



IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

Procedure: Child protection and safety

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1. Objective

This procedure identifies the clear provision of support, from Immaculate Heart College (the College) to children who have been abused or are affected by abuse or neglect. It enables staff to identify the expected procedural processes for the prevention, identification and reporting of child abuse and neglect.

2. Scope

The College expects that all IHC employees, contractors and visitors to the College will adhere to these procedures.

3. Responsibilities

All Staff are responsible for following these procedures and related policy documents.

Head of Schools are responsible for compliance monitoring.

The **Principal** is to facilitate the process when concerns and/or complaint relates to child abuse or neglect.

The Principal shall ensure that staff receive an induction, in relation to the Child Protection Procedures for Independent Schools in Western Australia and undertake Professional Development in Mandatory Reporting every 12 months.

The Principal routinely reviews the management and outcomes of specific cases as appropriate.

4. Procedure

Immaculate Heart College acknowledges that a common goal shared by all Independent Catholic schools, is that students should learn about their value as human persons from the time they enter the College community. This principle influences every level of the College's life so that students learn about their own dignity and value as a human person. The care and attention they receive from all within the College should help them realise this fundamental principle. Moreover, there is an acceptance at the College of a shared responsibility for the pastoral care of students.

In terms of the staff at the College there is also acceptance that the role of an educator encompasses the duty of one who helps to develop the student holistically. The Principal has the ultimate responsibility



for this care and is supported by a pastoral care system that requires the full support and commitment from all staff. Within this structure the College, in partnership with parents who are the primary educators of their children, there is an aspiration to promote the total education of the student. This ideal acknowledges that school staff have a duty of care to students during school hours and at other times when a staff / student relationship exists. This duty of care falls under the area of common law that is established by the courts on the basis of precedent. The concept of duty of care requires that a staff member must take reasonable care to avoid acts or omissions which they can reasonably foresee would be likely to injure the student and take steps to remove those dangers.

Reporting Child Sex Abuse

Responsibilities of teaching staff

Teachers, and school-based nurses now have a legal obligation to report a belief based on reasonable grounds that child sexual abuse has occurred or is occurring on or after commencement day as set out in the *Children and Community Services Act 2004*.

Child sexual abuse that occurred prior to commencement day must still be reported but is not regarded as a mandatory report under the legislation, however it is expected that this belief be reported to the Principal.

Staff who are mandatory reporters and form a belief based on reasonable grounds that child sexual abuse has occurred or is occurring are responsible for:

1. Where the allegation is made against the principal, informing a member of the Leadership Team, or a Member of the Board.
2. Lodging a report with the Mandatory Reporting Service (MRS) as soon as practicable. The mandatory reporter may record the MRS report number and advise the Principal of this report number. A verbal report in urgent cases can be made to the MRS but this must be followed by a written report, within the first 24 hours.
3. Consulting with the Principal. The principal may involve appropriate support staff including but not limited to a member of the Board, psychologist, social worker, counsellor, or a member of the Leadership Team.
4. Documenting the details of the grounds for their belief as well as any observations, consultations made and actions taken.
5. Assisting in supporting any child involved where necessary.



6. Recording the MRS receipt number issued.

Lodging a mandatory report with the Mandatory Reporting Service

Mandatory reporters must either:

- make a written report only; or
- make a verbal report which must be followed up as soon as is practicable with a written report (within 24 hours).

Verbal reports are required in urgent cases. If teachers are unsure as to whether the case they are reporting is urgent or not, they should phone the MRS for consultation and follow the instructions provided.

Mandatory reporters must lodge a report with the MRS in one of the following ways:

- complete the Mandatory Reporting Form and submit the written report electronically, by fax or post directly to the MRS; or
- make a verbal report to the MRS and then follow up by submitting a written report within 24 hours directly to the MRS.

Mandatory Reporting Forms may be found on the MRS website:
www.mandatoryreporting.dcp.wa.gov.au

Maintain professional relationships between employees and students

Teachers at Immaculate Heart College need to treat their students with courtesy and respect and provide an environment that encourages their students to do the same. All staff are expected to always behave in ways that promote the safety, welfare and well-being of children and young people. They must actively seek to prevent harm to children and young people, and to support those who have been harmed. While not all employees are required to manage and supervise students, it is important for all school employees to understand and observe the school's child protection policies.

