to you. Once you have completed your written report, it can be returned using the following methods:

Email to: [mrs@dcp.wa.gov.au](mailto:mrs@dcp.wa.gov.au)  
Fax to: 1800 610 614  
Post to: PO Box 8146  
Perth BC WA 6849

Once you have lodged a report, you will receive a standardised letter. This letter is proof that you have made a report so it is important that you keep it.

Once the report has been lodged, the Mandatory Reporting Service will assess the immediate risk to the child, and determine the need for further child protection assessment and investigation. A copy of the report is sent to the WA Police. The police will then decide whether they need to be involved on a case by case basis.

The mandatory reporter will receive a feedback letter advising them of the DCPFS District Office it has been referred to, or whether no further action was recommended by the Mandatory Reporting Service.



## **Confidentiality and Legal Protection**

The identity of the reporter is required to be kept confidential, except in limited circumstances. Section 124F(2) protects a reporter's identity from being disclosed. Disclosure of a reporter's identity carries a maximum fine of \$24,000 and 2 years imprisonment.

There are exceptions where a reporter's identity is permitted. Even where disclosure is allowed, consideration will be given to ensuring the reporter's safety has been taken into account. Examples of when a reporter's identity may be revealed include:

- The Mandatory Reporting Service must send a copy of every written report to the WA Police
- The WA Police may need to reveal a reporter's identity in order to investigate or prosecute a suspected offence
- A Department for Child Protection officer may need to reveal the reporter's identity when certain child protection, family law or adoption proceedings are taking place
- Reporter may have provided written permission for their identity to be disclosed

A mandated reporter who is normally governed by a code of confidentiality or secrecy, professional ethics, standards or principles of conduct (e.g. Doctor/patient) is protected from a breach to this code if they are making a report in good faith. The legislative requirements of the Act override internal school policies, professional codes or confidentiality requirements.

A mandated reporter is also protected from liability. If a report is made in good faith, they will not incur any civil or criminal liability by making a report.

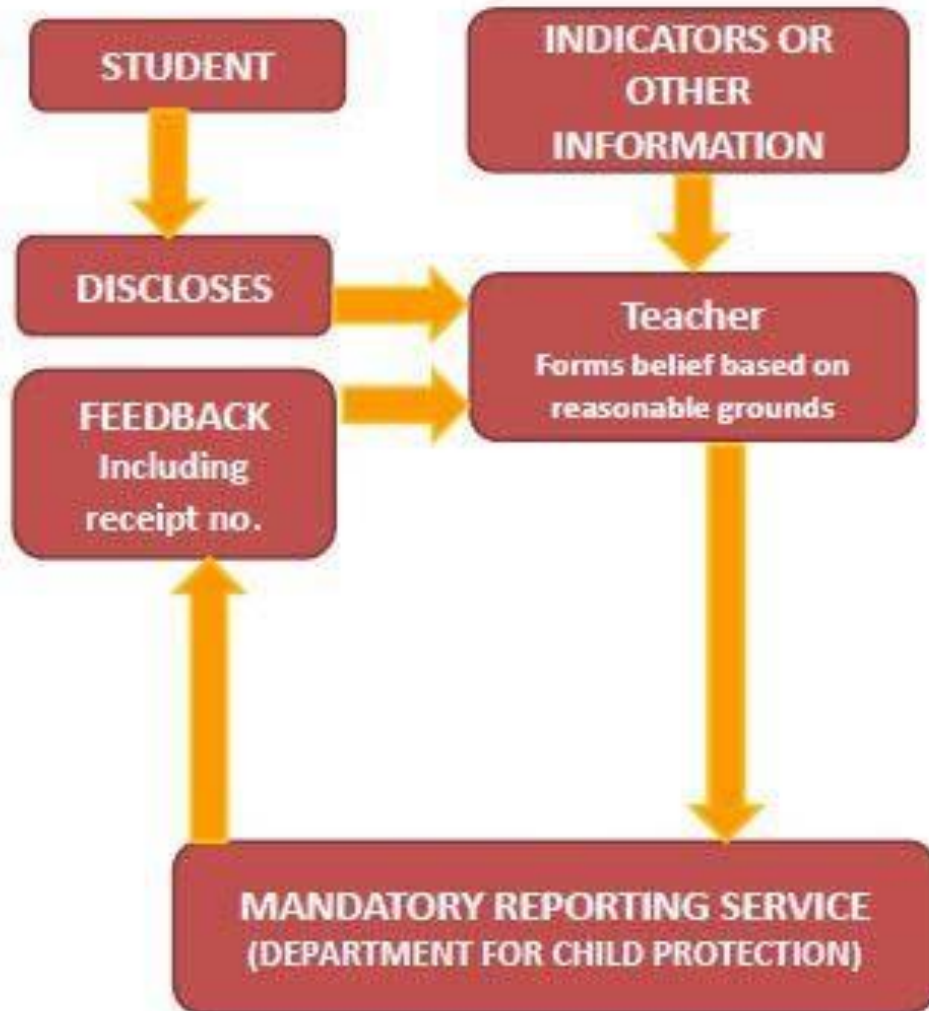
For further information go to [www.mandatoryreporting.dcp.wa.gov.au](http://www.mandatoryreporting.dcp.wa.gov.au) and click on "Publications" and then click on "A guide for mandatory reporters."



