Tamborine Mountain College.

HANDBOOK

Child Protection

(updated – 30/10/15)
Contents

Section 1  TMC Child Protection Policy

Section 2  TMC Child Risk Management Strategy

Section 3  Information Leaflets for Parents and Students

Section 4  The Personal Power Program (PPP) – a Program to meet the requirements of the Preventing Bullying Policy
## Section 1: Child Protection Policy

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>The purpose of this policy is to provide written processes about the health and safety of the Tamborine Mountain College staff and students and about the appropriate conduct of the school’s staff and students to comply with accreditation requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope:</td>
<td>Students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Tamborine Mountain College and covers information about the reporting of harm and abuse.</td>
</tr>
<tr>
<td>Authorised by:</td>
<td>College Board Chairman Mr Michael Kyle</td>
</tr>
<tr>
<td>References:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Child Protection Act 1999 (Qld)</td>
</tr>
<tr>
<td></td>
<td>- Education (General Provisions) Act 2006 (Qld)</td>
</tr>
<tr>
<td></td>
<td>- Education (General Provisions) Regulation 2006 (Qld)</td>
</tr>
<tr>
<td></td>
<td>- Education (Accreditation of Non-State Schools) Act 2001 (Qld)</td>
</tr>
<tr>
<td></td>
<td>- Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)</td>
</tr>
<tr>
<td></td>
<td>- Working with Children (Risk Management and Screening) Act 2000 (Qld)</td>
</tr>
<tr>
<td></td>
<td>- Working with Children (Risk Management and Screening) Regulations 2011 (Qld)</td>
</tr>
<tr>
<td></td>
<td>- Tamborine Mountain College Dispute Resolution/Complaints Handling Policy</td>
</tr>
<tr>
<td></td>
<td>- Tamborine Mountain College Dispute Resolution/Complaints Handling Procedure</td>
</tr>
<tr>
<td></td>
<td>- Tamborine Mountain College Child Risk Management Strategy (for the Working with Children (Risk Management and Screening) Act 2000 (Qld))</td>
</tr>
<tr>
<td></td>
<td>- Tamborine Mountain College Work Health and Safety Policy (for the Work Health and Safety Act 2011 (Qld))</td>
</tr>
<tr>
<td>Review Date:</td>
<td>Annually</td>
</tr>
<tr>
<td>Policy Owner:</td>
<td>School Board</td>
</tr>
</tbody>
</table>
Definitions

- **Section 9 of the Child Protection Act 1999** - "Harm", to a child, is any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing.
  1. It is immaterial how the harm is caused.
  2. Harm can be caused by—
     a) physical, psychological or emotional abuse or neglect; or
     b) sexual abuse or exploitation.
  3. Harm can be caused by—
     a) a single act, omission or circumstance; or
     b) a series or combination of acts, omissions or circumstances.

- **Section 10 of the Child Protection Act 1999** - A “child in need of protection” is a student who—
  a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
  b) does not have a parent able and willing to protect the child from the harm.

- **Section 364 of the Education (General Provisions) Act 2006** - “Sexual abuse”, in relation to a relevant person, includes sexual behaviour involving the relevant person and another person in the following circumstances –
  a) the other person bribes, coerces, exploits, threatens or is violent toward the relevant person;
  b) the relevant person has less power than the other person;
  c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity

Health and Safety
The school has written policies in place about the health and safety of its staff and students in accordance with relevant workplace health and safety legislation.

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

Conduct of Staff and Students
All staff, contractors and volunteers must ensure that their behaviour towards and relationships with students reflect proper standards of care for students. Staff, contractors and volunteers must not cause harm to students.

---

1. Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(1)
2. Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(8): the definition of ‘harm’ for this regulation is the same as in section 9 of the Child Protection Act 1999 (Qld)
3. Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(2)
4. Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(2)

Last update by J. Melbourne 30/10/15
Reporting Inappropriate Behaviour
If a student considers the behaviour of a staff member to be inappropriate, the student should report the behaviour to:-
(a) Mrs June Melbourne
or
(b) Mrs Fiona Stevens\(^5\)

Dealing with Report of Inappropriate Behaviour
A staff member who receives a report of inappropriate behaviour must report it to the Principal. Where the Principal is the subject of the report of inappropriate behaviour, the staff member must inform a member of the school’s board\(^6\).