Responsibilities of educators and other staff

Staff must inform the principal of any concerns involving child sexual abuse.

Staff that have a concern that child sexual abuse has occurred or is occurring are responsible for:



1. Where the allegation is made against the principal, informing a member of the Senior Leadership Team and Chair of the Board immediately.
2. Documenting the details of the grounds for their belief as well as any observations, consultations made and actions taken.
3. Notifying their principal as soon as possible (usually within one working day) of their concern and the grounds that lead to their concern.
4. Assisting in supporting any child involved where necessary.
5. Maintaining appropriate levels of confidentiality.

Supervision of students at Immaculate Heart College

1. Do not be alone in an enclosed space with a student. Where you are left with the responsibility of a single student, you should ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with the Principal. Teaching staff are asked not to cover their classroom windows with any material that may obscure the view inside.
2. Do not drive a student in your car unless you have specific permission from your Line Manager and/or the Principal and written permission from the parent to do so. In the event of an emergency you should exercise discretion but then report the matter to the Principal.
3. When staff members conduct a private conversation with a student, you should consider the time and venue carefully to avoid placing yourselves in a vulnerable situation. It is preferable to leave the door open. You should not locate yourself between the student and the door.
4. When confiscating personal items, such as mobile phones or hats, ask students to hand them to you; this should ONLY be done if there is a school policy that allows for the confiscation of student property. Only take items directly from students in circumstances where concern exists for the safety of the student or others and when your own safety is not jeopardised by this action.



Physical contact with students at Immaculate Heart College

- The College explicitly forbids the use of any form of corporal or demeaning punishment on a student in the course of your professional duties. Refer to the school's Student Management Policy.
- When physical contact with a student is a necessary part of the teaching/learning experience you must exercise caution to ensure that the contact is appropriate and acceptable. You should seek reassurance from the student before making contact or asking for a volunteer if necessary to demonstrate a particular activity.
- Attention to the toileting needs of young children should be done with caution. It may be appropriate to have the door open. For students with a disability the management of toileting needs should be included in the student's individual management plan.
- When congratulating a student, a handshake, pat on the shoulder or brief hug are acceptable as long as the student is comfortable with this action. Kissing of students is not acceptable.
- Assessing a student who is injured or ill may necessitate touching the student. Always advise the student of what you intend doing and, if they are conscious, seek their consent.
- Sometimes in ensuring duty of care you may be required to restrain a student from harming him or herself or others using reasonable force. Any such strategy must be in keeping with the school's behaviour management practices or individual student management plans. You should report and document any such incidents.

Relationships with students at Immaculate Heart College

- Staff must not have a romantic or sexual relationship with a student. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual or condoned by parents or caregivers. You are reminded of:
 - a) the law prohibiting sexual relations with a person under the age of consent (16 years); and
 - b) the law prohibiting sexual relations between a teacher and his or her student under the age of 18 years.
- Staff must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest in a student. An overly familiar relationship with any student (including any adult student) that you are responsible for teaching, tutoring, advising, assessing, or for whom you provide pastoral, or welfare support raises serious questions of conflict of



interest, trust, confidence, dependency, and of equality of treatment. Such relationships may also have a negative impact on the teaching and learning environment for other students and colleagues and may carry a serious reputational risk for the school.

- If it is considered that a student is being overly familiar, seeking to establish a personal relationship with you or has developed a 'crush' on you, you should report your concerns to the Principal as soon as possible so that a plan can be developed to manage the situation effectively and sensitively.
- At all times when speaking with students, care must be taken to use appropriate language. All staff must always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
- Staff may, as part of their pastoral care role, engage in discussion with students. This is entirely appropriate. However, you must be cautious about making personal comments about a student or asking questions that probe your own or a student's sexuality or relationships. You must not hold conversations with a student of an intimately personal nature where you disclose information about themselves.

