

Rationale

At Carey we value courage, respect and humility; and we are committed to acting with integrity and kindness. We firmly believe that all children have a right to be protected from harm, and staff owe a 'duty of care' to all students at the College. Carey staff have a special responsibility to protect children when they are on school premises or involved in school activities outside of the colleges and to intervene when they believe the welfare of a child is at risk.

Scope

This policy applies to all Carey Baptist College Campuses, to all staff, contractors and volunteers, Board & Council members, parents/carers, students and visitors, and contractors and consultants. All college community members must abide by the child protection and safety policy and procedures. The Carey Governance Council endorses the policy, and is to be reviewed annually.

Policy Statement

Carey Baptist College will apply all child-safe practices that accord with the National Principles for Child Safe Organisations and is committed to being a child-safe organisation through the prevention, identification and reporting of child abuse and neglect. This includes the provision of support to children who have been abused or are affected by abuse or neglect.

It is our policy that Carey staff will:

- take all actions and make decisions based on the best interests of the child;
- apply child-safe principles;
- report all concerns relating to possible child abuse and neglect, and
- comply with the procedures relevant to their position:

The child-safe principles that apply to this policy are:

- actions that reduce the likelihood of harm occurring to children and young people;
- actions that increase the likelihood of any harm being discovered and
- appropriate responses by staff to any disclosures, allegations or suspicions of harm.

Relevant Legislation and Authority

The following Acts can be viewed at www.slp.wa.gov.au:

- Children and Community Services Act 2004
- Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008
- Criminal Code Act (1913)

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- Criminal Code Amendment (Cyber Predators) Act 2006 (changes to s204B of The Criminal Code)
- Working with Children (Criminal Record Checking) Act 2004.
- National Principles for Child-Safe Organisations

The *Criminal Code Amendment (Cyber Predators) Act 2006* is the legislation in Western Australia that protects children under the age of 16, or that the offender believes is under the age of 16, from an adult who uses electronic communications with the intent to procure the child to engage in sexual activity; or to expose the child to any indecent matter.

Human Resource Management

Carey has a range of human resource management practices to ensure staff, including governing body members, relief staff, contractors and volunteers, are adequately screened, trained and supervised.

- Unless exempt, all staff and volunteers must have a valid Working With Children Check. Volunteers who are parents are exempt from getting a WWC Check unless they are on an overnight camp.

Parent volunteers who undertake a professional role (paid or unpaid) at the school must also have a current WWC Card (WWCC).

Grandparents who volunteer are not exempt and must have a valid WWCC. See the [Working with Children website](#) for more information on exemptions.

- Teaching staff must be registered with the Teacher Registration Board WA; this process includes a Police clearance.
- New employees in non-teaching roles must provide a WWCC and National Police Clearance.
- New employees are reference-checked before being offered a position.
- Trainee teachers are supervised appropriately.
- Volunteers, Contractors and Interns have appropriate checks and/or are supervised when working near students.
- Relevant and timely Professional Learning for staff: Annual training on
 - Recognition of Grooming, Child Abuse and appropriate prevention practices and strategies;
 - Mandatory and Non-mandatory Reporting obligations of sexual abuse and other forms of child abuse;
 - National Principles for Child Safety
 - Staff Code of Conduct and how to comply; and
 - The relevant principal or DoE determines other relevant policies and procedures.

Protective Behaviours Curriculum

Carey delivers a Protective Behaviours Curriculum (Keeping Safe Child Protection Curriculum) developed by experts in child abuse prevention. This curriculum covers a comprehensive, realistic and age-appropriate personal safety component enabling students to recognise and report abuse, understand power in relationships and develop protective strategies, including seeking help. It also covers the boundaries between appropriate and inappropriate interactions and when, how and whom to tell when a boundary is crossed.

Prevention Measures

Carey Baptist College is committed to providing a safe environment for children. This means:

- As a guiding principle, **staff should not be alone with a child**, however, we recognise when privacy is appropriate and important, for example, confidential pastoral meetings, peripatetic music tuition and professional appointments. In these circumstances, staff will use wise judgement to ensure that, whilst confidentiality is maintained, students and staff are protected by ensuring proximity to other staff members and appropriate visibility, for example, sitting near a window or meeting in a public space such as the library or outdoors. When in doubt, a staff member should not meet alone with a student; check with a line manager and reconvene the meeting to a suitable location.
- Regular meetings with individual students are not encouraged and should only occur as part of a staff member's role in the College, for example, peripatetic music tuition. When these occur, facilities should be formally booked, and the selected locations should be highly visible, e.g., rooms with windows.
- During remote or outdoor activities, excursions and camps, staff will ensure they are not alone with an individual student or isolated from the group with an individual child. Staff are always expected to maintain visible proximity to the event group.
- Staff will not transport just one student and one staff member. If a student requires transport by a staff member, it should be managed by taking more than one student or staff member. If it is unavoidable to transport one student on their own, then the relevant line manager/principal and the parents/caregivers will be informed before the transport takes place.
- Where possible, classrooms and offices have windows to foyers or outside, ensuring students and staff are visible and rooms are accessible, e.g. doors not locked when in use.
- Refer to the Staff Code of Conduct for information regarding professional boundaries and appropriate use of electronic communication.
- Carey Baptist College is committed to implementing the National Principles for Child Safe Organisations (WA).

- The school cooperates in the Multi-Agency Protocol for Education Options for Young People Charged with Harmful Sexual Behaviours and implements a risk assessment and management plan for any such young person enrolled at the school.

Definitions and Typical Indicators

A. Child Abuse

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level and includes sexual behaviour in circumstances where:
 - a. The child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b. The child has less power than another person involved in the behaviour or
 - c. There is a significant disparity in the developmental function or maturity of the child and other persons involved in the behaviour.
3. Emotional abuse includes:
 - a. psychological abuse, and
 - b. being exposed to an act of family and domestic violence.
4. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or injured. Neglect may be acute, episodic or chronic.

B. Child Maltreatment

Child maltreatment refers to any non-accidental behaviour by adults or children that is outside the norms of conduct and entails a substantial risk of harm to a child or young person. The behaviours may be intentional or unintentional (AIFS - What is child abuse and neglect).

It may be the result of action or inaction on the part of a person responsible for caring for a child, resulting in harm or injury to the child. The harm may include delayed physical and/or intellectual development. The maltreatment experienced is normally described in five categories. A range of indicators listed below describes each category of maltreatment:

- Physical;
- Sexual;
- Emotional, including psychological;
- Neglect; and
- Family and domestic violence.

C. Physical abuse

Physical abuse is when someone is deliberately hurt or is at serious risk of being physically hurt by their parents or carers. This can include punching, kicking, shaking or throwing, scalding/burning, strangling or leaving a child alone in a car. It can also be from excessive physical discipline or by being given drugs, including alcohol. These injuries are not treated as accidental.

Possible signs of physical abuse:

- broken bones or unexplained bruises, burns, or welts in various stages of healing;
- the child or young person can't explain an injury, or the explanation is inconsistent, vague or unlikely;
- the parents saying that they're worried that they might harm their child;
- family history of violence;
- Female Genital Mutilation;
- delay between being injured and getting medical help;
- parents who show little concern about their child, the injury or the treatment;
- frequent visits to health services with repeated injuries, illnesses or other complaints;
- the child or young person seems frightened of a parent or carer or seems afraid to go home;
- the child or young person reports intentional injury by their parent or carer;
- arms and legs are kept covered by clothing in hot weather;
- ingestion of poisonous substances, including alcohol or drugs; and
- the child or young person avoids physical contact (particularly with a parent or carer)

D. Sexual Abuse

Sexual abuse is children and young people being exposed to inappropriate sexual activity. This includes being involved in sexual acts (masturbation, fondling, oral sex or penetrative sex); or witnessing sexual activity, either directly or through pornography.

Possible signs of sexual abuse:

- inappropriate sexual behaviour for their age and developmental level (such as sexually touching other children and themselves);
- inappropriate knowledge about sex for their age;
- disclosure of abuse either directly or indirectly through drawings, play or writing;
- pain or bleeding in the anal or genital area, with redness or swelling;
- fear of being alone with a particular person;
- child or young person implies that they have to keep secrets;
- presence of sexually transmitted infection;
- sudden unexplained fears; and
- bed wetting and soiling.

