



**THE GLENLEIGHDEN
SCHOOL**

Child Protection Policy

March 2005

This policy document has been prepared based on a model policy devised by the Association of Independent Schools of Queensland (AISQ) to assist its member schools in formulating appropriate school policies on child protection.

Additionally, this document has been designed to satisfy a requirement of the *Education (Accreditation of Non-State Schools) Regulation 2001* that schools must have written processes about the appropriate conduct of their staff and students that accord with legislation applying to the care and protection of children.



CHI.L.D./Glenleighden

CHILD PROTECTION POLICY



PURPOSE OF THIS POLICY: To provide written processes about the appropriate conduct of CHI.L.D. Association/The Glenleighden School staff and students that accord with legislation applying in Queensland about the care and protection of children.

SCOPE: Applies to all staff and students employed by CHI.L.D. Association and working at The Glenleighden School.

REFERENCES: *Commission for Children and Young People and Child Guardian Act 2000 (including amendments to 17 Jan 2005)*
Education (General Provisions Act) 1989
Education (Teacher Registration Act) 1988
Education (Accreditation of Non-State Schools) Act 2001
Education (Accreditation of Non-State Schools) Regulation 2001
Education and Other Legislation (Student Protection) Amendment Act 2003
Child Protection Act 1999
Workplace Health and Safety Act 1995
Industrial Relations Act 1999
Department of Education Manual (DOEM)
QCEC Manual – Student Protection April 2004
Brisbane Girls Grammar School – Child Protection Policy 2004

DEFINITIONS:

A *child* is a person under 18 years of age.

Harm is 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.

A *student* is any person regardless of age who is enrolled at The Glenleighden School and/or attending The Glenleighden School as a CHI.L.D. Outreach Program client.

USEFUL CONTACTS:

Commission for Children and Young People and Child Guardian	3247 5525
Board of Teacher Registration	3377 4777
Allied Health Professionals Registration Boards of Queensland	
Occupational Therapists Board	3225 2532
Physiotherapists Board	3234 1164
Psychologists Board	3234 1164
Speech Pathologists Board	3225 2508
Kenmore Police Beat	3364 6498
Department of Child Safety	General Enquiries 131304
	Crisis Care 3235 9999
Juvenile Aid Bureau – Indooroopilly	3377 9450
Sexual Crimes Investigation Unit	3364 6430
Child Abuse Prevention Service Freecall	1800 688 009

PART A – PRINCIPLES AND GUIDELINES

PRINCIPLES:

The Glenleighden School will uphold the following principles under this Policy:

- Protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential.
- The Glenleighden School recognises that people who are subjected to abuse are harmed by it.
- At The Glenleighden School, the welfare and best interests of the child will always be a primary consideration.
- The Glenleighden School expects our students to show respect to our staff and volunteers and to comply with safe practices.
- All employees must ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful.
- Sexual acts by an adult employee or volunteer with a student who is a child will always be sexual abuse.
- The Glenleighden School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.
- Reprisals against students or others making a complaint will not be tolerated.
- Student management practices will be administered with respect and in a manner which maintains the student's dignity.
- The Glenleighden School will act fairly and reasonably towards an employee or volunteer who is the subject of allegations of improper conduct.
- The Glenleighden School will support an employee or volunteer who is the subject of a proven false allegation of causing harm to a student.
- Anybody within The Glenleighden School who becomes aware or reasonably suspects that a student is being harmed must report it to the School in accordance with the School's Procedures for Reporting Harm.
- The Glenleighden School will take disciplinary action against employees who harm others, and appropriate action against volunteers who harm others.
- The Glenleighden School will not permit people to work in a position if the School believes on the basis of all information available that, if the allegations against them were wholly or partly true, there would be an unacceptable risk that others might be harmed.
- The Glenleighden School will cooperate with state authorities in resolving allegations of harm.

GUIDELINES

In complying with these principles, The Glenleighden School will be guided by the following.

Natural Justice

The principles of natural justice will apply to decisions to be made under this Policy. The two fundamental principles of natural justice are:

- That those making a decision are not biased.
- That nobody should be condemned unless they are given prior notice of the allegations against them and they have a fair opportunity to be heard.

Process

It is important to make the lodging of a complaint easy.

Confidentiality

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. The Glenleighden School is unable to promise absolute confidentiality since its policies will require disclosing, internally and externally, certain details involved in responding to any complaint. State authorities can compel people to give evidence about actions under the Policy and to produce documents.

