



MaristCollege
Canberra

CHILD PROTECTION POLICY

Purpose:

To ensure that all staff are aware of and understand their responsibilities to protect children and young people in accordance with the *Children and Young People Act 2008 ACT* and the *Marist Staff Code of Professional Conduct*.

This Policy document provides procedures for staff to follow based upon legislative and professional requirements and current educational best practice.

Responsible Officer(s): Head of School
Head of Junior School

Date of Introduction: 2015

Date of Review: 2017

Modification History:

Related Policies: Code of Professional Conduct Policy
Pastoral Care Policy
Safe School Policy
Privacy Policy
ICT Policy
Discipline and Termination Policy
Critical Incident Policy
Formal Discipline and Grievance Policy
Staff Induction Policy
Recruitment Policy
Charter of Caring

Related Legislation: *Children and Young People Act 2008 ACT*

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RATIONALE

The safety and protection of children and young people in Marist ministries are the responsibility of everyone involved with them, whether as governor, administrator, staff member, Brother, or volunteer. Each person in a Marist workplace or a Marist community has a duty to be familiar with this policy and all other relevant legislative and professional requirements and to be ready to recognise both signs and risk of harm, and know how to respond appropriately.

Principles and Commitments

The Gospel imperatives of truth, justice, compassion and reconciliation underpin this policy. It is founded on the conviction that the rights and dignity of children and young people need to be promoted and protected, that they are all to be treated equally with love and respect, and that their personal dignity is never to be compromised. Children and young people can be quite vulnerable to victimisation, exploitation and abuse. The Province is therefore committed to these principles:

- A primary responsibility is to create safe environments for children and young people and to protect them from any form of harm or abuse.
- All Brothers and other Marist Personnel have a duty of care to support and protect children and young people.
- The safeguarding of children and the prevention of abuse require thorough education and training of all engaged in working with children and young people, either directly or indirectly.
- All children have equal rights to protection from abuse and exploitation.
- Culture or other reasons notwithstanding, we must intervene on behalf of any child suspected of being abused.
- Any complainant is listened to attentively and offered a compassionate, prompt and just response when making an allegation of abuse.
- A responsibility of care extends not only to the young person who may have suffered harm but also to his or her family. Any person accused of abuse also deserves to be treated with justice and compassion.
- Truth and transparency should characterise all actions.

Sources utilised in this policy:

This policy draws significantly upon the following:

- *Children and Young People Act 2008 ACT*
- Keeping Children and Young People Safe, a shared community responsibility (November 2014) *Permission was sought and attained for the explicit use of this ACT Government Policy Document*
- The requirements of the Institute for Provinces to ensure the safety of children and young people and to publicly advocate for the Rights of the Child.
- Catholic Education Canberra Goulburn Child Protection Guidelines (ACT)

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DEFINITIONS

Child and Young Person

The *Children and Young People Act 2008* defines a child as a person who is under 12 years old.

A young person, for the purpose of mandatory or voluntary reporting, is a person who is 12 years old or older, but not yet 18 years old.

Child abuse and neglect

Child abuse and neglect are serious and complex problems that may occur in the lives of children and young people. There is no simple explanation for why child abuse and neglect occurs. Rather, there are a number of interacting factors that increase the risk of a child or young person being abused or neglected, such as family circumstances that may impact on a parent's ability to parent.

Child abuse is the term used for different types of maltreatment that endangers a child or young person's safety, wellbeing and development.

Child abuse can be a single incident or a chronic pattern of behaviour over time and may be intentional or unintentional.

Neglect refers to a failure to provide a child or young person with a necessity of life if the failure has caused or is causing significant harm to the wellbeing or development of the child or young person and may be chronic or episodic in nature.

Child abuse and neglect can sometimes lead to long term harm to the physical or emotional well-being and development of a child or young person.

Types of Abuse and Neglect:

Physical Abuse (also referred to as non-accidental physical injury)

Physical abuse is a non-accidental act resulting in an injury to a child or young person by a parent, caregiver or another person who has responsibility for the child or young person.

Injury can be caused by a single episode or repeated episodes of physical abuse. The severity of injury can range from minor bruising to death.

Physical punishment of a child or young person is a crime when it falls outside the bounds of 'reasonable chastisement'.

There is a range of indicators of physical abuse. Each indicator needs to be considered in the context of other indicators and the particular circumstances of each child or young person.

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The following list is not in any order.

Indicators in children and young people	Indicators in parents and caregivers
<ul style="list-style-type: none"> ➤ Facial, head and neck bruising ➤ Other bruising and marks which show the shape of the object used (eg: handprint, belt buckle) ➤ Multiple bruises or injuries ➤ Lacerations and welts ➤ Bite marks ➤ Dislocations ➤ Fractures of bones, especially in children under three years old ➤ Burns and scalds-a burn with a clear outline may be suspicious ➤ A large number of scars of different sizes or ages on different parts of the body ➤ Verbal disclosure by the child or young person ➤ Explanation offered by the child or young person is not consistent with the injury ➤ Flinching when approached by adults ➤ Frozen watchfulness 	<ul style="list-style-type: none"> ➤ Direct admissions by parents or caregivers that they have injured the child or young person ➤ Direct expressions by parents or caregivers that they may injure the child or young person ➤ Family history of violence, including previous harm to children and young people ➤ Repeated presentations of the child or young person to health or other services with injuries, swallowing of non-food substances or minor complaints ➤ Marked delay between injury and presentation for medical assistance ➤ Story of injury which is inconsistent with the physical findings ➤ History of injury which is vague or variable ➤ Showing little concern about the welfare of a child or young person or the treatment and care of an injury ➤ Isolating a child or young person from contact with school, services etc in order to hide injuries or prevent disclosure