E. Emotional and Psychological Abuse

Emotional abuse is being treated in ways that damage a child's ability to feel and express a range of emotions. This can be caused by behaviours that occur over time, such as verbal abuse and teasing, rejection, physical or social isolation, threats and bullying.

Psychological abuse is being treated in ways that damage a child's self-esteem, personal and moral development and intelligence. This can be caused by behaviours that occur over time, such as belittling, threatening, isolating, and causing the child to feel worthless.

Possible signs of emotional or psychological abuse:

- parent or carer constantly criticises, insults and puts down, threatens, or rejects the child or young person;
- parent or carer shows little or no love, support, or guidance;
- child or young person shows extremes in behaviour from aggressive to passive;
- physically, emotionally and/or intellectually behind others of the same age;
- compulsive lying and stealing;
- highly anxious;
- lack of trust;
- feeling worthless;
- eating hungrily or hardly at all;
- uncharacteristic seeking of attention or affection;
- reluctant to go home;
- rocking, sucking thumb or self-harming behaviour; and
- fearful when approached by someone they know.

F. Neglect

Neglect is not providing enough care or supervision so that the child is injured or their development is damaged. It includes lack of food, shelter, affection, supervision, untreated medical problems and abandonment.

Possible signs of neglect:

- signs of malnutrition, begging, stealing or hoarding food;
- poor hygiene: matted hair, dirty skin, or body odour;
- untreated medical problems;
- child or young person says that no one is home to look after them;
- child or young person always seems tired;
- frequently late or absent from school;
- clothing not appropriate to the weather;
- alcohol and/or drug abuse in the home;
- frequent illness, minor infections or sores; and
- hunger.

Note 1:

Child abuse and neglect, through the Department of Communities - Child Protection and Family Support (CPFS), is defined as maltreatment done by a person who has the responsibility to care for a child.

However, it is very important to note that the definitions of child maltreatment mentioned in this section can be used to describe some of the behaviours that can occur in schools from one child to another. While the treatment of such behaviour may be dealt with through other school policies such as Bullying and Behaviour Management, the victim of that 'bullying' may display some of the physical and behavioural indicators described in this document's next section. These events should be treated seriously by the school to help both parties.

It is also important to note that the child who is 'bullying' may be doing so because they have been subjected to the same inappropriate behaviour and may require assistance through the school's Child Protection policy.

Note 2:

Students aged 18 and over may attend school but are legally considered adults, so CPFS does not have a child protection mandate for them. However, they can be considered potentially vulnerable and needing specialist services, and schools continue to owe them a duty of care. There are many youth-specific agencies available to assist these students. Schools should contact the Police if they are aware of any assault or crime against a young adult.

Note 3:

In cases where a former student (still under the age of 18), or the parent or guardian of a former student makes an allegation about child sexual abuse at the school occurring before 2009, CPFS is to be informed immediately. An allegation involving a former student who is now aged 18 or over is reportable to the Police. In either case, the Principal must submit a critical incident report to the Director General Department of Education and may also be required to notify the Teacher Registration Board of Western Australia.

Reportable Conduct Scheme

Non-Government School Sector Reporting Obligations

Published: December 2023

Staff and volunteers who work in the non-government school sector have reporting obligations to protect children from abuse or other harm that may occur while they are in the care of the organisation or elsewhere. Reports may need to be made to more than one agency, as summarised in the chart below.

I am concerned about a child's safety. What should I do?

Take action to make the child safe, including risk to the child or children in the care of the organisation



Call WA Police Force on 000 if you have immediate concerns for a child's safety



WA Police Force

You should notify the WA Police Force immediately if you believe criminal conduct or suspected criminal conduct is occurring, or has occurred, or if you have immediate concerns for a child's safety.



Department of Communities

If you are a mandatory reporter and you form a belief, on reasonable grounds, that a child has been sexually abused, or is the subject of ongoing sexual abuse, you must report to the Department of Communities. If you are not a mandatory reporter and are concerned that a child is suffering any form of abuse or neglect you should report your concerns to the Department of Communities on 1800 273 889.



Department of Education (Non-Government School Regulation)

Non-government schools must notify the Director General, Department of Education, of reportable incidents within 48 hours by using the Reportable Incident Notification Form.



Teacher Registration Board of Western Australia (TRBWA)

An employer at an educational institution, including a childcare or centre-based service, must give written notice to the TRBWA within seven (7) days, where the employer has reasonable grounds to suspect that a registered teacher may have engaged in serious misconduct or may have taught with serious incompetence in circumstances where the teacher is dismissed or suspended from teaching or has resigned or has ceased teaching at the educational institution.



Ombudsman Western Australia

The Reportable Conduct Scheme (**Scheme**) operates alongside, and does not replace, other reporting obligations. The Scheme applies to all Western Australian non-government schools from 1 January 2023. The Scheme includes allegations of, and convictions for, certain types of child abuse involving **employees** (including volunteers and contractors) of the organisation. Conduct which occurs both within and external to your organisation is covered by the Scheme.

There are five categories of reportable conduct:

Sexual offences against, with or in the presence of a child

Sexual misconduct against, with or in the presence of a child

Physical assault against, with or in the presence of a child

Significant neglect of a child

Behaviour that causes significant emotional or psychological harm to a child

Notification to the Ombudsman

If you form a belief on reasonable grounds that reportable conduct has occurred, follow your organisation's reporting procedures by notifying your Head of Organisation. The Head of the Organisation has an obligation to notify the Ombudsman and cause an investigation to be undertaken. Heads of Organisations and employees can contact the Ombudsman's office if they require further information on how to proceed.

This information sheet summarises reporting obligations and is provided for general guidance purposes – it is not intended to provide advice on legal obligations to any person or organisation. Employees who are unsure about their reporting obligations should speak with their manager as a priority.

Acknowledgement: Ombudsman Western Australia wishes to thank the New South Wales Office of the Children's Guardian and the Victorian Commission for Children and Young People for use of their publications relating to their reportable conduct schemes and their continuing advice and assistance.

Mandatory Reporting of Child Sexual Abuse

Under the *Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008* provisions to the *Children and Community Services Act 2004*, doctors, police officers, boarding supervisors, teachers, nurses, and midwives must report a belief formed on reasonable grounds in the course of their work, paid or unpaid, that a child or young person has been the subject of sexual abuse or is the subject of ongoing sexual abuse, to the Department of Communities.

In Western Australia, the mandatory reporters of child sexual abuse are the following professions in both the government and non-government sectors:

- Teachers;
- Boarding supervisors;
- Nurses;
- Doctors;
- Police officers;
- Midwives; and
- Ministers of religion
- Psychologists
- School counsellors

Mandatory reporters are required by law to make a mandatory report of child sexual abuse when a belief, based on reasonable grounds, is formed that sexual abuse is occurring or has occurred. This applies to staff working in a paid or unpaid capacity as a teacher, school nurse and/or boarding supervisor.

Staff who are not teachers, school nurses or boarding supervisors must report all forms of abuse to the school's Principal or, if the Principal is named in the allegation, to the Chair of the school's governing body. NB: Sexual abuse that occurred before 1 January 2009 is not considered a mandatory report but must be reported to the Principal.

Definition of 'nurse':

A nurse is a person registered under the Health Practitioners Regulation national Law (Western Australia) in the nursing and midwifery profession whose name is entered on the Register of Nurses kept under that Law.

Definition of 'teacher':

The definition of teacher in section 124A of the *Children and Community Services Act 2004* has been changed to read:

- a. A person who is registered under the *Teacher Registration Act 2012*, or
- b. a person who provides instruction in a course that is -
 - (i) mentioned in the *School Education Act 1999* s11B(1)(a), (b) or (e) and
 - (ii) prescribed for this definition; or

- c. *A person who instructs or supervises a student who is participating in an activity that is -*
 - (ii) *part of an educational programme of a school under an arrangement mentioned in the School Education Act 1999 s24(1); and*
 - (ii) *prescribed for this definition; or*
- d. *A person employed by the chief executive officer as defined in the Young Offenders Act 1994 s3 to teach detainees at a detention centre as defined in that section.*

Role of Non-Mandatory Reporters and Notifiers

Education assistants, school chaplains and school psychologists are examples of people who work with children in schools that are not mandated reporters. However, all people working with children, whether mandatory reporters or not, should continue to report reasonable beliefs and suspicions or concerns about all forms of abuse. These people who work with children also have a greater knowledge of the children in their care and can be included in the consultative process with the teacher in the case of sexual abuse.