APPENDIX D2

NOTIFICATION STEPS FOR CHILD SEXUAL ABUSE

**MANDATORY REPORTING PROCEDURE**





## APPENDIX E

### REPORTING PROCEDURES FOR PRINCIPALS

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When a teacher or staff member has informed the Principal of a disclosure of child abuse or strong concerns about the well-being of a child, the Principal must:

- report the matter to the Department for Child Protection (DCPFS), except in the case of sexual abuse, where the teacher is the mandatory reporter;
- inform the Chairman of the College Board;
- take measures to protect the privacy of the child and the teacher reporting the alleged abuse and the security of written records.

The DCPFS will involve other agencies where necessary. Where it is believed that the child is in immediate danger of harm, the Police Service will be actively involved to ensure the overall safety of the child.

It is the responsibility of the DCPFS to:

- react promptly to the school's report;
- determine if, in fact, abuse has occurred or that neglect is evident;
- initiate, if necessary, immediate remedial action, including involvement with other agencies; and
- give feedback as appropriate to the Principal.

The DCPFS has the authority under the Children and Community Services Act 2004 to interview a child at school prior to contacting the parent/care giver. If an interview with a child by DCPFS personnel is to take place on school premises without the parents' knowledge, the child should be given the option of having support from a staff member with whom they feel comfortable.





## APPENDIX F

### THE LEGAL IMPLICATIONS OF REPORTING

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Teachers have a **duty of care** to students during school hours and at other times when the teacher/student relationship exists. **Duty of care** falls under the area of common law that is established by the courts, on the basis of precedent. The concept of **duty of care** requires that a teacher must take reasonable care to avoid acts or omissions which the teacher can reasonably foresee would be likely to injure the student and take steps to remove those dangers.

In ascertaining what is reasonable for a teacher to have foreseen, the Courts would amongst other matters enquire into the:

- magnitude of risk;
- degree of probable occurrence; and
- difficulty in reducing the risk.

Where a teacher suspects a student is being abused/neglected (non-sexual) the teacher should discuss her/his suspicions with the Principal who then has to judge whether to report the matter or not. **In the case of a direct disclosure, the teacher is obligated to report the incident to the Principal who is then also obliged to report the matter to the Department of Child Protection (DCPFS) and the Chairman of the College Board. In cases of sexual abuse the teacher is obligated to report directly to the DCPFS. (See Appendix D Mandatory Reporting of Child Sexual Abuse.)**

Teachers may be reluctant to report suspected cases of child abuse and/or neglect because they are afraid of the effect this may have on their relationship with other students or the family of the child involved. If teachers make reports through the proper channels and with the best interests of the child in mind, they are protected in the event of legal action being taken against them and are entitled to invoke the defence of **qualified privilege**.

This may be interpreted as follows: If a person makes a statement that is possibly defamatory to another person with a 'like interest' but the first person has a legitimate interest, either legal or moral, in the situation, **qualified privilege** protects the first person. If a teacher makes a statement in good faith to the Principal or other authorities about a situation the teacher suspects exists and which the teacher considers may be harmful to the child, a valid defence exists under common law.

The defence of **qualified privilege** does not cover general discussion in the staffroom, conversation with other parents or members of the general community. It should be noted that the defence of **qualified privilege** will not be available where complaints are made upon spurious grounds, in bad faith, or without reasonable grounds to make the complaint. Teachers must follow the procedures set out in this document and maintain absolute confidentiality.



## APPENDIX G QUESTIONS AND CONCERNS

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### **Must I keep written records?**

As a teacher you should keep brief written records of your observations including dates, the nature of the indicators and injuries, if any. Principals are also expected to keep written records of the notification. Student Services personnel should also keep records of their involvement in such cases (e.g. the school nurse should keep records of physical indicators, and other Student Services personnel should keep records of behavioural and family indicators). All these records must be treated as highly confidential and stored securely and separately from other student records.

