



KINGSWAY
CHRISTIAN COLLEGE

Cricos Provider #01855M

COLLEGE POLICY

CHILD PROTECTION POLICY

VERSION
4.4

Document and Version Management

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Child Protection Policy

Kingsway Christian College Child Protection Policy is largely a protective behaviours document, in our aim to be aware, be preventative and, in a worse case scenario, have protocols in which to deal with potential complaints and/or abuse scenarios.

Commitment to Child Safe Practices

Kingsway Christian College is committed to providing a child-safe environment which safeguards all students and is committed to promoting practices which provide for the safety, wellbeing and welfare of our children and young people. Kingsway Christian College expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment.

Kingsway Christian College is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Kingsway Christian College has zero tolerance for child abuse.

Kingsway Christian College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Kingsway Christian College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Kingsway Christian College will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.

Policy Statement

- 1.1 All children have a right to be protected from harm.
- 1.2 Everyone working at Kingsway Christian College is responsible for the care and protection of the students.
- 1.3 Everyone working in the College is responsible for reporting concerns of neglect or emotional, physical or sexual abuse.

Kingsway Christian College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. See below for definitions of these terms.

Child abuse

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) 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;
 - 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.
- 3) Emotional abuse includes:
 - a. Psychological abuse; and
 - b. Being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a. Adequate care for the child; or
 - b. Effective medical, therapeutic or remedial treatment for the child.

Corporal Punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in any uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

Degrading Punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

Stakeholders

Stakeholders in this policy are the students, the parents/guardians, staff, the Board and the community, who all have interest and/or may be affected by potential Child Protection issues.

Why have a Child Protection Policy?

- Student care and safety
- Create a safe and positive school environment

- Diminish any opportunities for potential abuse
- Catastrophic impact of abuse on victims and school
- Legal reasons

Review

The Kingsway Christian College Child Protection Policy will be reviewed regularly as part of College planning and review, or as a result of legal changes.

Definitions of Maltreatment

The result of action or inaction on the part of the person who has responsibility to care for a child that results in harm or injury to the child. The harm may include delayed physical and/or intellectual development. The maltreatment may include one or all of:

- a. **Emotional Abuse:** an attitude or behaviour by a person towards a child that causes emotional harm. It can include rejection or refusal to accept a child, terrorism, bullying, isolation, continual belittlement and exposure to chronic or serious domestic violence. Emotional abuse may be evidenced through disturbed behaviour or the impairment of the child's emotional, intellectual or social development.
- b. **Physical Abuse:** physical harm caused to a child. It includes 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 or excessive discipline.
- c. **Sexual abuse:** Sexual abuse is defined by the Act in section 124A as:
 '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.
 This legislation is not intended to capture all sexual activity involving children and young people. Reference should be made to consent laws in Western Australia.
- d. **Neglect:** failure of a parent/caregiver to provide a child with the basic necessities of life. These include adequate supervision, healthy food, suitable clothing, medical care and emotional security.

NB. Adults also need to be aware that research indicates a substantial proportion of abuse is perpetrated on children and youth by other youth.

Definition of child

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

Indicators of Child Abuse and Neglect

The following is not an exhaustive list and examples are not necessarily exclusive to a single list. Children frequently show indicators from more than one category. Any of these indicators may suggest that a child is being abused, neglected or at risk of harm, however indicators should be

viewed in the context of the student’s age, medical and developmental history and capabilities. In addition, mental illness, substance abuse and domestic violence within families.

Physical Abuse

<p>Physical Indicators</p> <ul style="list-style-type: none"> ➤ Bruises ➤ Burns ➤ Hair missing in tufts ➤ Lacerations and abrasions (especially to eyes, lips, gums and mouth) ➤ Missing or loosened teeth ➤ Self-mutilation ➤ Welts 	<p>Behavioural Indicators</p> <ul style="list-style-type: none"> ➤ Fear of adults ➤ Frequent absences, with or without explanation from parents/caregivers ➤ Guarded or evasive answers to questions about causes of obvious injuries ➤ Injuries that are not consistent with a child’s explanation of them ➤ Disclosure of abuse directly to an adult or indirectly to a friend ➤ Fear of going home
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Emotional Abuse

<p>Physical Indicators</p> <ul style="list-style-type: none"> ➤ Depression ➤ Eating disorders ➤ Lethargy or fatigue ➤ Symptoms of stress ➤ Evidence of drug abuse or dependence ➤ Wetting, soiling, smearing ➤ Psychosomatic complaints ➤ Psychological Trauma 	<p>Behavioural Indicators</p> <ul style="list-style-type: none"> ➤ Aggressive or delinquent behaviour ➤ Attempted suicide ➤ Excessively complaint or passive behaviour ➤ Excessive shyness or withdrawal ➤ Low self-esteem ➤ Fire setting ➤ Truancy or school avoidance ➤ Deliberate harming of animals ➤ Poor peer relationships
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Neglect

