



CHILD PROTECTION

POLICY

Definition:

This Child Protection Policy is based on Article 19 of the United Nations Convention on the Rights of the Child which states that every child and young person must be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Rationale:

- Everyone has the right to be safe and to feel safe. It is the responsibility of all those who belong to the Sacred Heart College community to ensure that this right is afforded to all students enrolled at the College.
- This policy is founded on the Gospel values of love, compassion and respect for one another. At Sacred Heart College we do everything in our power to ensure that our students are properly cared for, that their safety and wellbeing are paramount and they are always treated with dignity and respect.

Policy:

Sacred Heart College's policy on Child Protection complies with the Child Protection Policy of the Marist Brothers Province of Australia (2013) and with the South Australian Commission for Catholic Schools' Policy for the Care, Wellbeing and Protection of Children and Young People (2011). Sacred Heart College is committed to nurturing the wellbeing of all students in its care, respecting their dignity, ensuring their safety, and protecting them from harm, exploitation and abuse. Any report or suspicion of abuse or neglect is to be handled with compassion, promptness and integrity, in the interests of justice and reconciliation.

Aims:

- To ensure that all students at SHC are protected from any form of abuse, whether it be physical, emotional, sexual or neglect, and that their voices are heard in making decisions that affect their wellbeing and development.
- To promote a safe and caring environment and ensure that everyone is treated with dignity and respect.

Implementation:

- The College and all members of its community have a responsibility to abide by Marist Brothers Province of Australia *Child Protection Policy – Keeping Children Safe* (2013) and the *Care, Wellbeing and Protection Policy* of the South Australian Catholic Schools Commission (SACCS, July 2011), which include:
 - a duty of care to all students
 - proper safety checks when recruiting staff, volunteers and contract workers at the College
 - staff are mandated notifiers of child abuse and must report any suspicion to the Child Abuse Report Line (CARL) on 13 14 78. Before reporting, they must discuss their suspicion or concern with the Principal or delegate.
 - provision of child protection in the curriculum for every student
 - provision of codes of conduct for staff and students that promote respectful and caring relationships, detailing the responsibilities of staff and students, expectations of behaviour, and consequences for breaches of these codes.

- Policy development will provide for the voices of each sector of the College community: school leaders, staff, students and parents.
- This policy and practices will be compliant with legislative requirements and demonstrate co-operation with Church, government, police and human service agencies, including confidentiality issues.
- Complaint processes will embrace the principles of natural justice and fairness and the follow relevant SACCS policies.
- All details of reports and subsequent follow-up will be fully documented and retained in a secure file. N.B. Further detail and explanation of the Sacred Heart College policy on Child Protection is located in the appendices to this document.

Evaluation:

This policy was last ratified by the Sacred Heart College Advisory Council in...	March 2016
This policy is due for review in..	March 2019

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INTRODUCTION

This document contains the written child protection policy on 'keeping children safe' for Sacred Heart College, Adelaide, South Australia (hereinafter referred to as SHC). It outlines the responsibilities and expected behaviours of the college community which we consider necessary for keeping children safe while in our care. The policy adopts the definition of a child or young person in accord with the United Nations' *Convention on the Rights of the Child* (CRC) as anyone who is under the age of 18. However, for the purposes of this policy the term 'young person' includes all students, including those who are 18 years or older.

We recognize the necessity of having a child protection policy which reflects the values and principles of the Marist Brothers and we are committed to ensuring that a safe and positive environment is provided in which the children under our care may grow and develop in a safe and caring environment.

This policy meets the requirements and expectations of the Marist Brothers' Province of Australia and those of Catholic Education South Australia (CESA).

Mandated Notifiers: The *Children's Protection Act 1993* (SA) mandates staff in education and care environments to report allegations or suspicions of child abuse and neglect and requires all organisations providing education, child care or residential services wholly or partly for children to comply with principles of child safe environments. A report of suspected abuse must be made to the Child Abuse Report Line (CARL) on 13 14 78 *irrespective of who is implicated*: a colleague, friend, senior staff member, volunteer, parent, visitor or other child or young person.¹

Any report of abuse or endangerment is handled with compassion, promptness and integrity, in the interests of justice and reconciliation.

DETAILS OF THE COLLEGE

SHC is a Marist Brothers' owned school, situated on two campuses (Mitchell Park, Years 6-9 for boys and Somerton Park, Years 10-12 for boys and girls) with a boarding house component for boys and girls situated on the Somerton Park Campus. SHC is a member of the South West Region of schools in the Adelaide Archdiocesan Catholic Education System.

POLICY STATEMENT

SHC is committed to nurturing the wellbeing of all children and young people in its care, respects their dignity, ensures their safety as best it can, and protects them from harm, exploitation and abuse.

All members of staff, paid or unpaid, are required to be familiar with this policy and to adhere to the standards outlined within. The College is committed to ensuring that all possible measures are taken to promote the welfare and safety of our students, to uphold their rights, to protect them from harm, exploitation and abuse, and to include their participation in matters that affect them. Such a commitment embraces the implementation of CESA child protection policies and practices, including the provision of a child protection curriculum for the care, wellbeing and protection of all students.

COMMITMENTS AND PRINCIPLES

This Child Protection Policy reflects the Gospel values of freedom, justice and respect for all children and young people. They promote our underlying belief that the rights of all children must be promoted and protected, that all children be treated equally with love and respect and that their dignity as a person is never diminished. Children are among the most vulnerable in any society and can be easy targets of victimization, exploitation and abuse. Their safety and protection will always be our highest priority.

The College takes as its guide **the Convention on the Rights of the Child** (CRC - United Nations, 1989) which stipulates the rights of all children. This Convention has been ratified by virtually every country in the world and so has world-wide recognition and support. We confirm our commitment to upholding these rights for all children and give special attention to those who are most vulnerable in our care. Article 19 of the CRC highlights the responsibilities of governments and organisations working with children, which says that:

¹ Protective Practices for staff in their interactions with children and young people, pp.7, 14

<http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/Get/Document-6076/Protective+Practices+for+staff+in+their+interactions+with+children+and+young+people+-+Final+revised+-+Sep+11.pdf>

“States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.”