Reports by those employees who are not mandated are usually made to the school's principal. If the Principal may somehow be complicit or obstructionist, the report should be made to the Director of Education (DoE), CEO or Chair of the Governing body.

Definition of sexual abuse

The Act defines sexual abuse in section 124A as:

'Sexual abuse' concerning a child includes sexual behaviour in circumstances where:

- (a) *the child is the subject of bribery, coercion, a threat, exploitation or violence, or*
- (b) *the child has less power than another person involved in the behaviour or*
- (c) *There is a significant disparity in the developmental function or maturity of the child and other persons involved in the behaviour.*

This legislation is not intended to capture all sexual activity involving children and young people. Reference should be made to consent laws in Western Australia, such as the Criminal Code Act Compilation Act 1913 s. 320-322.

Definition of child

The definition of 'child' is defined in section 3 of the Children and Community Services Act as a person who is under the age of 18 years. In the absence of positive evidence as to age, a child is a person who is apparently under 18 years of age. Young people aged 18 and over are considered adults and are not covered by this legislation. However, schools still owe a duty of care to all students. In these instances, police should be informed of any assault or crime against the young person.

Duty to report sexual abuse of children Section 124B of the CCS Act 2004 states, in part, a person who believes on reasonable grounds that a child:

- (i) has been the subject of sexual abuse that occurred on or after commencement day;
- (ii) is the subject of ongoing sexual abuse and forms the belief;
- (i) in the course of the person's work (whether paid or unpaid)... must report the belief as soon as practicable after forming the belief.

When does a mandatory reporter make a report?

Mandatory reporters must report a belief, based on reasonable grounds in the course of their work, paid or unpaid, that child sexual abuse has occurred or is occurring.

Please note that once a reporter has formed a belief based on reasonable grounds in their work, *that* individual reporter must write a written report to CPFS and advise the school principal. Before forming a belief, the reporter may, if they wish, consult with appropriate colleagues with specialist knowledge, for example, the principal, psychologist, or school counsellor.

A mandatory reporter can form the necessary belief, based on reasonable grounds, by noting the presence of indicators, disclosures, injuries, signs, symptoms and behaviours that heighten concerns about child sexual abuse. Information on the indicators of sexual abuse is covered in section 3 of this document.

Reporters may wish to consider the following questions to assist them in deciding if their belief is based on reasonable grounds:

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

How does a mandatory reporter make a report?

A centralised Mandatory Reporting Service (MRS) has been established to receive all reports of child sexual abuse in Western Australia. This service is operational 24 hours a day, 7 days a week.

Section 124C specifies what information a report is to contain.

A report is to contain:

- (a) the name and contact details of the reporter;
- (b) the name of the child or, if the child's name cannot be obtained after reasonable inquiries, a description of the child;
- (c) if, or to the extent, known to the reporter –
 - (i) the child's date of birth;
 - (ii) information about where the child lives;

- (iii) the names of the child's parents or other appropriate persons as defined in section 41(1);
- (d) the grounds for the reporter's belief that the child has been the subject of sexual abuse or is the subject of ongoing sexual abuse;
- (e) if, or to the extent, known to the reporter –
 - (i) the name of any person alleged to be responsible for the sexual abuse;
 - (ii) the person's contact details;
 - (iii) the person's relationship to the child;
- (f) any other information that is prescribed.

Mandatory reporters must submit a written report to the MRS as soon as practicable. A report may be oral or written, but the reporter must make a written report as soon as practicable after the oral report has been made.

Where a reporter has formed a belief that the child is at imminent risk of being abused, they should consider calling the Western Australian Police first, whether through the 000 or the 131444 numbers. This does not fulfil the legal obligation to report a child sexual abuse belief, and the individual who has formed the belief should then make a Mandatory Report (MR), which can be completed through the following link: <https://mandatoryreporting.dcp.wa.gov.au/Pages/MakeaReport.aspx>

Failure to make a verbal report can incur a penalty of up to \$6,000.

Failure to follow up a verbal report with a written report as soon as is practicable may result in a fine of \$3,000. Reporters may report beliefs to CPFS on a web-based form which can be accessed at the mandatory reporting website www.mandatoryreporting.dcp.wa.gov.au. Please note that this is a timed form for security reasons and cannot be saved on a local device.

After a report is lodged, the sender will receive a standardised letter. This letter proves a report has been made, so the response must be retained and securely stored.

Processing of the Report

Once the report has been lodged, the Mandatory Reporting Service will assess the immediate risk to the child and determine the need for further child protection assessment and investigation. A copy of the report is sent to the WA Police. The police determine if they need to be involved on a case-by-case basis.

The mandatory reporter will receive a feedback letter advising them of the CPFS District Office to which the report has been referred. It is important to note that CPFS actions all reports, but it may not be the response that the reporter expects. Principals may discuss ongoing concerns with CPFS and are encouraged to maintain clear lines of communication.

If new information becomes available to the reporter, it should be submitted to CPFS. If a new concern or belief is formed, a new MR should be submitted.

Confidentiality and Legal Protection

The reporter's identity must be kept confidential, except in limited and very specific circumstances. Section 124F(2) protects a reporter's identity from being disclosed. This includes information where a reporter's identity could be deduced. (s124A) Disclosure of a reporter's identity carries a maximum fine of \$24,000 and 2 years' imprisonment.

There are exceptions where disclosure of a reporter's identity is permitted. In such cases, consideration will be given to ensure the reporter's safety. Examples of when a reporter's identity may be revealed include:

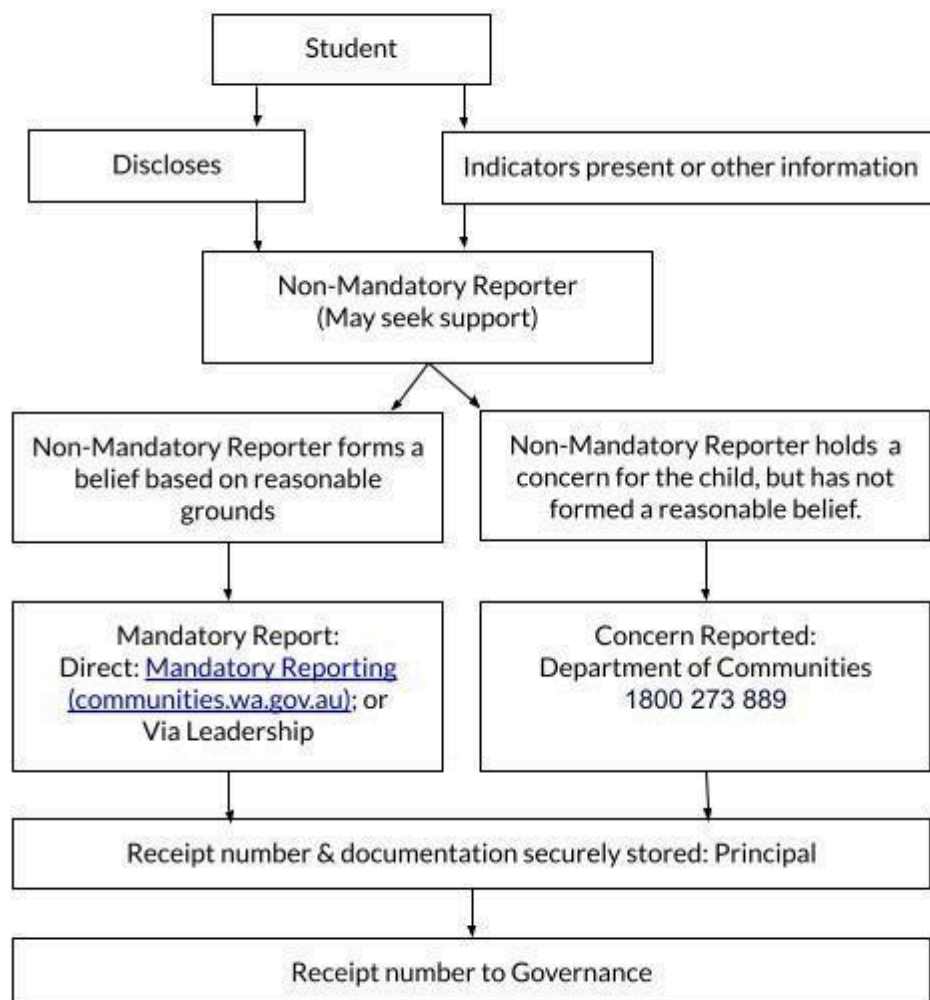
- The Mandatory Reporting Service must send a copy of every written report to the WA Police;
- The WA Police may need to reveal a reporter's identity to investigate or prosecute a suspected offence;
- A Child Protection and Family Support officer may need to reveal the reporter's identity when certain child protection, family law or adoption proceedings are taking place and
- The reporter may have provided written permission for their identity to be disclosed.