Reporting Sexual Abuse\(^7\)
Section 366 of the Education (General Provisions) Act 2006 states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the school, that any of the following has been sexually abused by another person:
   a) a student under 18 years attending the school;
   b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;
   c) a person with a disability who:-
      i. under section 420(2) of the Education (General Provisions) Act 2006 is being provided with special education at the school; and
      ii. is not enrolled in the preparatory year at the school
then the staff member must give a written report about the abuse or suspected abuse to the Principal or to a director of the school’s board immediately.

The school Principal or a director of the school’s board must immediately give a copy of the report to a police officer.\(^8\)

(Under section 366B of the Education (General Provisions) Act 2006, the directors of a school’s governing body may delegate the directors’ function under section 366 to an appropriately qualified individual (this cannot be the Principal or any other staff member of the school). Directors should ensure they are well briefed about the requirements of section 366B before delegating this function.)

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

A report under this section must include the following particulars:-
   a) the name of the person giving the report (the first person);
   b) the student’s name and sex;
   c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
   d) details of the abuse or suspected abuse;
   e) any of the following information of which the first person is aware:-
      i. the student’s age;
      ii. the identity of the person who has abused, or is suspected to have abused, the student;

---

\(^5\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(3) and s.10(4)
\(^6\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(3)
\(^7\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(5)(a)

Last update by J. Melbourne 30/10/15
iii. the identity of anyone else who may have information about the abuse or suspected abuse.

**Reporting Likely Sexual Abuse**

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 school, that any of the following is likely to be sexually abused by another person:

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

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

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

(Under section 366B of the *Education (General Provisions) Act* 2006, the directors of a school’s governing body may delegate the directors’ function under section 366A to an appropriately qualified individual (this cannot be the Principal or any other staff member of the school). Directors should ensure they are well briefed about the requirements of section 366B before delegating this function.)

If the staff member who becomes aware or reasonably suspects likely sexual abuse is the school’s Principal, the Principal must give a written report about the suspicion to a police officer immediately and must also give a copy of the report to a director of the school’s governing body.

A report under this section must include the following particulars:

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

**Reporting Physical and Sexual Abuse**

Under Section 13E (3) of the *Child Protection Act* 1999, if a doctor, a registered nurse or a teacher 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: -

---

8 *Education (General Provisions) Regulation* 2006 (Qld) s.68
9 *Education (Accreditation of Non-State Schools) Regulation* 2001 (Qld) s.10(5)(a)
10 *Education (General Provisions) Regulation* 2006 (Qld) s.68A
a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and
b) may not have a parent able and willing to protect the child from the harm.

The doctor, nurse or teacher must give a written report to the Chief Executive of the Department of Communities, Child Safety and Disability Services (or other department administering the *Child Protection Act 1999*). The doctor, nurse or teacher should give a copy of the report to the Principal.

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

a) state the basis on which the person has formed the reportable suspicion; and
b) include the information prescribed by regulation, to the extent of the person’s knowledge\(^\text{11}\).

**Awareness**
The school will inform staff, students and parents of its processes relating to the health, safety and conduct of staff and students in communications to them and it will publish these processes on its website\(^\text{12}\).

**Training**
The school will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will refresh training annually\(^\text{13}\).

**Implementing the Processes**
The school will ensure it is implementing processes relating to the health, safety and conduct of staff and students by auditing compliance with the processes annually\(^\text{14}\).

**Accessibility of Processes**
Processes relating to the health, safety and conduct of staff and students are accessible on the school website and will be available on request from the school administration\(^\text{15}\).

**Complaints Procedure**
Suggestions of non-compliance with the school’s processes may be submitted as complaints under Tamborine Mountain College Complaints.\(^\text{16}\)

---

\(^{11}\) *Child Protection Act 1999 (Qld)* s.13G (2). There is no such regulation at 12 December 2014.