(Source: Keeping Children and Young People Safe, a shared community responsibility. November 2014. ACT Office for Children, Youth and Family Support)

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Sexual Abuse

Sexual abuse is any sexual act or sexual threat imposed on a child or young person. Sexual abuse is when an adult or someone else who is bigger or older involves the child or young person in sexual activity by using their power over the child or young person and taking advantage of their trust. Children or young people are most likely to be sexually abused by someone who is known to them, including a family member, neighbour or friend of the family.

Child sexual abuse is usually a planned process that follows a particular pattern where a child is identified and targeted. This process is commonly known as 'grooming' where the perpetrator gradually engages the child in sexual activity by using inducements, bribes, rewards or threats. The whole process relies on secrecy. The offender puts great effort into silencing the child or young person, hindering potential suspicion and protection by adults in the child or young person's life.

Child sexual abuse is difficult to detect because of the secrecy that surrounds it. Children or young people are frequently threatened or coerced into remaining silent and are frightened of the consequences if they disclose the abuse.

Children or young people who disclose either directly or indirectly often later deny what they have said due to fear of the consequences and because of the reactions of family and others.

How an adult responds to a disclosure of sexual abuse by the child or young person can be extremely significant for the child or young person's recovery from the trauma of abuse.

Sexual abuse of children or young people is a crime.

Child sexual abuse covers a range of sexual behaviours that are considered harmful to children and young people which may include:

- Any form of sexual touching;
- Any form of sexual suggestion to children, including exposure to pornographic material;
- Exhibitionism and voyeurism;
- Using the child or young person for pornographic videos or prostitution.

There is a range of indicators of sexual abuse. One indicator in isolation may not imply abuse. There may be no physical signs of sexual abuse. Indications are more likely to be emotional and/or behavioural. The following list is not in hierarchical order.

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Indicators in children and young people	Indicators in parents, siblings, caregivers, relatives, strangers or acquaintances
<ul style="list-style-type: none"> ➤ Direct or indirect disclosures ➤ Describes sexual acts e.g. ‘he hurts my wee-wee’ ➤ Sexually explicit behaviour, play or conversation inappropriate to the child or young person’s age ➤ Inappropriate or excessive masturbation ➤ Self-destructive behaviour including eating disorders, substance misuse, self-mutilation and suicide attempts ➤ An anxious unwillingness to remove clothes e.g. for sporting events ➤ Persistent running away from home ➤ Sudden and unexplained changes in mood or behaviour ➤ Regression in developmental achievements in younger children ➤ Unexplained accumulation of money and gifts ➤ Pain, itching or bleeding in genital or anal area ➤ Pregnancy in a young person where the identity of the father is not disclosed ➤ Bruising to buttocks, breasts, abdomen and thighs ➤ Sexually transmitted infection ➤ Difficulty sleeping and nightmares 	<ul style="list-style-type: none"> ➤ Exposing a child or young person to pornography or using a child or young person for pornographic purposes ➤ Intentional exposure of child or young person to sexual behaviour in others ➤ Previously committed or suspected of child sexual assaults ➤ Denial of young person’s pregnancy by family ➤ Inappropriate curtailing or jealousy regarding age appropriate development of independence from the family ➤ Coercing the child or young person to engage in sexual behaviour with other children ➤ Verbal threats of sexual abuse ➤ Exploitation or corruption of children or young people

(Source: **Keeping Children and Young People Safe**, a shared community responsibility. November 2014. ACT Office for Children, Youth and Family Support)

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Emotional Abuse

Emotional abuse is the term used to describe chronic and repetitive ill treatment of a child or young person which causes significant harm to their wellbeing and development (including psychological, social, emotional or cognitive development).

Constant yelling, belittling, ignoring and ridiculing are all examples of emotional abuse.

Emotional abuse also refers to situations where children or young people are exposed to domestic violence by seeing or hearing the physical, sexual or psychological abuse between parents or caregivers; or where they are put at risk of exposure to domestic violence that would cause significant harm to their wellbeing and development.

As with other forms of abuse, all children and young people respond differently, however generally speaking, the more severe and ongoing the abuse, the greater the likelihood that it will negatively impact upon the child or young person's wellbeing and development.

It is particularly important to consider the indicators in parents and caregivers when identifying emotional abuse as there are many reasons why children or young people may be emotionally troubled. In situations where there is no emotional abuse, parents usually show concern about their child or young person and seek help.

The following may be indicators of emotional abuse. One indicator in isolation may not imply emotional abuse.