Appendix 1 provides a number of articles from the CRC that highlight the right to safety and protection of all children. We confirm our commitment to upholding these rights and cooperate with the proper legal authorities established by the State for the protection of children and to abide by any acts of parliament relating to their protection and welfare.

Marist Principles

What follows is a set of principles that informs our school’s policy on safeguarding children. They are consistent with the gospel values, our mission and with the professional commitment of staff in our school:

- a. As a Marist school, our first responsibility is to create safe environments for children and young people and to protect them from any form of harm or abuse. “Saint Marcellin Champagnat, founder of the Marist Brothers, loved children and was fierce in his protection of them. We can do no less.” (Br Sean Sammon, former Superior General of the Marist Brothers, 2001-2009).
- b. Duty of Care: everybody has a responsibility to support the care and protection of children.
- c. It is essential that each Marist school has a written policy on the protection of children.
- d. The safeguarding of children and the prevention of abuse are highly dependent upon appropriate and thorough education of all members of the school staff.
- e. All children have equal rights to protection from abuse and exploitation. Culture or other reasons notwithstanding, intervention must be made on behalf of any child suspected of being abused.
- f. The complainant must be listened to attentively and offered a compassionate and just response when making any allegation of abuse. SHC has a responsibility of care both to the person who has been abused and to his/her family.
- g. The person accused of abuse is treated with compassion and respect.
- h. Honesty and transparency should characterize all responses to child abuse.
- i. SHC commits itself to adhere to State Government legislation with regard to reporting allegations of abuse and to cooperate fully and promptly with the appropriate civil and church authorities. In particular, the College will work closely and in partnership with the Catholic Education Office in all matters dealing with child protection and reporting.

SETTING STANDARDS

Community standards and expectations are set in many different facets of life. They describe the basic level of expectation, proper courtesies and performance required by those working in an organization so as to provide a service that enables everyone to carry out their role in a proper and appropriate manner.

This policy sets a number of standards so as to provide a safe environment for our students and to minimize possibilities of child abuse. Our standards are as follows:

1. To have a written policy on child protection so that everyone knows what is expected.
2. For staff (paid and unpaid), parents/guardians and students to be aware of the College’s child protection policy.
3. To take all possible measures to minimize any harm to children.
4. To provide appropriate education and training of staff for keeping children safe.
5. To provide a code of conduct for staff on expected behaviours towards children.
6. To stipulate safeguards needed for keeping children safe.
7. To provide access to advice and support on child protection matters.
8. To respond promptly and appropriately to child abuse allegations and suspicions.
9. To implement, monitor and carry out regular evaluation of the College’s child protection policy.

DEFINITION OF ABUSE

There are four main categories of child abuse, namely, physical abuse, sexual abuse, emotional abuse and neglect.

1. Physical Abuse: This includes any actions that cause physical harm to children. It also involves the failure to act to protect children.
2. Sexual Abuse: This involves forcing or enticing a child or young person to take part in sexual activities.
3. Emotional Abuse: Involves any persistent emotional ill-treatment of children.
4. Neglect: Any omission where a child suffers significant harm or impairment development.

(See [Appendix 2](#) for a more detailed explanation of forms of abuse and indicators for recognising or suspecting abuse.)

APPLICATION OF THIS POLICY

This policy applies to all staff of SHC, including volunteers. It is a condition of service that all staff and volunteers abide by this policy as they work together in providing a safe environment at the College.

It is the responsibility of the College Principal to ensure that structures are in place to provide appropriate training for all staff and volunteers.

It is a requirement of both State and Catholic Education Authorities not to engage anyone on staff until they have provided an up to date police clearance check and attended the 7-hour “Reporting on Abuse and Neglect” training course that is offered from time to time by the Catholic Education Office. These requirements must be kept current every 3 years.

There should be regular learning opportunities for staff to develop and maintain the necessary skills and understanding to keeping children safe.

Some expectations:

- All staff are to have training on child protection and have a good understanding of the College’s child protection policy and procedures.
- All members of staff are provided with opportunities to learn about how to recognize and respond to concerns about child abuse.
- All staff are to be aware of their legal responsibility for mandatory reporting on suspicions of child abuse.
- Our students are provided with advice and support on keeping themselves safe.
- Staff with special responsibilities for keeping our students safe are to have adequate training for their responsibilities.
- Training is provided to those responsible for dealing with complaints and disciplinary procedures in relation to child abuse and inappropriate behaviour towards children.

CODE OF CONDUCT

Having written standards of behaviour for staff and students defines what is acceptable and not acceptable behaviour at the College. This code of conduct helps to minimize opportunities of abuse and to prevent false allegations being made against staff and students.

Those appointed to oversee the College’s code of conduct are responsible for providing guidance on appropriate/expected standards of behaviour of staff towards children and of acceptable behaviour of children towards other children.

It is noted here that there are alternative, positive ways of managing the behaviour of children that respect the dignity of the child and do not involve physical punishment or any other form of degrading or humiliating treatment. Corporal punishment at SHC is forbidden. The College adopts a ‘restorative justice’ approach to dealing with breaches of its code of conduct.

The College’s leadership team and other senior staff model and promote a culture that ensures children are listened to and respected as individuals.

The code of conduct for the College staff and Others² is detailed in [Appendix 3](#). Closely associated with this code too, is the College’s Personal Responsibility Policy for students.

² “Others” include the students, contractors, volunteers, members of the School community or people outside the School community.

Harassment, including sexual harassment and bullying, is one form of child abuse and the School has a Harassment policy for the protection of children as well as staff. (Refer to [Appendix 4](#))

Other protective measures

It is the College's duty of care to ensure that projects such as school outings or excursions and other programs are adequately supervised for the protection of children at all times.

The College shall have a computer use policy both for staff and for students to ensure that students are not put in danger or exposed to abuse and exploitation.

CHILD PROTECTION IN THE CURRICULUM

In accordance with CESA policy, the College will implement the '*Keeping Safe: Child Protection Curriculum*' at classroom level such that students have access to this program throughout their school years.

