BUILDING
A SAFE AND CARING
COMMUNITY

Child Protection Policy

June 2004
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## STUDENT PROTECTION PROCESSES - SUMMARY GUIDELINES FOR RESPONDING TO ALLEGATIONS OF STUDENT HARM

The Policies and Procedures which are incorporated into this Student Protection Policy are:
- Student Protection Policy: Alleged Student Abuse by College Employees and Authorised Volunteers
- Student Protection Policy: Alleged Student Abuse by Persons Not Immediately Associated with the College, (Family members, friends, others)
- Student Protection Policy: Alleged Student Self Abuse Procedures
- Lutheran Church of Australia: Sexual Abuse Policy.
- St Andrews Lutheran College Anti-Harassment Policy.
- Making a Report to Department of Families, Queensland Police Service, Processes Developed by Queensland Government 2003

<table>
<thead>
<tr>
<th>Categories of Harm</th>
<th>Type of Harm</th>
<th>Policy /Procedures Actioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student to Student</td>
<td>Physical, emotional.</td>
<td>Anti-harassment policy / Reporting Process CSS, QPS</td>
</tr>
<tr>
<td></td>
<td>Sexual abuse</td>
<td>Anti-harassment policy / Reporting Process CSS, QPS</td>
</tr>
<tr>
<td>Sexual Abuse / Harm from Employee / Authorised Volunteer of the College</td>
<td>Physical, emotional.</td>
<td>SALC Child Protection Policy / Anti-harassment policy Reporting Process CSS, QPS, BTR</td>
</tr>
<tr>
<td></td>
<td>Sexual abuse</td>
<td>SALC Child Protection Policy / Anti-harassment policy Reporting Process CSS, QPS, BTR</td>
</tr>
<tr>
<td>Sexual Abuse / Harm from outside of SALC, by someone who is not immediately associated with the College, (family member, friend, other)</td>
<td>Physical abuse, Emotional abuse, Sexual abuse</td>
<td>SALC Child Protection Policy / Anti-harassment policy Reporting Process CSS, QPS, BTR</td>
</tr>
<tr>
<td>Student self harm</td>
<td>Self abuse</td>
<td>SALC Child Protection Policy Self Abuse procedures.</td>
</tr>
</tbody>
</table>

SALC = St Andrews Lutheran College  
CSS = Child Safety Services  
QPS = Queensland Police Service  
BTR = Board for Teacher Registration
Section 1: St Andrews Lutheran College Child Protection Policy

Purpose of this Policy
To provide written processes about the appropriate conduct of SALC staff and students that accord with legislation applying in Queensland about the care and protection of children.

Scope
Applies to all staff and students at SALC.

References

Legislation
- Commission for Children and Young People Act 2000
- Education (General Provisions Act) 1989
- Education (Teacher Registration Act) 1988
- Education (Accreditation of Non-State Schools) Regulation 2001
- Education (Accreditation of Non-State Schools) Act 2004
- Education & Training Legislation Amendment Act 2011

Policies
- Lutheran Church of Australia Policy and Action Plan for responding to complaints of Sexual Abuse / Harassment by Church Employees
- Student Protection Against Harm Explanatory Notes and Exemplars
- Anti-Harassment and Anti Discrimination Policy

Definitions
A child is a person under 18 years of age.

Harm is any detrimental effect of a significant nature on the child’s physical, psychological or emotional well being. It is immaterial how the harm is caused. Harm can be caused by:
- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation; or
- Domestic or family violence.

A student is any person regardless of age who is enrolled at the school

Useful Contacts
- Commission for Children and Young People, telephone 07 3247 5525
- Board of Teacher Registration, telephone 07 3377 4777
- Police - Palm Beach Branch, telephone 55 340222
- A Safe Place for All Toll Free Number, 1800 644 628
- Education Queensland
  - Jim Meyers, Principal Advisor, Ethics and Prevention, 07 3237 0734
PART A – PRINCIPLES AND GUIDELINES

Principles

SALC will uphold the following principles under this Policy:

- Protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential.
- SALC recognises that people who are subjected to abuse are harmed by it.
- At SALC, the welfare and best interests of the child will always be a primary consideration.
- SALC expects our students to show respect to our staff and volunteers and to comply with safe practices.
- All employees at SALC must ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful.
- Sexual acts by an adult employee or volunteer with a student who is a child will always be sexual abuse.
- SALC will respond diligently to a report of suspected or actual harm, or risk of harm to a student.
- Reprisals against students, staff or others making a complaint will not be tolerated.
- Student management practices will be administered with respect and in a manner which maintains the student’s dignity.
- SALC will act fairly and reasonably towards an employee or volunteer who is the subject of allegations of improper conduct.
- SALC will support an employee or volunteer who is the subject of a proven false allegation of causing harm to a student.
- Anybody within SALC who becomes aware or reasonably suspects that a student is being harmed must report it to the School in accordance with the School’s Procedures for Reporting Harm.
- SALC will take disciplinary action against employees who harm others, and appropriate action against volunteers who harm others.
- SALC will not permit people to work in a position if the College believes, on the basis of all information available that, if the allegations against them were wholly or partly true, there would be an unacceptable risk that others might be harmed.
- SALC will cooperate with State authorities in resolving allegations of harm.
Guidelines
In complying with these principles, SALC will be guided by the following:

Natural Justice
The principles of natural justice will apply to decisions to be made under this Policy. The two fundamental principles of natural justice are:
- That those making a decision are not biased.
- That the person about whom the complaint has been made is given prior written notice of the allegations against them and have a fair opportunity to respond to the allegations.

Restorative Practices (See Section 3)
The College seeks to apply principles of Restorative Practices in all its student and staff welfare processes. Where appropriate, RP will be used to help to restore relationships where harm has been done, particularly where inter-student bullying is concerned. However, there are circumstances when RP would not be appropriate given such considerations as: the nature of the power relationships, the seriousness of the offence or criminality. Restorative Practices do not override the College's Child Protection Policy but in some cases may be useful to repair harm that has been caused.

Process
It is important to make the lodging of a complaint easy.

Confidentiality
Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. SALC is unable to promise absolute confidentiality since its policies will require disclosing, internally and externally, certain details involved in responding to any complaint. Furthermore, State authorities can require people to give evidence about actions under the Policy and to produce documents.

Criminal Law
Where there are allegations of criminal behaviour, the allegations are to be referred to the police. The Principal must refer all allegations of pedophilia to the police, including those from the past, except where the alleged perpetrator is deceased.

Defamation
A person providing information about harm in good faith to a person who needs to know that information is generally excused from liability for defamation.

Promptness
All steps under the Policy should be carried out promptly. The College will keep the person/s making the complaint and the respondent informed of progress.
Protection
The Principal will ensure that the following are undertaken in order to reduce the chance of abuse occurring:

- Ensure that each staff member understands and fulfils their obligations under this Policy (staff training), as well as the LCA Policy and Action Plan for Responding to Complaints of Sexual Abuse and Harassment by Church Employees and the Student Protection Against Harm Explanatory notes and Exemplars.

- Ensure that there is an acceptable reference for each staff member engaged from their previous employer (Principal where possible and appropriate) following the commencement of this policy.

- Ensure that each non-teaching staff member and volunteer who has contact with children has a current positive Suitability Notice (Blue Card) issued by the Commissioner for Children and Young People. (At SALC parent volunteers who are currently required to have suitability cards include Uniform Shop helpers and camp helpers.)

- Ensure that each teaching staff member is a Registered Teacher.

Support
The College will provide support for the victim through professional counselling if it is requested, even if any allegation is not yet proved or disproved. The College will support the respondent to a complaint with professional counselling if it is requested until the matter has been resolved.