The following list is not in hierarchical order

Indicators in children and young people	Indicators in parents and care givers
<ul style="list-style-type: none"> ➤ Over compliant, withdrawn, passive and/or tearful ➤ Displaying age-inappropriate behaviours, e.g. overly adult (parenting other children) or overly infantile (thumb sucking, rocking, wetting or soiling) ➤ Lack expectations and trust in people ➤ Fearful of parent(s) and caregiver(s) ➤ Indiscriminate attachment ➤ Disruptive or aggressive behaviour towards others ➤ Hypervigilance, particularly in pre-school children ➤ Exhibiting extreme attention seeking or risk taking behaviour ➤ Withdrawn or seen as a 'loner' – difficulty relating to others ➤ Highly anxious ➤ Developmental delay 	<ul style="list-style-type: none"> ➤ Excessive or unreasonable demands ➤ Unrealistic expectations of the child or young person ➤ Persistent hostility and severe verbal abuse ➤ Rejection, ridiculing and scapegoating ➤ Exposure to domestic violence ➤ Constant criticism, belittling, teasing and withholding of affection and praise ➤ Belief that a particular child or young person is intrinsically 'bad', 'naughty' or 'evil' ➤ Using inappropriate social or physical isolation as punishment

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(Source: *Keeping Children and Young People Safe, a shared community responsibility*. November 2014. ACT Office for Children, Youth and Family Support)

Neglect

Neglect is the failure by a parent or caregiver to provide a child or young person with the basic requirements necessary for their proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

Emotional neglect is the term used to describe situations where the parent or caregiver is unresponsive to the child or young person. This may occur when parents or caregivers, overwhelmed by struggles in their lives, such as substance use, domestic violence or mental illness, are emotionally or physically unavailable to their children.

Neglect may be episodic and related to a particular crisis or it may be chronic and persistent, characterised by the repeated failure to meet a child or young person's needs and to protect them from harm.

Neglect can have seriously detrimental effects on a child or young person's social, psychological, educational or physical development. There is a range of indicators of neglect. One indicator in isolation may not imply neglect. Each indicator needs to be considered in the context of other indicators and the child's or young person's circumstances.

The following list is not in hierarchical order.

Indicators in children and young people	Indicators in parents and care givers
<ul style="list-style-type: none"> ➤ Poor hygiene: matted hair, dirty skin or strong body odour ➤ Loss of 'skin bloom' and poor hair texture ➤ Untreated physical or medical problems ➤ Frequent illness and low grade infections ➤ Persistently untreated head lice ➤ Hungry – scavenging, stealing or hoarding food ➤ Constantly tired and listless ➤ Delay in developmental milestones ➤ Low weight for age and/or failure to thrive for no medical reason ➤ A flat and superficial way of relating 	<ul style="list-style-type: none"> ➤ Dirty unhygienic environment e.g., house over-run with pets, faeces not cleaned up etc ➤ Nowhere for child or young person to sleep ➤ Unable or unwilling to provide adequate food and/or clothing ➤ Leaving the child or young person inappropriately without supervision ➤ Abandoning the child or young person ➤ Unable to respond emotionally to the child or young person ➤ Depriving of or withholding physical contact or stimulation for prolonged periods

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<ul style="list-style-type: none"> ➤ Anxiety about being dropped or abandoned ➤ Self-comforting behaviour, e.g., rocking and/or sucking ➤ Inadequate clothing in winter ➤ Frequent lateness to or absence from school ➤ Child or young person states that no one is home to provide care ➤ Longing for adult affection ➤ Child or young person avoids going home 	<ul style="list-style-type: none"> ➤ Overwhelmed with other problems eg, substance abuse ➤ showing no concern for the child or young person's wellbeing when it would be reasonably expected ➤ Family is isolated from relatives, other adults or social supports ➤ Greeting the child or young person with indifference ➤ An extremely chaotic life ➤ Family home is very chaotic and unkempt
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(Source: **Keeping Children and Young People Safe**, a shared community responsibility. November 2014. ACT Office for Children, Youth and Family Support)

Voluntary reporting of abuse and neglect:

You may choose to make a voluntary report to the director-general (**ACT Care and Protection**) if you believe or suspect that a child or young person is being abused or neglected, or is at risk of abuse or neglect (see section 354 of the *Children and Young People Act 2008*).

You are not required to make a voluntary report.

Mandatory reporting:

If you are required to make a mandatory report and you fail to do so in accordance with section 356 of the *Children and Young People Act 2008*, you commit an offence.

Who must make a mandatory report?

A “mandated reporter” must make a mandatory report.

As far as the School is concerned, a mandated reporter may be one of:

- (a) a teacher at the School;
- (b) a teacher's assistant or aide (if employed by the School);
- (c) a School nurse;
- (d) a School counsellor.

Other mandated reporters not usually employed by the School include a doctor, a dentist, an enrolled nurse, a midwife, a person authorised to inspect education programs, materials or other records used for home education of a child or young person under the *Education Act 2004*, a police officer, a person caring for a child at a childcare centre, a person coordinating or monitoring home-based care for a family day care scheme proprietor, a public servant who, in the course of employment as a public servant, works with, or provides services personally to, children and young people or

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families, the public advocate or an official visitor (see section 356(2) of the *Children and Young People Act 2008*).

In what circumstances must a mandatory report be made?

If you are a mandated reporter and:

- (a) you believe on reasonable grounds that a child or young person has experienced or is experiencing **sexual abuse** or **non-accidental physical injury**; and
- (b) your reasons for that belief arise from information obtained by you during the course of, or because of, your work (whether paid or unpaid); then
- (c) as soon as practicable after forming the belief, you must make the mandatory report to ACT Care and Protection.

The maximum penalty for failing to do so is 50 penalty units, imprisonment for 6 months or both.