\(^{12}\) *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)* s.10(6)

\(^{13}\) *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)* s.10(6)

\(^{14}\) *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)* s.10(6)

\(^{15}\) *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)* s.10(6)

\(^{16}\) *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)* s.10(7) and s.10(7A)
## Section 2: Child Risk Management Strategy

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
<th>The purpose of this strategy is to eliminate and minimise risk to child safety to ensure the safety and wellbeing of all students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope:</strong></td>
<td>Students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements</td>
</tr>
<tr>
<td><strong>Authorised by:</strong></td>
<td>College Board Chairman Mr Michael Kyle</td>
</tr>
</tbody>
</table>
| **References:** | - Working with Children (Risk Management and Screening) Act 2000 (Qld)  
- Working with Children (Risk Management and Screening) Regulation 2011 (Qld)  
- Child Protection Act 1999 (Qld)  
- Education (Accreditation of Non-State Schools) Act 2001 (Qld)  
- Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)  
- Education (General Provisions) Act 2006 (Qld)  
- Education (General Provisions) Regulation 2006 (Qld)  
- Education Services for Overseas Students (ESOS) Act 2000 (Cth)  
- Education (Overseas Students) Regulation 1998 (Qld)  
- Education (Queensland College of Teachers) Act 2005 (Qld)  
- Education and Care Services National Law (Queensland) Act 2011 (Qld)  
- Education and Care Services National Regulation 2011 (Qld)  
- Child and Youth Risk Management Strategy Toolkit |
| **Review Date:** | Annually | **Next Review Date:** 14/1/16 |
| **Policy Owner:** | College Board |

Last update by J. Melbourne 30/10/15
Policy Statement and a Statement about Commitment

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

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

Implementation

In practice, Tamborine Mountain College commitment to acting in accordance to the Working with Children (Risk Management and Screening) Act (“the Act”) to ensure the safety and wellbeing of students means that it will implement the measures outlined below in points 1 - 8.

Code of Conduct

**At Tamborine Mountain College we expect our employees to conduct themselves as follows:**

School employees are expected to always behave in ways that promote the safety, welfare and well-being of children and young people. They must actively seek to prevent harm to children and young people, and to support those who have been harmed.

Specific responsibilities include:

- Employees should avoid situations where they are alone in an enclosed space with a student.
- When physical contact with a student is a necessary part of the teaching/learning experience, employees must exercise caution to ensure that the contact is appropriate and acceptable. Employees must always advise the student of what they intend doing and seek their consent.
- Employees must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest in a student.
- Employees must not have a romantic or sexual relationship with a student.

This commitment is evidence of Tamborine Mountain College’s fulfilment of the requirements of section 3(1)(b) of the Regulation.

Recruitment, Selection, Training and Management Procedures

Tamborine Mountain College is committed to recruiting, selecting, training and managing employees in such a way that limits risks to children. In particular, Tamborine Mountain College will:

- Ensure that its recruitment and selection procedures act to reduce the risk of harm to children from employees via:
  - Accurate position descriptions, including whether the successful applicant must be a teacher registered with the Queensland College of Teachers (who has been subject to relevant police and other safety checks), whether a Blue Card is necessary for the successful applicant, the responsibilities and supervision associated with the position, the
nature and environment of the service provided to children, and the experience and qualifications required by the successful applicant

- Advertising the position with a clear statement about the school’s commitment to safe and supportive work practices and identifying that candidates will be subject to a teacher registration check or Blue Card screening, a police check, referee checks, identification verification and the requirement to disclose any information relevant to the candidates’ eligibility to engage in activities including young people
- A selection process that includes assessing the application via an interview process and referee and other checks (as identified above) based on the accurate position description
- A probationary period of employment, which allows the school to further assess the suitability of the new employee and to act as a check on the selection process

- Ensure that its training and management procedures act to reduce the risk of harm to children from employees via:
  - Management processes that are consistent, fair and supportive
  - Performance management processes to help employees to improve their performance in a positive manner
  - Supportive processes for staff when they are experiencing challenges, such as mentoring, mediation, conflict resolution, coaching, additional training, and external support and counselling services
  - An induction program which thoroughly addresses the school’s policies and procedures, particularly its expectations regarding child risk management and to assist employees to understand their role in providing a safe and supportive environment for children
  - Training new and existing staff on an ongoing basis to enhance skills and knowledge and to reduce exposure to risks, as follows:
    - The school’s policies and procedures
    - Identifying, assessing and minimising risks to children
    - Handling a disclosure or suspicion of harm to a child
  - Keeping a record of the training provided to employees
  - Exit interviews to assist the school to identify broader issues of concern that may impact on the safety and welling of children at the school

This commitment is evidence of Tamborine Mountain College’s fulfilment of the requirements of section 3(1)(c) of the Regulation.