Interviews
There will be two representatives of the College present at interviews, relating to complaints. In cases of allegations of serious harm it is best not to interview a student who is a child unless a properly qualified person conducts the interview.

Teachers
If a respondent to an allegation is a registered teacher, the College will give notification to the Board of Teacher Registration, if required to do so under the Education (Teacher Registration) Act 1988 and the Education and other Legislation (Student Protection) Amendment Act 2003. Employing authorities are required to notify the Board for Teacher Registration about allegations of “harm” (“any detrimental effect of a significant nature on the child’s physical, psychological or emotional well being”) involving a teacher.

1 Note: in relation to positive suitability notices for non-teaching staff, the Commission for Children and Young People Act currently only requires non-teaching staff employed after commencement of the Act (1 May 2001) to have suitability notices. The Government has notified its intention to amend the Act to require all non-teaching staff at schools employed prior to 1 May 2001, to have suitability notices. It is therefore a decision of the College as to whether or not non-teaching staff employed prior to 1 May 2001 should have suitability notices.

Further, the Act currently exempts volunteers who are parents of children at the College from the requirement to have suitability notices. It is therefore a decision for the College as to whether all volunteer parents should have suitability notices. The Government is currently reviewing this provision of the Act.
Public Relations
The Principal will ensure that the College is able to react quickly to allegations of harm so that accurate and relevant information is available for staff members, students and their families and for the media. Prior to making any statements to parents or the media, the College must seek advice from LCAQD.

Police Action
It will be necessary to wait until the police have decided whether to charge the respondent before taking any internal disciplinary proceedings. If the police do charge the respondent, it will be necessary to wait until the charges have been dealt with in the courts before commencing internal enquiries or disciplinary proceedings. This does not preclude the Principal from seeking advice from police or others regarding the duty of care to existing students which may involve the standing down of a staff member during an investigation. The police are not required to inform the College about their investigation. Some of their material may be obtained under a Freedom of Information request when their work on the case is finished.

Insurer
The College will keep its insurer informed and updated (in writing) about developments. Lutheran Schools are to contact:
  LCA Property Provident Fund
  Phone - 08 8360 7223
  Fax - 08 8267 1722
  Email - insurance@lll.org.au

Publication
The Principal will ensure that this policy is published:-
  • to staff members generally, at least once each year
  • to each new staff member, on induction
  • by reference to it in the College newsletter, at least twice each year
  • by display on at least one notice board in the school, always

The Principal will ensure that a copy of the policy is always available from the school’s/college’s administration

Review
The School will ensure that this Policy is reviewed at least once every two years.
PART B - DEALING WITH ALLEGATIONS OF HARM

The following actions should be taken in any cases relating to harm or suspected harm against a child: (in suggested order):

1. Record details of the allegations. Be careful not to taint the evidence of the student or the respondent. Record information exactly as it is presented to you.

2. Decide whether the allegation should be reported to authorities: see Procedures for Reporting Harm. If so, report it.

3. Provide details of the allegations to the respondent.

4. If there is unacceptable risk, stand down the respondent. In extreme cases, dismiss the employee. Before taking these steps, Principals are to refer to Annexure B of the LCAQD Schools Department Certified Agreement 2001, “Formal Review for Unsatisfactory Performance”, which ensures natural justice/due process. Principals should seek further advice from the Workplace Relations Officer at Lutheran Education Queensland, 3511 4058.

5. Inform the student’s parents except in cases where the school is asked by the police or Families Department not to tell the parents.

6. Offer counselling to the student and the respondent.

7. Inform the School’s Governing body.

8. Inform the School’s insurers.

9. Investigate the allegations (except in the case of alleged serious harm from people outside the school. See Pg 17). Note: if the allegations have been reported to police, do not begin the investigations until the police investigation is complete and the police inform you they have decided not to charge the respondent.

10. Attend to public relations.

11. Take disciplinary action against the respondent if the circumstances require it.

12. Keep the student and the respondent informed as the matter proceeds.
PART C - PROCEDURES FOR REPORTING HARM

Staff members at SALC are expected to reflect the highest standards of care in their behaviour towards and relationships with students.

Employees of SALC must not under any circumstances engage in physical or emotional abuse or engage in sexual contact of any nature with a student of the school. It is irrelevant whether the conduct is consensual or non-consensual, or condoned by parents or caregivers. The age of the student is also irrelevant.

Failure to behave in an appropriate manner may result in criminal proceedings and/or disciplinary action, including dismissal.

The following Table outlines the procedures for reporting harm which will apply in SALC.

Where a reference is made to PROVIDING A WRITTEN REPORT in the below procedures, the following matters are to be included in the written report:
1. name of the person giving the report;
2. name, sex and (if known) age of the child making the complaint;
3. details of the basis for the maker of the report becoming aware, or reasonably suspecting, that the child has been abused/harmed - sexually, emotionally, physically;
4. details of the actual or suspected abuse/harm;
5. particulars of the identity of the alleged perpetrator of the abuse/harm (if known); and
6. particulars of the identity of any other person who may be able to give information about the abuse/harm (if known).

### Procedures for Reporting Harm/Abuse

**Scope**

applies to:
- harm of any student of this College who was under 18 years at the time the harm was caused; and
- behaviour of a staff member or volunteer that a student considers is inappropriate.

**Definition**

“harm”:-
- is any detrimental effect of a significant nature on a student’s physical psychological or emotional well being, however caused
- can be caused by physical, psychological or emotional abuse or neglect; or sexual abuse or exploitation.
## Actions Required - If Then Statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>If</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Harm (Accreditation Regulation s.10)</td>
<td>You as a student are aware or reasonably suspect that harm has been caused by anyone to a student of the College who was under 18 at the time</td>
<td>report it to any staff member</td>
</tr>
<tr>
<td></td>
<td>You are a staff member and you are aware or reasonably suspect that harm/abuse has been caused by anyone to a student of the school who was under 18 at the time</td>
<td>report it to the principal or to the Head of the Sub-School keep a written record of your actions</td>
</tr>
<tr>
<td></td>
<td>You are:- the Principal or the Head of Sub-School and you receive a report of sexual abuse of a student of the College under 18 by an employee of the College; <strong>and</strong> you are aware of the harm having been caused or you reasonably suspect the harm to have been caused</td>
<td>report it to the police or the Department of Families keep a written record of your actions</td>
</tr>
<tr>
<td>Reporting Inappropriate Behaviour (Accreditation Regulation s.10)</td>
<td>You are a student and you wish to report behaviour by a staff member that you consider inappropriate</td>
<td>report the behavior to The Principal or Head of Sub-School interview the student</td>
</tr>
<tr>
<td></td>
<td>You, the Principal or Head of Sub-School receive the report under the preceding step</td>
<td>interview the student named in the report interview any other person who may be able to provide useful information, report your findings to the principal, if you are the Head of Sub-School, with your recommendation for action to be taken as principal take action on the basis of the report. Adhere to reporting requirements (QPS, BTR, CSS)</td>
</tr>
</tbody>
</table>

NB The above addenda procedure was passed by the School Council in May 2008.
<table>
<thead>
<tr>
<th>Subject</th>
<th>If</th>
<th>Then</th>
</tr>
</thead>
</table>
| Reporting Sexual Abuse (Education General Provisions Act s.366, 366A, Reg. 68) | you are:-  
- a staff member; and  
- become aware of or you reasonably suspect that anyone has sexually abused or is likely to sexually abuse any of the following:  
a) a student under 18 years attending the School;  
b) a pre-preparatory age child registered in a pre-preparatory learning program at the School;  
c) Person with a disability –  
   i) Under section 420 (2), is being provided with special education at the School; and  
   ii) Is not enrolled in the preparatory year at the School. | give a written report about the abuse to the Principal or a member of the College Council immediately. (If the subject of the complaint is the Principal) to the Chairperson of the College Council of directors immediately (Failure to do so could result in a substantial fine) contents of the written report are prescribed by Regulation 68 made under the Education (General Provisions) Act 2006 (see page 5) |
| | You, the Principal, receive a report under the preceding step. | Give a copy of the report to a police officer immediately and BTR, CSS as required. (Failure to do could result in a substantial fine.) Only to refer the sexual abuse case the Church’s 1800 number/sexual abuse policy  
**Where**  
Both the alleged perpetrator and complainant are over the age of 18 years and where the matter does not relate to criminal behaviour. |
PART D - PREVENTING BULLYING

SALC has a responsibility to ensure that the rights of its students are safeguarded. These include the right to a learning environment free from discrimination and harassment.