What does it mean to 'believe on reasonable grounds'?

Belief on reasonable grounds may be formed where:

- a child or young person discloses to you that he or she has suffered non accidental physical injury or sexual abuse;
- someone else advises you that a child or young person has been sexually abused or suffered non accidental physical injury; or
- your own observations of the child or young person's physical condition or behaviour lead you to reasonably suspect that the child or young person has suffered or is suffering non accidental physical injury or sexual abuse.

In what circumstances is a mandatory report not required to be made?

You do not need to make a mandatory report if you believe on reasonable grounds that either:

- (a) someone else has made a report to ACT Care and Protection about **the same child or young person** in relation to **the same abuse or neglect** and which state the **same reasons for their belief** (see section 357(1) of the *Children and Young People Act 2008*); or
- (b) the child or young person has experienced or is experiencing non-accidental physical injury caused by another child or young person and a parent or guardian of the injured child is willing and able to protect the injured person from further injury (see section 357(2) of the *Children and Young People Act 2008*).

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Making a false or misleading report

It is an offence to make a voluntary report or a mandatory report if:

- (a) the report contains information or allegations that are false or misleading in a material particular; and
- (b) the person who made the report knows that the information or allegations:
 - (1) are false or misleading in a material particular; or
 - (2) omit anything without which the information or allegations are false or misleading in a material particular.

The maximum penalty for this offence is 50 penalty units, imprisonment for 6 months or both.

Contact ACT Care and Protection

You may ask a question or make a report to ACT Care and Protection using the following contact details:

Ph: 1300 556 728

Fax: 6205 0641

Email: childprotection@act.gov.au

POLICY PROCEDURES

Management of Child Protection

The College has a Child Protection Committee, the responsibilities of which are:

- policy development, oversight and review;
- organisation of appropriate staff training;
- provision of advice to the Headmaster regarding specific issues and cases.

The Child Protection Committee consists of the:

- Headmaster,
- Head of Junior School,
- Head of Senior School,
- Assistant Head of School – Staff,
- One of the College Child Protection Officer (e.g. College Counsellor)

The committee meets as required.

Child Protection Officers (CPO)

Our CPOs are well known to everyone associated with the school (staff, children, parents, volunteers) as a contact person for child protection matters.

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The nominated Child Protection Officers are:

- College Counsellor
- Dean of Students
- Assistant Head of School - Staff
- House Deans (8 Houses in the Senior School)
- Assistant Head of Junior School

The primary role of the CPO is to support and listen to the child or young person, not to conduct an investigation.

When a child or young person at Marist College Canberra makes a disclosure relating to sexual abuse or non-accidental physical injury, or a staff member believes on reasonable grounds that a child or young person has experienced or is experiencing sexual abuse or non-accidental physical injury, **all staff members** are bound by either legislative requirements as per section 356 of the *Children and Young People Act 2008* or professional obligations as per the Marist Staff *Professional Code of Conduct* to ensure that a Mandatory Report is made to ACT Care and Protection in relation to that specific child or young person and that specific incident.

- Teachers, paid teachers' assistants, school nurses and counsellors (and other mandated reporters) must make a report to ACT Care and Protection as soon as practicable after forming the belief described above. These staff members should complete a *Mandatory Report form* (Appendix D) and submit the completed form to the Headmasters office after a report is made.
- Other staff members who are not mandated reporters have a professional obligation to report the matter to a CPO who is then bound to make a mandatory report as per above.
- Mandated reporters may consult with a nominated CPO but this does not negate their responsibility to make a mandatory report unless the incident meets an exception as described above. Mandated reporters at Marist are encouraged to report regardless of whether they are unsure if an exception applies to them.
- Copies of the completed Mandatory Report form are kept in a confidential file in the Headmaster's office. The Headmaster may seek further advice from relevant authorities such as Care and Protection and ACT Policing.
- The Headmaster or his delegate may then consult with relevant CPO's or other staff members as to appropriate further action in relation to the continual support and welfare of the student and family involved, sensitive to privacy and confidentiality requirements.

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When a child or young person at Marist College Canberra makes a disclosure relating to emotional abuse or neglect, or there is a belief or suspicion that a child or young person is being emotionally abused, is being neglected or is at risk of emotional abuse or neglect, all staff should ensure that they discuss the situation with the relevant CPO as an urgent welfare issue. After such discussions the person may make a voluntary report to ACT Care and Protection.

- Serious welfare concerns which involve emotional abuse or neglect must be discussed with the relevant CPO whose role it is to ensure that the welfare and wellbeing needs of children and young people at Marist are being catered for.
- If a voluntary report is made as per section 354 of the *Children and Young People Act 2008*, a completed 'Voluntary Report form' (Appendix F) must be submitted to the Headmaster's Office. A copy is kept in a confidential file.
- The Headmaster may seek further advice from relevant authorities such as Care and Protection and ACT Policing.
- The Headmaster or his delegate may then consult with relevant CPO's or other staff members as to appropriate further action in relation to the continual support and welfare of the student and family involved, sensitive to privacy and confidentiality requirements.

Allegations of abuse by staff members or community members

If an allegation of abuse involves school staff or community members, in the first instance, all steps listed above apply. Additionally, the reporter is required to report the matter directly to the Headmaster who in turn is required to make a report to the Province Professional Standards Officer (PPSO), consistent with MSA protocols.