Handling Disclosures or Suspicions of Harm

Any of the types of concerns or reports below should be reported and managed under the Tamborine Mountain College’s Child Protection Policy, as follows:

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

In accordance with the Child Protection Act 1999, if a staff member, teaching or non-teaching, is aware or reasonably suspects harm has been caused to a student under 18 years and the harm has not been reported under the Child Protection Policy, the staff member must
report the harm to the school’s Principal. The types of harm reported may include emotional or psychological abuse or neglect or sexual exploitation.
If the Principal is aware or reasonably suspects the harm has been caused and that the student is in need of protection, the Principal must report the harm or suspected harm to the Chief Executive of the Department of Communities, Child Safety and Disability Services (or other department administering the Child Protection Act 1999). In assessing whether a student is in need of protection, the Principal will consider the “Significant Harm Test” and the “Parent Willing and Able Test” as detailed in Tamborine Mountain College’s Child Protection Procedure, as well as utilise the Department of Communities, Child Safety and Disability Services’ Child Protection Guide resource.
(Please refer to Tamborine Mountain College Regulation Child Protection Procedure as well as to Independent Schools Queensland’s Child Protection Decision Support Trees for information of the process for reporting all types of harm, including sexual abuse)
To report any type of harm, all staff members should use the Report of Suspected Harm or Sexual Abuse Form in Appendix 2 of this Strategy.
Furthermore, and in accordance with section 76 of the Education (Queensland College of Teachers) Act 2005, the Principal of Tamborine Mountain College will report to the Queensland College of Teachers any investigations into allegations of harm caused, or likely to be caused, to a child because of the conduct of a relevant teacher at the school.
This commitment is evidence of Tamborine Mountain College’s fulfilment of the requirements of section 3(1)(d) of the Regulation.

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

Implementing and Reviewing the Child Risk Management Strategy
This Strategy in its entirety and its related policies and procedures are evidence of fulfilment of the requirements of section 3(1)(f)(i) of the Regulations relating to implementation.
The introduction to this Child Risk Management Strategy and the “Compliance and Monitoring” section below state Tamborine Mountain College’s commitment to reviewing the Strategy annually and are evidence of fulfilment of the requirements of section 3(1)(f)(i) of the Regulation relating to review.

Blue Card Policies and Procedures
Tamborine Mountain College Blue Card Policy and Register are evidence of fulfilment of the requirements of section 3(1)(f)(ii) of the Regulation.

High Risk Management Plans
Tamborine Mountain College is committed to identifying risks, assessing risks, eliminating and minimising risks and the monitoring of risk to the safety of children on an ongoing basis. Tamborine Mountain College will utilize various risk management tools to assist it in this
process and will keep appropriate records of decisions made and actions taken in relation to
risks to children.
This commitment is evidence of Tamborine Mountain College’s fulfilment of the
requirements of section 3(1)(g) of the Regulation.

Strategies of Communication and Support
Tamborine Mountain College’s commitment to making this Child Risk Management Strategy
available to students, parents and employees via its enrolment procedures, employee
handbook, school intranet site is evidence of fulfilment of the requirements of section
3(1)(h)(i) of the Regulation.
Tamborine Mountain College is committed to training employees in relation to risks to
children and will conduct this training regularly via annual formal training events, informal
updates at staff meetings and regular discussions between managers and their staff, and this is
evidence of fulfilment of the requirements of section 3(1)(h)(ii) of the Regulation.

Responsibilities
Tamborine Mountain College is responsible for developing and implementing this Child Risk
Management Strategy and related policies and procedures to ensure it fulfils its obligations.
All employees at Tamborine Mountain College are responsible for acting in compliance with
this Child Risk Management Strategy and related policies and procedures.

Compliance and Monitoring
Tamborine Mountain College is committed to the annual review of this Strategy. Tamborine
Mountain College will also record, monitor and report to the school board, regarding any
breaches of the Strategy.
In addition, Tamborine Mountain College is committed to other various compliance and
monitoring arrangements made under relevant policies and procedures.