All schools must take reasonable steps to ensure that students learn in a safe, supportive and caring environment without fear of being bullied, discriminated against or harassed.

By definition bullying is repeated oppression, psychological or physical, of a less powerful person or group by a more powerful person or group of persons. It may be manifested in many ways e.g. harassment (verbal, sexual or psychological), victimisation, alienation, coercion, intimidation, exclusion, ostracism, discrimination.

In any form bullying is not acceptable behaviour and results in hurt, fear, loss of self-esteem and decreased social effectiveness for the victim. Within the context of the St Andrews Lutheran College bullying is entirely contrary to the ideals of the school. In accordance with the school’s Mission statement therefore this policy seeks to:

- develop in students respect and concern for others, of all races and creeds;
- develop in students an understanding that they must take responsibility for their own behaviour;
- develop in students critical and effective thinking and problem solving skills;
- develop in students life skills related to healthy lifestyles; and
- develop an environment that nurtures and promotes student self-esteem and self confidence.

Implementation

The following steps are a guide to dealing with reports of bullying.

1. If bullying is suspected or reported, the incident should be dealt with immediately by the member of staff who has been approached, to ensure the student’s safety. It is never acceptable to turn a blind eye to bullying.

2. A clear account of the incident should be recorded and given to the Principal or usually the Head of Sub-School.

3. The Principal or delegate will then work through the school’s anti-bullying policy (see The Personal Power Program below).
Students
Students who have been bullied will be supported by:
• offering an immediate opportunity to discuss the experience with a member of staff of their choice;
• reassuring the student;
• offering continuous support; and
• providing encouragement to form and maintain friendships with non-bullying students.

Students who have bullied will be helped by:
• discussing what happened;
• discovering why the student became involved;
• establishing the wrong doing and the need to change; and
• enlisting the support of parents/caregivers to help change the behaviour and attitude of the student, where appropriate.

Within the curriculum the College will raise the awareness of the nature of bullying through inclusion in assemblies and subject areas, in an attempt to eradicate such behaviour.

Resources for schools can be obtained from Kids Help Line - www.kidshelp.com.au/info7/contents.htm
ANTI BULLYING POLICY

Rationale:

In the development of our community here at SALC we seek to recognize that conflict and misuse of power can occur in any community. In the light of this it is our intention that our Policies and associated procedures:

- Seek to **minimize the occurrence** of conflicts and misuse of power by staff and students
- Seek to **minimize the harm** caused by conflicts and misuses of power that occur.
- Encourage a culture of **transformation and restoration** rather than a culture of **blame and punishment**.
- Be **educative** for both staff, students and our parent community in the skills of peace-making and conflict resolution.
- **Encourage personal values such as respect, compassion, responsibility** etc
- **Reflect best-practice** as indicated by current research in relevant fields.
- **Provide clear guidelines and sufficient support** for staff, students, and parents to implement appropriate procedures that will provide **community-building experiences**, and also **reinforce the ethos of SALC** that embraces both the LAW and the GOSPEL.
### Actions Required – If Then Statements – Refer to Chart A Building a Caring Community

<table>
<thead>
<tr>
<th>Subject</th>
<th>If</th>
<th>Then</th>
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</thead>
<tbody>
<tr>
<td><strong>Dealing with an incident or incidents deemed to be bullying / harassment by students or staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are a student who has been affected by such an incident or incidents</td>
<td>Initially seek to follow the IGNORE / CHALLENGE / REPORT protocol</td>
<td></td>
</tr>
<tr>
<td>You are a student who has witnessed such an incident or incidents</td>
<td>Provide support for affected student and seek to follow the CHALLENGE / REPORT protocol.</td>
<td></td>
</tr>
<tr>
<td>You are a staff member who has witnessed such an incident or incidents</td>
<td>The incident(s) must be assessed and the students or staff involved followed up according to GREEN LIGHT / YELLOW LIGHT / RED LIGHT protocol.</td>
<td></td>
</tr>
<tr>
<td>You are a staff member who has been affected by such an incident or incidents</td>
<td>Initially seek to follow the IGNORE / CHALLENGE / REPORT protocol</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>Verbally reporting an incident or incidents deemed to be bullying / harassment by students or staff</strong> | | |
| You are a student who has been affected by such an incident or incidents | Report it to any staff member ie Duty Teacher, Class Teacher, Admin or Grounds Staff, Chaplain, Counsellor, or Management Team |
| You are a student who has witnessed such an incident or incidents | Report it to any staff member ie Duty Teacher, Class Teacher, Admin or Grounds Staff, Chaplain, Counsellor, or Management Team |
| You are a staff member who has witnessed such an incident or incidents | Report it to an appropriate Class or Care Group Teacher, or in cases that involve staff only, report it to a Senior Staff member. |
| You are a staff member who has been affected by such an incident or incidents | Report it to a Senior Staff member |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>If</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reporting (in writing)</strong> an incident or incidents deemed to be bullying / harassment by students or staff</td>
<td>You are a student who has been affected by such an incident or incidents or/you are a student who has witnessed such an incident or incidents</td>
<td>Use an INCIDENT REPORT FORM pro forma to provide a written record of the incident(s) All staff members have blank pro formas available. The supervising staff member signs the form as Recording Staff Member. He or she is then responsible for forwarding the completed form to the Class or Care Group Teacher or Counsellor, Chaplain, or HoSS when necessary.</td>
</tr>
<tr>
<td>You are a staff member who has witnessed such an incident or incidents</td>
<td>Use an INCIDENT REPORT FORM pro forma to provide a written record of the incident(s) Sign the form as Recording Staff Member and forward it to the appropriate Class or Care Group Teacher, or to the Counsellor, Chaplain, or HoSS when necessary.</td>
<td></td>
</tr>
<tr>
<td>You are a staff member who has been affected by such an incident or incidents</td>
<td>Use an INCIDENT REPORT FORM pro forma to provide a written record of the incident(s) Sign the form as Recording Staff Member and forward it to HoSS.</td>
<td></td>
</tr>
<tr>
<td><strong>Action required when Incident Report Form is submitted</strong></td>
<td>You are a student who has been affected by such an incident or incidents</td>
<td>You will be consulted / informed about actions taken. You may be invited to participate in a Problem Solving strategy.</td>
</tr>
<tr>
<td>You are a staff member who has witnessed such an incident or incidents</td>
<td>You will be informed about actions taken. You may be invited to participate in a Problem Solving strategy.</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>If</td>
<td>Then</td>
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</tr>
<tr>
<td>You are a staff member who has witnessed such an incident or incidents</td>
<td>No further action is required on your part</td>
<td></td>
</tr>
<tr>
<td>You are a staff member who has been affected by such an incident or incidents</td>
<td>You will be consulted / informed about actions taken. You may be invited to participate in a Problem Solving strategy</td>
<td></td>
</tr>
<tr>
<td>You are a Class or Care Group Teacher, Chaplain, Counsellor, or HoSS to whom an Incident Report form has been submitted</td>
<td>Decide on an appropriate action – it may be helpful to consult with relevant students and staff. The choices of action available are: <strong>SANCTIONS</strong> such as Directed or Agreed Consequences, “Group or Individual Harangue”, or Restorative Justice / “Round Table” or <strong>PROBLEM SOLVING METHODS</strong> such as Class Meeting, Mediation, Support Group or Shared Concern methods</td>
<td></td>
</tr>
<tr>
<td>NB Notes and guidelines regarding <strong>SANCTIONS</strong> and <strong>PROBLEM SOLVING METHODS</strong> are included in <em>Building a Caring Community – A Practical Resource to support Anti-bullying and Conflict Resolution Policies at St Andrews Lutheran College</em></td>
<td>Parents/Guardians of relevant students need to be informed regarding the incident(s) and action taken.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistance from outside agencies may need to be sought in some cases, in consultation with the Principal and Parents/Guardians.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completed Incident Report Form to be filed in relevant student records.</td>
<td></td>
</tr>
</tbody>
</table>
Insert