A mandated reporter normally governed by a code of confidentiality or secrecy, professional ethics, standards or principles of conduct (e.g. Doctor/patient), is protected from a breach of this code if they are making a report in good faith. The legislative requirements of the Act override internal school policies and professional codes of confidentiality requirements.

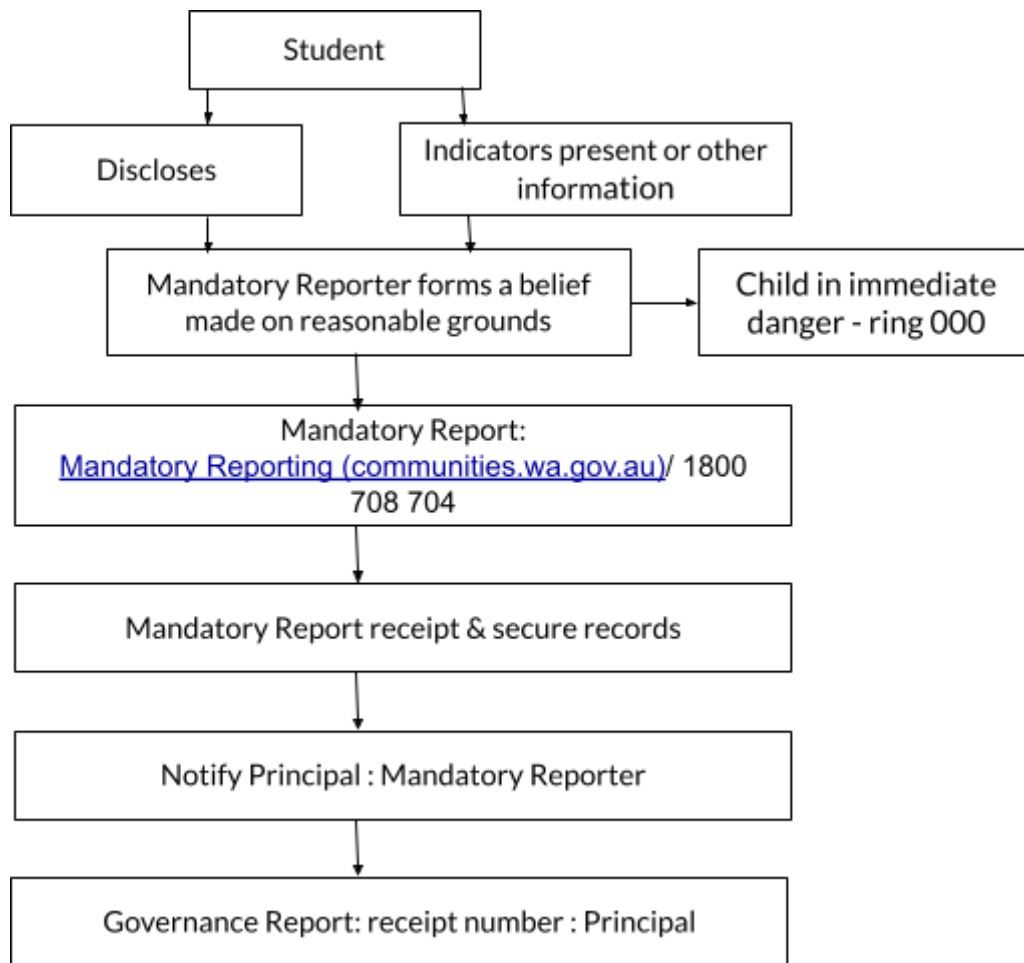
A mandated reporter is also protected from liability. If a report is made in good faith, they will not incur any civil or criminal liability by making a report.

Reporting Child Abuse and Neglect - Non-Mandatory Reporting Procedure

Flowchart for notification steps for reporting all forms of abuse other than sexual abuse i.e. for reporting physical, emotional, psychological abuse and neglect:



Reporting Child Sexual Abuse - Mandatory Reporting Procedure



Once a reporter has formed a belief based on reasonable grounds, they are required to make the report to the Mandatory Reporting Service of CPFS. They are to advise the school principal and provide the report reference number.

The flowchart above only shows what the reporter must do once they have formed a belief. It does not include any consultation process with other school staff, e.g., psychologists and leadership staff. At Carey, a consultation process may occur **before** the teacher forms a belief. The reporter may choose to notify the Principal after making a report, or they may choose to seek support following the submission of the Mandatory Report.

Any such discussions or documentation must remain highly confidential, and staff must be reminded to protect the reporter's identity, as discussed above. Throughout the process, the child's well-being must be of paramount concern.

The Reportable Conduct Scheme

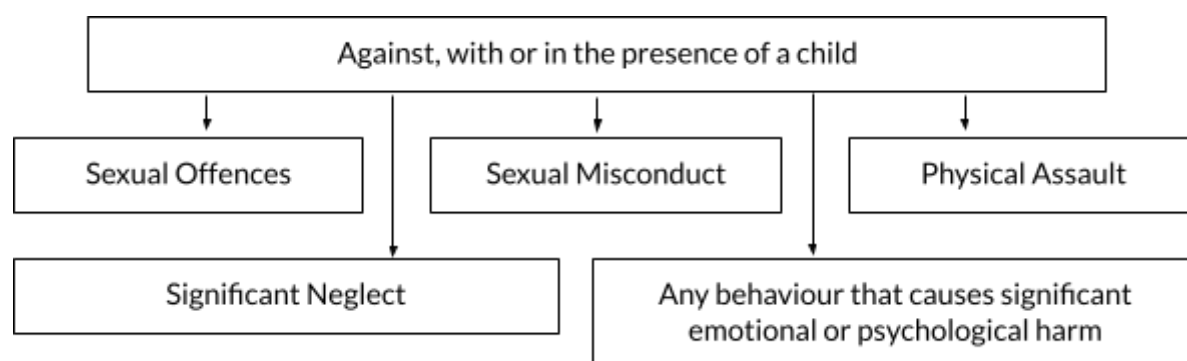
The Reportable Conduct Scheme (the Scheme) makes Western Australian children safer. The Scheme compels heads of organisations that exercise care, supervision or authority over children to notify allegations of, or convictions for, child abuse by their employees to the Ombudsman and then investigate these allegations. The Ombudsman will monitor, oversee and review these investigations.

The Scheme implements key recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and provides that child abuse in organisations will always be:

- notified to an impartial and independent body;
- investigated fully and
- dealt with to ensure children are protected from abuse within institutions.

What is reportable conduct?

Reportable conduct includes certain criminal convictions (reportable convictions) and reportable allegations. There are currently five types of reportable conduct:



What is a reportable allegation?