All staff must not:

- a. invite students to their home;
 - b. visit students at their home; or
 - c. attend parties or socialise with students, unless you have the express permission of the Principal and the child's parents or care giver.
- All staff must not engage in tutoring or coaching students from the school without the expressed permission of the Principal.
 - All staff must not invite students to join their personal electronic social networking site or accept students' invitations to join their social networking site.
 - All staff must not give gifts to students. They should also carefully consider their position before accepting any gift from a student or a parent.
 - Wherever practical, staff should avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another



member of staff should make any significant decisions relating to the student's assessments and have those endorsed by the Principal.

- All staff should be aware of, and sensitive to, children with culturally diverse or indigenous backgrounds and cultural practices that may influence the interpretation of their behaviour

Grooming Behaviours

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 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. This 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, via cyber media and/or other forms of communication. A committed offender will employ grooming behaviour from an early stage and because it is so subtle and gradual the child may not even be aware that the actual abuse when it occurs, is wrong or harmful. The grooming occurs with the child but also with those supporting networks around the child which might normally 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. As a result, the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources of help. This is a deliberate strategy employed to maintain the secrecy of the abuse and to ensure the silence of the child.

Whilst distinguishing between appropriate intent and inappropriate intent is often difficult, particularly for a child, Immaculate Heart College has established very clear expectations and boundaries around staff behaviours in order to maintain a collectively rigorous accountability and ongoing commitment to ensure students are kept at all times from the grooming behaviours outlined above.

All staff at Immaculate Heart College must continue to work to improve their knowledge and understanding in this area, so they are able to challenge existing practice, recognise unprofessional behaviour and commit to ensuring that the following behaviour is never perpetrated against a student.



Responsibilities of principals

The Principal as an approved “class of persons” in accordance with the Act and is able to take mandatory reports regarding child sexual abuse. The Principal has a legal obligation upon receiving mandatory reports regarding child sexual abuse to forward these unaltered to the approved agency (currently the Department for Child Protection and Family Support - DCPFS) as soon as possible (usually within 24 hours). Staff also have the option by law to report directly to DCPFS. In the case of a student who is over the age of 18 years, the Principal has an obligation to report the matter to the Police. Immaculate Heart College Staff shall act in accordance with the relevant section of Child Protection Procedures for Independent Schools in Western Australia in regard to any historic allegations of child abuse.

Principals are responsible for:

1. In the case of a mandatory reporter, supporting them to make a verbal and/or written report to the MRS as required.
2. In the case of educators and other staff, making a notification of the concern to the Duty Officer of the local CPFS district office or supporting the staff member to make the report.
3. Consulting with appropriate support staff including but not limited to: psychologist, social worker, and counsellor.
4. Contacting the Chair of the Board.
5. Providing information to CPFS or WA Police as required.
6. Reporting child protection concerns that may involve criminal behaviour to WA Police.
7. Ensuring that the relevant staff members document any disclosures, observations and actions promptly.
8. Coordinating support for any child involved and for relevant staff where necessary.
9. Maintaining appropriate levels of confidentiality.

Confidentiality

- All staff must protect the identity of a staff member who submits a child abuse report.
- When a student discloses abuse or family violence, teachers must not promise confidentiality.



Responding to Historic Allegations of Child Abuse

Historic allegations refer to any information alleging child abuse where the child is a former student of Immaculate Heart College.

1. Where the allegation is made against the principal, the direct line manager and the Chair of the Board must be informed immediately.
2. Where an allegation of child abuse is brought to the attention of school staff, the information must be passed on to the principal.
3. The Principal must notify the direct line manager, and the Chair of the Board immediately.

Child Protection and Abuse Prevention Professional Learning

All staff must:

- complete the AISWA Child Protection and Abuse Prevention and Mandatory Reporting professional learning upon commencement of employment with the college; and
- repeat the professional learning every year from the last date of completion.

Communication to Parents

When a mandatory report or child abuse report has been made, teachers must not:

- inform parents unless instructed by the principal; or
- disclose the identity of the mandatory reporter (if known) or the alleged perpetrator.

When a concern is held but a mandatory report or child abuse report has not yet been made, teachers must not inform parents:

- that physical or behavioural indicators have been observed in their child which have led to a belief or concern of child abuse;
- of a concern of family violence; or
- of an intention to make a report concerning their child to the Department of Communities, Child Protection and Family Support (CPFS), the Mandatory Reporting Service (MRS), and/or the WA Police.