MANAGEMENT OF CHILD PROTECTION AT THE SCHOOL LEVEL

The College will have in place a *Professional Standards Committee*, the responsibilities of which shall be:

- policy development, oversight and review of child protection in the School;
- organisation of appropriate staff training;
- provision of advice to the Principal regarding specific issues and incidents.

The Principal appoints at least one person on each Campus who are trained as the designated *Student Safety Officers*. The *Student Safety Officers* shall:

- be well known to everyone associated with the ministry (staff, children, parents, volunteers) as the contact person for child protection matters;
- help to plan, organise and deliver staff training in child protection;
- provide children and young people with advice and support for their safety;
- raise staff awareness on child protection issues, and disseminates information and advice;
- inform the Principal of any reported incident or suspicion of abuse, and provides advice to the Principal on recommended action;
- monitor the implementation of the College's Child Protection Policy and takes the lead in its review and evaluation.

However, in cases of reportable incidents, the Principal works in close cooperation with his *Principal Consultant* provided by the Catholic Education Office as a support person to the Principal as well as with the Regional Director of Marist Schools Australia (MSA).

RECRUITMENT AND APPOINTMENT OF STAFF

It is necessary to have proper recruiting procedures in order to have suitable people working with children and to minimize the possibility of children being abused by those in positions of trust.

All College staff must complete a form declaring any previous court convictions and are required to have other checks made on them in accord with Catholic Education SA recruitment and screening procedures.

[\[Refer to the College's 'Application for Employment' form, Section H\]](#)

Procedures for recruiting personnel require that:

- All vacancies (paid or voluntary) should be openly advertised. If the position is required for a tenure 12 months or more it must be advertised externally.
- A job description is developed.
- Applicants must complete the College's APPLICATION FOR EMPLOYMENT form which includes a section for providing the names of 3 referees and a section for declaring any criminal offences. If applicants do not have a current Teacher Registration for South Australia, they must also provide a police clearance check. [See [Appendix 5](#) for following up referee checks].

Other measures

Newly appointed staff will be given a copy of the school's Child Protection Policy and will be asked to sign a document certifying that they have read it and agree to abide by its contents and that there is no reason why they would be considered unsuitable for working with children/young people.

All staff at the College will be expected to participate in relevant training from time to time. Those working directly with children and young people must have completed the 7-hour Reporting Child Abuse training course available through the Catholic Education Office. This is to be renewed every 3 years, along with a police clearance check.

RESPONDING TO CHILD ABUSE ALLEGATIONS AND SUSPICIONS

Clear procedures help to ensure there is a prompt and effective response to concerns about a child's safety or welfare. They also help the College to meet any pastoral, legal or procedural requirements.

Procedures

In South Australia, the Children's Act 1993 (SA) mandates staff in education to report allegations or suspicions of child abuse and neglect, irrespective of who is implicated: a colleague, friend, senior staff member, volunteer, parent, visitor or other child or young person. If anyone suspects that a child or young person has been abused then they are obliged to report it to the Child Abuse Report Line – CARL on 13 14 78. It is a matter of courtesy that the College Principal be informed of any such report connected with the School, preferably prior to making the report. A copy of the report is to be given to the Principal where it is stored in a safe and secure place. [Use the form in [Appendix 7](#) for recording a report]

[Appendix 6](#) provides a step by step schema to follow if there are concerns about a child's safety or welfare.

In the event of a child or young person disclosing an incident of abuse it is essential that it is dealt with sensitively and professionally by the staff member/volunteer involved. The following are guidelines to support the staff member/volunteer in this situation:

- React calmly;
- Listen carefully and attentively; take the young person seriously;
- Reassure the young person that they have taken the right action in talking to you;
- Do not promise to keep anything secret;
- Ask questions for clarification only. Do not ask leading questions;
- Check back with the child/young person that what you have heard is correct and understood;
- Do not express any opinions about the alleged abuser;
- Record the conversation as soon as possible, in as much detail as possible. Sign and date the record (c.f. [Appendix 7](#));
- Ensure that the child/young person understands the procedures which will follow;
- Pass the information to the Child Protection Officer of the College or directly to the Principal. Do not attempt to deal with the problem on your own;
- Treat the information confidentially but you cannot say that you will not tell anyone since there may be certain people who will need to know.

Action to be taken when an allegation is made against a staff member

In the case of an allegation being made against a member of staff, the Child Protection Officer will follow the normal reporting procedure and brings the matter to the attention of the Principal. The Principal will ensure the safety of children is paramount and action could include the following (dependent on the form and seriousness of the accusation): suspension of duties of the person accused, re-assignment of duties where the accused will not have contact with children/young people, working under increased supervision during the period of investigation or other measures as deemed appropriate. The Principal will work closely with his/her *Principal Consultant* in such matters.

PROCEDURES FOR TRAVEL INVOLVING CHILDREN/YOUNG PEOPLE

Where the school organises transport for children/young people, consent from the parent/guardian (when feasible) is to be arranged, which will indicate an agreed pick-up and drop-off point. Male staff must not transport a single child on their own.

In the case where a child/young person travels with a member of staff to a meeting or an event, the school will be responsible for the welfare of the young person while travelling and while at the event. This includes travel abroad. In these instances, parental consent forms must be completed by parents/guardians and a record must be kept of the emergency contact numbers supplied.