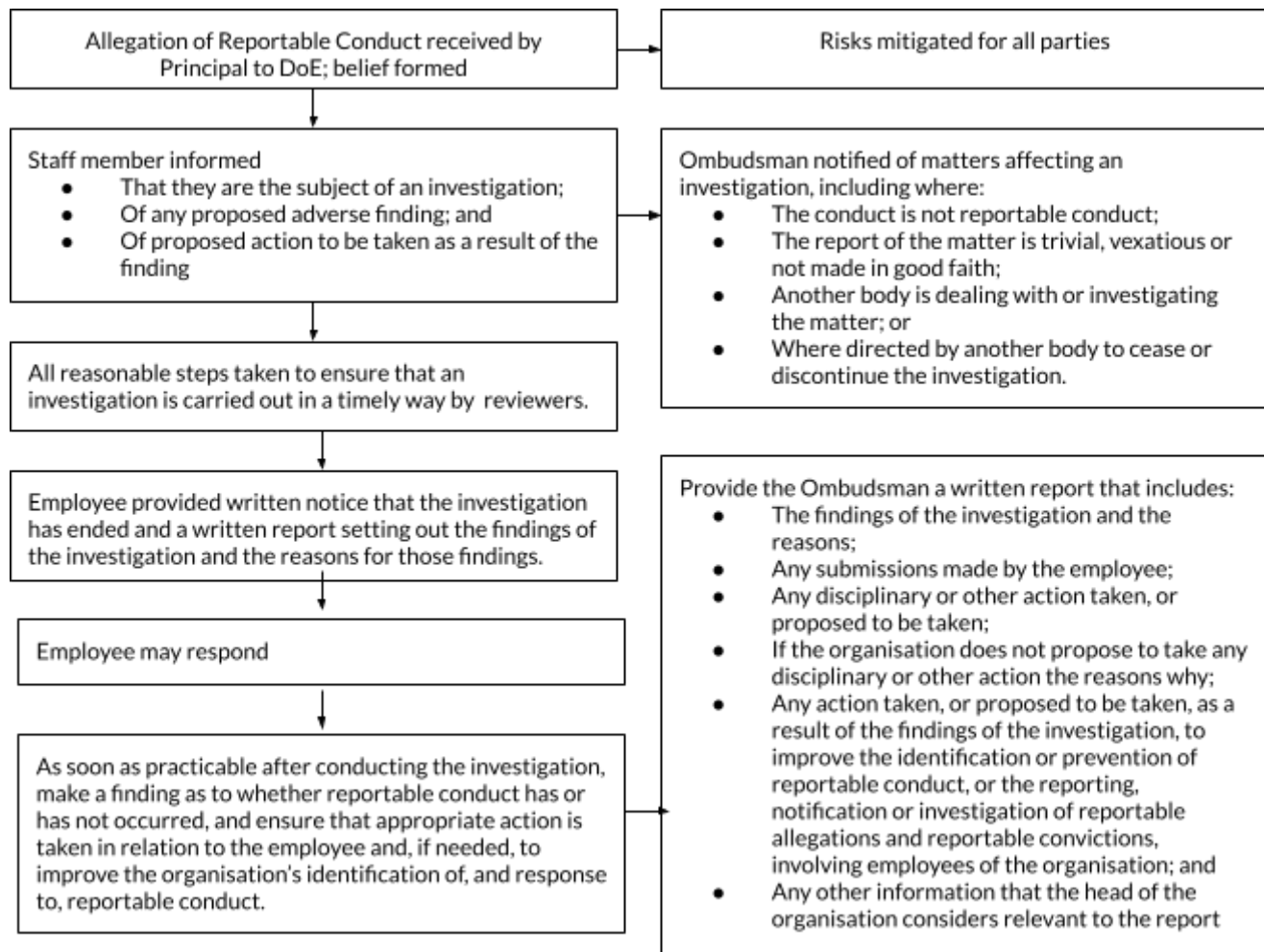
A reportable allegation is any information that leads a person to form a belief on reasonable grounds that an employee of an organisation covered by the Scheme has engaged in reportable conduct, whether or not the conduct is alleged to have occurred in the course of the employee's employment.

As an employee of Carey Baptist Colleges, you are an employee of an organisation that exercises care, supervision or authority over children. You must notify the head of your organisation of any reportable conduct allegations/convictions you become aware of. (See sheet: Information for Employees).

Once **the** reporter forms a belief, they will notify their line managers accordingly, who will immediately notify the DoE. In consultation with the reporter, the Principal/Head of School and DoE will complete an initial assessment to deem the need for reporting. The Head of the Carey Baptist Colleges (principal to DoE) is the official reporter under this scheme.

Where the outcome of the initial assessment deems a report to be made to the authorities, The [online form](#) is completed and submitted by the DoE. The DoE will immediately notify the CEO, Chair of the Council and the Chair of the Board.

Where deemed appropriate after evaluation by the DoE and/or the EMR&C, a formal investigation team will be formed and the investigation will be conducted in accordance with the relevant regulatory and internal process. The investigation team will ideally consist of the DoE, EMR&C and/or relevant internal/external stakeholders.



- NB.
- #1. The college will provide written notice when the investigation has ended.
 - #2. The college will not publish information that may identify a child as the subject of reportable conduct or someone who reports conduct. And will not disclose information to a child or person with parental responsibility if it would put the child's wellbeing or anyone's safety at risk; contravene the Children and Community Services Act 2004 s. 124F and 240; compromise another investigation; or if the child has sufficient maturity and does not consent to the disclosure.

Appendices

Appendices relating to this policy:

Appendix 1: College Procedures

Appendix 2: Online Learning Procedures for Teachers

Appendix 3: Grooming Information

Appendix 4: Other Resources

Appendix 5: Statement for Parent Handbooks

Appendix 6: Quick Reference Reporting Table

Appendix 7: Reportable Conduct Information Sheets

Contact

For queries relating to this policy, please contact

- Kellie Cockram - Carey Harrisdale Primary
- Brenden Gifford - Carey Harrisdale Secondary
- Scott Puzey - Carey Forrestdale
- Tracy Holmes - Director of Education

Related Policies and Documents

- Staff Code of Conduct
- Student Codes of Conduct
- Behaviour Management Policy
- Duty of Care Policy
- Work Safety and Health Policy
- Complaints Resolution Policy
- Critical Incident and Emergency Management Policy
- Response to Suicidal or Self Harm Behaviour
- Complaints Resolution Policy- Students

References

AISWA

Children and Community Services Act 2004

National Principles Child Safe Organisation WA: Guidelines - How do I recognise when a child is at risk of abuse or neglect?

Version Management					
Version	Date Published	Changes made	Approved by	Next Review	Author of version
2	2016				MCINAN
3	2019	Updated to new guidelines Reformatted to College-Wide Format, consistent use of CPFS	CLT	2020	MCINAN
4	2021	Updated according to AISWA recommendations	CLT	2022	MCINAN
4.1	2021	Removed misleading information regarding mandatory reporters	CLT	2022	MCINAN
5	2022	Updated policy regarding involvement of Principal	Council	2023	HOLMTR
6	2023	Review and update: 02/23	Council	2024	JOSEJE
7	2024	Update of policy Quick Reference Reporting Table added as Appendix	Council	2025	HOLMTR
8	2024	Update of Policy Online Learning Procedures added as Appendix	ESC	2025	STIRRO
9	2025	Annual review & update	Council	2026	HOLMTR LUIEJA BUTLMI

Appendix 1: College Procedures

All school staff are responsible for acting if they have concerns or knowledge that abuse or neglect may occur. These concerns must not be **discussed** in the general staff room.

A student's behaviour must be assessed in the context of a staff member's overall knowledge of the student rather than in isolation.

For all instances that involve concerns of a sexual nature, refer to the Mandatory Reporting section; otherwise, follow these procedures.

Strong Concerns or Indications or Disclosure

If a staff member has strong concerns of abuse or neglect, or if a student discloses abuse or neglect directly to a staff member or indirectly through a friend, the staff member must immediately inform the Principal. All staff must be aware of the immediate needs of students making disclosures and respond accordingly (see Appendices).

Staff must ensure that anecdotal records and any written or verbal information regarding concerns or disclosures are regarded as strictly confidential, stored securely and used professionally.

In situations where staff believe parents/caregivers are maltreating children, the Department for Child Protection and Family Support (CPFS) or the Police Child Abuse Squad should be advised before advising parents/caregivers. These agencies will then decide whether to **provide** advice to parents/caregivers or take any further action. Police and CPFS are available to provide advice on child abuse concerns. Staff of the College are not to investigate or determine whether abuse or neglect has occurred. This is the role of CPFS and/or the Police.

Concern but No Disclosure

Staff concerned that abuse or neglect may occur must keep brief, written and dated records of their observations and concerns and should consult with the Principal. A staff member who has a welfare concern should report this (see diagram).

Care and Support

Students who have disclosed or about whom there is a child protection concern will have a care and support program implemented by the relevant school Principal or delegated staff. CPFS staff are available to assist in designing the most appropriate school support program where necessary.