<p>Physical Indicators</p> <ul style="list-style-type: none"> ➤ Abandonment ➤ Poor hygiene ➤ Lack of adequate or suitable clothing ➤ Inadequate nutrition ➤ Lack of medical or dental care ➤ Constant fatigue ➤ Developmental delays ➤ Untreated sore, boils or lice ➤ Lack of adequate supervision 	<p>Behavioural Indicators</p> <ul style="list-style-type: none"> ➤ Falling asleep in school ➤ Poor school attendance or alternatively always attends school, even when sick ➤ Poor academic performance ➤ Steals or begs for food or eats from bins ➤ Dull, apathetic appearance ➤ Engages in vandalism ➤ Engages in sexual misconduct ➤ Uses drugs or alcohol ➤ Early arrival at school or reluctance to leave
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Sexual Abuse

<p>Physical Indicators</p> <ul style="list-style-type: none"> ➤ Bruises or bleeding from external genitalia, vagina or anal regions 	<p>Behavioural Indicators</p> <ul style="list-style-type: none"> ➤ Disclosure of involvement in sexual activity directly to an adult, indirectly to a friend or
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- Blood stained underwear
- Pregnancy or fear of pregnancy
- Signs of pain, itching or discomfort in the genital area
- Urinary tract infections

in a disguised way e.g. 'I know a person who...'

- Inappropriate expression of affection
- Inappropriate interest in sexual matters
- Evidence of sexual themes in artwork, stories or play
- Possession of pornographic materials
- Promiscuity, exposure of sexual behaviour towards others
- Use of sexual language inappropriate for child's age
- Reluctance to change clothes in front of others
- Wearing inappropriate clothing
- Fear states e.g. anxiety, depression, obsessively neat, socially withdrawn or overly compliant behaviour
- Poor peer relationships
- Inability to concentrate in school

The Department of Communities website includes information about [Recognising Child Abuse](#).

Common Myths About Child Abuse

An accurate understanding of the dynamics of child abuse is important, as the impact on the victim can be life changing. Common outcomes of abuse include drug abuse, suicide, eating disorders, low self-esteem, psychosomatic illness and self-mutilation.

Common myths about sexual abuse:

- Sex between adults and children is not dangerous if it is in the context of a loving relationship
- It is not the abuse which causes the problem but the effects of the intervention of others
- Those abused turn into abusers
- Children frequently lie about sexual abuse
- Sexual abuse is more common in lower socio-economic areas and families
- Only men sexually abuse children
- Sexual abusers are readily identified by 'normal' people

Common myths about general abuse:

- There will not be a problem because all the volunteers/employees are female
- There will not be a problem here because the young people come from privileged backgrounds and will complain if there is an issue of abuse
- If we get the selection procedures right we will eliminate the possibility of abuse
- We use police clearances here, so we are covered
- It is one of the other children's parents/brothers/sisters to whom I am entrusting the child/ren, so it will be OK
- We did not need to screen Mr Brown because he is a friend of the teacher, president, etc.
- My workers, volunteers and casuals are youth themselves so there is no risk
- We are pretty good at identifying young people here who are a bit 'odd'

Capacity to Recognise Abusers

On the whole, abusers are the least obvious people in our community. Many abusers hold positions of trust within the community with easy access to children and families.

A child abuser can be a member of the family or someone close to the family. A child abuser usually spends a lot of time grooming the child/ren with the child being made to feel that they are in some way complicit in the acts, thus making disclosure difficult.

Policy

1. Duty of Care

All College employees have a duty of care for students at Kingsway Christian College.

- Principal
- Teaching and non-teaching staff
- Voluntary staff

2. Other Policies

The Kingsway Christian Child Protection Policy does not work in isolation, but interconnects with other College policies and protocols, including:

- Staff Code of Conduct (as outlined in Staff Handbook)
- Discipline Policy
- Excursion Policy
- Staff Recruitment Procedures
- Bullying Policy