Criminal Law

Where there are allegations of criminal misconduct, the allegations should be referred to the police. The Principal must refer all allegations of paedophilia to the police, including those from the past, except where the alleged perpetrator is deceased.

Defamation

A person providing information about harm in good faith to a person who needs to know that information is generally excused from liability for defamation. School personnel should be very careful, however, to notify only those parties that need to know. The matter must remain highly confidential, should never become a topic of gossip and should never be spoken about freely with others. If the restricted and confidential notification is communicated to others with no right to know, the person suspected could take an action for damages for defamation.

Promptness

All steps under the Policy should be carried out promptly. The Glenleighden School will keep the victim and the alleged perpetrator informed of progress.

Protection

The Principal will ensure that the following are undertaken in order to reduce the chance of abuse occurring:-

- Ensure that each staff member understands and fulfils their obligations under this Policy.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this protocol, from their previous employer.
- Ensure that each non-teaching staff member and volunteer who has contact with children has a current Positive Notice Blue Card issued by the Commissioner for Children and Young People¹.
- Ensure that each teaching staff member is a Registered Teacher.

Support

The School will provide support for the victim through professional counselling if it is requested, even if any allegation is not yet proved or disproved. The School will support the respondent to a complaint with professional counselling if it is requested until the matter has been resolved.

¹ Note: in relation to Positive Notice Blue Cards for non-teaching staff, the *Commission for Children and Young People and Child Guardian Act* (January 2005) now requires all non-teaching staff, both volunteers and in paid employment, to have suitability notices.

Further, the Act currently exempts volunteers who are parents of children at the school from the requirement to have suitability notices.

It should be noted that all allied health professionals employed by CHIL.D. Association are required to have current registration with their relevant health registration board.

Interviews

There will be two representatives of the School present at interviews, where practical. In cases of allegations of serious harm it is best not to interview a student who is a child unless a properly qualified person conducts the interview.

Teachers

If a respondent to an allegation is a registered teacher, the School will give notification to the Board of Teacher Registration, if required to do so under the *Education (Teacher Registration) Act 1988* and the *Education and other Legislation (Student Protection) Amendment Act 2003*.

If a respondent to an allegation is a registered allied health professional, the School will give notification to the appropriate health registration board (ie Speech Pathologists Board, Physiotherapists Board, Occupational Therapists Board, Psychologists Board).

Public Relations

The Principal will ensure that the School is able to react quickly to allegations of harm so that accurate and relevant information is available for staff members, students and their families and for the media.

Police Action

It will usually be necessary to wait until the police have decided whether to charge the respondent before taking any internal disciplinary proceedings. If the police do charge the respondent, it will be necessary to wait until the charges have been dealt with in the courts before commencing internal enquiries or disciplinary proceedings. This does not preclude the Principal from seeking advice from police regarding the duty of care to existing students which may involve the standing down of a staff member during an investigation. The police are not required to inform the School about their investigation. Some of their material may be acquired under a Freedom of Information request when their work on the case is finished.

Insurer

The School will keep its insurer informed about developments.

Implementation

Once approved by the Non-State Schools Accreditation Board and adopted by the CHI.L.D. Executive Committee, the Principal will ensure that all members of the School community will have a thorough knowledge and understanding of the practical application of the Child Protection Policy (CPP) through:

- Ensuring each current staff member has read the policy
- Maintenance of a register of *Documents or Training Received and Read* which includes the CPP
- Reminding all staff members of obligations in relation to the CPP at the commencement of each school year
- Publication of the CPP in the staff Workplace Health & Safety Folio
- Discussion of CPP with each new staff member as a mandatory element of induction
- Reference to the CPP in the school newsletter, at least twice each year
- Permanent display on the WH&S noticeboard in the school
- Permanent access on the school's intranet
- Notification to the Parents, Staff & Friends Inc, with a copy of the policy to be available in the Parent's Room

The Principal will ensure that a copy of the policy is always available from the school's administration

Review

The School will ensure that this Policy is reviewed at least once every two years or when changes to legislation are made.

PART B - DEALING WITH ALLEGATIONS OF HARM

The following actions should be taken in any cases relating to harm or suspected harm against a child:

1. Record details of the allegations. Be careful not to taint the evidence of the student or the respondent.
2. Decide whether the allegation should be reported to authorities: see *Procedures for Reporting Harm*. If so, report it.
3. Provide details of the allegations to the respondent.
4. If there is unacceptable risk, stand down the respondent. In extreme cases, dismiss them summarily.
5. Offer counselling to the student and the respondent.
6. Inform the student's parents.²
7. Inform the School's governing body.
8. Inform the School's insurers.
9. Investigate the allegations. Note: if the allegations have been reported to police, do not begin the investigations until the prosecution is complete and the police inform you they have decided not to charge the respondent.
10. Attend to public relations.
11. Take disciplinary action against the respondent if the circumstances require it.
12. Keep the student and the respondent informed as the matter proceeds.