ACTIVITIES INVOLVING OVERNIGHT STAYS AWAY FROM HOME

Where activities involve staying away from home overnight a number of additional safeguards need to be taken into account:

General guidelines

- Adequate and safe transport arrangements will be made;
- Parent/guardian consent will be obtained for each participant, prior to the trip, including information on each participant about the following:
 - Contact details of parent/guardian and another person named by the parent/guardian in the event of the parent/guardian not being available in an emergency
 - All relevant medical information for the participant and consent for medical intervention, if necessary
 - Any special needs which the participant may have, including diet, medical needs, support needs, etc;
- All relevant information including contact details, allergies, medicines, dietary needs etc. for the child or young person will be kept with the leader/staff member on the trip.
- Parents/guardians will be fully informed of the programme or timetable for the event and will receive a copy of the programme;
- Parents will be given full contact details of the centre/hotel/accommodation and also of the staff member in charge of the event;
- There will be an appropriate ratio of adults to young people at the event – this may vary depending on the age and ability of the group involved;
- There will be appropriate gender based supervision for the event;
- All staff and leaders of SHC who work on a residential event with young people, will have received a child safety clearance from the school;
- SHC will have a system in place for recording any accidents or incidents of children or young people while in their care;
- One staff person will be designated as the 'key contact person' for the event and parents/guardians and participants will be given contact details of this person. All complaints, concerns, etc should be directed to this person;
- Parents/guardians will also be given the contact details of the College's Child Protection Officer. Complaints in relation to the safety and welfare of the children/young people should be made to this person.

Code of behaviour for events

- All staff/leaders will show respect and understanding for the children/young people involved;
- Inappropriate behaviour/language will not go unchallenged;
- A list of 'ground rules' will be drawn up for each event, with the participation of the children/young people and these will be distributed to all participants prior to the event;
- The privacy of the participants will be respected at all times and particularly in dormitories, changing rooms, showers and toilets;
- Participants should be encouraged to report to a staff member any cases of bullying and the staff member in charge must be made aware of it;
- Staff/leaders are to avoid showing favouritism towards any one participant and to ensure that the relationship is constructive and aims to build the independence and autonomy of the participants.
- If an accident or incident should happen, the College's "Incident" Report Form should be used for recording the incident ([See Appendix 9](#))

MONITORING THE CHILD PROTECTION POLICY

The College shall monitor the effectiveness of its Child Protection Policy on an annual basis. To do this, the following *Child Protection Monitoring Form* in **Appendix 10** can be used among a sample of the school community. The Child Protection Officer chooses the most appropriate time of the year to conduct the monitoring survey.

Appendix 1

The Convention on the Rights of the Child

The Convention the Rights of the Child (CRC - United Nations, 1989) articulates the rights of all children. Virtually all countries of the world have ratified the Convention, signalling their intention to abide by its statements about the Rights of Children.

The *Preamble* of the CRC notes that for the full and harmonious development of the child, he/she should grow up in a family environment and in an atmosphere of love and understanding. 'Family spirit' is one of the corner stones of the Marist tradition. And all Marist ministries dealing with children promote this ideal.

The following articles (a simplified version) of the CRC refer specifically to the *wellbeing, safety and protection* of all children and their rights. We provide them here for your information.

Article 2

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor or the type of family they come from.

Article 3

In all actions concerning children, the best interests of the child shall be a primary consideration.

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and have the right to have their opinions taken into account.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Article 17

Children have the right to get information that is important to their wellbeing, from radio, newspapers, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and they help children find and understand the information they need.

Article 19

1. Those who are responsible for the care and wellbeing of children shall take all appropriate measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation, including sexual abuse, while under their care.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child.

Article 28

In the educational setting, authorities shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

Article 33

States governments and other relevant parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States governments and other relevant parties shall undertake to protect the child from all forms of sexual exploitation and sexual abuse.

Article 36

States governments and other relevant parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

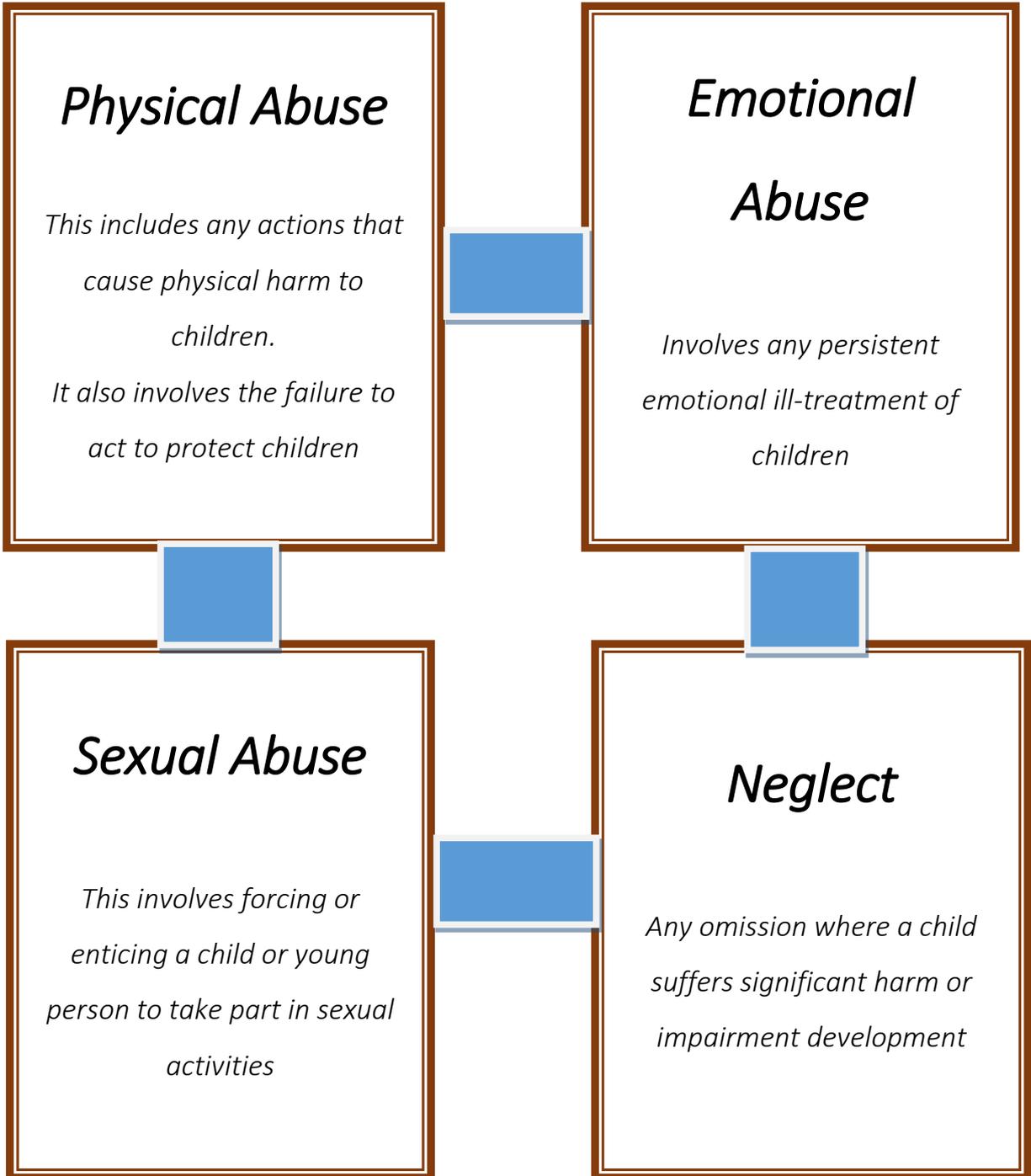
Children who break the law shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

