

# CHILD PROTECTION & MANDATORY REPORTING POLICY



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## 1. Purpose

The purpose of the Child Protection and Mandatory Reporting policy (Policy) and procedures (Procedure), is to express Hale School's (Hale/the School's) commitment in providing a child safe environment, preventing opportunities for all forms of Child Abuse and setting out the appropriate responses should abuse occur or be suspected to have occurred.

This Policy upholds the values and principles expressed in the *School's Code of Ethics and Codes of Conduct (for all Staff and Students)*, is consistent with the *National Child Safe Organisation Principles* and demonstrates the School's commitment as set out in its *Child Safe Policy*, to child safety and protection.

The following Policy is to be read and applied in conjunction with the *School's Child Protection and Mandatory Reporting Procedure (Procedure)*.

## 2. Scope

This Policy is essential to the School in discharging its duty of care to its students and assists to fulfil its obligations to the Department of Education which requires all non-government schools to have a Child Protection Policy under the levels of care for students' provisions listed for renewal of registration.

This Policy and Procedure fulfils this by enforcing compliance with the provisions of the *Working with Children (Criminal Record Checking) Act 2004*, other legislation and school policies listed in Section 5 below.

Members of the Board, the Headmaster and Senior Leadership Team, all staff, students and their parents/guardians/caregivers, volunteers, visitors, service providers and contractors are bound by the provisions of this Policy.

## 3. Definitions

**Boarding Supervisor** means a person who holds an office or position at a boarding facility the duties of which include the supervision of children living at the facility.

**Child** refers to a person who is less than 18 years of age. Young people aged 18 and over are adults and are not covered by this Policy or the *Children and Community Services Act 2004*. Nevertheless, the school still owes a duty of care to any student at the school. Police should be informed of any assault or crime against a young person.

**Child Abuse** includes any form of physical abuse, sexual abuse, emotional, psychological abuse, and neglect.

Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver. It may also be the result of putting a child at risk of being injured. Some examples are, hitting, shaking, punching, burning, and scolding.

*Sexual abuse* occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level. It includes sexual behavior in circumstances where:

- The child is the subject of bribery, coercion, threat, exploitation, or violence
- The child has less power than another person involved in the behavior
- There is significant disparity in the development function or maturity of the child and another person involved in the behavior.

*Emotional abuse* occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. Examples of emotional abuse are humiliating and shaming a child or exposing a child to domestic violence.

Psychological abuse is repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development, and intelligence. Examples include constantly belittling or shaming a child, constantly ignoring a child.

Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care, or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic, or chronic. Some examples are leaving a child alone without adequate supervision, not providing medical help to a child when it is required.

**Child Maltreatment** refers to any non-accidental behaviour by adults or children that is outside the norms of conduct and entails a substantial risk of harm to a child or young person. It may be the result of action or inaction on the part of a person who has responsibility to care for a child resulting in harm or injury to the child. The maltreatment is normally described in the categories of physical, sexual, emotional including psychological, neglect, family, and domestic violence.

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**Corporal Punishment** is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

**Degrading Punishment** is any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares, or ridicules the child.

**Grooming** in the context of child protection, is the subtle, gradual, and escalating process, deliberate and purposeful, of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator. The grooming may occur in person or via cyber media.

Child grooming has been described in a paper released by the Australian Institute of Criminology and quoted by the Teacher Registration Board of WA as a premeditated behaviour intended to secure the trust and cooperation of children prior to engaging in sexual conduct, is a process that commences with sexual predators choosing a location or target area likely to be attractive to children. A process of grooming then commences during which offenders take a particular interest in their child victim to make them feel special with the intention of gaining their trust. As trust is developed between the child victim and the offender, offenders then seek to desensitize child victims to sexual conduct by introducing a sexual element into the relationship.

Further information for understanding grooming behaviour is provided in Appendix D. See also [PublishedDoc.aspx \(trb.wa.gov.au\)](#)

**Mandatory Reporting** is the legal requirement set out in the *Children and Community Services Act 2004*, for teachers, nurses, persons in religious ministry, and boarding supervisors to make a report of child sexual abuse to the Department of Communities – Child Protection and Family Services (DCCPFS) when a belief is formed, based on reasonable grounds, that sexual abuse has occurred or is occurring

**Nurse** means a person registered under the Health Practitioners Regulation National Law (Western

Australia) in the nursing and midwifery profession whose name is entered on the Register of Nurses kept under that Law.

**Professional Boundaries** refers to the requirement for all teachers to act professionally in their relationships with students. The teacher-student relationship is not equal. Teachers are in a unique position of trust, care, authority, and influence in relation to their students, which means there is always an inherent power imbalance between teachers and students.

Professional boundaries are breached when a teacher misuses their power in such a way that a student's safety or welfare is compromised. Maintaining those professional boundaries includes-

- a) Emotional Boundaries - Emotional self-regulation primarily involves using appropriate levels of emotion in interactions with students and dealing with students' emotions appropriately in teaching settings.
- b) Relationship Boundaries - Relationships between teachers and students are professional relationships, with a recognition that teachers are not 'friends' with students, in the way students are friends with other students.
- c) Power Boundaries - Teachers are in a position of power and authority over students and must ensure they do not abuse that position.
- d) Communication Boundaries - These relate to what teachers say and how they say it.
- e) Physical Boundaries - Teachers should limit physical contact with students to circumstances where, using 'time, place, circumstances' as a guiding principle, the contact is appropriate and required or necessary. Teachers must ensure they do not engage in inappropriate physical contact.

Further information for understanding Professional Boundaries see also [PublishedDoc.aspx \(trb.wa.gov.au\)](#)

**Teacher** as defined in section 124A of the *Children and Community Services Act 2004* is:

- (a) a person who is registered under the Teacher Registration Act 2012 or
- (b) a person who provides instruction in a course that is
  - (i) mentioned in the School Education Act

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- (ii) 1999 s 11B(1)(a), (b) or (e) and prescribed for the purposes of this definition; or
- (c) a person who instructs or supervises a student who is participating in an activity that is
  - (i) part of an educational programme of a school under an arrangement mentioned in the School Education Act 1999 s 24(1): and
  - (ii) prescribed for the purposes of this definition or
- (d) a person employed by the chief executive officer as defined in the Young Offenders Act 1994 s 3 to teach detainees at a detention centre as defined in that section.

**Volunteer** is an adult or an organisation offering services in support of School activities but receiving no remuneration from the School for the services provided. This includes:

- Members of the School's Council, Foundation, Fundraising Committee(s), Parents' Association, and any other body organised to promote the welfare of the School
- individuals assisting with School camps, tours, incursions, or excursions
- individuals providing coaching, mentoring or any kind of educational support services.

**Working with Children Check (WWCC)** the *Working with Children (Criminal Record Checking) Act 2004* requires people who start or continue in "child related work" to have a national criminal record check called a Working with Children Check. Work is child-related work if the usual duties of the work involve, or are likely to involve, contact with a child in connection with at least one of the 19 categories of work listed under the Act.

The WCC Check assesses the criminal records and other relevant information about persons who engage in child-related work to see if they have charges, convictions and behaviors which are inconsistent with them carrying on or being involved in child-related work. It is administered by the Working with Children Screening Unit, Child Protection and Family Support, Department of Communities.

## 4. Policy Principles

This Policy is founded upon the following principles and ethos:

- The School's responsibility to its students extends beyond academic success and includes their

intellectual, physical, social and emotional development and the provision of a caring, conducive and supportive learning environment.

- All Hale School students deserve and are entitled to respect, care and protection and they need to know and believe that every effort will be made to ensure their safety.
- All staff have a duty of care to students which is explicitly stated in the School's Duty of Care to Students Policy. Whilst child protection is a shared School community responsibility, given their close interactions with the students teaching staff, nurses, persons in religious ministry and boarding supervisors have a significant responsibility.
- All persons including staff involved in situations where harm or neglect is suspected and disclosed will be treated with fairness, sensitivity, dignity, and respect and in accordance with the requirements for privacy and confidentiality.
- The School has adopted a series of initiatives and strategies to prevent Child Abuse as well as to respond to abuse or allegations of abuse

## 5. Policy Requirements

This Policy has the following requirements:

### 5.1 Prevention of abuse

The screening, recruitment, induction, and training in compliance with the *Working with Children (Criminal Record Checking) Act 2004* means all teachers are required through the Teachers Registration Board (TRB) to have a police clearance and a WWCC. Non-teaching staff, contractors and volunteers who are not parents who have regular contact with children are also required to have a WWCC prior to commencement. Individuals who do not have contact with children but have associations with the School do not require a WWCC but the School supports any individual's application for a WWCC. Volunteers who are parents are exempt from getting a WWCC unless on an overnight camp.

All new employees are required to attend Induction which includes training (in person and via an online module) in child protection and mandatory reporting. Staff are required to repeat the online Child Protection and Mandatory Reporting Program annually.

### 5.2 Code of Conduct for all Staff Policy

The *Code of Conduct for all Staff Policy* which

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forms part of Hale School's contract with its staff prescribes the standards of behaviour required including specific details of how to comply. It delineates boundaries between appropriate and inappropriate interactions between students and adults.

The contents of the Teacher Registration Board of WA's publication *Teacher-Student Professional Boundaries: A Resource for WA Teachers* is consistent with the School's Code of Conduct. All Hale School Teachers must always act professionally, particularly in their relationships with students. Their conduct in complying with professional boundaries is required to be unambiguous.

The School explicitly forbids the use of any form of Child Abuse, Corporal Punishment, or other Degrading Punishment.

Breaches of the code may be identified and reported in accordance with *the Disputes and Complaints Policy* or the *Staff Grievances and Complaints Policy* and will result in disciplinary action under the provisions of the policy on *Managing Misconduct*. Further information on Mandatory Reporting of Child Sexual Abuse and Grooming Behaviour and reporting of all other forms of Child Abuse and Neglect are outlined later in this policy and in the procedures, which accompany the policy.