² Note: Section 15 of the *Child Protection Act 1999* provides that when harm to students is suspected from people outside the school, the responsibility for informing parents/caregivers rests with the investigating child protection agency officers, not with the principal. See page 12 of this policy.

PART C - PROCEDURES FOR REPORTING HARM

Staff members at The Glenleighden School are expected to reflect the highest standards of care in their behaviour towards and relationships with students.

Employees of The Glenleighden School must not under any circumstances engage in physical or emotional abuse or engage in sexual contact of any nature with a student of the school. It is irrelevant whether the conduct is consensual or non-consensual, or condoned by parents or caregivers. The age of the student is also irrelevant.

Failure to behave in an appropriate manner may result in criminal proceedings and/or disciplinary action, including dismissal.

The following Table outlines the procedures for reporting harm which will apply in School/College)

Where a reference is made to **PROVIDING A WRITTEN REPORT** in the below procedures, the following matters are to be included in the written report:

1. name of the person giving the report (the 'first person');
2. the student's name and sex;
3. details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by an employee of the school;;
4. details of the abuse or suspected sexual abuse;
5. any of the following information of which the first person is aware:
 - the student's age;
 - the identity of the employee who has abused, or is suspected to have abused the student;
 - the identity of anyone else who may have information about the abuse or suspected abuse.

PROCEDURES FOR REPORTING HARM	
SCOPE:	applies to: <ul style="list-style-type: none">• harm of any student of this school who was under 18 years at the time the harm was caused; and• behaviour of a staff member that a student considers is inappropriate.
DEFINITION:	"harm":- <ul style="list-style-type: none">• is any detrimental effect of a significant nature on a student's physical psychological or emotional well being, however caused• can be caused by<ul style="list-style-type: none">- physical, psychological or emotional abuse or neglect; or- sexual abuse or exploitation.

ACTIONS REQUIRED:

Subject	If	Then
Reporting Harm (Accreditation Regulation s.10)	you as a student are aware or reasonably suspect that harm has been caused by anyone to a student of the school who was under 18 at the time	report it to any staff member
	you are a staff member and you are aware or reasonably suspect that harm has been caused by anyone to a student of the school who was under 18 at the time	report it to the Principal or to a Level Coordinator or to a Privacy Officer keep a written record of your actions
	you are:- the Principal or a Level Coordinator or a Privacy Officer and you receive a report of harm or suspected harm to a student of the school; and you are aware of the harm having been caused or you reasonably suspect the harm to have been caused	report it to the police or the Department of Child Safety keep a written record of your actions
Reporting Inappropriate Behaviour (Accreditation Regulation s.10)	you are a student and you wish to report behaviour by a staff member that you consider inappropriate	report the behaviour to the Principal or a Level Coordinator or any other staff member
	You are a staff member and you receive a report from a student by a staff member that you consider inappropriate	report to Principal or Level Coordinator
	you, the Principal or a Level Coordinator receive the report under the preceding step	interview the student interview the staff member named in the report interview any other person who may be able to provide useful information report your findings to the Principal, if you are a Level Coordinator, with your recommendation for action to be taken as Principal take action on the basis of the report
Reporting Sexual Abuse Education (General Provisions) Act s.146B)	you are:- <ul style="list-style-type: none"> • a staff member; and • aware or you reasonably suspect that an employee of the school has sexually abused a student of the school who was under 18 at the time 	give a written report about the abuse to the Principal and/or a member of the board of directors immediately contents of the written report are prescribed by regulation made under the Education (General Provisions) Act
	you, the Principal, or a member of the board of directors, receive a report under the preceding step	give a copy of the report to a police officer immediately

PART D – PREVENTING BULLYING

The Glenleighden 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 the The Glenleighden School, 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 (i.e. WH&SO, Level Coordinator).
3. The Principal or delegate will then work through the school's anti-bullying policy (see The Personal Power Program attached).
4. If the bullying constitutes harm in terms of the Child Protection policy, then the Procedures for Reporting Harm will be implemented in accordance with Statutory requirements.

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.

Further Strategies

Within the curricular and co-curricular program, 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.