The following website gives you access to the Convention of the Rights of the Child in over 50 languages - <http://www.unicef.org/magic/briefing/uncorc.html>

Appendix 2

What is Child Abuse?

Forms of Child Abuse



Recognising Child Abuse

Definition and Possible Physical and Behavioural Indicators of Child Abuse

Physical

Physical abuse is any form of non-accidental physical injury or injury which results from wilful or neglectful failure to protect a child. It can include but not limited to biting, hitting, kicking, shaking, pulling of hair, giving of alcohol or drugs.

Possible indicators of this type of abuse are:

- Frequent bruising, fractures, cuts, burns and other injuries
- Torn clothing
- Bite marks burns or welts
- Bruises in places difficult to mark e.g. behind ears, groin
- Undue or unnecessary fear
- Aggressiveness or withdrawn
- Absconding frequently from home

Sexual

Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal or for that of others. It can include but not limited to using sexual suggestions, exhibitionism, masturbation, oral sex, showing pornographic material, penile or other penetration or genital or anal region, engaging in child prostitution.

Possible indicators of this type of abuse are:

- Over affectionate or inappropriate sexual behaviour
- Age inappropriate sexual knowledge given the child's age, which is often demonstrated in language, play or drawings
- Fondling or exposure of genital areas
- Hints about sexual activity
- Unusual reluctance to join in normal activities which involve undressing, e.g. games, swimming.

Emotional

Emotional abuse is normally to be found in the relationship between a care-giver and a child rather than in a specific event or pattern of events. It occurs when a child's need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms. It can include but not limited to devaluing, rejecting, isolating, corrupting, ignoring, terrorising, chronic or extreme spousal abuse/domestic violence in the child's presence.

Possible indicators of this type of abuse are:

- Unreasonable mood and/or behavioural changes
- Aggression, withdrawal or an "I don't care attitude"
- Lack of attachment
- Low self esteem
- Attention seeking
- Depression or suicide attempts
- Persistent nightmares, disturbed sleep, bedwetting, reluctance to go to bed
- A fear of adults or particular individuals e.g. family member, baby-sitter or indeed excessive clinginess to parents/carers
- Panic attacks

Neglect

Neglect can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care. Neglect generally becomes apparent in different ways over a period of time rather than at one specific point.

Possible indicators of this type of abuse are:

- Frequent minor or serious injuries
- Untreated illness
- Hunger, lack of nutrition
- Tiredness
- Inadequate and inappropriate clothing
- Lack of supervision
- Low self esteem
- Lack of peer relationships

Indicators of abuse are not facts

It is important to stress that no one indicator should be seen as conclusive in itself of abuse; it may indeed indicate conditions other than child abuse. A cluster or pattern of signs is likely to be more indicative of abuse. Signs must also be considered in the child's social and family context as child abuse is not restricted to any socio economic group, gender or culture. It is important to always be open to alternative explanations for possible physical or behavioural signs of abuse.

Reasonable grounds for concern

The statutory authorities should always be informed when a person has reasonable grounds for concern that a child may have been abused, or is being abused, or is at risk of abuse.

The following examples would constitute reasonable grounds for concern:

- I. specific indication from the child that s/he was abused;
- II. an account by the person who saw the child being abused;
- III. evidence such as injury or behaviour which is consistent with abuse and unlikely to be caused in any other way;
- IV. an injury or behaviour, which is consistent both with abuse and with an innocent explanation but where there are corroborative indicators supporting the concern that it may be a case of abuse. An example of this would be a pattern of injuries, an implausible explanation, other indications of abuse, dysfunctional behaviour;
- V. consistent indication over some time that a child is suffering from emotional or physical neglect.

A suspicion, not supported by any objective indication of abuse or neglect, does not constitute a reasonable suspicion or reasonable grounds for concern.

Appendix 3

Code of Conduct for College staff and Others³

1. PURPOSE

The purpose of this Code of Conduct is to articulate the standards of conduct which are required of all staff employed at Sacred Heart College. This will assist all staff to understand clearly the expectations of them as well as their responsibilities and obligations.

The standards of conduct required to be met under the Code exist alongside requirements set out in a staff member's letter of appointment.

There are obligations and responsibilities for anyone who is at the College and it is expected that Others at the school use this Code to guide their behaviour and conduct where it is appropriate to their situation and circumstances.

2. SCOPE OF CODE OF CONDUCT

This Code of Conduct applies to all Staff employed at Sacred Heart College and Others (as defined in Section 3) during working hours and outside of working hours in so far as the conduct outside of working hours has the potential to, or does impact on or reflect on their employment or role within the College, their colleagues, their employer or the School community.

This Code of Conduct applies to all conduct including conduct involving any telecommunication device or social networking application.

If a Staff member is unsure about the appropriate action to take in a particular situation, they should discuss the matter with their line manager or Principal, as appropriate.

If a person to whom this Code of Conduct applies considers they may have breached the Code of Conduct they should as soon as practicable after the relevant incident report the details of the incident to their line manager or Principal, as appropriate.