Then:

- The Headmaster must comply with Territory Legislation in relation to the matter and decide if any further steps need to be taken. This would involve seeking advice from the following agencies: ACT Policing, ACT Care and Protection, ACT TQI, as well as other authorities as required.
- The Headmaster will immediately inform the Regional Director (RD) of Marist Schools Australia and seek information and advice on a matter of sexual abuse. The RD will immediately inform the PPSO if it involves a Brother who will in turn bring the matter to the attention of the Provincial.
- Steps are taken to ensure that the safety of the child or young person is paramount. An initial first step is to withdraw the accused person from active duty, which could entail standing down, re-assignment to other duties that do not have direct contact with children or young people, or to work under increased supervision during the period of investigation or other measures as deemed appropriate – depending on the seriousness of the allegation and advice provided from external agencies.

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- If permitted by the Police and/or relevant authorities, an independent investigation is to be conducted into the allegation. The outcome depends upon the findings of the investigation.
- The PPSO will provide guidance on confidentiality and information-sharing which makes clear that the protection of the victim is the most important consideration.

Confidentiality

- As much as is reasonably possible, an individual's right to privacy is to be protected.
- Both those who are making reports and those about whom allegations are made are entitled to due process and confidentiality. Where there is suspected or alleged abuse or misconduct, staff members must not disclose or make use of the information which they hold in qualified privilege in a manner that breaches confidentiality, other than to report and act according to the principles and procedures of this policy and relevant statutory requirements.
- Any person making a credible mandatory or voluntary report of abuse is advised that the report will be investigated and dealt with by the appropriate authorities. While an individual's name may be protected if that is their wish, the allegations must always be investigated and dealt with.
- All relevant information held by a Province Ministry must be provided upon request to the PPSO and to duly authorised Government agencies or a court of law.
- All pertinent information should be disclosed to an appointed investigator or to the police in a properly established investigation following a report of abuse or suspected abuse.
- In all cases, where difficult decisions are required to be made (for example, between keeping certain information confidential and the interests of the child), the best interests of the welfare and wellbeing of the child or young person should prevail.
- The College will take all reasonable steps to safeguard the wellbeing of both complainants and those accused.
- Internal and/or external counselling and support is available to the reporter, accused and to the alleged abuse victims and families involved.

Student Education

- At Marist College Canberra, students are educated in how to stay safe, and how to report and who to report to if they feel unsafe.

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- Students are made aware of their rights and the means they have for reporting abuse and suspicion of abuse.
- Protective behaviours and personal safety are covered in the Health and PE curriculum, Religious Education curriculum, at House meetings and College assemblies and in Year level workshops. (See appendix C)
- The safe school policy is published annually in the student diary which is distributed to all students from Years 4-12. This also includes student rights and how to report abuse and harassment.
- An annual sexual harassment workshop is held for all Year 7 students.
- Personal safety is further reinforced in the College by the environment and culture and the Safe School Policy including annual surveys conducted in Years 4-9. (Appendix G- Marist Matters).

Parent Information

- The College communicates the importance that it places on keeping students safe to families. Parents are informed of the education of students on how to stay safe and how and who to report to if they feel unsafe.
- A copy of the Safe School Policy is distributed to all families upon enrolment and is discussed at induction with parents and students. It is also available on the College website.
- Newsletter items inform parents of the content of our protective behaviours and personal safety curriculum.

Staffing Processes

- All staff members are required to hold current Working With Vulnerable People (WWVP) registration.
- WWVP records are retained in the Assistant Head - Staff office in hard copy and recorded electronically. Current registrations will commence expiring in 2016, and staff will be reminded three months prior to their expiry date to reapply.
- A Code of Professional Conduct training session is held at the beginning of each year followed by a signed acceptance of the Code by all members of staff, teaching and non-teaching.
- All staff members are required to attend an annual in-school training session on Mandatory Reporting and reporting abuse where a member of staff is involved. Attendance records are taken and absent staff are required to attend a follow-up training session. (Staff training plan – see Appendix A)

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- All newly appointed staff are also required to sign off on attendance of in-school training of the College Child Protection Policy.
- All nominated CPO's receive ongoing training for their roles. In the first instance, the College Counsellor leads a presentation to staff constructed by the AFP sexual assault unit

APPENDICES

APPENDIX A	Staff Training Workshop Topics
APPENDIX B	Protective Behaviours: Australian Curriculum - HAPE
APPENDIX C	Protective Behaviour and Personal Safety Curriculum
APPENDIX D	Mandatory Report form
APPENDIX E	Form to report of allegations of abuse – Marist Ministries
APPENDIX F	Voluntary Report form
APPENDIX G	Marist Matters
APPENDIX H	Practical advice on listening to a complainant
APPENDIX I	Child Protection Committee and Child Protection Officers

APPENDIX A:

STAFF TRAINING WORKSHOP TOPICS

- A. Staff Training on Keeping Children safe and ACT legislation regarding mandatory reporting and school protocols.
1. ACT legislation regarding mandatory reporting of Sexual and or physical abuse when disclosed or suspected by school staff.
 2. How to make a report and legal requirements and school protocols to follow.
 3. Indicators that physical or sexual abuse may have occurred.
 4. How to respond to a young person when they have made a disclosure.
 5. Grooming. What is it and what do you look for.
 6. Legal responsibilities of a staff member who suspects another staff member of sexual or physical abuse and School and Marist protocols to be followed.
- B. Follow up with new staff reinforcing the information given to whole staff training in a seminar format where any questions can be asked and answered.