The following strategies will be utilised:

- School Level structure
- Pastoral Care program
- Access to school psychologist or delegate (with qualifications/expertise in counseling)
- Health Promoting Schools strategy
- Supervision and mentoring program for staff
- Student leadership structures
- Health and Physical Education Program
- *Mind Matters* program
- *Anti-bullying program* across levels
- Resource collection on anti-bullying
- Access to visiting experts/expertise (eg Child Youth and Mental Health services)
- Whole school assemblies

PART E – PREVENTING HARM TO STUDENTS FROM PEOPLE OUTSIDE OF THE SCHOOL

Over 85% of children are harmed by someone they know and trust – a parent, sibling, other relative, family friend or care provider. Employees of CHI.L.D. Association and The Glenleighden School should be aware of the physical, emotional and behavioural indicators of risk of student harm, and actual harm. These indicators are more significant if they are severe and/or consistent over time.

Indicators of harm

Physical abuse and excessive punishment

- student presents with bruises, burns or fractures at a frequency which is inconsistent with normal activity;
- students offer explanations for an injury which appear inconsistent with that injury;
- student or another person advise that he/she has been subjected to or threatened with physical harm;
- reluctance/refusal to participate in swimming or other activities where getting changed or wearing more revealing clothes may show signs of harm;
- excessive absenteeism.

Emotional abuse and/or deprivation

- poor peer relationships/withdrawn;
- inclined to seek adult company and/or students who are older or younger;
- avoiding going home on a regular basis;
- learning difficulties, including poor concentration;
- attention seeking behaviour such as stealing, lying, running away, disrupting classes repeatedly.

Physical neglect and/or inadequate supervision or care

- students appear underweight for age and body type;
- inadequate clothing;
- asking other students for food or money or not bringing food to school;
- excessive absences from school and/or high frequency of illness/infection;
- student often arrives at school early and/or leaves late.

Sexual abuse

- bruises, bite marks or other injuries to breasts, buttocks, arms, lower abdomen or thighs;
- bruises, scratches or other injuries not consistent with accidental injury;
- difficulty walking or sitting;
- persistent headaches or recurrent abdominal pain;
- unexplained pain in genital area;
- torn, stained or bloodied underwear;
- itching, soreness, discharge or unexplained bleeding;
- painful and recurrent urination;
- recurrent urinary tract infections;
- signs of sexually transmitted diseases;
- pregnancy in adolescents where the identity of the father is vague or secret.

Where an employee has concerns or is unsure whether or not observations should be cause for concern, it is mandatory that they report their concerns to the Principal.

The Principal will contact the Department of Child Safety and/or Juvenile Aid (Queensland Police Service) and/or the Suspected Child Abuse Neglect (SCAN) team (Queensland Health) to discuss, in the first

instance, the fact there is a concern, and to seek advice as to the appropriateness of formally reporting the matter.

If it is deemed, after this discussion, that further investigation is warranted, then the Principal, on behalf of the employee who made the original observation, will report the matter to the Queensland Police Service. Reporting to the police is mandatory where harm caused to a child indicates a criminal offence may have taken place, such as a sexual assault. At this time the employee concerned must be available to give a first hand account of the situation.

It should be noted that the role of the employee is not an investigative one. Staff must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a student has been, or is at risk of harm. Neither the employee nor the Principal is obliged to obtain proof, establish the cause of harm or assess its severity.

Once a report has been made, the employee is not required to take further action, beyond the requirement to exercise a duty of care.

Evidence

The investigation of these matters is a complex and sensitive process. In the course of an investigation, officers from the child protection agencies may request permission to interview the student concerned. In most cases, in order to ensure the interests of the child are protected, the student may be interviewed before the matter is discussed with the parent/caregiver.

The responsibility for informing parents/caregivers of notifications and any interviews rests with the investigating child protection agency officers, not with the Principal. For this reason, any person making an inquiry or complaint concerning an investigation or an interview must be promptly referred to the Principal who will refer the enquirer to the appropriate department, with the explanation that it is the responsibility of that department to answer such inquiries or complaints.

Confidentiality

The identity of the person reporting the matter must not be revealed to any person or officer of any department without that person's consent.

Child protection agencies operate under strict laws of confidentiality. This means they do not divulge the identity of the person reporting the matter except to others requiring the information to perform duties under the *Child Protection Act 1999*, neither do they divulge information about their investigations to the person reporting the matter.