Coloured summary schema
AVAILABLE

PRO

FORMAS
INCIDENT REPORT (CONFIDENTIAL)

Date: 

Name(s) of person(s) reporting the incident:
Class:

Role: (Please circle) student staff parent other

What happened? - Carefully write out what you think happened and your opinion and feelings about the incident or incidents. Please don’t express any personal opinions about the people involved.

Be sure to include the following:
What happened? What time & date did it happen? Who was involved? Where did it happen?

How did it affect those involved?

(See back of page for Action Taken) More space on back of page
## What happened? (Contd.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Comments</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Action taken by Recording Teacher…………..</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Form sent to Care Group or Class Teacher Action taken (if necessary)…………..</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Form sent to Head of Sub-School Action taken (if necessary)…………..</td>
<td></td>
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</tr>
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<td></td>
<td>4. Form returned to Care Group or Class Teacher checking and filing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent(s) notified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed: .................................................

(Recording Staff Member)

Refer to: (Please circle)

- Class/Care Teacher
- HoS
- Chaplain
- Counsellor
- Principal
- Other

Completed: □

Initials: .................

Care Group or Class Teacher: When complete, please ensure this form is placed in main student file.
SUPPORT NETWORK REFERRAL FORM FOR TEACHERS

Please tick one or more boxes:

☐ Counselling  ☐ Learning Support (P – 6)
☐ Learning Support (7 - 12)

Name:…………………………….D.O.B:……………..Sex: F / M
Address:……………………………………………………………………………………………………………………
...........................................................................Telephone:………………
........
Class:………………………..Teacher:……………………………………..
…….Reason for
Referral:…………………………………………………………………………………………
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................

Please complete the attached Student Profile

Briefly describe programs or strategies undertaken to meet areas identified in the Student Profile:………………………………………………
...........................................................................
...........................................................................
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...........................................................................
Additional Comments: ........................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

Teacher Signature: ........................................Date of referral.............
Insert

What’s this getting connected strategy
DIGITAL BULLYING / HARASSMENT

Rationale:

At SALC we recognise that the rapid development of digital technology such as computers, the internet, and mobile phones has brought increased and dynamic opportunities for education, communication, mobility, and has in many ways impacted the social culture of our community.

As Rachel Simmons states: “The internet has transformed children’s social lives, moving cliques from lunchrooms and lockers to live chats and online bulletin boards and intensifying their reach and power. (Online bullying the next challenge for the web masters – www.theage.com.au)

At SALC there is sufficient anecdotal evidence that such technologies have enhanced educational opportunities for both students and staff, however there has also been evidence of misuse to bring harm to others.

We recognise the social and practical imperative, with regard to the use of such technologies, to:

- Teach and encourage student accountability and responsibility
- Teach and encourage parent/guardian accountability and responsibility
- Define the limits of our responsibility as a College by clarifying expectations and processes for dealing with cases of reported harm.

A Definition of Digital Bullying / Harassment:

Digital bullying / harassment involves the use of information and communication technologies such as e-mail, mobile phones and pager devices, personal digital assistants, instant messaging, and websites to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others.

Adapted from Bill Belsey (www.cyberbullying.ca)

It can take the form of:

- Abusive, threatening, or derogatory emails
- Abusive, threatening, or derogatory sms text messages
- Abusive, threatening, or derogatory online chat
- Spreading of harmful rumours via email, sms text or online chat.
- Dissemination of harmful rumours, pornography, or other such harmful or illegal material via emails, sms text or online chat.
- Theft and/or misuse of passwords and logon IDs
- Use of alias screen names to disguise abusive behaviour, and to deliberately distort communication
- Defamatory websites or weblogs/blogs
• Hacking with intent to alter recorded information or cause disruption to services

• Disguised 3 (or more) way electronic conversations designed to “bait” individuals into expressing negative comments/opinions that can fuel conflict
• Posting of “hit lists” on websites, bulletin boards etc
• Use of mobile phone cameras to take and disseminate inappropriate images
• “Stalking” type behaviours using emails, sms texts and online messages

Policy:

It is the policy of SALC that Digital Bullying / Harassment in any of the forms listed above is totally unacceptable and will not be tolerated within College jurisdiction. Any reported cases of harm, that involve digital bullying / harassment “off-campus” will be responded to according to the action table below.

It is also the policy of SALC to promote the safe and responsible use of digital technology for education, communication, and personal development and enjoyment

Strategies at SALC to Reduce Risks in this Category:

• Staff involvement and supervision of student use of digital technology
• Placement of computer monitors in visible locations
• Management of student access to websites ie blocking certain sites
• “Acceptable Use Agreement” between College, students, and parents.
• Appropriate behaviour management policy eg prohibition of mobile phones in general campus area.
• Recognition of privacy and child safety issues in web publishing and use of digital technology by staff.
• Provision of individual logins and password facilities for students and staff.
• Facility to audit and monitor internet usage
## Dealing with Reported or Detected Cases of Harm

### Actions required – If Then Statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>If</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reporting incident(s) that occurred on-campus</strong></td>
<td>If you are a staff member who is aware of bullying/harassment of a student, or another staff member through the use of digital technology</td>
<td>Intervene directly to provide support and guidance when appropriate. Explain / discuss the need to inform appropriate people ie Principal, Parent/Guardian, Police in cases of illegal activity. Facilitate the retention of whatever evidence there is of the harmful. Report your concern to the Principal or HoSS using an Incident Report Form or other suitable written format.</td>
</tr>
<tr>
<td><strong>Reporting incident(s) that occurred off-campus</strong></td>
<td>If you are a student who has been bullied/harassed by the use of digital technology</td>
<td>Retain whatever evidence of the harmful behaviour you have eg printouts, saved files etc. Report your concern to your Class or Care Group Teacher verbally, by an Incident Report Form, or by using a Getting Connected card. Tell a Parent / Guardian as soon as possible.</td>
</tr>
<tr>
<td></td>
<td>If you are a student who is aware of bullying/harassment of another student through the use of digital technology</td>
<td>Report your concern to your Class or Care Group Teacher verbally, by an Incident Report Form, or by using a Getting Connected card. Tell a Parent / Guardian as soon as possible.</td>
</tr>
</tbody>
</table>
| Action required – when report received of student affected by bullying/harassment on campus | You are the Counsellor | Notify the Principal or HoSS  
Liaise with the Principal and / or HoSS as required |
|---|---|---|
| Action required – when report received of student affected by bullying/harassment off campus | You are a Class or Care Group Teacher, or other staff member  
You are the Counsellor |
| | Reassure and support the student  
Immediately make referral to Counsellor  
It is not responsibility to conduct further investigation  
Encourage student to notify Parent or Guardian  
If the report includes reference to criminal behaviour, or behaviour that poses a serious risk to the student, the Principal or HoSS must be notified  
Arrange to meet with student on day report if received  
Assess case by case  
Document the case  
Consult with HoSS or Principal regarding notification of parents of students involved.  
Encourage student to notify Parent or Guardian  
If the report includes reference to criminal behaviour, or behaviour that poses a serious risk to the student, the Principal or HoSS must be notified  
Provide necessary counseling and/or |
<table>
<thead>
<tr>
<th>Action required – when report received of student affected by bullying/harassment off campus</th>
<th>You are the Principal / HoSS</th>
<th>referral to outside agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assess case by case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liaise with Counsellor / Class or Care Group Teachers for pastoral care of students involved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Document the case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Notify Parents/Guardians of students involved</td>
</tr>
<tr>
<td></td>
<td>Some cases may warrant seeking advice from outside agencies such as the Police, Dept of Families, Lutheran Education etc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any case that involves criminal behaviour must be reported to the Police</td>
<td></td>
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</tbody>
</table>
PART E – PREVENTING HARM TO STUDENTS FROM PEOPLE OUTSIDE OF THE SCHOOL

