



POLICY	Child Safety
Policy Owner	Board Chair
Function/Area	Risk Compliance

Policy Statement

Tranby College is committed to the wellbeing of each and every student. The College recognises the fundamental right of each student to be protected from neglect and from physical, emotional or sexual maltreatment, so they can thrive and have every opportunity to realise their hopes and dreams.

Tranby College has a special responsibility to protect children when they are on school premises and also to intervene when they believe the welfare of a child is at risk outside the school. All staff are responsible for reporting concerns of neglect or emotional physical or sexual abuse. Teachers in Western Australia have a legal responsibility to report all suspicions of abuse involving children.

Tranby College is committed to being a child safe organisation and implementing the National Principles for Child Safe Organisations.

Policy Scope

This policy applies to all Tranby College students and must be acted upon by all College staff members whether they be permanent, temporary, casual, teaching, non-teaching, Ministers of Religion (Chaplains), peripatetic, coaches, umpires, instructors, tutors, hobbyists, contractor or volunteer. For the purpose of this policy, a staff member also includes volunteers, practicum students and interns, trainees and work experience placements.

This Policy should be read in conjunction with Implementation of Child Safe Principles Guidelines.

Policy Principles

Tranby College is committed to providing a child safe environment for each student so that they have the best opportunity to be inspired and empowered to realise their hopes and dreams.

To create and nurture this child safe and respectful culture, Tranby College is committed to embedding the following principles into the way of being and doing at the College.

- Principle 1* Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- Principle 2* Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
- Principle 3* Families and communities are informed and involved in promoting child safety and wellbeing.
- Principle 4* Equity is upheld and diverse needs respected in policy and practice.

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	Board Chair	2 Yearly	June 2021	25/6/21



- Principle 5* People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- Principle 6* Processes to respond to complaints and concerns are child focussed.
- Principle 7* Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- Principle 8* Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- Principle 9* Implementation of the national child safe principles is regularly reviewed and improved.
- Principle 10* Policies and procedures document how the organisation is safe for children and young people.

Policy principles are implemented through structured curriculum, newsletter items, assembly and chapel topics, posters around the College, ongoing staff training and professional learning, and through multiple policies of the College.

Definitions

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.

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.

It may be the result of action or inaction on the part of a person who has responsibility to care 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. Each category of maltreatment is described by a range of indicators listed below:

- Physical
- Sexual
- Emotional
- Psychological
- Neglect

Descriptions of these indicators have been taken from the Department for Child Protection document *“Identifying and responding to child abuse and neglect – A Guide for Professionals”*.

Physical abuse- Physical abuse occurs when a child has experienced severe and/or persistent ill-treatment. It can include, but is not limited to injuries such as cuts, bruises, burns and fractures caused by a range of acts including beating, shaking, illicit administration of alcohol and other drugs, attempted suffocation, excessive discipline, physical punishment or other forms.

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Sexual abuse- ‘Sexual abuse’ in relation to a child, includes sexual behaviour in circumstances where:

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

Sexual abuse covers a wide range of behaviour or activities that expose or subject a child to sexual activity that is exploitative and/or inappropriate to his/her age and developmental level. These behaviours include observation or involvement with inappropriate fondling of a child’s body, making a child touch an adult’s genitalia, showing pornographic material or sexual acts to a child, and sexual penetration of the child. Harm from sexual abuse may include significant emotional trauma, physical injury, infections and impaired emotional and psychological development.

Emotional abuse - Emotional abuse is a sustained, repetitive, inappropriate, ill treatment of a child or young person through behaviours including threatening, belittling, teasing, humiliating, bullying, confusing, ignoring and inappropriate encouragement. Children who have been emotionally abused are likely to have a reduced capacity to experience a range of emotions, to express emotion appropriately and to modulate their emotional experience. Children who have been emotionally abused are likely to be fearful, withdrawn and/or resentful, distressed and despairing.