### **Can the written records I keep be used in evidence?**

Yes. If the investigating officers want to use the school's written records they must apply in writing to the Principal. All types of official records kept in these cases may be subpoenaed and must be provided to the court. If the Principal or a teacher receives a subpoena, the Chairman of the College Board must be notified and legal advice sought.

### **Is there a time limit on suspected offences? Am I expected to report an offence that happened, for example, five years ago?**

There is no Statute of Limitations on reports of child abuse and neglect.

All suspected cases of child abuse (including sexual abuse) and neglect should be reported, irrespective of when they may have occurred. The **mandatory reporting** of sexual abuse applies to abuse which happened on or after 1 January 2009. The decision about whether to proceed with prosecution will be made by the appropriate external agency.

### **How soon after finding out about a case of child abuse or neglect (non-sexual) am I expected to make a notification?**

Notification is to be given promptly to the Principal, who must report the situation to the Department for Child Protection (DCPFS). It is recommended that you make the report on the same day as you find out. In cases of sexual abuse you must report directly to the DCPFS.

### **How soon after finding out about a case of child abuse (sexual) am I expected to make a notification?**

You must report the situation to the DCPFS. It is recommended that you make the report on the same day as you find out.

### **Can I be called to give evidence?**

Yes, a teacher can be called to give evidence. It is rare for a notifier to be called as a witness. It is understood that teachers are placed in a difficult position when asked to give evidence in court and for this reason it is avoided if possible.

### **What will happen if I have to go to court? What legal support will the school provide?**

If you are called to give evidence in a child protection case, you will not lose pay. Ensure that your Principal is informed if you are required to attend court. The school can arrange for legal support and advice on making statements to prepare for the courtroom experience.

Am I expected to report abuse if the perpetrator is a colleague or someone I know? Yes. The identity

of the perpetrator is irrelevant to the responsibility of teachers to report. The procedures outlined in this document apply, whoever the perpetrator is.

**Does the offender have to be told who notified?**

It is the policy of the DCPFS and the Police Service not to reveal the identity of persons notifying child abuse and neglect. However, where a person who has notified an alleged offence is required to give evidence, their identity may be revealed in those proceedings. Any breaches of this policy should be reported to the Principal who in turn will advise the Chairman of the Board of Governors.

**It is important to note that the safety and welfare of the child is all important and that this is the primary concern of the school and the DCPFS. No action will be taken which may jeopardise the safety of the child.**

## 14. WHERE TO GO FOR FURTHER INFORMATION

The Department for Child Protection and Family Support is the state government department responsible for issues specifically related to the protection of children, including the handling of abuse and neglect cases. This website contains some excellent material for professionals, and parents and friends: <http://www.dcp.wa.gov.au/Pages/Home.aspx>

The sexual abuse reports, the Mandatory Reporting Service must be contacted through one of the following means:

Telephone: 1800 708 704

Email: [mrs@dcp.wa.gov.au](mailto:mrs@dcp.wa.gov.au)

Fax: 1800 610 614

Post: PO Box 8146 Perth BC WA 6849

This unit is available 24 hours a day, 7 days a week for make a report or to raise concerns. Details regarding mandatory reporting can be obtained through [www.mandatoryreporting.dcp.wa.gov.au](http://www.mandatoryreporting.dcp.wa.gov.au)

### AFTER HOURS

#### Child Abuse Services WA

9223 1111/1800 199 008

#### Crisis Care

9223 1111/1800 199 008 (a 24-hour telephone service for people in crisis and needing urgent help)

#### WA Police Service Child Abuse Investigation Unit

If the matter is urgent and the safety of a child is at risk, call 000. If you are a victim of child abuse or paedophilia, or if you have information about someone else being abused, you should contact police on **131 444**.

You can also report child abuse to the Child Protection Squad on **9492 5444** or email them on [Child.Abuse.Investigation@police.wa.gov.au](mailto:Child.Abuse.Investigation@police.wa.gov.au), or ring Crime Stoppers on **1800 333 000** or go to your local police station.

**WA Police Cyber Predator Team** can be contacted on 9492 5444 or complaints can be lodged on the WA Police Website [www.police.wa.gov.au](http://www.police.wa.gov.au)

**15. ACKNOWLEDGEMENT**

By signing this Acknowledgement you are agreeing to abide by this Child Protection Policy to the best of your ability and acknowledge that you understand that breaches of this Policy will be taken seriously and could result in termination of your employment.

I \_\_\_\_\_ have read, understood and agree to comply with the terms of this Child Protection Policy.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Dated

Noted on LIC Child Protection Policy Employee Acknowledgement Register on \_\_\_\_\_ (date).