## 5.3 Code of Conduct for all Students Policy

Students are bound by the *Code of Conduct for all Students Policy* which sets out their rights and responsibilities which include among other things, the requirement to behave with courtesy and kindness, and refrain from all forms of bullying and harassment.

Breaches of the *Code of Conduct for all Students* will result in sanctions which will be applied in accordance with the *Student Behaviour Management Policy*.

## 5.4 Student Curriculum

Students are provided with age-appropriate learning opportunities as part of the Protective Behaviours Curriculum, to increase their knowledge of child sexual abuse, develop and improve their self-protective behaviours and to act responsibly to avoid or at least minimize

personal harassment and maltreatment and to seek help.

## 5.5 Cyber Predators

The School takes all possible precautions to guard students from exposure via social media, chat rooms and discussions groups to cyber predators who can remain virtually anonymous whilst participating in a range of predatory activities. Information sessions are delivered to students in years 7, 8 and 9 to inform them of the behaviour of cyber-predators.

Online training is provided to staff and the school has set up online teaching platforms and requires communication between teachers, students and their parents to be via authorised and monitored email accounts.

If any staff member believes that a child is at risk because of child sexual exploitation and/or grooming online, then they must follow the guidelines outlined by the **Australian Centre to Counter Child Exploitation** (<https://www.accce.gov.au/report>) and report the issue to the **Australian Federal Police (AFP)** via an online form: [https://forms.afp.gov.au/online\\_forms/ocset\\_form](https://forms.afp.gov.au/online_forms/ocset_form)

## 5.6 Response to abuse or allegations of abuse

Every member of staff is responsible for the care and protection of students and for recognising the risk factors and indicators of child maltreatment such as neglect, physical, sexual, emotional, or psychological abuse. For details of physical and behavioural indicators of neglect and abuse please refer to Appendix C.

**5.7 Child Sexual Abuse** – A teacher, nurse, persons in religious ministry or boarding supervisor at Hale School, under the mandatory reporting provisions of the *Children and Community Services Act 2004* must report a belief, formed on reasonable grounds, that child sexual abuse is occurring or has occurred directly to the DCCPFS.

Alternatively, a teacher, nurse, persons in religious ministry or boarding supervisor who has not (or not yet) formed a belief on reasonable grounds, may report the observed indicators to the Headmaster, or if he is

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unavailable to the Deputy Head, who will make a mandatory report to the DCCPFS if on reasonable grounds they form the belief that child sexual abuse is occurring, or has, occurred.

Reports by those employees who are not mandated to report (education assistants, administration, and operations staff) can be made to the Headmaster or if he is unavailable to the Deputy Head. At any time, any staff member can contact DCCPFS to report a concern regarding child sexual abuse. In the case where it is believed the Headmaster may be complicit or obstructionist, the report is to be made to the Chair of the School Board.

## 5.8 Professional Boundary Breaches

All staff must intervene and report suspicions or evidence of professional boundary breaches (i.e., grooming) with respect to students by another staff member, to the following:

- I. The Department for Child Protection and Family Support and
- II. The Headmaster or his delegate and
- III. The Head of either the Senior, Middle or Junior School and
- IV. Their Line Manager/Head of Department

5.9 If a child is in immediate/imminent danger, or involved in an associated criminal activity, then the police should be informed. However, a report may also need to be made to the DCCPFS.

5.10 Whilst mandatory reporting is not a requirement for other forms of Child Abuse, Hale School will discharge its duty of care and moral obligation to follow reporting procedures in all cases of suspected Child Abuse.

5.11 The responsibility for investigation of child maltreatment including all concerns and allegations of child sexual abuse lies with the DCCPFS and the WA Police. It is not the responsibility of the staff of the School to investigate.

## Confidentiality, Legal Protection and Support

5.12 Under section 129 of the *Children's and Community Services Act 2004*, persons who provide information and make reports to the DCCPFS are protected from incurring any civil or

criminal liability, from having breached any confidentiality imposed by law, or from have breached any professional ethics or standards.

5.13 To avoid interfering with any investigative process, the Headmaster or teacher must seek advice from DCCPFS or WA Police prior to informing the parent/carer of a concern of abuse or neglect.

5.14 Under the provisions of Australian privacy legislation, the School and a teacher making a report have an obligation to keep secure and confidential any notes and reports that are prepared about individual students.

5.15 Staff who have access to information regarding suspected or disclosed Child Abuse or Neglect have an obligation to observe appropriate confidentiality in relation to the entire matter and ensure the information is used appropriately and kept secure.

5.16 Ongoing support will be provided to the teacher/staff member, the student and anyone else affected in instances of identification and reporting of Child Abuse.

5.17 The receipt of a complaint or allegation of child abuse, including but not limited to sexual abuse, committed against a student by a staff member, or another student, or by another person on Hale School premises or during a school-related activity, will result in the submission of a reportable incident to the Director General of Education, as outlined in the schools Emergency and Critical Incident Management Policy.

Detailed procedures for the implementation of this Policy and sources of additional information and support materials are provided separately in the Procedures.

## 6. Related and Relevant Policies and Resources

### 6.1 Related Legislation

- 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) Act 2006 (changes to s204B of The Criminal Code)
- Teacher Registration Act (2012)

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- Working with Children (Criminal Record Checking) Act 2004
- School Education Act 1999 (WA)

## 6.2 Related Policies

- Code of Ethics Policy
- Code of Conduct for all Staff Policy
- Code of Conduct for all Staff – How to Comply
- Code of Conduct for all Students
- Access to Students Policy
- Bullying Policy
- Child Safe Policy
- Disputes and Complaints Policy
- Duty of Care for Students Policy
- Excursions, Trips and Tours Policy
- Managing Misconduct Policy
- Privacy Policy
- Work Health and Safety Policy
- Recruitment and Selection Policy
- Staff Grievances and Complaints Policy
- Student Behaviour Management Policy
- Workplace Sexual Harassment and Sexual Discrimination Policy
- Emergency and Critical Incident Management Policy.

## 6.3 Relevant Resources

- National Child Safe Organisation Principles
- Protective Behaviours Curriculum

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### Policy Version

Related policies, inclusion of “persons in religious ministry”.

Child Protection and Mandatory Reporting Policy	
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Policy Version

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## 1. Introduction

The following *Child Protection and Mandatory Reporting Procedure (Procedure)* are to be read and applied in conjunction with the *School's Child Protection and Mandatory Reporting Policy (Policy)*.

## 2. Responsibilities under the Policy/Procedure

### All Staff:

- must comply strictly with the provisions of the *Code of Conduct for all Staff Policy*.
- are responsible for acquiring the appropriate knowledge and understanding about child protection.
- are responsible for recognising the risk factors and the physical and behavioural indicators of different forms of Child Abuse and for understanding and following the prescribed management procedures. While the management processes undertaken for each form of Child Abuse are similar, the mandatory reporting requirements for cases of child sexual abuse differentiate from other forms of Child Abuse.

**Teachers, Nurses persons in Religious Ministry and Boarding Supervisors** have a legal responsibility for Mandatory Reporting of Child Sexual Abuse.

### Director of Human Resources and Staff Development

- The Director of Human Resources and Staff Development is responsible for co-ordinating and overseeing the School's processes for conducting appropriate background and pre-employment screening including *Working with Children Checks* and *Criminal Record* checks which are administered by TRBWA for all registered teachers.
- The Director is responsible for scheduling induction and annual training (in person and/or online) in Child Protection and Mandatory Reporting.

## 3. Responding to a child who discloses sexual abuse

This can be a difficult situation to manage. The following suggestions may be helpful:

- **Stay calm and find an appropriate time and place:** if a student has started to disclose that he has been sexually abused and he is telling you in front of a group of peers or in a very public setting, manage the moment and protect him by letting him know you have heard what he is telling you and then ask him to stop (protective interrupting) and to come with you to a quiet location (i.e. a classroom, office) where you can continue your discussion.
- **Assess the child's immediate safety.**
- **Reassure the child.** It is not his fault and it was right to tell.
- **Be truthful.** Children and young people sometimes fear repercussions for themselves or siblings, or consequences for parents or other family members. Because of this, a child might ask an adult to promise secrecy before disclosing. Such a promise must not be made. The mandatory reporter can reassure the child and encourage them to speak out about the abuse. Reassure the child that telling you was the right thing to do.
- **Let the child take their time.** It is important the child or young person does not feel rushed or panicked and that you have plenty of time to calm and reassure them. Be a supportive listener. However, remember, it is not a counselling session.
- **Let the child use their own words.** Children and young people have their own way of describing their experiences. It is important not to ask questions that suggest the 'right' words to a child or young person, or in a way that can be seen as putting words in the child's mouth. The investigation of the disclosure should only be done by professional child protection workers or the Western Australia Police. So it is imperative that staff do not interrogate the student as this could jeopardize the interviewing process.
- **Accept what is said.** Only the minimum of information is required.
- **Do not lay blame.**

Once the issue has been disclosed:

- Establish clear limits on confidentiality by telling students that a report will be made to a person who will be able to provide help and protection;
- Allow students the option of immediate support and reassure them of the availability of continuing support;
- Explain what will happen next; and
- Try to stay with students until necessary steps have been taken to ensure their safety and support



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- Document the conversation that you have had remembering as accurately as possible, the words and phrases used by the child to describe what has happened to them;
- Document any subsequent discussion and actions; and
- Take action.

Staff must be mindful that they **do not**:

- Push for details or conduct an investigation. Other agencies have this responsibility.
- Express judgment of the student, perpetrator or family;
- Get angry, upset or show shock;
- Blame students;
- Put words in students' mouths or interrogate as this could jeopardize the interviewing process of DCCPFS and police;
- Promise not to tell when there are clear limits on confidentiality;
- Give a lecture about right and wrong;
- Say 'forget it', 'you'll get over it' or other such minimizing statements;
- Give excessive pity; or
- Engage in general staff room discussion about the disclosure.