Recordkeeping and Documentation

Teachers must:

- document all incidents of possible physical or behavioural indicators and concerns of child abuse;
- provide copies to the principal; and
- securely store all confidential records and information separately from the student's school records.

Protection and Support for Staff Who Report Child Abuse

Teachers who have a concern for their own safety following a child abuse report must inform the principal.

Monitoring

In the case of Documented Education Planning for children in the care of the CEO of The Department of Communities, Child Protection and Family Support (CPFS), teachers must:

- develop a Documented Plan (DP) within 30 working days of being advised that a child is in care;
- provide a copy of the completed DP to the principal who forwards it to the CPFS child protection worker and other key stakeholders; and
- review the DP at least twice per year.

5. Definitions

Child - A person who has not reached the age of 18 years of age and, in the absence of positive evidence as to age, means a person who is apparently under 18 years of age (*Children and Community Services Act 2004 Section 124A*).

Child Abuse - Occurs when a child has been subjected to physical, sexual or emotional abuse and/or neglect which has resulted or is likely to result in significant harm to the child's wellbeing. It may involve ongoing, repeated or persistent abuse, or arise from a single incident.

Child abuse may be categorised as follows:

- physical abuse



- sexual abuse
- emotional abuse and psychological abuse
- neglect
- witnessing family violence

Child Safe Organisation - The Australian Children's Commissioners and Guardians (ACCG) define a child safe organisation as one that consciously and systematically:

- creates conditions that reduce the likelihood of harm occurring to children and young people;
- creates conditions that increase the likelihood of any harm being discovered; and
- responds appropriately to any disclosures, allegations or suspicions of harm.

Child Protection - refers to the prevention and response to abuse against children. This includes the policies, preventative measures and procedures to protect children from both intentional and unintentional harm. Historic allegations refer to any information alleging child abuse where the child is a former student of the College.

Confidentiality - The protection of personal, private and sensitive information. Professional codes of conduct and the Department's Staff Conduct and Discipline policy reinforce the importance of protecting an individual's privacy.

Documented Education Plan - A support document for schools and teachers as they plan, monitor, assess and evaluate teaching and learning programs that address individual needs such as individual education plans and individual behaviour plans.

Duty Of Care - A duty imposed by law to take care to minimise the foreseeable risk of harm to another.

Child Protection - UNICEF uses the term 'child protection' to refer to prevention and response to violence, exploitation and abuse against children. This includes the policies, standards, preventative measures and procedures to protect children from both intentional and unintentional harm.

Principal – refers to the Principal of Immaculate Heart College, or authorised delegate.

Teacher - refers to a registered teacher as defined in the Children and Community Services Act 2004 and Teacher Registration Act 2012.



Educator - refers to an early childhood practitioner who works directly with children in early childhood settings (Early Years Learning Framework, p5).

Belief On Reasonable Grounds - A belief formed on reasonable grounds that a child is or has been the subject of sexual abuse may be based on but is not limited to:

- disclosure of child sexual abuse or information provided by a child or parent/carer;
- disclosure of child sexual abuse or information provided by a third party; and/or
- possible physical and/or behavioural indicators.

The belief may be based on a number of child protection concerns that form 'reasonable grounds' and may have been documented over time. There is no requirement to provide proof of child sexual abuse.

Child Exploitation Material - is

(a) child pornography; or

(b) material that, in a way likely to offend a reasonable person, describes, depicts or represents a person, or part of a person, who is, or appears to be, a child:

(i) in an offensive or demeaning context; or

(ii) being subjected to abuse, cruelty or torture (whether or not in a sexual context).

- *Child pornography* is material that, in a way likely to offend a reasonable person, describes, depicts or represents a person, or part of a person, who is, or appears to be a child:

(a) engaging in sexual activity; or

(b) in a sexual context.

- *Material* includes:

(a) any object, picture, film, written or printed matter, data or other thing; and

(b) anything from which text, pictures, sound or data can be produced or reproduced, with or without the aid of anything else. (*Child Pornography and Exploitation Material and Classification Legislation Amendment Act 2010 s216*).



- *Sexting* (sex + texting) is the sending and receiving of sexually explicit or sexually suggestive texts or images via phone or internet. (Australian Institute of Family Studies 2018).