Over 85% of children are harmed by someone they know and trust – a parent, sibling, other relative, family friend or care provider. Employees should be aware of the physical, emotional and behavioural indicators of risk of student harm, and actual harm. These indicators are more significant if they are severe and/or consistent over time.

**Indicators of harm**

**Physical abuse and excessive punishment**
- student presents with bruises, burns or fractures at a frequency which is inconsistent with normal activity;
- students offer explanations for an injury which appear inconsistent with that injury;
- student or another person advise that he/she has been subjected to or threatened with physical harm;
- reluctance/refusal to participate in swimming or other activities where getting changed or wearing more revealing clothes may show signs of harm;
- excessive absenteeism.

**Emotional abuse and/or deprivation**
- poor peer relationships/withdrawn;
- inclined to seek adult company and/or students who are older or younger;
- avoiding going home on a regular basis;
- learning difficulties, including poor concentration;
- attention seeking behaviour such as stealing, lying, running away, disrupting classes repeatedly.

**Physical neglect and/or inadequate supervision or care**
- students appear underweight for age and body type;
- inadequate clothing;
- asking other students for food or money or not bringing food to school;
- excessive absences from school and/or high frequency of illness/infection;
- student often arrives at school early and/or leaves late.

**Sexual abuse**
- bruises, bite marks or other injuries to breasts, buttocks, arms, lower abdomen or thighs;
- bruises, scratches or other injuries not consistent with accidental injury;
- difficulty walking or sitting;
- persistent headaches or recurrent abdominal pain;
- unexplained pain in genital area;
- torn, stained or bloodied underwear;
- itching, soreness, discharge or unexplained bleeding;
- painful and recurrent urination;
- recurrent urinary tract infections;
• signs of sexually transmitted diseases;
• pregnancy in adolescents where the identity of the father is vague or secret.

Where an employee has concerns or is unsure whether or not observations should be cause for concern, it is mandatory that they report their concerns to the Principal.

The Principal will contact the Child Safety Services to discuss, in the first instance, that there is a concern and to seek advice as to the appropriateness of formally reporting the matter.

If it is deemed, after this discussion, that further investigation is warranted, then the Principal, on behalf of the employee who made the original observation, will report the matter to the Queensland Police Service. Reporting to the police is mandatory where an employee of the school becomes aware of, or reasonably suspects a child has been sexually abused, or is likely to be sexually abused. At this time the employee concerned must be available to give a first hand account of the situation.

It should be noted that the role of the employee is not an investigative one. Staff must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a student has been, or is at risk of harm. Neither the employee nor the Principal is obliged to obtain proof, establish the cause of harm or assess its severity.

Once a report has been made, the employee is not required to take further action, beyond the requirement to exercise a duty of care.

Evidence
The investigation of these matters is a complex and sensitive process. In the course of an investigation, officers from the child protection agencies may request permission to interview the student concerned. In most cases, in order to ensure the interests of the child are protected, the student may be interviewed before the matter is discussed with the parent/caregiver.

The responsibility for informing parents/caregivers of notifications and any interviews rests with the investigating child protection agency officers, not with the Principal. For this reason, any person making an inquiry or complaint concerning an investigation or an interview must be promptly referred to the Principal who will refer the enquirer to the appropriate Department, with the explanation that it is the responsibility of that Department to answer such inquiries or complaints.
Confidentiality
The identity of the person reporting the matter must not be revealed to any person or officer of any Department without that person’s consent.

Child protection agencies operate under strict laws of confidentiality. This means they do not divulge the identity of the person reporting the matter except to others requiring the information to perform duties under the Child Protection Act 1999, neither do they divulge information about their investigations to the person reporting the matter.

Section 22 of the Child Protection Act 1999 provides for the protection from civil liability for persons who, acting honestly, notify or give information about suspected harm to a child. It also states that merely because the person gives the notification, the person cannot be held to have breached any code of professional etiquette or ethics, or departed from accepted standards of professional conduct. Furthermore, Section 146B (5) of the Education and Other Legislation (Student Protection) Act 2003 provides similar protection with respect to reports of sexual abuse.

Support for the Student
The College has a responsibility to offer a long-term, supportive environment for all students. The following are suggested as ways to support a student who may be in need of protection:

- Treat the student with respect and dignity.
- Be sensitive to the student’s needs, feelings and concerns.
- Monitor the situation.
- Maintain confidentially as far as is practicable.
- Immediately notify the Principal if, after the initial report, any further incidents of harm are suspected.
PART F – PREVENTING STUDENT SELF HARM

During their schooling, some students may be at risk of harming themselves. This harm may occur with or without suicidal intent; or may be symptomatic of, or associated with, a known medical condition or intellectual disability.

Self-harm with suicidal intent

Youth suicide rates in Australia are among the highest in the industrialised world. Common risk factors include:

- previous attempts at suicide (most powerful risk predictor);
- depression;
- drugs and alcohol abuse;
- conduct disorder;
- disruptive and unsupportive family background;
- relationship conflicts;
- poor coping skills;
- psychiatric illnesses;
- ready availability of lethal means to commit suicide;
- copycat behaviour after an incident of self-harm by another person.

Other risk factors include:

- recent bereavement;
- chronic physical illness;
- anniversary phenomenon (of past losses or major life events);
- early loss experiences;
- school failure;
- perfectionism and overachievement as a result of students having high expectations of themselves;
- Relationship breakdowns.

Threats of self-harm by a student should be taken seriously and reported to the school counsellor and Principal immediately. It is much safer to be cautious and act on the concern, than to do nothing.

An employee who becomes aware of, or suspects, a student is experiencing significant psychological distress, should consult the school counsellor, or school based nurse (where applicable) for further advice and report the information to the Principal.

In the case of an acutely distressed student, the immediate safety of the child is paramount. An employee should ensure the immediate safety of the student, arrange for an adult to be with the student at all times and then report concerns to the Principal and the school counsellor. Employees should note, that while it is important to support a student, they should be careful not to substitute support for professional help.

Following a report, the school counsellor will meet with the distressed student, on the day of the report, to conduct an initial assessment and determine an appropriate course of action. In cases of serious concern, the Principal, or counsellor under the
direction of the Principal, will notify the student’s parents and make arrangements for access to other professional or specialist assistance.