Related Documents
- Tamborine Mountain College Child Protection Policy and Procedures
- Tamborine Mountain College Dispute Resolution Policy and Procedures
- Tamborine Mountain College Blue Card Register and Procedures
- Tamborine Mountain College Risk Management Framework
- Tamborine Mountain College Employee Code of Conduct

Helpful Links
- Independent Schools Queensland’s Child Protection Decision Support Trees
- Department of Communities, Child Safety and Disability Services’ Child Protection Guide

Appendices
- Appendix 1 - Summary of Reporting Harm
- Appendix 2 – Report of Suspected Harm or Sexual Abuse Form
## Summary of Reporting Harm

<table>
<thead>
<tr>
<th>Who</th>
<th>What abuse</th>
<th>Test</th>
<th>Report to</th>
<th>Legislation</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Sexual</td>
<td>Awareness or a reasonable suspicion</td>
<td>Principal Report to Police</td>
<td>EGPA, sections 366 and 366a</td>
<td>Unchanged</td>
</tr>
<tr>
<td></td>
<td>Sexually abused or likely to be sexually abused</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Sexual and physical</td>
<td>Significant harm</td>
<td>Principal Report to Police and Child Safety</td>
<td>CPA, sections 13E and 13G EGPA, sections 366 and 366a</td>
<td>New</td>
</tr>
<tr>
<td></td>
<td>Parent willing and able, or not.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All staff</td>
<td>Physical, psychological, emotional, neglect, exploitation</td>
<td>Significant harm</td>
<td>Principal, Report to Child Safety</td>
<td>Accreditation Regulations, section 10</td>
<td>Amended</td>
</tr>
<tr>
<td></td>
<td>Parent willing and able, or not.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All staff</td>
<td>Any</td>
<td>Not of a level that is otherwise reportable to Child Safety, refer with consent</td>
<td>Principal Family and Child Connect</td>
<td>CPA, sections 13B and 159M</td>
<td>New</td>
</tr>
<tr>
<td>Principal</td>
<td>Any</td>
<td>Not of a level that is otherwise reportable to Child Safety, refer without consent</td>
<td>Family and Child Connect</td>
<td>CPA, sections 13B and 159M</td>
<td>New</td>
</tr>
<tr>
<td>Any member of the public</td>
<td>Any</td>
<td>Significant harm</td>
<td>Child Safety</td>
<td>CPA, section 13A</td>
<td>Unchanged</td>
</tr>
<tr>
<td></td>
<td>Parent willing and able, or not.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Private and Confidential  
Report of Suspected Harm or Sexual Abuse

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
</tr>
<tr>
<td>School Phone:</td>
</tr>
<tr>
<td>School Fax:</td>
</tr>
</tbody>
</table>

**DETAILS OF STUDENT/CHILD HARMED OR AT RISK OF HARM/ABUSE:**

<table>
<thead>
<tr>
<th>Legal Name:</th>
<th>Preferred Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB:</td>
<td>Gender:</td>
</tr>
<tr>
<td>Year Level:</td>
<td>Cultural Background:</td>
</tr>
<tr>
<td>Aboriginal ☐</td>
<td>Torres Strait Islander ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the student have a disability verified under EAP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s Residential Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>Student’s Personal Mobile:</td>
</tr>
</tbody>
</table>

**FAMILY DETAILS**

<table>
<thead>
<tr>
<th>Parent/caregiver 1:</th>
<th>Relationship to Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address (if different from student):</td>
<td></td>
</tr>
<tr>
<td>Phone: (H):</td>
<td>(W):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/caregiver 2:</th>
<th>Relationship to Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address (if different from student):</td>
<td></td>
</tr>
<tr>
<td>Phone: (H):</td>
<td>(W):</td>
</tr>
</tbody>
</table>

| Is the student in out of home care: | Yes ☐ No ☐ |

**PERSON ALLEGED TO HAVE CAUSED THE HARM OR ABUSE**

<table>
<thead>
<tr>
<th>☐ Adult family member</th>
<th>☐ Child family member</th>
<th>☐ Other adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Student/other child</td>
<td>☐ Unknown</td>
<td></td>
</tr>
</tbody>
</table>

**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 ☐

<table>
<thead>
<tr>
<th>Name of staff member making report to the Statutory Agency if not the Principal:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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):

- [ ] Queensland Police Services (QPS)
- [ ] Department of Communities (Child Safety Services)
- [ ] Family and Child Connect

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

Confirm receipt of faxed or emailed form and ensure original is stored in a secure location along with any other documentation collected for the purpose of this report.
SECTION 3 - INFORMATION LEAFLETS FOR PARENTS AND STUDENTS

A Leaflet for Parents

This leaflet is designed to explain the child protection policy of Tamborine Mountain College. Copies may be sent out with school handbooks, reports or newsletters – they are readily available at various points in the school.