3. CODE OF CONDUCT

Sacred Heart College promotes values drawn from the Catholic tradition of faith and from its Marist Ethos in order to prepare students for more active participation in the world. Hence, education at SHC is understood as both a work of love and a service to society.

Catholic educators, in a spirit of cooperation, make a vital contribution to promoting the development of the human person, fostering social consciousness, nurturing prayer and encouraging young people to engage the living Tradition of the faith community.

All Staff in Catholic Schools, by their personal example, virtues, loving relationships, respect and act with love and justice, and bear witness to the presence and activity of God with us.

Crossways: Religious Education Framework for SA Catholic Schools
(CEO, Adelaide, 2009)

Sacred Heart College provides education as part of the mission of the Church. Fundamental to this mission is a respect for the value and dignity of each person and a work environment based on these values will ensure that all Staff employed at SHC feel safe and empowered in the performance of their work in the School community.

³ Source: Code of Conduct for staff employed in Catholic Education SA, May 2014

All Staff employed at SHC are expected to uphold appropriate standards of behaviour. The College Principal and those others in leadership positions are expected to ensure that Staff understand their obligation to observe this Code of Conduct and to uphold appropriate standards of behaviour at all times.

These standards of behaviour include:

3.1. Personal conduct

All Staff are expected to:

- support, and act consistently within, the Catholic ethos of the College, Catholic Education SA and the Catholic Church;
- support the aims and philosophy of the College by their conduct and interactions with the school community and by being an example of Catholic virtues;
- conduct themselves in a manner that will not discredit the College, Catholic Education SA and/or the Catholic Church or individuals within these entities;
- respect the moral and ethical values and teachings of the Church and ensure that their conduct does not have the potential to adversely affect the reputation of the College;
- treat Staff, and Others professionally, with honesty, faith and trust, in a fair, responsible and compassionate manner;
- respect and comply with all Federal, State and local laws;
- relate to Staff and Others with dignity, courtesy, integrity and respect at all times and have proper regard for their interests, rights, safety and welfare;
- manage and declare situations that may give rise to a conflict of interest or the perception of such a conflict;
- respect the privacy of Others and Others' personal and sensitive information;
- take reasonable care to ensure their own health and safety at work and avoid adversely affecting the health and safety of Others;
- refrain from behaviour which constitutes bullying, discrimination or any form of harassment.

3.2. Communication

All Staff are expected to:

- communicate with one another, and with Others, in a manner which is respectful, honest and courteous at all times;
- refrain from negativity, gossip, spreading rumours or making inappropriate comments through any form of communication, including electronic communication;
- observe confidentiality in relation to confidential information which they encounter or receive in the course of their employment and disclose such information only to authorised Staff, authorised Others, or as required by law;
- refrain from improperly using information gained in the course of their employment for personal or commercial gain for themselves or Others.

3.3. Professional Conduct

All Staff are expected to:

- carry out their duties in a professional and conscientious manner;
- follow all relevant policies, guidelines and instructions with regard to the safety of children and young people;
- maintain appropriate professional boundaries around their behaviour towards children and young people;
- present to work in a timely manner, in professional attire (appropriate to the role or functions of the relevant Staff member) and in a fit state to work including;

- being in sufficient physical and mental health to be capable of complying with their duty of care to their colleagues and students; and/or
- being unimpaired in the carrying out of their duties by reason of alcohol, medication, or an illegal drug;
- respect the professional opinions of colleagues;
- comply with any lawful and reasonable direction given by someone in the School, Marist Province or CEO with the authority to give the direction;
- have a current police clearance in accordance with the policies and guidelines of the School;
- report to the relevant person or agency inappropriate conduct or conduct which might reasonably be considered to be a breach of this Code and/or illegal;
- act ethically and with integrity at all times;
- maintain the currency of employment related requirements (e.g. registration, police clearance, etc).

3.4. Leaders

Leaders, in addition to adhering to the conduct outlined in 3.1 - 3.3 of this Code, have a responsibility to:

- set a good example for Staff and Others;
- make decisions fairly, impartially and promptly, considering all available information, legislation, policies and procedures;
- act expeditiously in response to a complaint from Staff or Others;
- provide opportunities for Staff and Others to participate in decisions which affect them;
- ensure Staff and Others are treated fairly and equitably;
- ensure Staff and Others understand what is expected with regard to the Code of Conduct and how feedback will be provided with regard to complaints.

4. CONSEQUENCES OF A BREACH OF THE CODE OF CONDUCT

All Staff are required to abide by this Code of Conduct.

Any person who believes, on reasonable grounds, that this Code may have been breached may raise this matter with the College Principal, the Marist Schools Regional Director, or the Diocesan Director of Catholic Education, specifying details of the alleged breach.

A breach of this Code may give rise to a range of outcomes, including counselling and/or disciplinary action (including dismissal where appropriate) following proper investigation.

Some breaches of the Code may also constitute civil or criminal offences and may result in civil action or prosecution.

5. DEFINITIONS

Staff	means staff employed by Sacred Heart College.
Others	includes children and young people, contractors, volunteers, members of the School community or people outside of the School community associated with the College.
Confidential	relates to privileged communication shared only between a few people information for furthering certain purposes.

6. RELATED POLICIES, PROCEDURES and RESOURCES

This Code of Conduct is to be read in conjunction with, and is additional to, any other relevant SHC Policy, Procedures or Guidelines. All Staff and Others associated with the College are required to comply with the provisions of any such document.

Appendix 4 Harassment Policy

Definition:

- Harassment, including sexual harassment and bullying, is the exertion of power by one person over another which makes the other person feel embarrassed, deliberately excluded, offended, upset, devalued, degraded, afraid, frustrated or angry. It is behaviour that is unwelcome, unreciprocated, uninvited and usually repeated. It is behaviour that breaches proper and professional conduct.

Rationale:

- Everyone has the basic human right to be treated with dignity and respect, free from any form of discrimination of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Any distinctions that detract from this right, is unacceptable. As educators, we have a responsibility to provide teaching and learning environments that are free from any form of harassment and one that encourage students to develop attitudes and skills that discourage, challenge and report harassment in all its forms.