**Self-harm without suicidal intent**

Not all cases of self-harm relate to suicidal intent. Students may engage in a variety of high risk behaviours, such as alcohol/substance abuse; drug-taking; unsafe promiscuity; cutting/burning oneself.

All school employees are expected to act to prevent all high risk behaviours occurring within the school, and support any other interventions undertaken to reduce the risk of such behaviours occurring outside the school.

Employees who are aware that a student is engaging in, or is at risk of engaging in, high risk activities should consult with the school counsellor for further advice and report their concerns to the Principal.

Following a report, the Principal will consult with the student counsellor to determine what course of action should occur. Possible actions include:

- contacting parents
- arranging professional assistance
- consulting with the local office of the Department of Families
- contacting the police, where appropriate.

**Self-harm as a symptom of a medical condition or intellectual disability**

Where it is known that a student has a propensity to engage in self harm that is symptomatic or associated with a known medical condition or intellectual disability, the school Principal, in cooperation with other qualified school staff and external treating professionals (where applicable) will develop an individual program of management to prevent or reduce the likelihood of the student engaging in self-harm at school.

The program will complement any other management procedures adopted outside the school setting to address the self harm behaviour.

The program of management will be monitored on an on-going basis and modified as appropriate to maximise socially adaptive behaviour.
## Self Harm Action List

### Actions Required – If Then Statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>If</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of / or reasonable suspicion of student self-harm with suicidal intent</td>
<td>You are a student</td>
<td>Report your concern to your Class or Care Group Teacher, or in more urgent situations notify the nearest staff member</td>
</tr>
<tr>
<td></td>
<td>You are a staff member and a student has disclosed self-harm and suicidal intent</td>
<td>Reassure the student &amp; ensure his/her immediate safety</td>
</tr>
<tr>
<td></td>
<td>You are a staff member and you are aware of, or reasonably suspect, that a student has self-harmed with suicidal intent, and the student has not disclosed this – and may even be seeking to hide his or her actions</td>
<td>Be respectful of the student's distress and personal dignity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tactfully explain and discuss with the student that you are obliged to tell a senior / qualified staff member</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediately notify Principal or HoSS, and Counsellor. Record relevant details on an Incident Report Form or Support Network Referral Form For Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take immediate steps to ensure student safety eg disarm if possible with safety, gently restrain, arrange for ambulance to be called, etc if necessary (If a firearm or other dangerous weapon is involved – extreme caution is required – arrange for police to be called)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediately notify Principal or HoSS, and Counsellor. Record relevant details on an Incident Report Form or Support Network Referral Form For Teachers</td>
</tr>
<tr>
<td>Awareness of / or reasonable suspicion of student self-harm with suicidal intent</td>
<td>You are the Counsellor / HoSS / Principal who has been notified of student self-harm with suicidal intent, either with or without disclosure</td>
<td>Meet with the distressed student on the day of the report. Continue to ensure student safety and begin to assess risk and protective factors. Reassure the student. Explain and discuss the importance of the student’s own role in recovery, and that a parent/guardian needs to be notified at some stage. Consult with Principal /Counsellor and Student Parents/Guardians regarding follow-up and arrangements for outside professional assistance. Principal to provide report to relevant state authority.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Awareness of / or reasonable suspicion of student self-harm without suicidal intent</td>
<td>You are a student</td>
<td>Report your concern to your Class or Care Group Teacher, or in more urgent situations notify the nearest staff member.</td>
</tr>
</tbody>
</table>
### Awareness of / or reasonable suspicion of student self-harm without suicidal intent

**You are a Staff Member and a student has disclosed self-harm without suicidal intent**

- Reassure the student
- Ensure student safety
- Be respectful of student’s privacy and personal dignity
- Discuss with the student that a referral will be made to the Counsellor
- Fill out a Support Network Referral Form For Teachers and consult with Counsellor as soon as possible
- Notify Principal

**You are a Staff Member and you become aware of, or reasonably suspect, that a student has self-harmed without suicidal intent. The student has not disclosed this**

- If you believe there is immediate, serious risk for the student eg blood loss, toxicity etc, intervene to ensure safety
- Otherwise, fill out a Support Network Referral Form For Teachers and consult with Counsellor as soon as possible
- Notify Principal
<table>
<thead>
<tr>
<th>Awareness of / or reasonable suspicion of student self-harm without suicidal intent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If you are the Counsellor who has been notified of student self-harm without suicidal intent, either with or without disclosure:</strong></td>
</tr>
<tr>
<td>Meet with the distressed student <strong>on the day of the report.</strong></td>
</tr>
<tr>
<td>Continue to ensure student safety and begin to assess risk and protective factors.</td>
</tr>
<tr>
<td>Reassure the student.</td>
</tr>
<tr>
<td>Set up therapeutic follow up. Discuss possible options and outcomes with student.</td>
</tr>
<tr>
<td>Consult with student and Principal regarding contacting Parents/Guardians and seeking further professional assistance.</td>
</tr>
<tr>
<td><strong>If you are the Principal who has been notified about student self-harm without suicidal intent, either with or without disclosure:</strong></td>
</tr>
<tr>
<td>Consult with Counsellor regarding contacting Parents/Guardians and seeking further professional assistance.</td>
</tr>
</tbody>
</table>
Section 2: Sample Information Leaflets for Parents and Students

A Leaflet for Parents
This leaflet has been designed to explain the child protection policy of your College. Copies might be sent out with school handbooks, reports or newsletters – they should be readily available at various points in the College.

Possible wording of a leaflet follows.

Child Protection at SALC
SALC recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our College will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper professional standards of care for students, and are not unlawful. The College will respond diligently to a report of suspected or actual harm, or risk of harm to a student resulting from either within the College or from outside of the College.

What does the College mean by harm?
Recent Queensland legislation defines harm as:
- any detrimental effect of a significant nature on the child’s physical, psychological or emotional well being. It is immaterial how the harm is caused. Harm can be caused by:
  - Physical, psychological or emotional abuse or neglect;
  - Sexual abuse or exploitation; or
  - Domestic or family violence.

How does the College protect students from harm?
The College has a comprehensive Child Protection and Anti Sexual Abuse Policy, which covers the actions to be taken if a member of staff or a parent of the College becomes aware or reasonably suspects that harm has been done to a student of the school by other staff, people outside the school or by other students.

What should you do if you become aware or reasonably suspect that harm has been caused to a student of the College by a member of staff, someone outside of the school or by other students?
You should report your concerns to the Principal or Head of Sub-School or to any other member of school staff.

What will happen next?
If you report your concerns to a member of staff other than the Principal, the member of staff will report it to the Principal immediately, or if the subject of the complaint is the Principal then the member of staff will report to the Chairperson of the College Council.
What will the Principal or the Chair of the Council do if the allegation is about the Principal?
If the Principal or Chair of the Council receives a report of harm or suspected harm to a student of the School; and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused by the Principal then it will be reported to police immediately if the harm relates to sexual abuse. Alternatively the report may be handed onto the Department of Families if appropriate; or it may be dealt with internally using other policies and procedures if the matter does not require mandatory reporting to an outside body.

What happens about confidentiality?
Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal (where it does not relate to him/her) and those directly involved. The Chairperson of the College Council may also need to be informed. It is the School's/College's policy that confidentiality between the School and parents will be respected as much as possible and any concerns raised by parents will not adversely affect their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the College is unable to promise absolute confidentiality since the steps of the Policy will require disclosing certain details involved in responding to the report, internally and externally. State authorities can require people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided is to be passed on to a third party.

Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the College.

How will the College help my child?
The Principal will ensure that the following things are done to reduce the chance of harm occurring:
- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference from his or her previous employer for each staff member engaged following the commencement of this policy.
- Ensure that each staff member and volunteer who has contact with children (and who is not excluded under this Legislation) has a current positive Suitability Notice (Blue Card) issued by the Commissioner for Children and Young People.