Copy of leaflet as follows:

Child Protection at Tamborine Mountain College

Tamborine Mountain College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our School will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful. The School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

What does the School mean by harm?

Recent Queensland legislation defines harm as:

- any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:
  - Physical, psychological or emotional abuse or neglect;
  - Sexual abuse or exploitation.

How does the School protect students from harm?

Tamborine Mountain College has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the school becomes aware or reasonably suspects that harm has been done to a student of the school by other staff, people outside the school or by other students.

What should you do if you become aware or reasonably suspect that harm has been caused to a student of the school by a member of staff, someone outside of the school or by other students?

You should report your concerns to the Principal or to any other member of school staff.

What will happen next?

If you report your concerns to a member of staff other than the Principal, the member of staff will report it to the Principal immediately, or if the subject of the complaint is the Principal, or the Principal is considered biased, then the member of staff will report to the Chairman of the School Board.
What will the Principal or the Chairman of the Board do?

If the Principal or Chairman of the Board receives a report of harm or suspected harm to a student of the school; and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused, then it will be reported to Child Safety. If the harm being considered is related to sexual abuse, as well as being reported to the Police, it will be reported to Child Safety, in line with mandatory reporting requirements under the Child Protection Act 1999.

What happens about confidentiality?

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Chairman of the School Board may also need to be informed. It is the school’s policy that confidentiality between the School and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the School is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party.

Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the school.

How will the School help my child?

The Principal will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member understands and is trained in their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this protocol, from his or her previous employer.
- Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice issued by the Qld Commission for Children and Young People and Child Guardian.

If the Principal receives a report of harm to your child, he/she will support the child by:

- responding rapidly and diligently to the report;
- reassuring the student;
- protecting the child’s confidentiality as much as possible;
- offering continuous support; and
- providing counselling if requested.

What should I do if I require more information?

The School’s complete Child Protection Policy is available at the school administration. Parents and students may have access to this policy at any time. You may also make an appointment to discuss the policy with the Principal if you wish to clarify any matters.
A leaflet for students is outlined below.

**Child Protection - Students**

Every student has the right to feel safe and free from harm while at Tamborine Mountain College. We expect you to respect your teachers and other students and we expect that you will receive the same respect in return. You should never allow yourself to feel unsafe without reporting it to someone you trust.

**Who should I tell if I am not feeling safe at school or at home?**

Mrs June Melbourne or Mrs Fiona Stevens or another member of staff if these people are not available.

If you do not feel like talking to a member of staff you may like to write a letter.

**What will happen if I report what is happening to a member a staff?**

If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Principal.

**What if I don’t want the member of staff to tell the Principal?**

College staff takes matters of harm very seriously and as such cannot promise confidentiality. If the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then the law says that the matter must be reported to the Principal who will report it to Child Safety and / or the Police, as required. The staff member has no choice about reporting what you have told them and will explain to you exactly what will happen next.

**Remember the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed.**
SECTION 4

THE PERSONAL POWER PROGRAM – A PROGRAM TO MEET THE REQUIREMENTS OF THE PREVENTION OF BULLYING POLICY

Outlined below are the details of the Program which meets the requirements of the School’s Preventing Bullying policy.

THE PERSONAL POWER PROGRAM (PPP)
This program involves the implementation of the school's bullying policy. It is a proactive program which seeks, by education, cooperation and consultation, to empower individuals to function comfortably and effectively within the school and the wider community. It seeks to build and reinforce attitudes conducive to developing respect for all individuals and allowing all individuals to reach their potential in a supportive and non-threatening environment.