Student Disclosures of Abuse and Neglect

It is not easy for students to disclose abuse and neglect, and they will usually only do so with great hesitation. They may have been coerced, bribed or threatened into secrecy. They may be very fearful of being blamed, of other people's reactions, and the consequences disclosure will have for everyone involved. Students are likely to feel guilt because the abuse or neglect occurred, because they told another person before telling a parent/caregiver, or because they are 'dobbing in' the parent/caregiver or friend. Conversely, students may feel relieved and hopeful that the abuse or neglect will stop.

A disclosure may be accidental or purposeful.

- If purposeful, students will have made a decision to tell someone about the abuse or neglect and will be more 'ready'; however, this will not ease the burden of feelings and trauma associated with disclosing. They may hint or tell only part of the story to gauge the staff member's reaction before disclosing more fully.
- If it is accidental, students will not be prepared. Such a disclosure could occur in a class or in a group with other students. In this case, it is important to use the strategy of 'protective interruption' (see below).

Staff shall not agree to a student's demands for confidentiality or requests that parents and/or other legal authorities not be informed of their disclosure when the welfare or safety of the student is in question.

Suicidal Behaviour and Non-Suicidal Self Injury

Staff having a concern that a student may be at risk of self-harm or suicide must immediately act in accordance with the Critical Incident Management Policy - Suicidal Behaviour and NSSI.

Response to Disclosures of Abuse or Neglect

There may be times when a student discloses abuse or neglect. Staff should be aware of the immediate needs of these students and what to do in these circumstances.

- Use 'protective interrupting' if students begin to disclose in class or in a public area to protect them from sharing the information with too many other people:
 - acknowledge that you have heard them and stop them from disclosing any further;
 - be supportive and gently indicate that they might tell you about it in a more private situation, and
 - quietly arrange to see them as soon as possible, in a situation away from other students.
- establish clear limits on confidentiality by telling the child that a report will be made to a person who will be able to provide help and protection and that you will help them through the process;
- put your feelings aside and listen as if the information is not sensational;
- provide reassurance that you believe them that it is right to tell and do not think that they are to blame or make judgements about what has happened;
- listen to students in a private location within the school;

- be supportive and understanding;
- be empathetic to student feelings;
- acknowledge that it is difficult to talk about such things;
- try to identify students' fears;
- let students tell the event in their own words;
- if you are unable to answer all the questions of the child, it is OK to let them know;
- Once you have established that they have been harmed or are at risk of being harmed, do not pursue the conversation any further. This is important to ensure that questions cannot be raised later about possible manipulation of the disclosure;
- allow students the option of support during any agency interview and reassure them of the availability of continuing support;
- document the conversation that you have had, remembering as accurately as you can the words and phrases used by the child to describe what has happened to them;
- document the disclosure and subsequent discussion and actions;
- explain what will happen next, and
- try to stay with the student after the disclosure to provide a sense of security until necessary steps have been taken to ensure their safety and support.

Staff must be mindful that they:

- do not push for details or conduct an investigation. Other agencies have this responsibility;
- do not express judgment of the student, perpetrator or family;
- never get angry, upset or show shock;
- never ask questions that may make the child feel guilty or inadequate;
- Never ask leading questions, such as 'Did Daddy hit you?'
- don't put words in students' mouths or interrogate as this could jeopardise the interviewing process of CPFS and Police;
- don't promise not to tell when there are clear limits on confidentiality;
- never make false promises;
- don't give a lecture about right and wrong;
- don't say 'forget it', 'you'll get over it' or other such minimalising statements;
- don't give excessive pity;
- respect the confidentiality of the disclosure and do not share the information with anyone other than the Principal and the Department of Communities - Child Protection and Family Support (CPFS) or the Police. This includes not engaging in general staffroom discussion about the disclosure.

Staff must be aware that a disclosure can arouse strong feelings of shock, anger, and helplessness within them. It is important to control these feelings; they can be worked through after the disclosure.

Children Left at School

The school must exhaust all avenues to contact the child's family and emergency contacts.

In some cases, the Principal may drive the child home to establish contact with the family. It would be wise in some circumstances to ask a staff member to accompany the Principal. For example, a male Principal taking home a young child should ask a female staff member to accompany them.

If the school cannot contact the child's family, the Principal should contact CPFS and explain it is an emergency. After hours, the Crisis Care Line, also operated by the Department of Communities, will be contacted.

Appendix 2: Online Learning Procedures for Teachers

Carey Baptist College may be required to educate students via an online platform. This requires changes to our classroom practices from a Child Protection Perspective.

Please apply the following guidelines when providing online learning to students. Students are expected to follow the [Learning from Home Guidelines](#).

Access to Learning

Please use only approved educational platforms to provide content to students. You mustn't use external platforms that may not maintain approved cybersecurity protocols and may place yourself, our students, or our technology devices at increased risk. For complicated concepts, consider pre-recording yourself teaching/demonstrating and uploading the video for students to access in their own time.

Communication

Please use our Carey systems to communicate directly with students, e.g., direct messages, emails, or Google Classroom. Maintaining a record of communication is important, so using our systems will support us in maintaining compliance with record-keeping. Communication home can be recorded as appropriate in your sector (e.g. SEQTA). You could also make appointments in the calendar to help track these occurrences. You can also record notes in the calendar event if required.

You will use video and telephone calls to support students, take attendance and run some learning sessions.

- Telephone:
When contacting students by telephone, please use their home landline number rather than their mobile number. Please use a parent's mobile number if a family has no landline. If using your mobile, use the new 3CX app so you do not need to give your mobile number to students. You can also use the 3CX page on the website (refer to your 3CX welcome email).
- Video conference:
When communicating via video conference (we recommend Google Hangouts/Meet or Zoom), please ensure students are appropriately dressed (e.g., in sports shirts) and situated in an appropriate space.
Please ensure you are dressed professionally, preferably with your name badge. Consider where you are located, and make sure what is visible behind you is appropriate and does not unnecessarily give students too much information about yourself, your family, your location, etc. Sit with your computer on a table/desk, not on a couch, ensuring that the camera is only a head and shoulders shot.

Appendix 3: Grooming

Definition of Grooming

Child grooming, a premeditated behaviour intended to secure the trust and cooperation of children before engaging in sexual conduct, is a process that commences with sexual predators choosing a location or target area likely to be attractive to children (AIC 2008).

A process of grooming then commences, during which offenders take a particular interest in their child victim to make them feel special to gain their trust. As trust is developed between the child victim and the offender, offenders then seek to desensitise child victims to sexual conduct by introducing a sexual element into the relationship.

The Royal Commission recommends Schools should have clear, written procedures on:

- how to detect child abuse or grooming behaviours;
- reporting procedures for child abuse or grooming behaviours, and
- handling complaints of child sexual abuse and grooming behaviours;
- expertise training for staff on detecting and reporting child abuse grooming; and
- an environment that is conducive to staff, parents and students reporting concerns.

The Australian Childhood Foundation has conducted a factor analysis of the contributing factors within organisations that lead to children and young people not being adequately protected from abuse and exploitation. This research has identified four key organisational vulnerabilities as described below:

1. Lack of awareness
2. Lack of knowledge
3. Lack of confidence
4. Lack of processes and support

Typically, abuse by volunteers or employees of organisations involves the presence of at least two of the identified risk factors. In these circumstances, the whole organisation is exposed for not adequately exercising its duty of care to the children and young people it services or supports.

The dynamics of child sexual abuse

The majority of child sexual abuse occurs within familiar and familial relationships. As such, it tends to be characterised by:

- prolonged or repeated victimisation;
- secrecy; and
- delayed disclosure (see Finkelhor, 1986; Herman, 1992; Smallbone & Wortley, 2001).

Perpetrators expend significant effort in identifying and building a connection with a potential victim and use a range of "grooming" strategies to do so, such as:

- *identifying the most vulnerable child* (e.g. the child who her siblings pick on, is struggling at school, or is lonely) (Craven et al., 2007);

- *identifying vulnerable or receptive families* (e.g. a single mother with primary care for her children) (Leberg, 1997; Van Dam, 2006);
- *isolating the child from other children or guardians* (e.g. sending other siblings to bed early, encouraging the child's mother to take up activities outside the home);
- *conferring a "special status" on the child* (e.g. making them feel more adult or worldly) (Herman, 1992);
- *gradually desensitising them to sexual touch* (Smallbone & Wortley, 2001) and
- *becoming "indispensable" to significant adults in the child's life* (e.g., offering to look after the child or children or do tasks parents and teachers have little time for and which puts them in a position of trust) (Craven et al., 2007).