It is imperative that staff:

- Do not confront the person believed to be an abuser; Do not confront the person believed to be abusing the child or young person. Confrontation has the potential to place the child, the mandatory reporter or others at risk. Professional child protection workers or the Western Australia Police will take any necessary action.
- Do not discuss the situation with the parents/caregiver of the student: All strong concerns for the welfare of children believed to have been maltreated by parents/caregivers are discussed with the DCCPFS. The DCCPFS will then decide on further action.

#### 4. Responding to a child in possession of child exploitation material

When sexually explicit material has been located on a student's mobile phone or other electronic device, or if sexually explicit material has been distributed to others, teachers must:

- secure the electronic device (if circumstances permit);
- report to the Headmaster and/or the Deputy Head. ; and
- follow mandatory reporting procedures.

Teachers must not:

- search through a student's portable electronic device for evidence;
- download, transmit or distribute the images or text;
- delete images or text; or
- inform the alleged offender that an allegation has been made.

#### 5. When to make a report

Any Hale School staff member (Teaching and Administrative and Operations staff) while working in their normal role at the School, must report a belief, based on reasonable grounds in the course of their work that child sexual abuse has occurred or is occurring.

A Hale School staff member 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. These indicators are described in the Appendices within the Procedure.

A **belief, formed on reasonable grounds**, that child sexual abuse has occurred or is occurring, is all that is necessary for a staff member to make a report. **It is not necessary to prove that child sexual abuse is occurring before making a report.** A staff member may make observations and keep notes of concerns that exist that have led them to the belief that a report is necessary.

Staff may consider the following questions to assist them in the decision if their belief is formed on reasonable grounds:

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- Can you describe the reasons why you believe a child has been, or is being sexually abused?
- What has the child said or done to suggest they are being sexual abused?
- Have you observed, or been told about, the presence of any of the 'possible indicators' of sexual abuse?
- Did the child disclose sexual abuse? What did they say happened? Who did they disclose to and when?
- What other behaviours have you observed and/or interactions with the child are of concern to you?
- What is the frequency and severity of the behaviour? How long has it been occurring?

## 6. How to make a report concerning Child Sexual Abuse

### 6.1. Mandatory Reporters

**Mandatory Reporting** is the legal requirement set out in the *Children and Community Services Act 2004*, for teachers, nurses, persons in religious ministry, and boarding supervisors to make a report of child sexual abuse to the Department of Communities – Child Protection and Family Services (DCCPFS) when a belief is formed, based on reasonable grounds, that sexual abuse has occurred or is occurring.

### 6.2. Who needs to report?

**All teachers** (i.e. those registered by TRBWA) nurses, persons in religious ministry, and boarding supervisors are mandatory reporters according to the *Children and Community Services Act 2004*. Consequently, all teachers, nurses, religious ministry, and boarding supervisors must make a report to the DCCPFS if they form a belief, based on reasonable grounds in the course of their work, paid or unpaid, that child sexual abuse has occurred or is occurring. Mandatory Reporters are obliged by law to report a sexual abuse issue while at work and the inclusion of the term "*in the course of their work, paid or unpaid*" necessitates that this mandatory responsibility extends beyond their role at Hale School.

What this means is that as a teacher or a nurse, person in religious ministry or a boarding supervisor while working outside of his/her role at Hale School, is still required by law to report cases of possible child sexual abuse. This is whether he/she is working in either a paid or unpaid capacity in the role. For example, tutoring, volunteer teacher at youth centre or working as a Sunday school teacher. In these cases, the mandatory reporters are to report directly to the DCCPFS Mandatory Reporting Service. If the issue involves a current Hale School student (i.e., a Hale boy is a member of the Sunday church group, and he has divulged issues relating to child sexual abuse while on a church activity on the weekend) this must still be reported directly to DCCPFS's Mandatory Reporting Service and the mandatory reporter is encouraged to inform the Headmaster or if he is unavailable, the Deputy Head immediately the next working day. For teachers and nurses, a failure to make a report can incur the maximum penalty of **\$6,000**.

### 6.3. How do they report?

All teachers, nurses, persons in religious ministry and boarding supervisors working at Hale School must follow the procedures outlined in **Figure 1**. Once a teacher, nurse, person in religious ministry or boarding supervisor has formed a belief based on reasonable grounds, they are required to make the report to DCCPFS. Prior to forming a belief, the teacher may, if they wish, consult with colleagues with specialist knowledge, for example, the Headmaster, Deputy Head, or a School Psychologist. The teacher may choose to advise the Headmaster after they have made the report to the DCCPFS.

The report must be made to the **DCCPFS's Mandatory Reporting Service** on **1800 708 704** or online at [www.mandatoryreporting.dcp.wa.gov.au](http://www.mandatoryreporting.dcp.wa.gov.au). This service operates 24 hours a day, seven days a week. A verbal report can be made, but this must be followed by a written report as soon as possible, preferably within 24 hours. 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).

Where a mandatory reporter has formed a belief that the child is at imminent risk of being abused, they should consider calling the Western Australian Police first, whether through the 000 or the 131 444 numbers. This does not fulfil the legal obligation to report a child sexual abuse belief and the individual who has formed the belief should lodge a Mandatory Report as outlined in the above paragraph. If the report cannot be lodged online, a template is available within Section 9.

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The mandatory report for child sexual abuse is the property of the reporter.

Written reports can be lodged by:

- email [mrs@dcp.wa.gov.au](mailto:mrs@dcp.wa.gov.au)
- fax: 9223 1190 or
- by post: PO Box 8146, Perth BC WA 6849.

Once a report has been made the Mandatory Reporting Service will acknowledge the report by sending a receipt. They will provide the Western Australian Police with a copy of the written report and then make their own enquiries and assessment. Members of the Department will then take any necessary action and they may assist the Western Australian Police who may undertake separate investigations.

## 6.4. What will be requested during and after the initial report?

The reporter will be asked to provide three tiers of information during the initial verbal report to DCCPFS personnel. This includes information that must be provided under the legislation, information that must be provided if known and other important information.

### 6.4.1. Information that must be provided

Information that must be provided includes the:

- reporter's name and contact details.
- name of the child, or if this is not known, a description of the child.
- grounds on which the reporter's belief of child sexual abuse has been formed. Reporters need to articulate the grounds on which they formed the belief that a child has been, or is being, abused.

### 6.4.2. Information that must be provided, if known

- The child's date of birth.
- The child's current address.
- The names of the child's parents or other responsible persons.

### 6.4.3. Other important information

When a report is made, the Mandatory Reporting Service may ask for further information about the child and their circumstances. This will assist in assessing the safety of the child. Mandatory reporters may be asked to provide information about:

- The child's current whereabouts.
- The telephone number of the child's current address.
- The child's school.
- The child's cultural background.
- Whether the child or family needs an interpreter.
- The child's family arrangements, such as siblings and carers.
- The name of the person alleged to have harmed the child (if known), including whether they have threatened to further harm the child.
- Whether the child and the child's family/carers are aware of the report.

Mandatory reporters may not know all of the information they are asked to provide. **Do not interview the child to obtain information**, as this is the task of the DCCPFS and the Western Australia Police. Mandatory reporters should provide as much information as they can.

## 6.5. Support for students

Any student who is at risk or has been a victim of child sexual abuse will be supported within the School through appropriate case management. Case management processes will be sensitive to issues of confidentiality but also include collaborative dialogue with key pastoral care staff. Appropriate management plans will be formed in consultation with the DCCPFS.

## 6.6. Support for Mandatory Reporters

Staff are provided with effective pastoral support during this process. A number of counselling services will be

# CHILD PROTECTION & MANDATORY REPORTING



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recommended by the Headmaster or his representative. The mandatory reporting legislation in Western Australia offers significant legal protections to persons involved in making reports. As a general rule, both the reporter's and informant's identities must not be disclosed to others and penalties of up to two (2) years imprisonment and a \$24,000 fine could be imposed for doing so. This includes disclosing information which does not directly name the reporter or informant, but might allow others to work out who they are. Therefore, the Headmaster or his representatives are unable to discuss or reveal the name of the staff member who made the report to any of the support personnel within the School. If the staff member wishes to access the support or discuss the situation with support staff then they must initiate this themselves. It is not in the interests of the boy and his family, nor in the interests of the person lodging the report, to discuss the matter in public (eg Common Room, Dining Hall). It is also important that the School maintains the effective provision of pastoral care services during any ensuing investigation for staff and the boy.

## 7. Non mandatory reporters

### **Administration and Operations staff who are not Nurses, Boarding Supervisors or persons in Religious Ministry**

#### **When to make a report regarding sexual abuse**

For all administration and operations staff who are not nurses, boarding supervisors or persons in religious ministry there is no mandatory requirement to report child sexual abuse cases. However, as an employee of the School all staff have a responsibility to provide effective duty of care to all boys at the School. Consequently, while the legal frameworks are not as direct and stringent for those who are not mandatory reporters, the moral and ethical requirements are essentially the same. Accordingly, all staff who are not mandatory reporters, but who form a belief based on reasonable grounds in the course of their work that child sexual abuse has occurred or is occurring must follow the procedures outlined in **Figure 2**.

Reports by those employees who are not mandated should be made to the Headmaster or if he is unavailable to the Deputy Head. In the case where it is believed the Headmaster may somehow be complicit or obstructionist, the report should be made to the Deputy Head and/or the Chairman of the School Board. The Headmaster or his representative will, if they themselves have formed a belief based on reasonable grounds that a child sexual abuse has occurred or is occurring, must contact the DCCPFS's Mandatory Reporting Service and lodge a verbal report.

#### **Activities outside the immediate Hale School community**

If involved in activities outside the immediate Hale School community with groups of children, all staff are encouraged as responsible members of the community to report any possible cases of child sexual abuse directly to DCCPFS's Mandatory Reporting Service. This requirement is not mandatory. If the issue involves a current Hale School student (i.e. a Hale boy is a member of the Sunday church group and he has divulged issues relating to child sexual abuse while on a church activity on the weekend) staff are advised to report to DCCPFS's Mandatory Reporting Service and are encouraged to inform the Headmaster immediately the next working day.