CPO TRAINING WORKSHOP TOPICS

Training in appropriate emotional and practical responses to a disclosure of abuse.

When a child or young person discloses to a CPO that he or she has been physically or sexually abused, their responsibility is to show care and concern

Possible ways a CPO can show care and concern

- listen carefully to what the child or young person is saying
- control expressions of panic or shock
- reassure the child or young person that you believe him or her
- reassure the child or young person that to disclose was the right thing to do
- reassure the child or young person that they are not to blame (only if the child indicates this is what they believe)
- acknowledge that it is hard to talk about such things
- indicate what you will do, i.e. that you will talk to someone who can give you some advice about what should happen next
- if you are not in a position to answer all the questions that a child or young person may have, explain that you don't know but will pass on their questions or concerns to the relevant person

Marist College Canberra – Child Protection Policy***You will not be helping the child if you:***

- express anger or disgust about the alleged abuser
- make promises you cannot keep, such as promising that you will not tell anyone;
or
- seek further details beyond those that the child or young person freely wants to discuss. Remember that quizzing children about details may be interpreted as disbelief.

The role of the CPO is to support and listen to the child or young person, not to conduct an investigation.

(Source: Keeping Children and Young People Safe, a shared community responsibility. November 2014. ACT Office for Children, Youth and Family Support)

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APPENDIX B

PROTECTIVE BEHAVIOURS- AUSTRALIAN CURRICULUM- HAPE

ACPPS035 | Content description | **Years 3 and 4** | Health and Physical Education | Personal, Social and Community Health | **Being healthy, safe and active**

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe

Literacy Critical and creative thinking Personal and social capability

- recognising physical responses that indicate they are feeling uncomfortable or unsafe (S)
- rehearsing assertive behaviours and strong non-verbal communication skills (S, RS)
- identifying and practising appropriate responses to unsafe situations in relation to drugs and drug use (S, AD)
- indicating on a local map the location of safe places and people who can help (S)
- examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe (S)

ACPPS003 | Content description | **Foundation Year** | Health and Physical Education | Personal, Social and Community Health | **Being healthy, safe and active**

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy

Literacy Critical and creative thinking Personal and social capability

- identifying characters in different texts who help the main character to stay safe and healthy (S, RS, MH)
- identifying protective behaviours that can help keep them safe (S)
- identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported (S, RS, MH)
- naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios (S, RS)

Achievement standard | Foundation Year | Health and Physical Education

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

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ACPPS092 | Content description | **Years 9 and 10** | Health and Physical Education | Personal, Social and Community Health | **Being healthy, safe and active**

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices

- critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted (S, AD, RS)
- examining local fast-food options, making healthy selections and advocating healthy choices to peers (FN)
- exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing (S, RS)
- evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing (S, AD, FN, RS, HBPA, MH)

Other | F-10 | Health and Physical Education | Aims

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.

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Appendix C:

PROTECTIVE BEHAVIOUR AND PERSONAL SAFETY CURRICULUM

Years 4-6

Health and Physical Education (HAPE)

	Term 1	Term 2	Term 3	Term 4
Year 4	<p>Relationships</p> <ul style="list-style-type: none"> ✓ New school / friends <p>Personal Identity</p> <ul style="list-style-type: none"> ✓ About 'me' <p>Personal Learning Plans</p>	<p>Safety (Kenny Koala)</p> <ul style="list-style-type: none"> ✓ Pedestrian safety ✓ Bus Safety ✓ Scooters / bikes ✓ Basic first aid <p>Personal Learning Plans</p>	<p>Drugs(The Burning Issue)</p> <ul style="list-style-type: none"> ✓ Smoking ✓ Alcohol <p>Personal Learning Plans</p>	<p>Nutrition / Food Science (What do I eat?)</p> <ul style="list-style-type: none"> ✓ Food pyramid ✓ Healthy diets <p>Personal Learning Plans</p>
Year 5	<p>Relationships</p> <ul style="list-style-type: none"> ✓ New class / friends <p>Personal Identity</p> <ul style="list-style-type: none"> ✓ About 'me' <p>Personal Learning Plans</p>	<p>Nutrition</p> <ul style="list-style-type: none"> ✓ Food around the world ✓ Eating choices ✓ Food / energy / science <p>Personal Learning Plans</p>	<p>Sport Science / Human Movement</p> <ul style="list-style-type: none"> ✓ The body ✓ Skeleton / muscles <p>Sexuality</p> <ul style="list-style-type: none"> ✓ Things are Changing boys and parents' evenings ✓ The changing body <p>Personal Learning Plans</p>	<p>Drugs</p> <ul style="list-style-type: none"> ✓ Medicines ✓ Legal / illegal drugs <p>Safety</p> <ul style="list-style-type: none"> ✓ Safe choices ✓ Community services <p>Sexuality</p> <ul style="list-style-type: none"> ✓ Things are Changing boys and parents' evenings ✓ The changing body <p>Personal Learning Plans</p>
Year 6	<p>Year 6 Health</p> <p>Relationships</p> <ul style="list-style-type: none"> ✓ New school / friends <p>Personal Identity</p> <ul style="list-style-type: none"> ✓ About 'me' <p>Personal Learning Plans</p>	<p>Leadership</p> <ul style="list-style-type: none"> ✓ Learning to lead <p>Personal Identity</p> <ul style="list-style-type: none"> ✓ About 'me' ✓ Relationships <p>Personal Learning Plans</p> <p>Safety (Kenny Koala)</p> <ul style="list-style-type: none"> ✓ Pedestrian safety ✓ Bus Safety ✓ Scooters / bikes ✓ Basic first aid 	<p>Drugs</p> <ul style="list-style-type: none"> ✓ Illicit drugs ✓ Life choices <p>Personal Learning Plans</p> <p>Drugs(The Burning Issue)</p> <ul style="list-style-type: none"> ✓ Smoking ✓ Alcohol <p>Personal Learning Plans</p>	<p>Safety</p> <ul style="list-style-type: none"> ✓ First Aid ✓ Road Safety <p>Personal Learning Plans</p> <p>Nutrition / Food Science (What do I eat?)</p> <ul style="list-style-type: none"> ✓ Food pyramid ✓ Healthy diets <p>Personal Learning Plans</p>