If the Principal receives a report of harm about your child, he/she will support the child by:
- responding rapidly and diligently to the report;
- reassuring the student;
- protecting the child’s confidentiality as much as possible;
- offering continuous support; and
- providing counselling if requested.

the Act ensures that a person providing information about harm in good faith to a person who needs to know that information is generally excused from liability for defamation.
• The Act also allows for prosecution or discipline or a person proven to have made a vexatious or malicious complaint.

**What should I do if I require more information?**
The School’s complete Child Protection Policy is available at the school administration. Parents and students can have access to this policy at any time. You may also make an appointment to discuss the policy with the Principal if you wish to clarify any matters.
A Leaflet for Students

Child Protection - Students

Every student has the right to feel safe and free from harm while at SALC. We expect you to respect your teachers and other students and we expect that you will receive the same respect in return. You should never allow yourself to feel unsafe without reporting it to someone you trust.

Who should I tell if I am not feeling safe at school or at home?
Anyone on staff, including the School Counsellor or Chaplain. If you do not feel comfortable talking to a member of staff you may like to write him or her a letter.

If you would prefer to talk to somebody outside of the school on a confidential basis, you can also call Kids Help Line which is a free call - 1800 551 800.

What will happen if I report what is happening to a member a staff?
If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Principal.

- If a false claim or statement is made there may be repercussions.

What if I don't want the member of staff to tell the Principal?
The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then the law says that the matter must be reported to the Principal and it may have to be reported to the Police. If the staff member has no choice about reporting what you have told them to someone else he or she will explain to you exactly what will happen next.

Remember the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed.
Section 3: The Personal Power Program - an example of a program to meet the requirements of the Prevention of Bullying Policy

Outlined below are the details of a Program which would meet the requirements of the School’s Preventing Bullying policy. It is just one example.

The Personal Power Program (PPP)

This program involves the implementation of the school’s bullying policy. It is a proactive program which seeks, by education, cooperation and consultation, to empower individuals to function comfortably and effectively within the school and the wider community. It seeks to build and reinforce attitudes conducive to developing respect for all individuals and allowing all individuals to reach their potential in a supportive and non-threatening environment.

The basic beliefs underlying the program and the strategies employed are:
1. Every individual has value in a community.
2. Every individual has the right to feel safe from bullying or harassment in all its forms.
3. Every conflict can be resolved. Victims and bullies both need help to solve conflict.
4. A 'No-Blame' approach is the most effective means of dealing with conflict resolution.
5. Every individual in a community is responsible for the safety of other individuals in that community.
6. Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

Stage 1 - Research and Analysis

The first step in the program is to gather data about the extent and type of bullying that may be occurring in the school. A Bullying Survey, perhaps designed by Year 9 students in their HRE program, is given to the whole school/particular year levels/ a random sample/parents, staff and students (the school needs to make its own decision about the size of the sample and the appropriate participants); and analysed to gauge the type and extent of the problem.

Stage 2 - Education and Awareness Raising

A. Staff Awareness Program (Week 1)

The results of the survey are presented to staff for consideration and discussion. As a result of the discussion the staff reaches a consensus on:
- overall philosophies
- strategies for staff use
- approaches to use with students
- how to identify problems
- the ongoing support needed by staff.
B. **Student Awareness (Weeks 2 - 6)**

The results of the survey are presented to students, accompanied by a program to raise awareness about bullying throughout the school. Possible strategies include:

- an address by the Principal to explain the school’s attitude towards bullying and policy to combat bullying;
- an address to the full school assembly by student leaders or other members of the school community;
- theme within the school that every individual in the school is responsible for the success of the anti-bullying program;
- a poster/poetry competition;
- a Students’ Against Violence Day during which the Student Representative Council sells ribbons to raise funds for a child abuse charity;
- drama performance devised by students to show some aspect of bullying;
- establishment of an Anti-bullying Committee;
- appointment of students as contact persons for those who want to report bullying - these students to receive training in readiness to take on their roles in second term; and
- identification of staff members as contact people for students wishing to report bullying.
Stage 3 - Implementation
For any incidents of bullying it is assumed that a member of staff/senior student will deal with the problem on the spot, in order to defuse the immediate conflict. Following this the following steps should be taken:

1. **Identification**
   Student reports bullying incidents/problem to student Personal Power Program mentors, PPP contact staff, or any other staff member, prefect or responsible student. The person receiving the report notifies a PPP contact staff member as soon as possible.

2. **Initial Interview**
   With one or more PPP contact staff, the victim and bully are interviewed separately, and the incident is recorded by each in writing on a standard proforma. The interviewer makes both parties aware of the bullying strategy and policy and discusses the issues surrounding the particular incident. The interviewer works with the students to devise strategies for conflict resolution. The interviewer attempts to reach a position where both parties are satisfied with the outcome; i.e. the victim feels secure and the bully is prepared to modify his/her behaviour in future. The victim understands that any further bullying must be reported immediately.
   The strategy at this stage is not to apportion blame, or to punish; but to support the victim and make the perpetrator aware of the school policy and of the consequences if behaviour does not change.

3. **Follow Up Interview**
   If the incident is repeated or the problem continues - both parties record incident/problem in writing on a standard proforma. The PPP Contact staff member interviews the victim and bully together and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. Help may be sought from a qualified counsellor at any stage.
   A letter is sent to both sets of parents explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.
   If a solution to a particular problem has not been found, the school may consider the use of an outside person, such as a trained mediator, to assist in reaching a resolution.

4. **Reinforce (as above), employ sanctions**
   - Official warnings to cease offending
   - Detention
   - Exclusion from certain areas of the school premises
   - Internal Suspension
   - Major fixed term suspension
   - Seek help from qualified counsellor
   - Permanent exclusion
Stage 4 - Reappraisal and Reaction

Records are kept, centrally, of all reported incidents of bullying in the school. These are analysed on a regular basis to ascertain major areas where bullying occurs, sex and age of victims and bullies, and strategies which have been successful. A review of the school’s policy is undertaken every 12 months, taking into account this annual data.
Building A Safe and Caring Community

Restorative Practices At
St Andrews Lutheran College

(“If it is possible, as far as it depends on you, live at peace with everyone” Romans 12:18 NIV.)

Restorative Practices (RP) is a philosophy and continuum of processes that is based on the premise that repairing harm done to people and relationships is a very effective way to resolve conflict, influence positive behaviour and build a safe, productive and caring community. A core belief is that the wrongdoings and misbehaviors that bring disruptions to classrooms, and the hurtful behaviours that are so often associated with conflict, are primarily not just “breaking rules”, but actually result in harm to individuals, groups and the whole school community.

In a school setting, there are three main goals of restorative practices:

- Restoring relationships for effective learning
- Building a safe and caring community
- Teaching social and emotional skills necessary for living an effective life in the family, the wider community and the world

In response to this, RP encourages a profound fairness, and a culture of listening across our school community. It is based on core values that build an ethos of respect, inclusion, accountability, taking responsibility, and commitment to relationships. People involved develop personal awareness and responsibility while learning and using lifelong skills such as active listening, expressing emotion, facilitating dialogue and problem-solving.

RP is also based on the belief that the people involved in a conflict, wrongdoing, or misbehaviour, need to be actively involved in the process of resolution. Imposed (and purely punitive) solutions can be less effective and less educative.

The RP continuum of interventions and processes is applicable across all levels of our school community: from more formal responses such as our Round Tables to more informal Restorative Chats. It is the cornerstone of our anti-bullying, behaviour management and pastoral care procedures and policies. Trained staff facilitate the processes. Staff, students, and parents are all encouraged to participate in a “restorative pedagogy” that builds a school culture that is fair, safe, and encourages effective learning.