### **Support for Administration and Operations Staff who are not Nurses, persons in Religious Ministry or Boarding Supervisors**

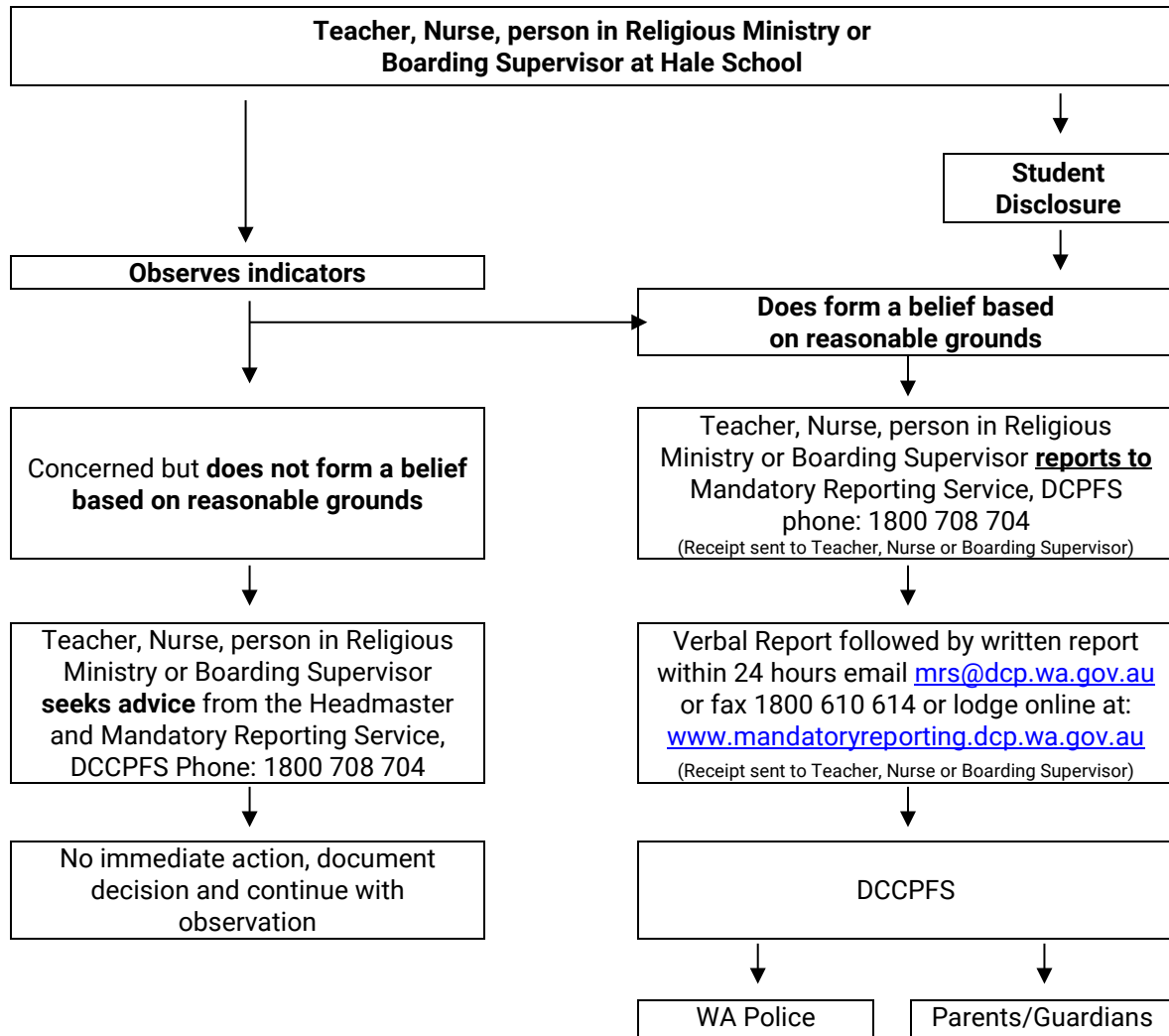
All staff are provided with effective support after reporting a belief of child sexual abuse. They will be provided with a variety of counselling options to support them during this process.

# CHILD PROTECTION & MANDATORY REPORTING



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8. Figure 1: Reporting Child Sexual Abuse – Mandatory Reporters (Hale School Teachers, Nurses persons in Religious Ministry or Boarding Supervisors).

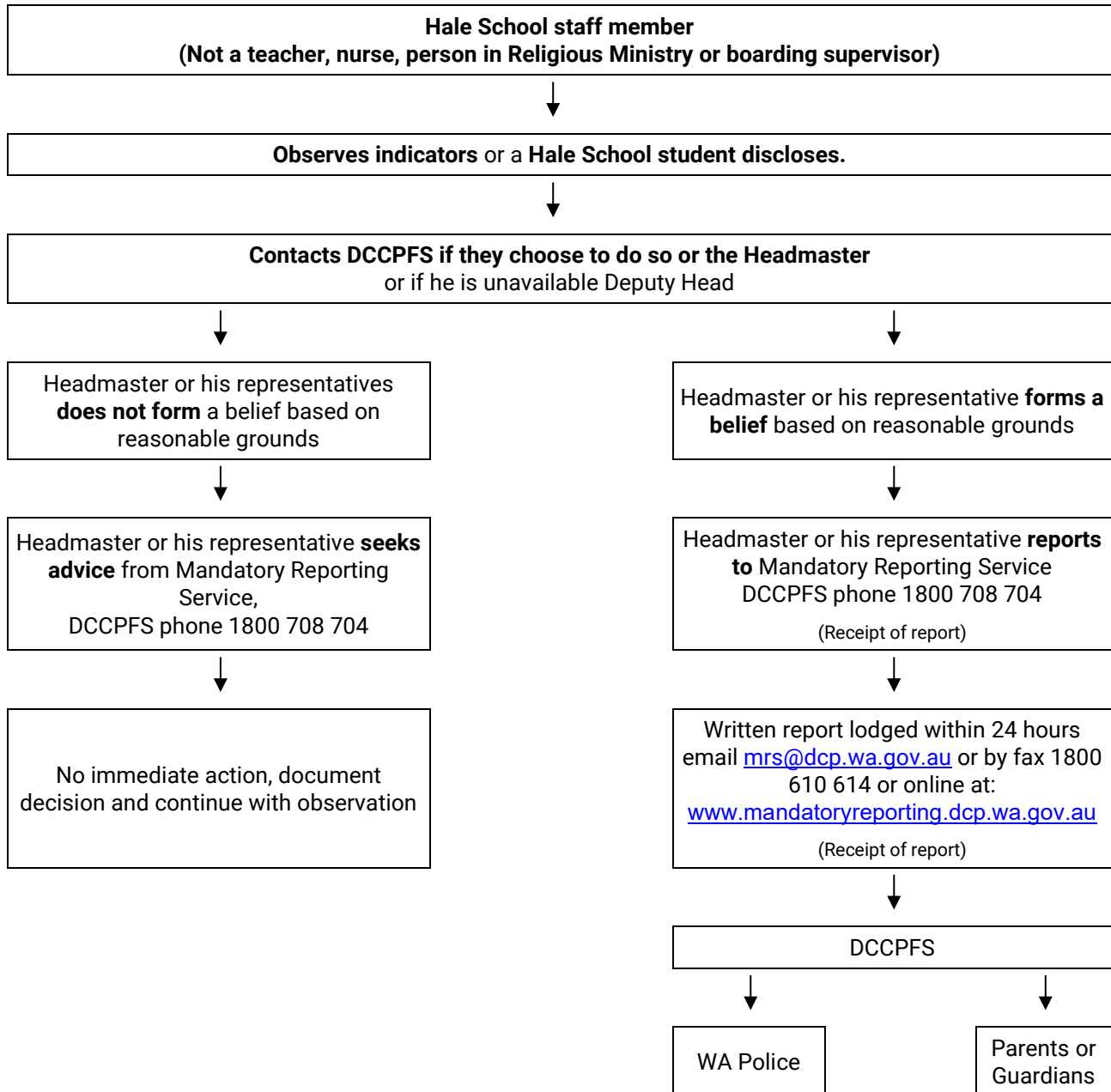


# CHILD PROTECTION & MANDATORY REPORTING



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9. Figure 2: Reporting Child Sexual Abuse – Non-Mandatory Reporters (Administration and Operations staff members who are not Nurses, persons in Religious Ministry or Boarding Supervisors)



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## 10. DCCPFS Mandatory Report – Sexual Abuse

Department of Communities – Child Protection and Family Support  
Mandatory Report – Sexual Abuse  
**TO BE COMPLETED BY A MANDATORY REPORTER**  
Made under the *Children and Community Service Act 2004*

1a. – Is this a written report following a telephone report (please tick)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1b. – If yes to 1a, what is the mandatory Report Number:	
2. Preferred method of response to report (please tick):	<input type="checkbox"/> Email <input type="checkbox"/> Mail <input type="checkbox"/> Fax
3. Date and time of report (DD/MM/YYYY 00:00 AM/PM):	
4. Police Incident Report Number (if applicable):	
5a. – Is this report a concern for more than one child (please tick)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5b. – If yes to 5a, how many children are of concern? Please ensure you complete a page for each additional child of concern.	