The basic beliefs underlying the program and the strategies employed are:

1. Every individual has value in a community.
2. Every individual has the right to feel safe from bullying or harassment in all its forms.
3. Every conflict can be resolved. Victims and bullies both need help to solve conflict.
4. A ‘No-Blame’ approach is the most effective means of dealing with conflict resolution.
5. Every individual in a community is responsible for the safety of other individuals in that community.
6. Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

Stage 1 Research and Analysis
The first step in the program is to gather data about the extent and type of bullying that may be occurring in the school. A Bullying Survey, designed by Year 9 students in their HPE program, is given to the whole school including staff and students; and analysed to gauge the type and extent of the problem.

Stage 2 Education and Awareness Raising
A. Staff Awareness Program (Week 1)
The results of the survey are presented to staff for consideration and discussion. As a result of the discussion the staff reaches a consensus on:
- overall philosophies
- strategies for staff use
- approaches to use with students
- how to identify problems
- the ongoing support needed by staff.

B. Student Awareness (Weeks 2-6)
The results of the survey are presented to students, accompanied by a program to raise awareness about bullying throughout the school. Strategies include:
- an address by the Principal to explain the school’s attitude towards bullying and policy to combat bullying;
- an address to the full school assembly by student leaders or other members of the school community;
• theme within the school that every individual in the school is responsible for the success of the anti-bullying program;
• a poster/poetry competition;
• a Students’ Against Violence Day during which the Student leaders sell ribbons to raise funds for a child abuse charity;
• drama performance devised by students to show some aspect of bullying;
• establishment of an Anti-bullying Committee;
• appointment of students as contact persons for those who want to report bullying - these students to receive training in readiness to take on their roles; and
• identification of staff members as contact people for students wishing to report bullying.

Stage 3 Implementation
For any incidents of bullying it is assumed that a member of staff/senior student will deal with the problem on the spot, in order to defuse the immediate conflict. Following this the following steps should be taken:

1. Identification.
Student reports bullying incidents/problem to student Personal Power Program mentors, PPP contact staff, or any other staff member, prefect or responsible student. The person receiving the report notifies a PPP contact staff member as soon as possible.

2. Initial interview.
With one or more PPP contact staff, the victim and bully are interviewed separately, and the incident is recorded by each in writing. The interviewer makes both parties aware of the bullying strategy and policy and discusses the issues surrounding the particular incident. The interviewer works with the students to devise strategies for conflict resolution. The interviewer attempts to reach a position where both parties are satisfied with the outcome; i.e. the victim feels secure and the bully is prepared to modify his/her behaviour in future. The victim understands that any further bullying must be reported immediately.

The strategy at this stage is not to apportion blame, or to punish; but to support the victim and make the perpetrator aware of the school policy and of the consequences if behaviour does not change.

3. Follow-up Interview
If the incident is repeated or the problem continues - both parties record incident/problem in writing. The PPP Contact staff member interviews the victim and bully together and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. Help may be sought from a qualified counsellor at any stage.

A letter is sent to both sets of parents explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.

If a solution to a particular problem has not been found, the school may consider the use of an outside person, such as a trained mediator, to assist in reaching a resolution.

4. Reinforce (as above), employ sanctions
• Official warnings to cease offending
• Detention
• Exclusion from certain areas of the school premises
• Internal Suspension
• Major fixed term suspension
• Seek help from qualified counsellor
• Permanent exclusion

**Stage 4 Reappraisal and Reaction**
Records are kept, centrally, of all reported incidents of bullying in the school. These are analysed on a regular basis to ascertain major areas where bullying occurs, sex and age of victims and bullies, and strategies which have been successful. A review of the school’s policy is undertaken every 12 months, taking into account this annual data.
PREVENTING BULLYING

The school has a responsibility to ensure that the rights of its students are safeguarded. These include the right to a learning environment free from discrimination and harassment.

All schools must take reasonable steps to ensure that students learn in a safe, supportive and caring environment without fear of being bullied, discriminated against or harassed.

By definition bullying is repeated oppression, psychological or physical, of a less powerful person or group by a more powerful person or group of persons. It may be manifested in many ways e.g. harassment (verbal, sexual or psychological), victimisation, alienation, coercion, intimidation, exclusion, ostracism, discrimination.