Section 22 of the Child Protection Act 1999 provides for the protection from civil liability for persons who, acting honestly, notify or give information about suspected harm to a child. It also states that merely because the person gives the notification, the person cannot be held to have breached any code of professional etiquette or ethics, or departed from accepted standards of professional conduct. Furthermore, Section 146B (5) of the *Education and Other Legislation (Student Protection) Act 2003* provides similar protection with respect to reports of sexual abuse.

Support for the Student

The school has a responsibility to offer a long-term, supportive environment for all students. The following are suggested as ways to support a student who may be in need of protection:

- Treat the student with respect and dignity.
- Be sensitive to the student's needs, feelings and concerns.
- Monitor the situation.
- Maintain confidentiality as far as is practicable.
- Immediately notify the Principal if, after the initial report, any further incidents of harm are suspected.

PART F – 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 and/or associated 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 psychologist 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 psychologist and/or delegate (ie a nominated staff member with professional counselling qualifications/experience) 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 +/- the school psychologist. 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 psychologist or delegate 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 psychologist or delegate 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 psychologist for further advice and report their concerns to the Principal.

Following a report, the Principal will consult with the school psychologist 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 Child Safety
- 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 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.



Child Protection at The Glenleighden School

A Leaflet for Parents/Caregivers

The Glenleighden School 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; or
- Domestic or family violence.

How does the School protect students from harm?

The Glenleighden School 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 a Level Coordinator 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 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 police immediately if the harm relates to sexual abuse; or to the Department of Child Safety/Juvenile Aid/SCAN if appropriate; or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.

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 CHI.L.D. Association 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 fulfils 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 Commissioner for Children and Young People.

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.



Child Protection Information for Students

Every student has the right to feel safe and free from harm while at The Glenleighden School. 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?

Anyone on staff. If you do not feel like talking to a member of staff you may like to write him or her 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?

The member of staff will try to keep your concerns confidential as much as possible. However, 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 and it may have to be reported to the Police. If the staff member has no choice about reporting what you have told them to some-one else he or she 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.



PRIVATE AND CONFIDENTIAL
STUDENT PROTECTION NOTIFICATION
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Alternatively, use HS-17: Student Protection form (DOEM) if appropriate.

School	The Glenleighden School	Student
Address	33 Cubberla Street Fig Tree Pocket QLD 4069	D.O.B. (if known)/...../.....
Phone	07 3378 8625	Gender	Male / Female
Principal	Address

Parents'/Caregivers' Contact Details

Custodial Information

Name 1
Relationship
Phone/s	Other family members (eg siblings)
Name 2
Relationship
Phone/s

Nature of Concern (please tick)

- Emotional Physical Neglect Self harm Sexual **

**** Please note that for reports of sexual abuse or suspected sexual abuse, the details on page 2 of this form must be completed to the best knowledge of the person making the report.**

Degree of Urgency (please tick)

- Requires IMMEDIATE ATTENTION Other

Support Information (Please attach any further relevant information eg Behaviour Incident form)

.....

Principal's Signature

Date / /



PRIVATE AND CONFIDENTIAL
STUDENT PROTECTION NOTIFICATION
Page 2 of 2

*For reports of sexual abuse or suspected sexual abuse, the following information **must** be completed:*

Name of person giving the report

Details of the basis of reporter becoming aware or reasonably suspecting that the student has been sexually abused by an employee of the school

.....
.....
.....
.....

Details of the actual or suspected sexual abuse

.....
.....
.....

The identity of the employee who abused or is suspected to have abused the student (if known)

.....

The identity of anyone else who may have information about the abuse or suspected abuse (if known)

.....

Principal's Signature **Date**/...../.....

<p>ACTION <i>(Please tick where appropriate and when action completed)</i></p> <p><input type="checkbox"/> Contact Department of Child Safety/...../.....</p> <p><input type="checkbox"/> Contact Queensland Police/...../.....</p> <p><input type="checkbox"/> Completion of Student Protection Notification & forward to relevant authority/ies as appropriate/...../.....</p> <p><input type="checkbox"/> Follow up action for student concerned</p> <p><input type="checkbox"/> Parent contacted (if appropriate)/...../.....</p> <p><input type="checkbox"/> Form filed and locked in Principal's office</p>
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THE PERSONAL POWER PROGRAM

Outlined below are the details of a Program on which CHIL.D. Association will base its bullying prevention strategies.

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, perhaps designed by the Senior School students, is given to the whole school/particular year levels/ a random sample/parents, 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. Possible 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 Representative Council sells 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 in second term; 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 on a standard proforma. 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 on a standard proforma. 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 counselor 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 counselor
- 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.