DETAILS OF THE MANDATORY REPORTER			
First name:		Last name:	
Profession:		Organisation:	
<b>Workplace address</b>			
Address:			
Suburb:		Postcode:	
State:		Country:	
<b>Contact Details</b>			
Business telephone		Alternate telephone for urgent contact:	
Fax Number		Email:	

DETAILS OF THE CHILD OF CONCERN			
First Name:		Last name:	
Description of child (if name unknown)			
Date of birth:		Or estimated age of child (specify days/months/years)	
Gender (please tick)	<input type="checkbox"/> Male <input type="checkbox"/> Female		
Does this child have a disability (please tick)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	If yes, type of disability	
Are you reporting a sexually transmissible infection for this child (please tick)?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Address</b>			
Address:			
Suburb:		Postcode:	
State:		Country	

Other Address Details	
Current residence of the child	
School, day care centre, kindergarten or other care arrangement:	

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<b>Contact Details</b>			
Telephone		Mobile	
Cultural identity (please tick)	<input type="checkbox"/> Aboriginal or Torres Strait Islander <input type="checkbox"/> Culturally and/or linguistically diverse <input type="checkbox"/> Don't know		
Interpreter required (please tick)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	If yes specify language:	
Is the child aware of this report (please tick)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>DETAILS OF THE CHILD'S PARENT/S OR CARER/S OR OTHER SIGNIFICANT PERSON/S (IF KNOWN)</b>			
First Name:		Last Name:	
Gender (please tick)	<input type="checkbox"/> Male <input type="checkbox"/> Female		
<b>Address</b>			
Address:			
Suburb:		Postcode:	
State:		Country:	
<b>Contact Details</b>			
Telephone:		Mobile:	
Relationship to child/children:			
Is the parent/carer aware of this report		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>DETAILS OF THE PERSON/S ALLEGED TO BE RESPONSIBLE FOR THE SEXUAL ABUSE (TO THE EXTENT THAT IT IS KNOWN TO THE MANDATORY REPORTER)</b>			
<i>Note: If the person/s alleged to be responsible for the sexual abuse is/are under 18 years of age, you must still provide their information here.</i>			
<b>ALLEGED PERSON 1</b>			
First Name:		Last Name:	
Age:		Gender (please tick)	<input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Address</b>			
Address:			
Suburb:		Postcode:	
State:		Country:	
<b>Contact Details</b>			
Telephone:		Mobile:	
Relationship to child/children			
<b>ALLEGED PERSON 2 (if applicable)</b>			
First Name:		Last Name:	
Age:		Gender (please tick)	<input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Address</b>			
Address:			
Suburb:		Postcode:	
State:		Country:	
<b>Contact Details</b>			
Telephone:		Mobile:	
Relationship to child/children			



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## REASONABLE BELIEF

Have you **formed a belief, on reasonable grounds**, that the child sexual abuse has occurred on or after 1<sup>st</sup> January 2009, or is ongoing?  Yes  No

## DETAILED REPORT

Under s.124C(3)(d) *Children and Community Services Act 2004*, you must provide details of the **grounds for your belief** that the child/children in this report has/have been the subject of sexual abuse on or after 1 January 2009 or is/are the subject of ongoing sexual abuse.

Please provide as **much information as possible** as this will assist with the assessment of the child/children's safety

If your report relates to a belief that **only one** child has been the subject of sexual abuse or is the subject of ongoing sexual abuse, you have now completed your mandatory report. If your report relates to a belief that **more than one** child has been the subject of sexual abuse or is the subject of ongoing sexual abuse, please continue to provide relevant information.

# CHILD PROTECTION & MANDATORY REPORTING



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## PLEASE COMPLETE THIS PAGE FOR EACH ADDITIONAL CHILD OF CONCERN

The details of each additional child provided on this page must relate to the **same grounds for belief** that child sexual abuse has occurred or is occurring as described earlier. If your concern is about more than two children, you will need to print and complete an additional copy of this page for each additional child.

DETAILS OF THE ADDITIONAL CHILD OF CONCERN			
First name:		Last Name:	
Description of child (if name unknown)			
Date of birth:		Or estimated age of child (specify days/weeks/years):	
Gender (please tick)	<input type="checkbox"/> Male <input type="checkbox"/> Female		
Does this child have a disability (please tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	If yes, type of disability	
Are you reporting a sexually transmissible infection for this child (please tick)?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Address</b>			
Address:			
Suburb:		Postcode:	
State:		Country:	
<b>Other Address Details</b>			
Current residence of the child			
School, day care centre, kindergarten or other care arrangement			
<b>Contact Details</b>			
Telephone:		Mobile:	
<b>Additional Information</b>			
Cultural identity (please tick)?	<input type="checkbox"/> Aboriginal or Torres Strait Islander <input type="checkbox"/> Culturally and/or linguistically diverse <input type="checkbox"/> Don't know		
Interpreter required (please tick)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, specify language:	
Is the child aware of this report (please tick)?			

DETAILS OF THE ADDITIONAL CHILD/CHILDREN'S PARENT/S OR CARER/S OR OTHER SIGNIFICANT PERSON/S (IF DIFFERENT TO DETAILS PROVIDED ON PAGE 2)			
First name:		Last name:	
Gender (please tick):	<input type="checkbox"/> Male <input type="checkbox"/> Female		
<b>Address</b>			
Address:			
Suburb:		Postcode:	
State:		Country:	
<b>Contact Details</b>			
Telephone		Mobile	
Relationship to child/children			

# CHILD PROTECTION & MANDATORY REPORTING



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- 11. How to make a report concerning Child Abuse (excluding Child Sexual Abuse) and Neglect
- 12. **Immediate Belief** that Child Abuse (excluding Sexual Abuse) or Neglect has Occurred or is Occurring
- 13. Forming a Child Protection Concern

When deciding if there is a need to report a child protection concern, staff should have a belief that results in concern for the physical safety, health, psychological or emotional wellbeing of a child. This belief should be based on reasonable grounds such as:

- observation of physical and/or behavioural indicators.
- the child discloses information.
- someone else such as a relative or friend of the child provides information.
- a child discloses that he/she knows someone who has been abused.
- the child writing or drawing depicts abuse.
- the injury from physical abuse is considered to be non-accidental.
- the indicators are not typical for the age and gender of the child.

When reporting it is important to understand that proof is not required.

A child protection concern may be formed immediately due to a disclosure, third party report or the presence of clear indicators. This leads the observer to form a belief on reasonable grounds that Child Abuse or Neglect has occurred or is occurring. The outline below describes procedural guidelines for staff that have formed a belief on reasonable grounds that a Hale School student is experiencing physical, psychological or emotional abuse or neglect.

## 14. Tips on dealing with disclosures

**Children and young people are most likely to disclose abuse to adults they trust, so professionals working with them have a special responsibility.**

How to respond to a disclosure from a child or young person is crucial. In this instance it is important to:

- Put personal feelings aside and listen as if the information is not sensational.
- Provide reassurance that you believe them and do not think that they are to blame or make judgements about what has happened.
- Allow them to talk but protect them from sharing the information with too many other people.
- 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.
- Do not ask leading questions, for instance "Did Daddy hit you?"
- Never promise to keep the information secret.
- Never make false promises.
- Never ask questions that may make the child feel guilty or inadequate.
- Stay close to them after the disclosure to provide a sense of security.
- Tell them that it will be necessary to contact child protection authorities and that you will support them through that process.
- Respect the confidentiality of the disclosure and do not share the information with anyone other than the appropriate people within Hale School and either the Department of Communities - Child Protection and Family Support or the Western Australian Police.
- Document the conversation that you have had remembering, as accurately as possible, the words and phrases used by the child to describe what has happened to them.
- If you are unable to answer all the questions of the child or young person, it is ok to let them know.

## 15. How to record and manage disclosures concerning child abuse (other than sexual abuse) and neglect

# CHILD PROTECTION & MANDATORY REPORTING



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When a student discloses harm or neglect he must be responded to appropriately by staff and he must be supported. If a disclosure from a student is ignored or dismissed the student continues to be placed at risk.

The role of the staff is **not investigative** in matters of Child Abuse. Staff must report their child protection concerns (*Appendix B – Record of Immediate Belief of Child Abuse/Neglect*) to the Headmaster who will action them appropriately. Where there is suspected or alleged abuse or neglect, staff may not disclose or make use of the information in a manner that breaches confidentiality other than communicate concerns of Child Abuse and Neglect to the Headmaster.

When documenting child protection concerns staff should be aware that records can be subpoenaed by the court as evidence. Documentation kept by staff may be required by the Department of Communities - Child Protection and Family Support and/or the Western Australian Police in their investigations.

Records of a disclosure must include the identity of the person making the disclosure. Statements made by the child or parent/carer, should be recorded verbatim and in quotation ("" ) marks.

Do not record irrelevant information such as:

- hearsay, i.e. information from a third party that is not directly witnessed
- opinions, e.g. "the parent used excessive discipline"
- family history
- personal conclusions about the type of abuse suspected.

Use simple language:

- include clear, direct, precise, non-emotive, objective language
- avoid jargon
- use the first person singular, e.g. "I saw..."

Avoid language that includes:

- pronouns, e.g. he, she, it, etc. Use the names of people.
- 'probably' or 'possibly'; only use these terms if there is a reasonable degree of certainty.