Adapted from pg 9- Marist Junior School HAPE Curriculum Policy 2011

The *Rock & Water* program will be implemented from the beginning of 2015 with staff being trained in December 2014. This is an educational program that aims to enhance the social, emotional and spiritual development of young people.

Marist College Canberra – Child Protection Policy**Years 7-10****Health and Physical Education (HAPE)**

Year 7 'We Are Changing'. 'Me, Myself and Health';.

Year 8 'Risky Business'.

Year 10 'Mind Matters' and 'Your Choice'

Religious Education

Year 10: Living the Good Life

Year 7

Annual sexual harassment workshop

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APPENDIX D:

**MARIST COLLEGE CANBERRA.
MANDATORY REPORT FORM.**

NAME OF STAFF MEMBER MAKING REPORT: _____

STUDENT'S NAME: _____

D.O.B: _____

ADDRESS: _____

HOME PH: _____

SIBLINGS: _____

Father's Name: _____

Mother's Name: _____

Report: (Information given to Care and Protection)

[Please include the reasons for the belief that the student has experienced or is experiencing sexual abuse or non-accidental physical injury]

Care and Protection Intake Officers Name: _____

Signed: _____ **Date of Report:** _____

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APPENDIX E

Report where a staff member or community member is involved

FORM TO REPORT OF ALLEGATIONS OF ABUSE – Marist Ministries

1. About the disclosure/concern

Date of disclosure/concern: _____ Time of disclosure/concern: _____

How was information received? (attach any written information to this form)

Telephone Letter Email In person

2. Details of person making disclosure/raising concern

Name: _____

Address: _____

Tel No: _____ Mobile: _____ Email: _____

Relationship to child/young person or alleged victim: _____

3. Details of child/young person or alleged victim

Name _____ DOB _____

Address: _____

Tel No: _____ Mobile: _____ Ethnicity: _____

Language (is interpreter/ signer needed): _____

Disability: _____

Special needs: _____

Parish/Religious Institute (*if applicable*): _____

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4. Parent / Guardian details *(where appropriate)*

Name: _____

Address (if different from above): _____

Tel No: _____ Mobile: _____ Email: _____

Are they aware of the allegation, suspicion or complaint?

 Yes
 No

5. Details of alleged perpetrator

Name: _____

Address: _____

Tel No: _____ Mobile: _____ Email: _____

Relationship to child *(parent/Religious Brother/teacher, etc.)* _____

Position: _____

Address at time of incident(s): _____

Current contact with children or young people if known

Any other relevant information:

6. Details of concern, allegation or complaint *(Include dates/times and location, the incident(s) occurred, witnesses, if known. Does the child or young person/victim know this referral is being made?)*

7. Action taken

Has the matter been referred to civil authorities?

 Yes
 No

If yes, date: _____ Time: _____

To whom was it referred? _____

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Name: _____ Position: _____

Address: _____

Tel No: _____ Mobile: _____ Email: _____

Has the matter been referred to the Province? **Yes** **No**

If yes date: _____ Time: _____

If no, explain why: _____

To whom was it referred? _____

Name: _____ Position: _____

Address: _____

Tel No: _____ Mobile: _____ Email: _____

8. Next Steps

What actions were agreed to and by whom when the matter was referred onto civil / Province authority?

Are there any immediate child protection concerns? If so, please record what they are and state what actions have been taken by whom to address them:

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9. Province Professional Standards Officer details:

Date form sent to the PPSO: _____

10. Details of person completing the form

Name: _____

Tel No: _____ Mobile: _____ Email: _____

Position: _____

Date Form completed: _____ Time: _____

Signed: _____

(A copy must be retained by the local ministry/school and filed in a secure location, and a copy must be sent to the Province and civil authorities, where appropriate)

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APPENDIX F:

**MARIST COLLEGE CANBERRA.
VOLUNTARY REPORT FORM.**

NAME OF STAFF MEMBER MAKING REPORT: _____

STUDENT’S NAME: _____

D.O.B: _____

ADDRESS: _____

HOME PH: _____

SIBLINGS: _____

Father’s Name: _____

Mother’s Name: _____

CPO’s name with whom issue was discussed: _____

Report: (Information given to Care and Protection – attach printed file if required)