Aims:

- To provide a fair and supportive environment free from all forms of harassment, treating everyone with dignity and respect, ensuring physical and emotional safety for all.

Implementation:

- All staff will be made aware of the legislative requirements relating to harassment.
- All staff will complete Workplace Discrimination & Sexual Harassment training.
- Professional development relating to harassment will be provided for all staff, who in turn will model and practice appropriate behaviour.
- Staff, students and members of the school community will be familiar with the College's approach to harassment and will be provided with information relating to their rights and responsibilities.
- School-level protocols for resolving issues or complaints will be developed and well publicised.
- Staff members will not allow themselves or their colleagues to be subjected to harassment from other colleagues, parents or students – all such issues must be reported to the College Principal or the designated harassment officers.
- Posters that discourage harassment and bullying will be prominently displayed around the College.
- Unresolved school-level issues may be referred by the Principal, or the parties involved, to the appropriate authorities.
- Harassment by students will attract consequences consistent with our Student Code of Conduct.
- All claims/reports of harassment will be treated confidentially, documented, and promptly and constructively addressed.
- The rights and sensitivities of all individuals will be protected.
- Curriculum content will analyse the effects of harassment and assist students to develop attitudes and skills that discourage, challenge, counter-act and report harassing practices.
- All employees will abide by the CESA Code of Conduct.

Evaluation:

This policy will be reviewed with whole staff participation as part of the College's three-year review cycle and will include parents and children in the review process.

Appendix 5: CONFIDENTIAL REFERENCE FORM

_____ has expressed an interest in working at Sacred Heart College and he/she has nominated you as a referee.

The position involves substantial access to children/young people, and, as an organisation committed to the welfare and protection of children, we want to know if you have any reason to be concerned about this person's suitability to work with children and/or young people.

Yes No

If you have answered **Yes**, we will contact you in confidence.

If you complete this reference, the contents will remain confidential, and will be shared only with the applicant's immediate supervisor. We would appreciate complete candour in your evaluation of this person.

How long have you known this person? _____ In what capacity? _____

List the applicant's attributes which makes you consider him/her suitable for the position.

Describe the Applicant's personality _____

Do you have any reservations about the Applicant for this work? (if so, please comment)

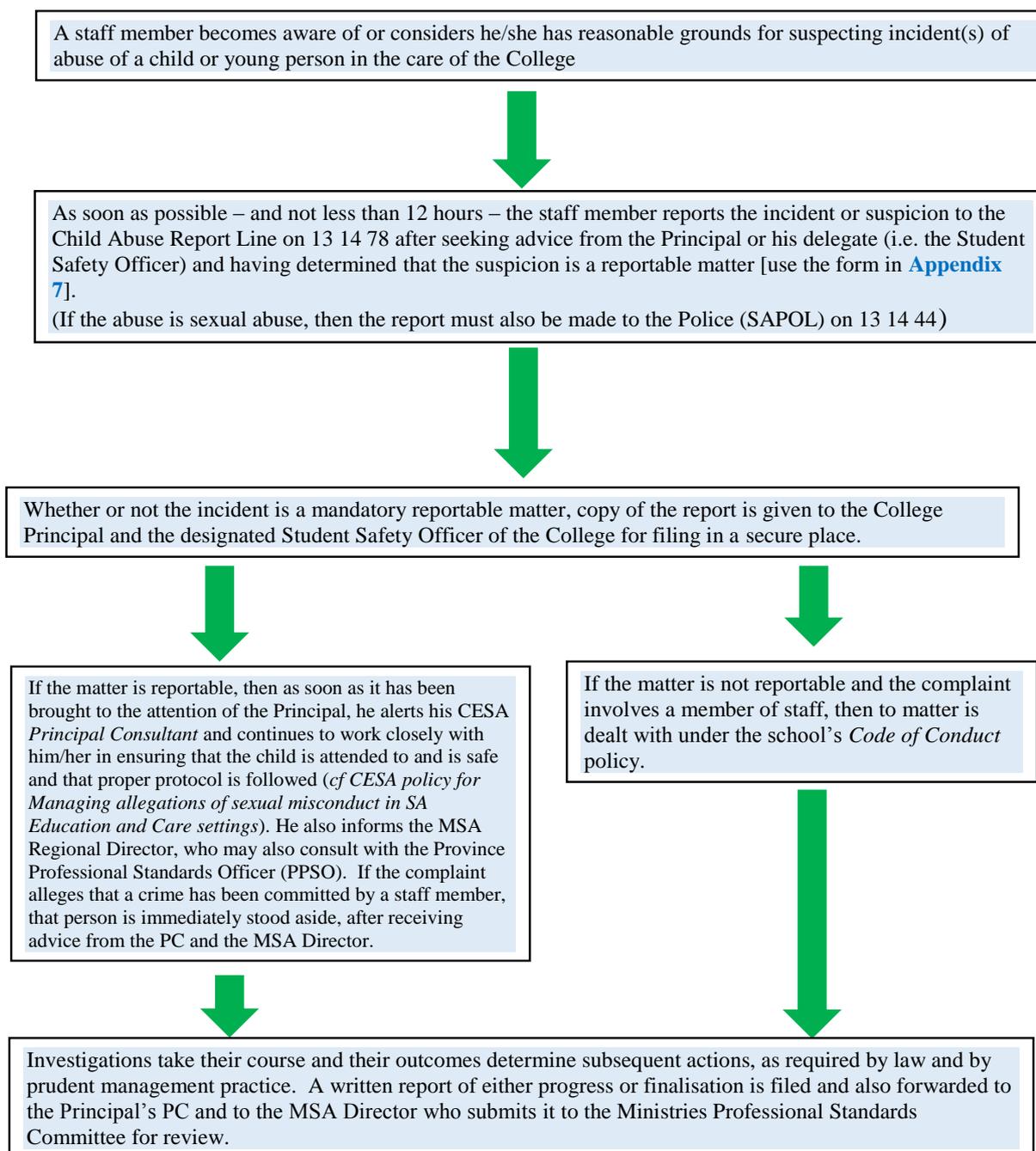
Please rate this person on the following:

	Poor	Average	Good	Very Good	Excellent
Responsibility					
Maturity					
Self-motivation					
Ability to motivate					
Energy					
Trustworthiness					
Reliability					

Signed: _____ Date: _____ Position: _____

APPENDIX 6

Flow Chart detailing the protocols and procedures for responding to allegations or suspicions of child abuse



Appendix 7: RECORD OF ALLEGATION

Note: The staff member who first received information regarding the allegation of sexual misconduct must complete this record. It must be stored in a secure, confidential file and the Principal must be given a copy for filing in a confidential place as well.