## 16. Reporting a Child Protection Concern

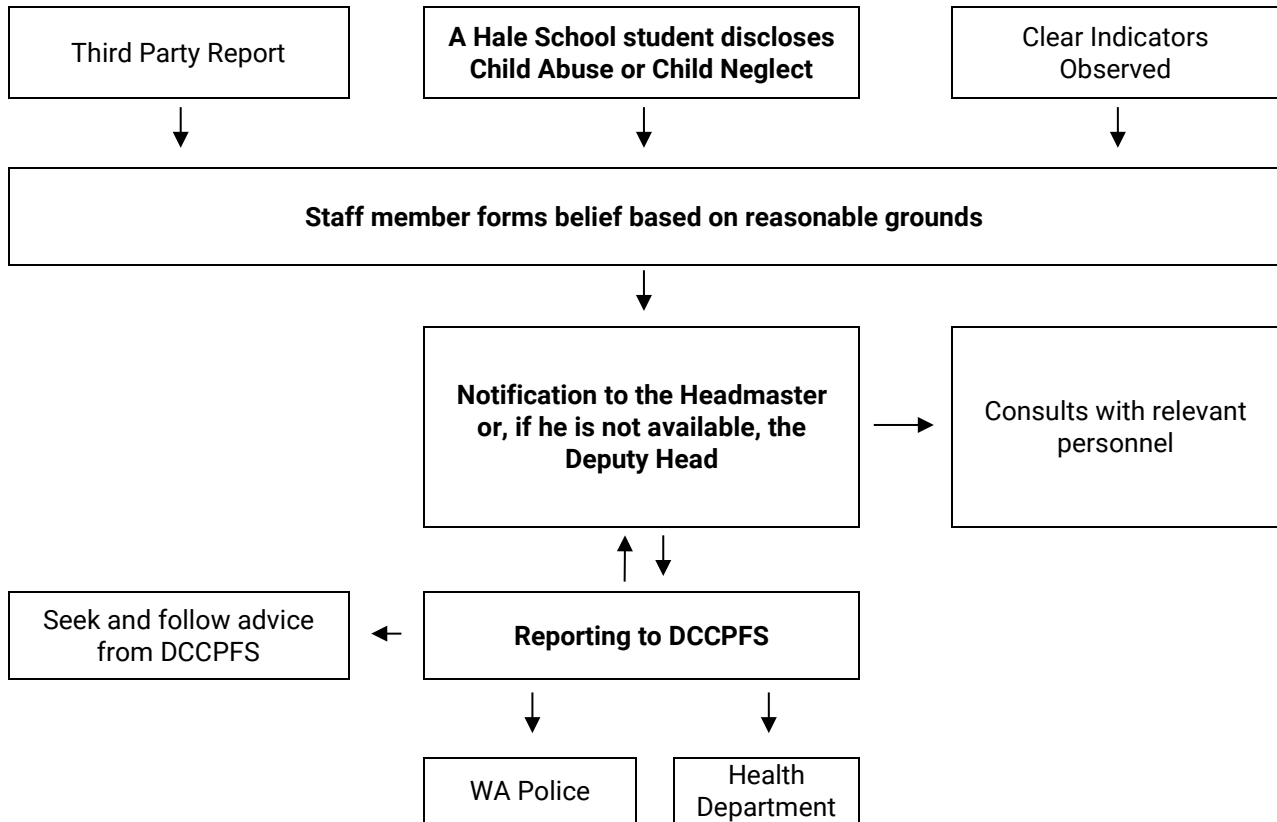
Once staff have documented the disclosure, they must explain to the boy concerned what will happen next. It is also advisable to stay with him until the necessary steps have been taken to ensure his safety and support.

As soon as possible staff are to see the Headmaster, or if he is not available the Deputy Head and discuss the issue with one of them. The management procedure is highlighted in Figure 3 and the external reporting procedures discussed below.

# CHILD PROTECTION & MANDATORY REPORTING



17. **Figure 3: Figure 3 Reporting Child Abuse (excluding Child Sexual Abuse) and Neglect – Immediate belief it has occurred or is occurring (All Hale staff)**



# CHILD PROTECTION & MANDATORY REPORTING



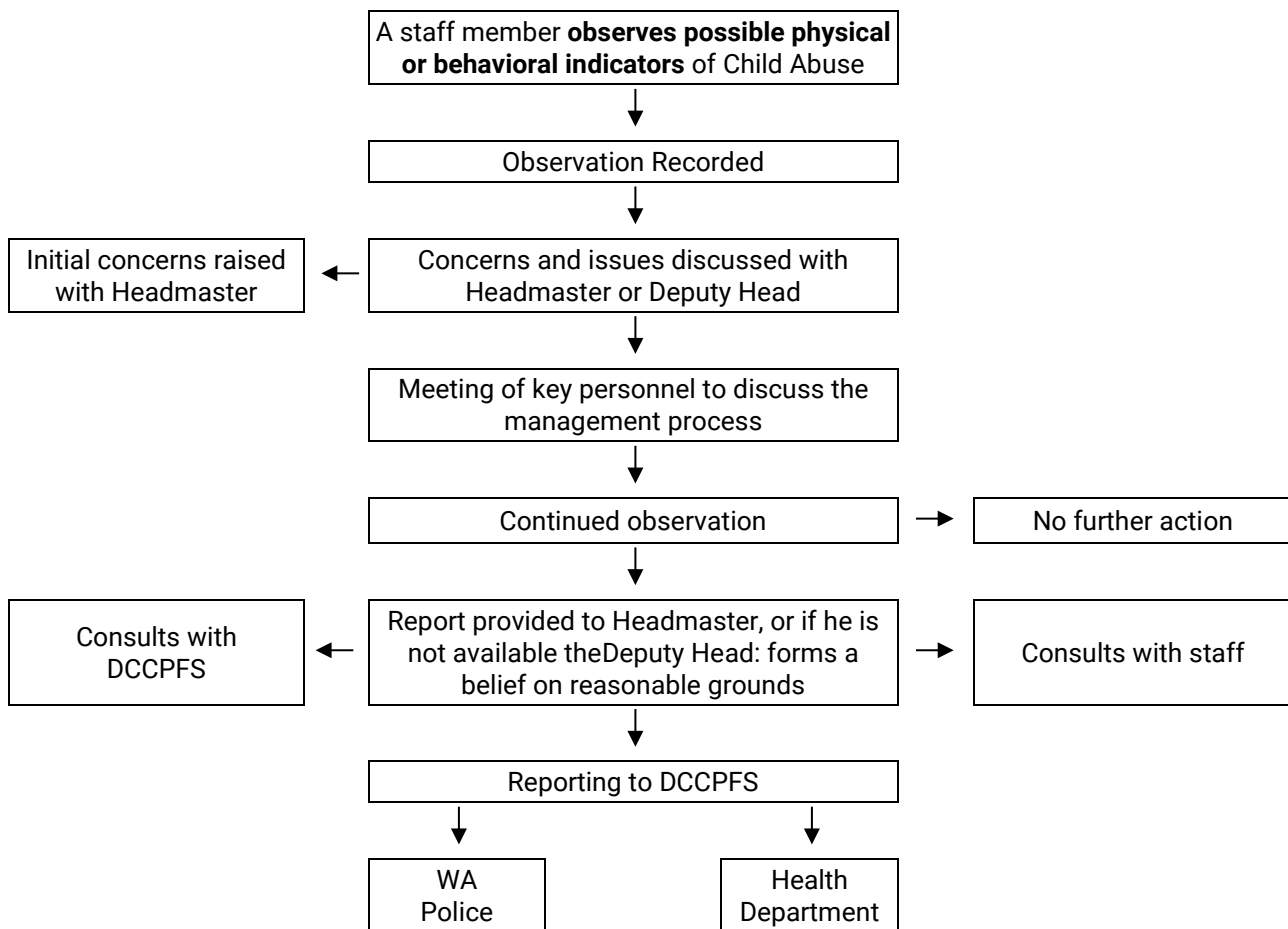
HALE  
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18. **Suspicion** that child abuse (excluding child Sexual Abuse) or neglect has occurred or is occurring.

## 19. How to record observations and manage suspicions of a Child Protection Concern

There may be occasions when staff observe behavioural changes and/or physical indicators which lead them to believe that a particular student is experiencing neglect or abuse. However, these concerns are insufficient to form a belief on reasonable grounds. In these cases staff must follow the Figure 4 shown below, record their observations (*Appendix C – Indicators of Child Abuse*). Information is stored in a secure location.

20. **Figure 4: Developing and reporting child abuse (excluding sexual abuse) or neglect – suspected belief it has occurred or is occurring (All Hale staff)**



# CHILD PROTECTION & MANDATORY REPORTING



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## 21. External Communication

The Headmaster in conjunction with key personnel will develop case management processes which will facilitate identification, monitoring and reporting of child maltreatment to the DCCPFS. The DCCPFS recommend that if a concern of Child Abuse and Neglect is communicated to the Headmaster by a staff member or a member of the community, then the Headmaster must report the matter to the DCCPFS. The decision to progress the matter further is then the responsibility of the DCCPFS. When DCCPFS receives a school referral they may respond in two ways; either investigating the allegation or offer family support to enhance "parental capacity". DCCPFS's legislative powers include:

### Interviewing the child

- DCCPFS has the authority under the *Children and Community Services Act 2004* to interview a child at school before contact is made with the parents/carers.
- DCCPFS must advise the Headmaster of their intention to interview a child in the school.
- The Headmaster must request an explanation of the reason why the interview is to be conducted at the school.
- The DCCPFS officer must provide identification.
- If such an interview is to take place on school premises without the parents'/ carers' knowledge then the Headmaster must provide the child with the option of having support at the interview from a staff member with whom he feels comfortable.

### Removal of children from the school

- DCCPFS officers may remove a child from the school if they have the permission of the parents/carers or if they have taken the child into provisional care and protection.
- The School must be satisfied that these conditions have been met before allowing the removal of a child from school.
- Verbal communication is adequate but there must be documentation of the conversation and details of the DCCPFS officers.

### Medical examination

- DCCPFS may require that a medical examination occur as soon as possible so that bruising, marking and other symptoms can be recorded for future reference.
- If parent/carer permission has not been obtained for the medical examination, DCCPFS must apprehend the child.

Any 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 matter and an obligation to ensure this information is kept secure. In order to avoid "interfering" with any investigative processes initiated by the DCCPFS or the Police the Headmaster must seek advice from the DCCPFS or the Police as is appropriate, prior to informing the parent/carer of a concern of abuse.

If a criminal offence is suspected or has occurred or if the report of Child Abuse or Neglect involves a person or persons who are not a parent/carer for the child, then the Headmaster must report the matter to the Police. The Child Abuse Unit, undertakes investigations of Child Abuse and Neglect in the metropolitan area.

The School may need to provide appropriate and detailed written information to support any Police or DCCPFS responses. Therefore, staff must document concerns about maltreatment and provide these to the Headmaster. These records should be factual, about observable events and not include opinion. They should include the dates and times of observations or disclosures with exact or close to exact wording of statements made by a child (Appendix B or C). The Headmaster must maintain written records of all communications with DCCPFS or the police and subsequent actions.