Psychological abuse- This abuse damages a child’s intellectual faculties and processes, including intelligence, memory, recognition, perception, attention, imagination and moral development. Children are likely to feel worthless, flawed, unloved, unwanted, endangered or only of value in meeting another’s needs.

Neglect- Neglect is the failure of a parent/caregiver to provide a child with the basic necessities of life. These include adequate supervision, adequate food or shelter, suitable clothing, effective medical, therapeutic or remedial care and emotional security. Neglect can be acute, chronic or episodic, and can result in detrimental effects on the child or young person’s social psychological, educational or physical development and/or physical injury. Neglect should be considered in the context of physical, emotional or psychological abuse.

Duty of Care- A legal concept that defines the duty a person has to use reasonable care towards others in order to protect them from known or reasonably foreseeable harm or injury.

Grooming- Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child.

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Responsibilities

Staff Responsibility

Each Staff member has the responsibility to:

- Act if they have concerns or knowledge that abuse or neglect may be occurring.
- Assess student's behaviour based on the overall knowledge of the student.
- Be aware of the immediate needs of a student making a disclosure and respond accordingly.
- If concerned that abuse or neglect may be occurring but the child has not made a disclosure, keep brief, written records of observations and consult with the Principal and school psychologist as required.
- Ensure any anecdotal records regarding concerns or disclosures are kept with the Principal, regarded as strictly confidential.
- Do NOT investigate or determine whether abuse or neglect has occurred. This is the role of DCPFS or the Police.
- In consultation with the Principal and Student Services Team, support for the student who has disclosed, will be provided.
- Teach appropriate protective behaviours.
- Adhere to and complete mandatory and non-mandatory reporting as required by law

Manager's Responsibility

The Principal and the School Leadership has responsibility to:

- Ensure staff are well trained and familiar with the Child Safety policy.
- Ensure staff are aware of their responsibilities in respect of the College's procedure for reporting and recording incidents of child protection.
- Ensure staff are aware that confidentiality is paramount, however, staff cannot agree to student's demands for confidentiality from parent, agencies or police if required.
- Support victims of abuse or neglect through an appropriate management plan formed in consultation with DCPFS, seeking advice from the Student Services team.
- Have effective Human Resources practices to ensure all employees, volunteers and contractors are adequately screened, inducted trained and supervised.
- Review policy.

School's Responsibility

Tranby College has a responsibility to:

- Ensure all staff have a valid Working with Children Check.
- Comply with legislated requirements.
- Put in place procedures for the recognition, notification and support of students who are at risk of are victims of abuse or neglect.
- Communicate to all parents regarding the mandatory requirements for teachers to report. This can be done through a letter to parents or as an inclusion in the school's regular newsletter.

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Related Policy and Procedures

Policy	Bullying
Policy	Concerns, Complaints and Disputes
Policy	Duty of Care and Safety
Policy	Diversity and Inclusion Policy
Policy	Wellbeing Centre
Policy	Risk management
Procedure	Reporting of child abuse or neglect
Procedure	Wellbeing Centre
Code of Conduct (child safe, workplace, student and parent)	
Poster	Student Complaints

Applicable Legislation

Children and Community Services Act 2004
 Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008
 Criminal Code Act (1913)
 Criminal Code Amendment (Cyber Predators) Act 2006 (changes to s204B of The Criminal Code)
 Working with Children (Criminal Recording Checking) Act 2004
 School Education Act 1999
 Public Sector Management Act 1994
 Anti-Corruption Commission Act 1988

Further Information

Further information concerning any aspect of this policy may be directed to the *Associate Principal, Board Chair* or policy@tranby.wa.edu.au

Policy Sign off & Acceptance

Sign off is required by:

Board Chair

Revision History *(filled out Board or Principal)*

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Version	Approved/ Amended/ Rescinded	Date	Board/ Principal	Approval/ Resolution Number	Key Changes & Notes
-	Approved	June 2021	Board	21.18	Reformatted and updated

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