Child Protection Concern - A concern about the wellbeing of a child based on the observation of indicators or information that may lead to a concern for:

- the care of the child;
- the physical, emotional, psychological and educational development of the child;
- the physical, emotional and psychological health of the child; and
- the safety of the child. (s3 *Children and Community Services Act 2004*)

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. Emotional abuse includes psychological abuse and being exposed to family violence.

Some examples are: constantly putting a child down; humiliating or shaming a child; not showing care, support or guidance; continually ignoring or rejecting the child; exposing a child to family violence; threatening abuse or bullying a child; threats to harm loved ones, property or pets.

Family Violence - is a reference to:

- (a) violence, or a threat of violence, by a person towards a family member of the person; or
- (b) any other behaviour by the person that coerces or controls the family member or causes the member to be fearful.

A child is exposed to family violence or personal violence if the child sees or hears the violence or otherwise experiences the effects of the violence.

Examples of behaviour that may constitute family violence include (but are not limited to) the following:

- a) an assault against the family member;
- b) a sexual assault or other sexually abusive behaviour against the family member;
- c) stalking or cyber-stalking the family member;
- d) repeated derogatory remarks against the family member;



- e) damaging or destroying property of the family member;
- f) causing death or injury to an animal that is the property of the family member;
- g) unreasonably denying the family member the financial autonomy that the member would otherwise have had;
- h) unreasonably withholding financial support needed to meet the reasonable living expenses of the family member, or a child of the member, at a time when the member is entirely or predominantly dependent on the person for financial support;
- i) preventing the family member from making or keeping connections with the member's family, friends or culture;
- j) kidnapping, or depriving the liberty of, the family member, or any other person with whom the member has a family relationship;
- k) distributing or publishing, or threatening to distribute or publish, intimate personal images of the family member;
- l) causing any family member who is a child to be exposed to behaviour referred to in this section.

(Restraining Orders Act 1997 s5A & Restraining Orders and Related Legislation Amendment (Family Violence) Act 2016)

Female Genital Mutilation - All procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs for non-therapeutic reasons.

Mandatory Reporter - In Western Australia, all teachers, doctors, nurses, midwives, police officers and boarding supervisors who form a belief that a child is or has been the subject of sexual abuse during the course of their work, either voluntary or paid, are mandatory reporters.

For the purposes of the legislation, 'teacher' is defined as any person registered under the *Teacher Registration Act 2012* with the Teacher Registration Board of Western Australia or with Provisional Registration or Limited Registration and is working as a teacher.

Staff who have teacher registration but are not working as teachers are not mandatory reporters but are required under this policy to report child sexual abuse to the line manager or principal. Non-teaching staff are not mandatory reporters.



Mandatory Reporting Legislation - Legislation requiring teachers, doctors, nurses, midwives, WA Police officers and boarding supervisors to report a belief that a child is or has been the subject of sexual abuse to the Mandatory Reporting Service of the Department of Communities, Child Protection and Family Support Division (CPFS). The legislation covering mandatory reporting of child sexual abuse in Western Australia is the *Children and Community Services Act 2004*.

The requirement to report only applies when a teacher, registered under the *Teacher Registration Act 2012* with the Teacher Registration Board of WA, or boarding supervisor is working in their role as a teacher or boarding supervisor either in a paid or voluntary capacity.

If a belief that a child is or has been the subject of sexual abuse is formed outside of working hours, when not working as a teacher or boarding supervisor, then there is no legal requirement to report. However, a report to the Department of Communities, Child Protection and Family Support Division (CPFS) Central Intake Team (Perth metropolitan area) or the local CPFS office (country areas) can be made voluntarily.

Omission of care - When a child is not provided with adequate food or shelter; effective medical, therapeutic or remedial treatment; and/or care, nurturance or supervision to a severe and/or persistent extent where the health or development of the child is significantly impaired or placed at serious risk.

Cumulative harm - refers to the effects of patterns of circumstances and events in a child's life. The unremitting daily impact of these experiences on the child can be profound and exponential, and diminish a child's sense of safety, stability and wellbeing. Cumulative harm may be caused by an accumulation of a single recurring adverse circumstance or event, or by multiple circumstances or events.

Non-Mandatory Reporter - All staff who are not working in the role of a teacher or boarding supervisor, including school support staff and school psychologists.