If following a report to Police or DCCPFS, a family member seeks an appointment for an interview, then this should be conducted with the Headmaster and at least one other member of the case management team (i.e. School Psychologist, Deputy Head). The focus of this meeting must be the protection of the child and accurate minutes must be maintained. It is important that there is ongoing support for the student concerned and for staff involved. The need for ongoing support is imperative as staff and students continue their normal school roles while the DCCPFS and/or Police investigations may continue for some time.

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## Appendices

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# CHILD PROTECTION & MANDATORY REPORTING



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## HEADMASTER'S REPORTING FORM OF CHILD ABUSE/NEGLECT

### School to send to DCCPFS

DATE: \_\_\_\_\_ DISTRICT: \_\_\_\_\_

SCHOOL \_\_\_\_\_

### CHILD'S INFORMATION

Family Name: \_\_\_\_\_ First Name \_\_\_\_\_

Also known as: \_\_\_\_\_ Age \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Contact # \_\_\_\_\_ (Mobile) \_\_\_\_\_

Siblings: \_\_\_\_\_

\_\_\_\_\_

### Write details below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Staff member's signature

\_\_\_\_\_  
Headmaster's signature

### CONFIRMATION SLIP FROM DCCPFS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# CHILD PROTECTION & MANDATORY REPORTING



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**RECORD OF IMMEDIATE BELIEF OF CHILD ABUSE/NEGLECT**

DATE	TIME	RECORDED BY
_____	_____	_____
Child's Name	_____	
Date of Birth:	_____	
Address:	_____	
Parent/Guardian Names:	_____	
Address and Phone Numbers:	_____	
Emergency Contacts:	_____	
Siblings:	_____	
What is the concern? (What did you hear/see, injuries, is this the first time? Etc.)		
_____		
_____		
_____		
_____		
What was said/written/disclosed? (To whom and when?)		
_____		
_____		
_____		
_____		
Any other relevant information?		
_____		
_____		
_____		
_____		
Any other background information? (Mental health issues, family issues, recent death in family?)		
_____		
_____		
_____		
_____		

**Follow Child Protection guidelines (direct issues to Headmaster)**

# CHILD PROTECTION & MANDATORY REPORTING



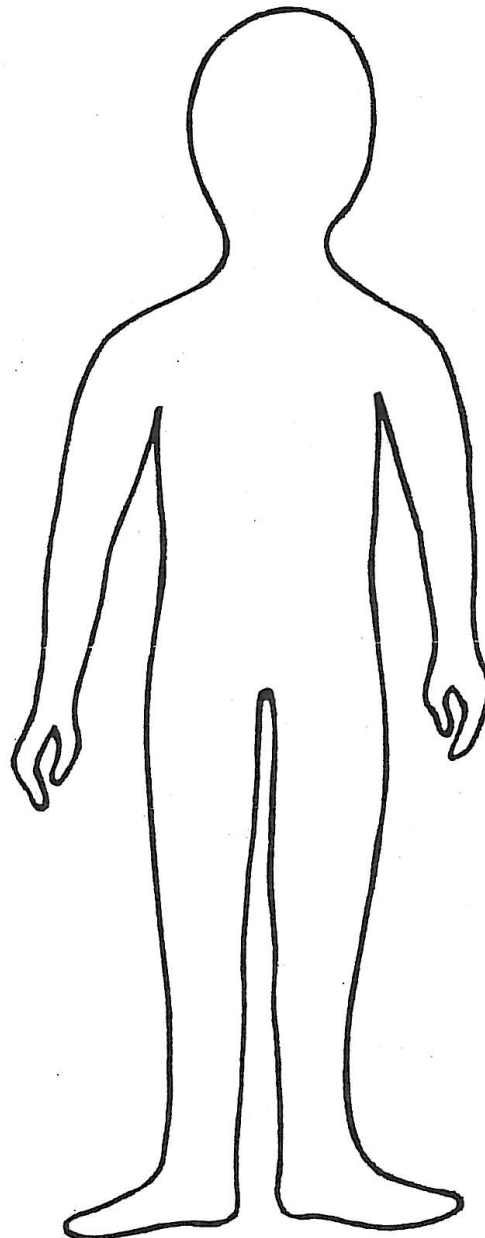
HALE  
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## RECORDING: CHILD MALTREATMENT / NEGLECT

### PHYSICAL INDICATORS

Indicate any physical indicators by using arrows and label the body parts with descriptions.

Right side  
of  
*child's*  
body



Left side  
of  
*child's*  
body

# CHILD PROTECTION & MANDATORY REPORTING



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**SCHOOL RECORDING FORM FOR DISCLOSURES AND  
OBSERVATIONS OF CHILD ABUSE/NEGLECT**

Record for:	
	(Child's name)

Date	Time	Disclosure Details and Observations	Name of Staff Member

# CHILD PROTECTION & MANDATORY REPORTING



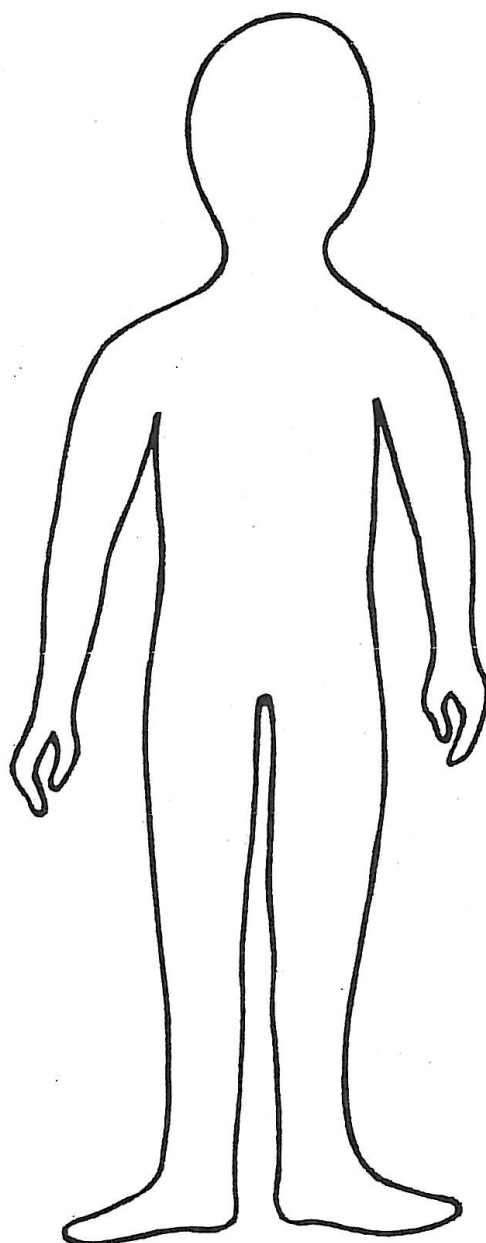
HALE  
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## RECORDING: CHILD MALTREATMENT / NEGLECT

### PHYSICAL INDICATORS

Indicate any physical indicators by using arrows and label the body parts with descriptions.

Right side  
of  
*child's*  
body



Left side  
of  
*child's*  
body

# CHILD PROTECTION & MANDATORY REPORTING APPENDIX C



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## Indicators of Child Abuse

Most Child Abuse and Neglect is not identified based on a single event or indicator. Indicators usually occur in clusters but the absence of indicators does not exclude the possibility that abuse is occurring. A child exposed to family and domestic violence is more likely to suffer abuse. The following indicators may lead to a concern that a child is being subjected to abuse. Indicators should be considered in the context of the child's age, capabilities, medical and developmental history.

Type of abuse	Physical indicators	Behavioural indicators
<p><b>Physical abuse</b> Physical abuse occurs when a child has experienced severe and/or persistent ill treatment through behaviours such as beating, shaking, ingestion of alcohol and illicit drugs, attempted suffocation, excessive discipline and physical punishment. It does not include accidental injury.</p>	<ul style="list-style-type: none"> <li>• Bite marks</li> <li>• Bruises</li> <li>• Burns</li> <li>• Broken bones</li> <li>• Hair missing in tufts</li> <li>• Lacerations and abrasions (especially to the eyes, lips, gums and mouth)</li> <li>• Marked delay between treatment and care of an injury</li> <li>• Missing or loosened teeth</li> <li>• Welts</li> </ul>	<ul style="list-style-type: none"> <li>• No or little emotion when hurt</li> <li>• Regression</li> <li>• Overly compliant, shy, withdrawn, passive</li> <li>• Uncommunicative</li> <li>• Self harming</li> <li>• Suicide attempts</li> <li>• Disclosure by child of intentional injury by their parent or carer</li> <li>• Fear of parent or carer</li> <li>• Avoidance of physical contact</li> <li>• Arms and legs are covered by clothing in warm weather</li> <li>• Homelessness</li> <li>• Parent shows little concern about a delay between injury and medical assistance</li> </ul>
<p><b>Sexual abuse</b> Child sexual abuse includes sexual behaviour involving a child where the child: Has less power; and/or There is significant disparity in the developmental function or maturity of the child and another person involved in the behaviour May be the subject of bribery, coercion, a threat, exploitation or violence.</p> <p>Sexual abuse includes inappropriate touching, exposure to sexual acts or pornographic materials, and sexual penetration.</p>	<ul style="list-style-type: none"> <li>• Blood stained underwear</li> <li>• Pregnancy or fear of pregnancy</li> <li>• Signs of pain, itching or discomfort in the genital area</li> <li>• Urinary tract infections</li> <li>• Self inflicted cuts or burns</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate interest in sexual matters</li> <li>• Knowledge of sexual behaviour inappropriate to age</li> <li>• Regression to infantile behaviour</li> <li>• Sudden unexplained fears</li> <li>• Bed wetting and soiling</li> <li>• Excessive attention getting, aggression or clingy behaviour</li> <li>• Recurrent physical complaints</li> <li>• Depression, withdrawal into fantasy, suicidal pre-occupation</li> <li>• Disclosure directly or indirectly through drawings, play or writing</li> <li>• Sexualised behaviours inappropriate to age (including sexually touching other children or themselves), public masturbation or disrobing</li> <li>• Disclosure of involvement in sexual activity directly to an adult, indirectly to a friend or in a disguised way (for example "I know a person who ....")</li> <li>• Inappropriate expressions of affection</li> <li>• Promiscuity</li> <li>• Criminal sexual behaviour</li> <li>• Decline in academic performance</li> <li>• Running away from home</li> </ul>