These strategies demonstrate long-term planning (whether conscious or not), such that perpetrators gain "insider status" and its benefits (e.g. trust, authority and respect) long before they start offending (Van Dam, 2006). These benefits are amplified in contexts of intra-familial sexual abuse.

Perpetrators may also use bribes, threats, coercion, denial and blackmail to continue the offending and to ensure victims' compliance and silence. This can take the form of creating secrets the child must keep, thus rendering them complicit or co-conspirators in their abuse (Paine & Hansen, 2002); demonstrating the potential for violence by harming others; threatening the family will break down or non-offending parents will be upset if the child discloses; or making the child feel responsible for not stopping the abuse (Craven et al., 2006, 2007).

The dynamics of child sexual abuse produce complex barriers to disclosing, such as fear of not being believed, being blamed, shame, fear of, or feeling responsible for, the consequences (Quadara, 2008). "A neat, coherent and timely disclosure should be regarded as the exception rather than the rule" (Staller & Nelson-Gardell, 2005, p. 1417). A US survey (Kogan, 2004) with 1,958 adolescent women found that although 24% disclosed their abuse within 24 hours, the majority either delayed or did not disclose at all. One in five waited more than a year, while one in four had never disclosed until the survey, findings that are reflected in the broader literature (see Cossins, 2010, for a summary of these studies). Perpetrators themselves commonly deny or normalise their behaviour (Nugent & Kroner, 1996; Van Dam, 2006); however, it is very difficult to translate this understanding into the criminal justice setting.

Appendix 4: Other Resources

1. Cyber Predators

As discussed above, the main perpetrators of child abuse and neglect are people that the child knows. However, the continuing popularity of the internet has given credence once more to the term 'Stranger Danger.'

The internet is one of the main sources of communication for young people today, with the popularity of chat rooms, discussion groups, and interactive games. Unfortunately, it is also a very attractive place for predators to go as they can remain virtually anonymous whilst participating in a range of paedophilic activities.

As NetAlert describes on its website:

"...paedophiles can socialise together, trawl for inappropriate content (such as child pornography) and easily make collections of this and distribute to others.

They can pretend to be people other than themselves, and they find a sense of security by operating from the confines of their own homes.

*Grooming children online to **meet** them in real life is an activity many undertake.*

They often set up bogus email accounts and handles (a nickname for a person who uses the internet) to protect their identity online.

*Children need to think carefully about the handle they choose. Handles such as *Angel-Babe*, *Sweet-Sixteen* and *SexyKid* appear harmless at the outset, however, they can attract the wrong attention. Paedophiles are often attracted to people with these types of names.*

Paedophiles may also erase the history of what they have done online from their personal computers, making it a lengthy task for authorities to charge them with an offence.

Paedophiles conduct numerous activities online:

- *Swapping child porn pictures in chat rooms or through email or P2P networks;*
- *Swapping personal information of children that they have collected;*
- *Participating in online communities with the intention of grooming children for personal sexual gratification or to meet them in person;*
- *Forming networks with other paedophiles;*
- *Trading techniques on how to avoid the authorities."*

The *Criminal Code Amendment (Cyber Predators) Bill 2005* is the legislation in Western Australia that protects children under the age of 16, or that the offender believes is under the age of 16, from an adult who uses electronic communications with the intent to procure the child to engage in sexual activity; or to expose the child to any indecent matter.

2. Domestic and Family Violence

Background

Children have often been described as the silent victims of domestic violence. They are in a position of great risk of suffering by being exposed to domestic violence.

Domestic violence is an abuse of power, usually by men against women in a relationship or after separation. The abuse of power most commonly manifests as physical, sexual and/or emotional abuse but may also include economic and/or social abuse.

The term 'family violence' is also being used interchangeably with the term 'domestic violence'. Family violence is preferred by many, as it encompasses all forms of violence in family and other relationships of mutual obligation and support.

Child abuse and domestic violence often co-exist. Children in households with family and domestic violence are not just 'witnessing' a tragedy; they are involved in various ways in the violent incident. Trauma of this nature is thought to create additional harm because it overwhelms the child's developing sense of coping mechanisms. Feelings of helplessness, fear of death, and a state of constant alertness are the daily burden of children living with chronic violence and abuse. Overall, research indicates a consistent finding that child witnesses exhibit a host of behavioural and emotional problems when compared to other children.

The effects of the violence vary according to the age of the child, the frequency of the violence and the level of support provided by external agencies. The effects of witnessing chronic or extreme violence between parents/caregivers can be just as debilitating as other forms of abuse. Preschoolers, in general, believe that they are the cause of the violence; primary school children begin to learn that violence is an acceptable means of conflict resolution; and secondary students see the violence as their parents'/caregivers' problem and often regard the victim as responsible. Continued exposure to domestic violence through the secondary years has a significant influence on student development and future adult behaviour.

Physical and/or behavioural indicators

- **Preschool:**
 - May blame themselves for the violence. (This may be a developmental phase phenomenon indicative of egocentricity).
 - Loss of newly acquired developmental skills, e.g. speech, motor and social skills.
 - Signs of fear/terror, e.g. yelling, irritability, hiding, running away, stuttering, or jumpy.
 - Psychosomatic complaints.
 - Regressed behaviour, e.g. wetting pants.
 - Reluctance to separate from the parent and to go to the stranger, e.g. may whine, cry and cling.
 - Social isolation.
 - They may show extremes in behaviour, e.g., aggressiveness versus passiveness.

- Primary school age:
 - May blame themselves for the violence at home or feel responsible.
 - Poor school performance, e.g. concentration difficulties and memory.
 - Mood may be variable. May be sad and withdrawn, nervous and fearful, or may seem emotionally detached.
 - Social isolation.
 - Secrecy about the family, i.e. shame and embarrassment about the family secret.
 - Aggressive with peers.
 - Rebels against adults.
 - Physical/somatic complaints.
 - It may be uncooperative, suspicious or guarded.
- Adolescent:
 - Acting out behaviour, e.g. school truancy, early sexual activity, substance use, and delinquency.
 - School performance problems.
 - Poor interpersonal skills, e.g. lack of respect for others, intolerance of difference and lack of empathy.
 - May respond aggressively or be withdrawn.
 - Depression.
 - Anxiety.
 - Somatic/physical symptoms.
 - Quick temper and explosive.
 - Unable to accept responsibility or blame others.
 - Disconnected from others, mistrustful, defensive.
 - Lacks confidence but masks this with bravado.
 - Low self-esteem.

Given the strong co-existence between child abuse and domestic violence, school staff are required to act if they have concerns or knowledge that abuse or neglect may be occurring.

3. Paedophilia

The term 'paedophile' generally refers to an adult who likes and/or engages in sexual activities with children who are pre-pubescent or under the age of 12. A 'pederast' involves himself/herself with pubertal or post-pubertal children, usually between the ages of 12 and 16.

Paedophiles can come from all walks of life and are often associated with groups that work with children e.g. churches, youth programs, schools, and clubs.

Paedophilia is regarded as a chronic condition characterised by behaviours that include:

- strong, but not necessarily sole, sexual interest in children;
- having multiple victims;
- fixing onto a certain age range and a particular gender;

- Actively seeking opportunities to be around children in their preferred age range. This explains why paedophiles are often in teaching or childcare positions, religious groups or youth groups/clubs. They are experts at making contact with children;
- collecting, distributing or displaying paedophile-related paraphernalia; and
- grooming their victims - they are usually very patient and can spend considerable time 'seducing' their victims.

Appendix 5: Statement for Parent Handbooks

Child Protection - Parent Information

Carey Baptist College is committed to being a child-safe organisation through the prevention, identification and reporting of child abuse and neglect. This includes the provision of support to children who have been abused or are affected by abuse or neglect. Carey Baptist College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

Carey staff (including governing body members, relief staff, volunteers and contractors) will:

- take all actions and make decisions based on the best interests of the child;
- apply child-safe principles;
- report all concerns relating to possible child abuse and neglect, and
- comply with the procedures relevant to their position.
- Maintain appropriate Working With Children Checks and registrations relevant to their role.