Record of allegation of child abuse

Name of the person making this report

Name of the School

Position in the School Time Date

Name of the person making the allegation (complainant)

Date and time that allegation was reported Date/...../..... Timeam / pm

Name of the accused person

Position in the school

ISSUE

Name of the victim (child)

Details of allegation (do not interrogate the victim – ask questions for clarification only. Record in direct speech if possible what was reported to you). Use the back of this form if more space is needed.

FAMILY DETAILS

Student’s age Student’s gender Year level

Father’s Name

Mother’s name

Siblings names

Other relevant family details

.....

.....

ACTION TO DATE

Comments (you can use the back of this page for more space)

Appendix 8

Sacred Heart College

Incident report form

Name of event/meeting where the incident occurred _____

Date _____

Location _____

Briefly describe what happened (PTO for more space) _____

Who was involved _____

Any injury sustained? _____

Who dealt with the situation? _____

How was it resolved/dealt with? _____

Any follow up required? _____

Please attach any additional information if required _____

Signature: _____

Name (block letters): _____

Appendix 9: Child Protection Monitoring Survey

The self-audit tool

This self-audit tool is an ideal way to measure how far (or near!) our School is from meeting the standards on making children safe, and where you need to improve.

Using Checkpoints

The checkpoint questions below are designed to draw out the minimum requirements (criteria) that all organisations committed to protecting children should be striving to meet. This self-audit tool will be a useful guide to determining strengths in child protection as well as areas that may need attention.

Before starting, take a copy of the questionnaire, date the copy and then follow the steps outlined below. You can then keep a record in order to review your progress at a later date.

The self-audit tool asks you to think about six different areas of our school:

1. children and the organisation
2. policies and procedures
3. preventing harm to children
4. implementation and training
5. information and communication
6. monitoring and review.

There are six statements/standards within each area. Read each statement and decide whether each statement is:

- A: in place
- B: partially done
- C: not in place

Tick the A, B or C box as appropriate.

Children and the organisation		A	B	C
1.	Sacred Heart College is very clear about its responsibility to protect children and makes this known to all who come into contact with it.			
2.	The way staff and other members of the school community behave towards children suggests that they are committed to protecting children from abuse.			
3.	There is good awareness of the UN Convention of the Rights on the Child (UNCRC) or other children's rights instruments and this is seen as a basis for child protection in the school.			
4.	The principal and senior staff ensure that children are listened to and consulted and that their rights are met.			
5.	The school makes it clear that all children have equal rights to protection.			
6.	The school manages children's behaviour in ways which are non-violent and do not degrade or humiliate children.			

Policies and procedures that help keep children safe		A	B	C
1.	The school has a written child protection policy or has some clear arrangements to make sure that children are kept safe from harm.			
2.	The policy or arrangements are approved and endorsed by the relevant authority (e.g., school board, school leadership team, Provincial, etc).			
3.	The policy or arrangements have to be followed by everyone.			
4.	There are clear child protection procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or welfare.			
5.	There is a named child protection officer/s with clearly defined role and responsibilities.			
6.	The child protection procedures also take account of local circumstances.			

Preventing harm to children		A	B	C
1.	There are policies and procedures or agreed ways of recruiting staff and volunteers and for assessing their suitability to work with children, including where possible police and reference checks.			
2.	There are written guidelines for behaviour or some way of describing to staff and other members of the school community what behaviour is acceptable and unacceptable especially when it comes to contact with children.			
3.	The consequences of breaking the guidelines on behaviour are clear and linked to school's disciplinary procedures.			
4.	Guidance exists on appropriate use of information technology such as the internet, websites, digital cameras etc to ensure that children are not put at risk.			
5.	Where there is direct responsibility for running/providing activities, including residential care, children are adequately supervised and protected at all times.			
6.	There are well-publicized ways in which staff/ children/ parents can raise concerns, confidentially if necessary, about unacceptable behaviour by other staff.			
Implementation and training		A	B	C
1.	There is clear guidance to staff, and other members of the school community on how children will be kept safe			
2.	Child protection must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children.			
3.	There is a written plan showing what steps will be taken to keep children safe.			
4.	All members of staff and volunteers have training on child protection when they join the school which includes an introduction to the school's child protection policy and procedures.			
5.	All members of staff are provided with opportunities to learn about how to recognize and respond to concerns about child abuse.			
6.	Work has been undertaken with the school community to agree on good practice expectations based on the standards outlined in the policy.			

Information and communication		A	B	C
1.	Children are made aware of their right to be safe from abuse.			
2.	Everyone in the school knows which named staff member(s) have special responsibilities for keeping children safe and how to contact them.			
3.	Contact details are readily available for local child protection resources, safe places, national authorities and emergency medical help.			
4.	Children are provided with information on where to go to for help and advice in relation to abuse, harassment and bullying.			
5.	Contacts are established at a national and/or local level with the relevant child protection/welfare agencies as appropriate.			
6.	Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information.			
Monitoring and review		A	B	C
1.	Arrangements are in place to monitor compliance with child protection measures put in place by the school.			
2.	Steps are taken to regularly ask children and parents/carers their views on policies and practices aimed at keeping children safe and the effectiveness of these.			
3.	The school uses the experience of operating child protection systems to influence policy and practice development.			
4.	All incidents, allegations of abuse and complaints are recorded and monitored.			
5.	Policies and practices are reviewed at regular intervals, ideally at least every three years.			
6.	Staff, children and parents/carers are consulted as part of a review of safeguarding policies and practices.			