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Type of abuse	Physical indicators	Behavioural indicators
<p><b>Emotional abuse</b> Emotional abuse is the sustained, repetitive, inappropriate ill treatment of a child or young person through behaviours including threatening, belittling, criticizing, teasing, humiliating, bullying, neglecting, ignoring and misleading and encouragement to engage in inappropriate behaviour.</p>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Eating disorders (anorexia or bulimia)</li> <li>• Lethargy or fatigue</li> <li>• Symptoms of stress</li> <li>• Evidence of drug abuse or dependence</li> <li>• Wetting, soiling, smearing</li> <li>• Psychosomatic complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Attempted suicide</li> <li>• Excessively compliant or passive behaviour</li> <li>• Excessive shyness or withdrawal</li> <li>• Low self esteem</li> <li>• High levels of anxiety</li> <li>• Compulsive lying and stealing</li> <li>• Fire setting</li> <li>• Truancy or school avoidance</li> <li>• Deliberate harming of animals</li> <li>• Poor peer relationships</li> <li>• Disclosure directly to an adult or indirectly to a friend or adult</li> <li>• Age inappropriate behaviour</li> <li>• Parents other children</li> <li>• Aggressive or delinquent behaviour</li> <li>• Excessive neatness or cleanliness</li> </ul>
<p><b>Psychological abuse</b> Psychological abuse includes emotional abuse, threats of harm or abandonment, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation and prevention of contact with services or support networks.</p>	<ul style="list-style-type: none"> <li>• Violent drawings or writing</li> <li>• Rocking</li> <li>• Thumb sucking</li> <li>• Self harming behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Fearfulness when approached by a known person</li> <li>• Discloses witnessing domestic violence</li> <li>• Expresses feelings of worthlessness</li> <li>• Low tolerance to frustration</li> <li>• Delayed physical, emotional or intellectual development</li> <li>• Eats hungrily or hardly at all</li> <li>• Compulsive lying and stealing</li> <li>• Lack of trust in people</li> <li>• High levels of anxiety</li> <li>• Extremes of behaviour from overly aggressive to overly passive</li> <li>• Excessive seeking of attention or affection</li> <li>• No evidence of love or support demonstrated by parent</li> </ul>
<p><b>Neglect</b> Neglect is defined as the intentional failure by parents/carers to provide, arrange or allow the provision of adequate care, effective medical, therapeutic or remedial treatment. It includes abandonment, failing to provide adequate food or shelter and/or care, lack of nurturing or supervision to a severe and/or persistent extent.</p>	<ul style="list-style-type: none"> <li>• Poor personal hygiene</li> <li>• Dirty and unwashed</li> <li>• Lack of adequate or suitable clothing</li> <li>• Constantly hungry</li> <li>• Inadequate nutrition</li> <li>• Lack of medical or dental care</li> <li>• Development delays</li> <li>• Untreated physical or medical problems, for example sores, boils and lice</li> <li>• Drug and/or alcohol abuse in the home</li> </ul>	<ul style="list-style-type: none"> <li>• Poor school attendance</li> <li>• Falling asleep in school, constant fatigue</li> <li>• Always attends school, even when sick</li> <li>• Frequent lateness, early arrival or reluctance to leave school</li> <li>• Poor academic performance</li> <li>• Steals, hoards or begs for food</li> <li>• Engages in vandalism</li> <li>• Disclosure directly to an adult or indirectly to a friend that no one is home to provide care</li> <li>• Frequent illness, low grade infections or sores</li> <li>• Lack of adequate supervision</li> </ul>



# CHILD PROTECTION & MANDATORY REPORTING APPENDIX D



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## Grooming Behaviour – Further information

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs, but it is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator and generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person or via cyber media.

In the early stage, a committed offender will employ grooming behaviour and because it is so subtle and gradual the child may not be aware of the actual abuse when it occurs and that it is wrong or harmful. The grooming occurs not only with the child but also with those supporting networks around the child which might act as a deterrent or protective element. The perpetrator will invest significant energy and patience to minimise the risk of detection and exposure.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child and as a result the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. Plausible deniability is part of the strategy that the groomer employs to ensure that staff don't take seriously the possible disclosures of a child. This is a deliberate strategy employed to maintain the secrecy of the abuse, so that the abuse is concealed and to ensure the silence of the child. The groomer will exploit vulnerabilities of the protective elements around the child, including parents and family circumstances, organizational and systemic weaknesses.

Groomers are very adept at identifying anomalies, boundary ambiguities, and the lack of systemic awareness; at deflecting attention from their own actions and intentions. While distinguishing between appropriate intent and inappropriate intent is very difficult, particularly for a child, Hale School has very clear expectations and boundaries around behaviours so that there can be rigorous accountability when dealing with children. The School invests in increasing understanding around providing a safe environment for children and adults to challenge existing practice, to be able to raise concerns around unprofessional behaviour and to have a shared understanding of what a safe school is.

Grooming behaviour with children may include, but is not limited to:

- selecting, befriending a child and gaining his or her trust, exploiting the child's vulnerabilities;
- testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games;
- moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitized to the touch;
- manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion;
- causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviour with adolescents may include additional strategies, such as:

- identifying with the adolescent. The abuser may appear to be the only one who understands him/her;
- displaying common interests in sports, music, movies, video games, television shows, etc;
- recognizing and filling the adolescent's need for affection and attention;
- giving gifts or special privileges to the adolescent;
- allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography);
- communicating with the adolescent outside of the person's role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.

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In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:

- promotes self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful;
- raises doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations;
- fosters dependency as someone the family can rely on; and
- positively represents child to others so as to be perceived as someone who would never harm the child.

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## Further Information

### 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. Of particular interest is the information on "Identifying and responding to Child Abuse and Neglect – a guide for professionals".  
<http://www.community.wa.gov.au/>

For 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 making a report or to raise concerns. Details regarding mandatory reporting can be obtained through:  
[www.mandatoryreporting.dcpfs.wa.gov.au](http://www.mandatoryreporting.dcpfs.wa.gov.au)

To contact DCCPFS for assistance with a specific case that does not involve sexual abuse, the school will need to speak to the Duty Officer at the local office, available during office hours. All offices are listed in the White Pages or on the website.

### 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 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 **9428 1500** 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.

The websites below contain information on cyber predators for both parents, teachers and students to use:  
[www.acma.gov.au](http://www.acma.gov.au)  
[www.constablecare.org.au](http://www.constablecare.org.au)

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

### The National Association of the Prevention of Child Abuse and Neglect (NAPCAN)

NAPCAN is an Australian organisation that seeks to resource and network child welfare professionals and practitioners working to prevent Child Abuse and Neglect from happening before it starts, through the provision of parenting brochures, training, support networks and information. [www.napcan.org.au](http://www.napcan.org.au)

### Protective Behaviours WA (Inc)

Is a preventative life skills programme that assists people of all ages to develop the skills to help them deal with difficulties or hostile situations. The programme has a voluntary committee made up of representatives from government and non-government agencies as well as interested members of the community. AISWA is a group member of Protective Behaviours and is able to purchase resources at a discount for interested schools.

Protective Behaviours can be contacted on (08) 9472 1875 or email: [pbwainc@hotmail.com](mailto:pbwainc@hotmail.com)

*The following support service is available for staff at schools who may experience personal issues resulting from making a report:*

### PEOPLESENSE

Offers an employee assistance programme including counselling, management and referrals. This can be accessed through the School Psychologists.

*The following services and organisations can provide help, advice and support to the school, parents or children who are affected by the effects of Child Abuse and to prevent abuse from recurring:*

**Department of Communities - Child Protection and Family Support** (see previous column for details).

### Parenting Line

9368 9368/1800 111 546

### Men's Domestic Violence Helpline

Provides a free telephone, referral and counselling service for men to help them change their violent behaviour toward female partners.  
9223 1199/1800 000 599

### Women's Domestic Violence Helpline

Provides a free 24 hour telephone support and counselling service for women experiencing family and

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domestic violence.  
9223 1188/1800 007 339

## Kids Helpline

Is a free and confidential telephone counselling service for 5 to 25 year olds in Australia available 24 hours a day, 7 days a week.  
1800 551 800

## Child Health & Community Health Services

Refer to the White Pages for contact details of local Child Health Centres.

## Child & Adolescent Mental Health Services

1800 220 400 – 24 hour mental health advice line

## Perth Children’s Hospital

6456 2222

## State Child Development Centre

1300 551 827

## Disability Services (now part of Dept of Communities)

6217 6888 or 1800 176 888

## Sexual Assault Resource Centre Counselling Line

Offers a free, 24 hour emergency service for people aged 13 or over who have been sexually assaulted or sexually abused recently (within the last two weeks).  
(08) 6458 1828

## Lifeline Australia

Offers a service 24 hours a day, 7 days a week and can provide information about other support services, if required.  
13 11 14

The following sites can provide a wide range of background information on Child Abuse for schools that are interested:

### [National Child Protection Clearinghouse | APO](#)

This site lists recent publications relating to information on Child Abuse that have been updated on the web site of the National Child Protection Clearinghouse.

### <http://www.aic.gov.au/publications>

This is the Australian Institute of Criminology site and has links to the criminal aspect of Child Abuse.

Child Protection and Mandatory Reporting Procedure	
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