Even if the staff member is registered under the *Teacher Registration Act 2012* with the Teacher Registration Board of WA, if the staff member is not working in the role of a teacher, they are not a mandatory reporter. When reporting child sexual abuse, non-mandatory reporters are required to follow the procedures for non-teaching staff or school psychologists.

Parent - In relation to a child, is a person who at law has responsibility for the long-term care, welfare and development of the child or the day-to-day care, welfare and development of the child.

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 scalding; excessive physical punishment or discipline; attempted suffocation; or shaking a baby.

Prevention - Strategies that promote self-management, emotional awareness and interpersonal problem-solving skills that reduce risk factors and promote protective factors to ensure the wellbeing of children and young people.

Protective Behaviours - A personal safety program designed to equip children with the knowledge and skills to act in ways that reduce the likelihood of abuse occurring and help them to report abuse and to seek help if abuse occurs.

School Activity - An activity that is organised or managed by a teacher as part of his or her duties.

Sexual Abuse - Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where —

(a) the child is the subject of bribery, coercion, a threat, exploitation or violence; or

(b) the child has less power than another person involved in the behaviour; or

(c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour (*s124A Children and Community Services Act 2004*).

Some examples are: letting a child watch or read pornography; allowing a child to watch sexual acts; touching a child's genitals; oral sex with a child; sexual assault (including sexual touching or vaginal or anal penetration that is non-consensual); and using the internet to find a child for sexual exploitation.

Sexual Harassment - Sexual harassment under the Equal Opportunity Act occurs when a person makes an unwelcome sexual advance or request for sexual favours, or engages in other unwelcome conduct of a sexual nature, towards another person and that person is disadvantaged, or has reasonable grounds for believing he or she will be disadvantaged, by taking objection. Sexual harassment is unlawful in the areas of employment, education, and accommodation.

Staff - All employees of Immaculate Heart College, Lower Chittering, Western Australia.



6. Supporting Documents

Australian Psychological Society Code of Ethics 2007

Children and Community Services Act 2004 (WA)

Corruption and Crime Commission Act 2003 (WA)

Criminal Code (Acts Amendment: Sexual Offences' Act 1992) (WA)

Criminal Code Act 1995 (Commonwealth)

Disability Discrimination Act 1992 (Cth)

Disability Discrimination Act: Standards for Education 2004 (Cth)

Equal Opportunity Act 1984 (WA)

Public Sector Management Act 1994 (WA)

Public Interest Disclosure Act 2003 (WA)

Restraining Orders and Related Legislation Amendment (Family Violence) Act 2016)

School Education Act 1999 (WA)

School Education Regulations 2000 (WA)

Sex Discrimination Act 1984 (Cth)

State Records Act 2000 (WA)

Working With Children (Criminal Record Checking) Act 2004 (WA)

Working with Children (Criminal Record Checking) Regulations 2005 (WA)

Teacher Registration Act 2012 (WA)

Restraining Orders Act 1997 (WA)



7. Related Documents

Type	Document	Doc #
Procedure	Community Dispute and Complaint Resolution	P-HR-01
Form	Meeting record	F-01
	IHC Staff Induction Handbook	HR-07
Policy	Staff Code of Conduct	HR-03
Policy	Adherence to the National Principles for Child Safety	HSW-01

8. Review

This procedure will be reviewed at least every three (3) years, or when there are changes to IHC's activities or operating conditions.

Version	Date	Prepared by:	Reviewed by:	Reason for amendments or review
0.1	2020	K. Knight	M. Gough	Draft Child Protection and Safety Procedure
1.0	17 May 2021	K. Knight	S. Shaw	Revised wording to indicate that a mandatory reporter must submit a report directly to the MRS, not the Principal. Removed reference to Standards and Integrity Directorate (SIDS). Removed reference to the Employment and Community Relations Team
1.1	26 January 2023	K. Knight	S. Da Luz	Edited as part of review process.
2.0	4 September 2023	T Carpenter	S. Da Luz	Updated Professional Learning schedule as part of review process.
2.1	9 November 2023	K.Knight	S. Da Luz	Formatting to align with other IHC policy documents. Edited the role of Direct Line Manager to Head of School