At Carey, we have a range of policies, procedures, practices and strategies for the prevention of grooming and child abuse. Our policies are informed by an authoritative and context-appropriate child-safe organisation framework, approved by the governing body, reviewed regularly and updated in light of experience and relevant research.

This includes the following:

- A Protective Behaviours Curriculum developed by experts in child abuse prevention. This curriculum covers a comprehensive, realistic and age-appropriate personal safety component enabling students to recognise and report abuse, understand power in relationships and develop protective strategies, including seeking help. It also covers the boundaries between appropriate and inappropriate interactions and when, how and whom to tell when a boundary is crossed.
- A Staff Code of Conduct and a Volunteer/Contractors Code of Conduct, which:
 - include guidelines on how to comply;
 - delineates the boundaries between appropriate and inappropriate interactions between students and adults; and
 - requires all staff to report objectively observable behaviour which is not permitted by the Code.
- A Child Protection Policy which:
 - outlines prevention measures and
 - outlines mandatory and non-mandatory reporting requirements.
- Student and Parent Codes of Conduct, which:
 - outline acceptable and expected behaviours;
 - prohibit bullying, harassment and other forms of peer-to-peer abuse;
 - require respect for the privacy and dignity of others, and
 - require reporting of breaches of the codes to the relevant principal.

- Induction and regular professional learning for all staff on recognising grooming and child abuse, appropriate prevention practices and strategies, and Mandatory Reporting requirements.

If you have any concerns about the welfare of a child, particularly relating to grooming or child abuse, or inappropriate behaviour of College staff members, please contact the relevant principal.

Appendix 6: Quick Reference Reporting Table

A Reportable Incident Form (used to be called a critical incident report)	Mandatory Reporting	TRB Notice From Employer (if a teacher is suspended, dismissed or resigns)	The Reportable Conduct Scheme
Non-government schools must notify the Director General of reportable incidents within 48 hours using the applicable incident notification form (below). This notification is in addition to any other notifications that a school may need to make, for example, to the WA Police, Dept of Communities or the TRBWA.	Mandatory Reporters must report to the Department of Communities a belief, formed on reasonable grounds in the course of their work, paid or unpaid that a child or young person (under 18 years) has been the subject of sexual abuse or is the subject of ongoing sexual abuse by anyone .	Section 42 of the Teacher Registration Act 2012 (Act) requires employers of registered teachers to notify the Board of any investigation (even if not completed) where the employer believes that there was reason to believe that a teacher has engaged in serious misconduct or has been seriously incompetent.	The Reportable Conduct Scheme compels heads of organisations that exercise care, supervision or authority over children to notify allegations of, or convictions for, child abuse by their employees to the Ombudsman and then investigate these allegations.
What is a Reportable Incident? <ol style="list-style-type: none"> 1. The death of a student, staff member or visitor who is at school or during a school-related activity or following an incident at school or during a school-related activity. 2. An actual or potential injury, illness or trauma of a student, staff member or visitor at school or during a school-related activity, or following an incident at school or a school-related activity and where the incident has resulted or may result in significant impact. 3. An incident requiring police or other emergency services response when a student appears to have been taken or removed from the school or a school-related activity without proper authority or goes missing and cannot be accounted for. 4. An incident requiring the school to be locked down or to evacuate staff and students, reduce the number of students or staff attending, or close for any duration for health or safety reasons. 5. The receipt of a complaint or allegation of child abuse, including but not limited to sexual abuse, committed against a student by: <ol style="list-style-type: none"> a. A staff member or another student, or b. Another person on the school premises or during a school-related activity, whether the abuse is alleged to have occurred recently or in the past. 6. Issuing a formal warning, a suspension or ceasing a staff member's employment for a breach of the school's Code of Conduct involving suspected grooming behaviour. 	Question to ask - has a belief been formed, on reasonable grounds, in the course of paid or unpaid work, that a child (under 18 years) has been the subject of sexual abuse? <p>Sexual abuse, concerning a child, includes sexual behaviour in circumstances where</p> <ul style="list-style-type: none"> • the child is the subject of bribery, coercion, a threat, exploitation violence; or • the child has less power than another person involved in the behaviour or • There is a significant disparity in the developmental function or maturity of the child and other persons involved in the behaviour. <p>Once a teacher has formed a belief based on reasonable grounds, in the course of their work, that individual teacher is required to make an MR and advise the school Principal. Before forming a belief, the teacher may, if they wish, consult with appropriate colleagues with specialist knowledge, for example, the Principal, psychologist, or school counsellor. (See Child Protection Policy)</p>	What is Serious Misconduct or Serious Incompetence? <p>Misconduct or Incompetence is considered serious if it results in a teacher:</p> <ul style="list-style-type: none"> • being suspended at the educational venue, or • being dismissed from teaching at the educational venue or • resigning from the educational venue or • no longer teaching at or being moved from the educational venue. <p>Notifications must be given within 30 days after the teacher was suspended, dismissed or ceased teaching at the educational venue. Failure to comply may incur a penalty of \$5000.</p> <p>Note - this form must still be used if the teacher is suspended, dismissed or resigns before the completion of your investigation.</p>	What is a reportable allegation? What types of conduct need to be reported? <ul style="list-style-type: none"> • A reportable allegation is any information that leads a person to believe that an employee has engaged in reportable conduct, whether or not the conduct is alleged to have occurred during the employee's employment. <p>Conduct covered by the Scheme in the first year includes</p> <ul style="list-style-type: none"> • Sexual offences; • Sexual misconduct; • Physical assault and • Other prescribed offences. • Significant neglect of a child; and • Any behaviour that causes significant emotional or psychological harm to a child. <p>The College must also report to the Ombudsman on the outcome of the investigation, including responding to reportable conduct. Must also report reportable convictions within 7 working days.</p>
Lodgement - online form	Lodgement - online form	Lodgement - online form	Lodgement - online form

(*For Points 5&6 create a Mandatory report , Reportable conduct report and a Section 42 TRB report if it involves a teacher.	(Consider also a Reportable conduct report and a Section 42 TRB report if it involves a teacher)	(Consider also a Mandatory report and a Reportable conduct report if it involves an employee)	(Consider also a Mandatory report , and a Section 42 TRB report if it involves a teacher)
In addition to the Director General, Notify the DoE immediately. The DoE will immediately notify the Carey Executive Team or CEO, Chair of Council and Chair of the Board.	Once submitted, The Head of the Business Unit (Principal/Head of School) will follow up with a Reportable Incident Form and inform the DOE immediately. The DoE will immediately notify the CEO, Chair of the Council and Chair of the Board.	Once submitted, The Head of the Business Unit (Principal/Head of School) will follow up with a Reportable Incident Form and inform the DOE immediately. The DoE will immediately notify the CEO, Chair of the Council and Chair of the Board.	Once a belief is formed by the reporter, they will notify their line managers accordingly, who in turn will immediately notify the DoE. In consultation with the reportee, Head of the business unit (Principal/Head of school), the DoE will complete an initial assessment which will deem the need for reporting. Where the outcome of the initial assessment is made for a report to be made to the authorities, The online form is completed and submitted by the DoE. The DoE will immediately notify the CEO, Chair of the Council and the Chair of the Board.
Where deemed appropriate after evaluation by the DoE and/or the EMR&C a formal investigation team will be formed, and the investigation will be conducted in accordance with the relevant regulatory and internal process. The investigation team will ideally consist of the DoE, EMR&C and/or relevant internal/external stakeholders.	The investigation will proceed in accordance with the relevant regulatory requirements.	The investigation will proceed in accordance with the relevant regulatory requirements.	Where deemed appropriate after evaluation by the DoE and/or the EMR&C, a formal investigation team will be formed and the investigation will be conducted in accordance with the relevant regulatory and internal process. The investigation team will ideally consist of the DoE, EMR&C and/or relevant internal/external stakeholders.

Appendix 7: Reportable Conduct Information Sheets

[Ombudsman WA: Information Sheet FAQs](#)

[Ombudsman WA: When to Notify Reportable Conduct](#)

[Ombudsman WA: Information Sheet: Employees](#)

[Ombudsman WA: Non-Government School Flowchart](#)