Care and Protection Intake Officers Name: _____

Signed: _____ **Date of Report:** _____

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APPENDIX G:

Marist Matters

& the elements of the National Safe School Framework

How Marist College promotes wellbeing
Through policies and practices that build resilience, foster a sense of belonging, provide support and create a safe environment

Level Four Restoring

Level Three Intervention - Supportive

Level Two Early Intervention - Preventative

Level One School Culture

A supportive and connected school culture

- Marist family spirit
- House Groups
- House System
- Learning Together Day
- Big Brother, Little Brother
- Class social events
- Class contact parents
- Extensive variety of co-curricular activities
- Cultural activities
- Celebrating success
- Induction processes
- Family Sports afternoons
- Retreats
- Reflection Days
- Celebrations
- After school care
- Response to and advocacy for students and families in need of support
- Challenging academic environment
- 4-10 Brothers Together Program

Leadership commitment to a safe school

- College Executive & JS Co-ordinating group
- House Deans, Pastoral Dean & AHUS
- HODs
- College Captains
- Wellbeing Team

Partnership with families and Community

- Marist family spirit
- Links with outside agencies
- Sports clinics
- Participation in community based co-curricular activities
- Family Sports afternoons
- Variety of parent associations, eg. P&F, Board.
- MindMatters – National recognition
- KidsMatter framework and professional development
- Sporting Clubs, Old Boys etc.
- Social activities – BBQs, dinners, class social events, etc.
- Liturgical celebrations
- Service activities
- Affirm ambassadors
- Youth Ministry outreach
- Young Marists

Early intervention and targeted support

- ELS
- School counsellors
- Pastoral Care Policy
- Pastoral Dean, AHJS, House Deans
- Fee remissions
- Social skills workshops
- ACTIV8 Sports Inclusion Program

A focus on student wellbeing and student ownership

- Pastoral care focus
- Leadership opportunities (4-12)
- Wellbeing days
- Focus on spiritual development
- Rites of passage
- School counsellors
- House Group Leaders
- Expectation of student involvement and care for others
- Marist Youth Ministry Leadership Teams

Engagement, skill development and safe school curriculum

- 'Footsteps' program
- HAPE curriculum (7-12)
- PDHPE curriculum (4-6)
- Safe school & wellbeing surveys
- JS curriculum units – "My Identity", "All about me"
- RE curriculum units (4-12)
- OH & S curriculum
- Focus groups
- 9/10 Christian Leadership Class

Policies and procedures

- Mandatory reporting of child abuse (Children and Young people act (2008))
- Sexual harassment policy
- Staff professional standards policy
- Pastoral Care Policy – Pastoral Care Deans AH JS
- 4 Pillars of Care
- Critical incident policy
- Safe school policy and annual surveys
- CyberSafety Policy
- One Goal One Community anti bullying program
- Reflective practices including PTP's (JS), E-portfolios (SS), classroom practice.

Professional Learning

- QMTP
- Staff Professional Development in MindMatters and KidsMatter
- Staff wellbeing activities
- Staff induction program
- Staff meetings

Positive Behaviour Management

- Code of Conduct
- Restorative Practices
- Merit system
- Bus Seniors
- House Seniors

SERVO FIDEM CANBERRA

"Ultimately the wellbeing of the school community is an integral factor for effective teaching and learning."

Guidelines for pastoral care in schools, CEC NSW, 2003

Marist College Canberra – Child Protection Policy**APPENDIX H:****PRACTICAL ADVICE ON LISTENING TO A COMPLAINANT**

In the event of someone disclosing an incident of abuse or making a report to someone they trust, it is essential that it is dealt with sensitively and professionally. The following are guidelines to assist the person who receives the allegation. The person making the report may be a child or young person, an adult who is a former student or client, a relative or friend, a colleague.

- React calmly.
- Listen carefully and attentively. Take the person seriously.
- Reassure the person that they have taken the right action in coming forward.
- Do not promise to keep anything secret. Indicate you may be required to report abuse allegations to authorities.
- Ask questions for clarification only; do not ask leading questions.
- Check back with the person that what you have heard is correct and understood.
- Do not express any opinions about the alleged abuser personally, but you may affirm your position and that of the Marist Brothers towards child abuse in general.
- Record the conversation as soon as possible, in as much detail as possible. Sign and date the record (use the recording form contained in this Policy).
- Ensure that the person understands the procedures which will follow.
- Pass the information to the Child Protection Officer or Head of Ministry (as appropriate). Do not attempt to deal with the problem alone.
- Treat the information confidentially.
- Be aware that in some cases, mandatory reporting may apply e.g. reporting to police.

APPENDIX I:

MaristCollege Canberra

TOGETHER, WE CREATE FINE YOUNG MEN

Child Protection committee

The Child Protection Committee consists of the:

- Headmaster,
- Head of Junior School,
- Head of Senior School,
- Assistant Head of School – Staff
- One of the College Child Protection Officer (e.g. College Counsellor)

2015

Richard Sidorko

Eamonn Moore

Ryan Greer

Glenn Slater

Brian Coates

Child Protection Officers (CPO)

Andrew Lofthouse

Brian Coates

Chris Morrissey

Denise Hodge

Dixon English

Grant Barclay

John O'Kane

Kylie Coll

Leanne Mogford

Michael Stinziani

Tom van de Waterbeemd

Kirsty Bell

Eamonn Moore