In any form bullying is not acceptable behaviour and results in hurt, fear, loss of self-esteem and decreased social effectiveness for the victim. Within the context of Tamborine Mountain College bullying is entirely contrary to the ideals of the school. In accordance with the school’s Mission statement therefore this policy seeks to:

- develop in students respect and concern for others, of all races and creeds;
- develop in students an understanding that they must take responsibility for their own behaviour;
- develop in students critical and effective thinking and problem solving skills;
- develop in students life skills related to healthy life styles; and
- develop an environment that nurtures and promotes student self-esteem and self confidence.

Implementation

The following steps are a guide to dealing with reports of bullying.

1. If bullying is suspected or reported, the incident should be dealt with immediately by the member of staff who has been approached, to ensure the student’s safety. It is never acceptable to turn a blind eye to bullying.
2. A clear account of the incident should be recorded and given to the Principal or delegate.
3. The Principal or delegate will then work through the school’s anti-bullying policy (see The Personal Power Program below).

Students

Students who have been bullied will be supported by:
- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the student;
- offering continuous support; and
- providing encouragement to form and maintain friendships with non-bullying students.

Students who have bullied will be helped by:
- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and the need to change; and
- enlisting the support of parents/caregivers to help change the behaviour and attitude of the student, where appropriate.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in assemblies and subject areas, in an attempt to eradicate such behaviour.
PREVENTING STUDENT SELF HARM

During their schooling, some students may be at risk of harming themselves. This harm may occur with or without suicidal intent; or may be symptomatic of, or associated with, a known medical condition or intellectual disability.

Self-harm with suicidal intent
Youth suicide rates in Australia are among the highest in the industrialised world. Common risk factors include:

- previous attempts at suicide (most powerful risk predictor);
- depression;
- drugs and alcohol abuse;
- conduct disorder;
- disruptive and unsupportive family background;
- relationship conflicts;
- poor coping skills;
- psychiatric illnesses;
- ready availability of lethal means to commit suicide;
- copycat behaviour after an incident of self-harm by another person.

Other risk factors include:

- recent bereavement;
- chronic physical illness;
- anniversary phenomenon (of past losses or major life events);
- early loss experiences;
- school failure;
- perfectionism and overachievement as a result of students having high expectations of themselves.

Threats of self-harm by a student should be taken seriously and reported to the school counsellor and Principal immediately. It is much safer to be cautious and act on the concern, than to do nothing.

An employee who becomes aware of, or suspects, a student is experiencing significant psychological distress, should consult the school counsellor, or school based nurse (where applicable) for further advice and report the information to the Principal.

In the case of an acutely distressed student, the immediate safety of the child is paramount. An employee should ensure the immediate safety of the student, arrange for an adult to be with the student at all times and then report concerns to the Principal and the school counsellor. Employees should note, that while it is important to support a student, they should be careful not to substitute support for professional help.

Following a report, the school counsellor will meet with the distressed student, on the day of the report, to conduct an initial assessment and determine an appropriate course of action. In cases of serious concern, the Principal, or counsellor under the direction of the Principal, will notify the student’s parents and make arrangements for access to professional assistance.

Self-harm without suicidal intent
Not all cases of self-harm relate to suicidal intent. Students may engage in a variety of high risk behaviours, such as alcohol/substance abuse; drug-taking; unsafe promiscuity; cutting/burning oneself.
All school employees are expected to act to prevent all high risk behaviours occurring within the school, and support any other interventions undertaken to reduce the risk of such behaviours occurring outside the school.

Employees who are aware that a student is engaging in, or is at risk of engaging in, high risk activities should consult with the school counsellor for further advice and report their concerns to the Principal.

Following a report, the Principal will consult with the student counsellor to determine what course of action should occur. Possible actions include:

- contacting parents
- arranging professional assistance
- consulting with the local office of the Department of Families
- contacting the police, where appropriate.

Self-harm as a symptom of a medical condition or intellectual disability

Where it is known that a student has a propensity to engage in self harm that is symptomatic or associated with a known medical condition or intellectual disability, the school Principal, in cooperation with other qualified school staff and external treating professionals (where applicable) will devise an individual program of management to prevent or reduce the likelihood of the student engaging in self-harm at school.

The program will complement any other management procedures adopted outside the school setting to address the self harm behaviour.

The program of management will be monitored on an on-going basis and modified as appropriate to maximise socially adaptive behaviour.