References:
(Matthew 18:15-20)


Restorative Practices at St Andrews include:

- **Restorative chats**: An approach used by teachers in response to student disruption, conflict or misbehaviour.
- **The Round Table**: A community conference held to repair harm done as the result of an incident/s or to resolve conflict. A trained facilitator/mediator generally brings together all those who have been involved in the incident or conflict including those who have caused and those who have experienced harm.
- **Group or Class Conference**: A conference held when conflict or disruption involves a group or class of students.
- **Informal Conference**: A restorative approach will be used to help resolve misunderstandings/complaints/conflicts that may occur between staff members, or between students and staff members.
- **Student Services**: A centre in a sub-school supervised by trained staff where students with specialized and individual needs receive mentoring and educational/behavioural support. A “restorative room” and process allows students to calm down and reflect upon their behaviours, the harm caused and what they can do to repair harm.

**Please Note**: We expect that all members of the St Andrews community, including staff and parents will support this restorative approach to resolving conflict and creating a peaceful community. “Put-down” and “Pay-back” have no place at St Andrews.

For further information:
See our website [www.standrewslutheran.qld.edu.au](http://www.standrewslutheran.qld.edu.au) to read our full policy documents:
Round Table
Anti-Bullying and Anti-Harassment Policy – Students
Anti-Harassment, Anti-Discrimination Policy and Grievance Procedure – General
“Round Table” Policy

Introduction:

In his radical and challenging book, The Different Drum, Dr M. Scott Peck explores different aspects about what true community is. He asserts that true communities are inclusive, realistic, contemplative, safe, spiritual, and interestingly, laborato ries for personal disarmament and learning to fight gracefully. He also suggests that “in genuine community there are no sides.”

Here at St Andrews Lutheran College, we are, and want to be a community of students, parents and staff: a community in transition.

As we “flesh out” our ethos of:

* celebrating the gospel of Christ
* nurturing the individual and
* empowering lifelong learners,

...it is inevitable that we will:

* annoy
* disappoint
* enrage
* sadden
* omit
* mishear
* misinterpret
* confuse
* misunderstand
* hurt, or, at least in some way, do, or say things that lead to conflict.
To not acknowledge this fact would be to risk being what Dr Peck would call a pseudocommunity: a place where we attempt to “purchase community cheaply by pretense”\(^2\)

This policy and procedures document represents our efforts to incorporate Restorative (or Transformative) Justice into the life of our College.

We believe it is integral to building our community in a thoughtful and compassionate manner. We foresee that it can be implemented alongside, and as a part of, our existing behaviour management, and conflict resolution policies.\(^3\)

Rationale:

- “If it is possible, as far as it depends on you, live at peace with everyone” *Romans 12:18 NIV.*

Conflict provides opportunities for us to develop real community. It’s important that we make every effort to lay hold of God's possibilities. This can mean sometimes changing the way we see things, and renewing our attitudes.

- We recognize that disputes and conflict are not necessarily the same thing.

<table>
<thead>
<tr>
<th>Dispute:</th>
<th>Two or more people disagree on the facts. The disputants may seek to reach agreement, or at least agree to disagree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict:</td>
<td>A general state of negative (uncomfortable, hostile, fearful, resentful etc) feelings. Conflict may arise between two or more people</td>
</tr>
</tbody>
</table>

- From a single act of undisputed harm
- From multiple disputes in the past and/or present, or
- In the absence of any specific dispute.

Adapted from David B. Moore & John M. McDonald, *Transforming Conflict* (Transformative Justice Australia Pty Ltd, 2000), p.20
- We recognize that conflict has causes and effects:

**Conflict – Causes and Effects**

Undisputed Harm

Multiple Past Disputes  \[\rightarrow\]  Multiple Present disputes

No Specific Dispute

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- We recognize that community building needs to include conflict transformation in the available spectrum of dispute and conflict resolution strategies:

**Specific Dispute**

Conflict Minimisation

- Negotiation
- Mediation

Conflict Maximisation

- Conciliation
- Arbitration
- Adjudication

**General Conflict**

Conflict Transformation

Round Table Policy

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• The process involved in “going to the Round Table” is one of conflict transformation. The general sequence involved includes:

  • Open questions about incidents and/or issues that contributed to the conflict
  • Questions that foster broader understanding of how people have been affected
  • Opportunities to process and respond from broader understanding, and changed feelings, about the conflict
  • The opportunity for all involved to develop a plan for repairing harm and minimizing further harm

A key point is what Moore and McDonald refer to as reaching a “point of understanding-that-runs-deeper-than-cognition”. 4 This is a point of realising that the conflict is a common concern and that it can be a positive experience to “let go” and participate in the process. They go on to say that “reaching this deep or felt understanding involves individual and collective emotional transformation. The two are linked. Personal emotional transformation is directly linked with the transformation of relationships between people.” 5

The Round Table is intended to be a place of peacemaking, where the process itself, the environment of the table, and a collective intent, will facilitate the transition from conflict to co-operation.

Examples of when we would use the Round Table:

• Reported cases of malicious gossip
• Persistent disruptive and/or defiant behaviour by a student or students who have not responded to behaviour management, and especially where the conflict is deemed to arise out of conflict with particular staff.
• Some cases of bullying
• Reported cases of discrimination or vilification eg in relation to ethnicity or disability
• In some cases where a culture of “pay outs”, innuendos (sexual and otherwise) have caused harm, and needs to be transformed.
## Actions required – If Then Statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>If</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are a student</td>
<td></td>
<td>Discuss your concerns with Class or Care Group Teacher, or make an appointment to see the Counsellor to discuss options</td>
</tr>
<tr>
<td>If you are a Class or Care Group Teacher to whom student(s) have reported concerns</td>
<td></td>
<td>Record details on a Support Network Referral Form For Teachers. Consult with Counsellor or HoSS as required</td>
</tr>
<tr>
<td>You are a staff member who is concerned about conflict involving students and/or staff. The conflict may or may not involve you personally</td>
<td></td>
<td>Consult with HoSS or Counsellor</td>
</tr>
<tr>
<td>You are HoSS or Principal and you have had conflict reported to you or you are dealing a situation that involves conflict, and you believe warrants a Round Table process.</td>
<td></td>
<td>Record details on a Support Network Referral Form For Teachers as required</td>
</tr>
<tr>
<td>You are a counselor, or other staff member with appropriate training approved by the Principal.</td>
<td></td>
<td>Ensure that a completed Support Network Referral Form For Teachers is passed on to the Counsellor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reassure parties involved that this is not a punishment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure that relevant parents are notified regarding chosen process.</td>
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<tr>
<td></td>
<td></td>
<td>Under direction of , or in liaison with Principal or HoSS or in liaison with Class/Care Group Teacher, carry out Round Table process that includes notification of parents, preliminary contact with parties involved, Round Table meetings, and</td>
</tr>
</tbody>
</table>
adequate follow-up
N.B. Reasonable suspicion or awareness of harm occurring to students (as defined on Page 5 SALC CPP needs to be reported according to the CPP.

References:

3. *Building a Caring Community – A Practical Resource to support Anti-bullying Conflict Resolution Policies at St Andrews College*, (St Andrews Lutheran College, 2003) p8
4. David B. Moore & John M. McDonald, *(Sydney; Transformative Justice Australia, 2000)*, p.29
5. *ibid*
TRAINING PROVIDED TO STAFF
Insert

Flow Chart
Insert

Conflict Skills Training – checklist
BUILDING
A CARING
COMMUNITY
(Refer to your own copy)