3. Requirements for Working With Children Checks and Police Clearances

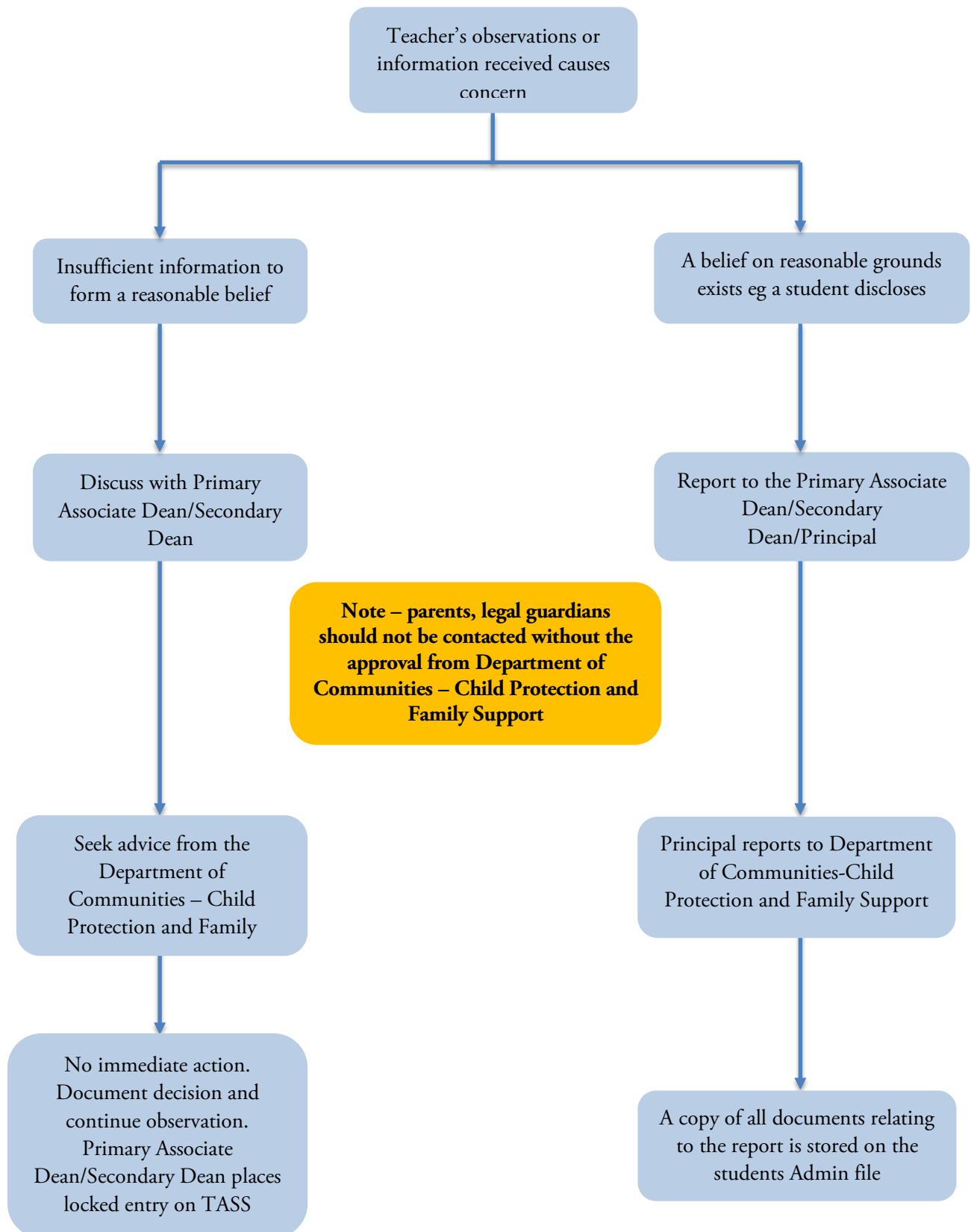
Teachers: All teachers are required to be registered with TRBWA, and as such are required to have Working With Children Checks and Police Clearances. The HR manager ensures that teaching staff are up-to-date with TRBWA registration.

Other College Staff: All other College staff are also required to have a WWC Check and a police clearance. The HR manager ensures that these checks and clearances are kept up-to-date.

Board and Board Committee Members: All Board and Board Committee members are also required to have a WWC Check and a police clearance. The HR manager ensures that these checks and clearances are kept up-to-date.

Contractors: Any contractors working during the school day are required to have WWC checks and police clearances as part of their contractual obligations. The Property and Services Manager, under the oversight of the Executive Business Manager, ensures that this requirement is met.

4. Notification Steps for Child Abuse (excluding sexual abuse)



5. Response to Abuse or Neglect

There may be times where a student makes a disclosure about abuse or neglect. Staff should be aware of the immediate needs of the student and what to do in these circumstances.

- Use “protective interrupting” if students begin to disclose in class or in a public area.
- Acknowledge that you have heard them and stop them from disclosing any further
- Be supportive and gently indicate that they might tell you about it in a more private situation, and
- Quietly arrange to see them as soon as possible, in a situation away from other students
- Establish clear limits of confidentiality
- Listen attentively
- Listen to students in a private location within the school
- Be supportive and understanding
- Be empathetic to student’s feelings
- Acknowledge that it is difficult to talk about such things
- Try to identify student’s fears
- Let the student tell the event in his or her own words
- Accept what is said – only the minimum of information is required
- Reassure the student that it is right to tell, that they are believed and that they are not to blame
- Be calm and non-judgemental
- Tell students that a report will be made to a person who will be able to provide protection
- Allow students the option of support during an agency interview and reassure them of the availability of continuing support
- Document the disclosure and subsequent discussion and actions
- Explain what will happen next
- Try and stay with the student until necessary steps have been taken to ensure safety and support (as directed)

Staff must be mindful that they do not:

- Push for details or to conduct an investigation. Other agencies have this responsibility
- Express judgement of the student, perpetrator or family
- Get angry, upset or show shock
- Blame students
- Put words in the student’s mouth or interrogate, as this could jeopardise the interviewing process of CPFS (Child Protection and Family Support) and police
- Promise not to tell when there are clear limits of confidentiality
- Give a lecture about right or wrong
- Say “forget it”, “you’ll get over it” or other such minimising statements
- Give excessive pity
- Engage in general staffroom discussion about the disclosure

Staff must be aware that a disclosure can arouse in them strong feelings of shock, anger and helplessness. It is important to control these feelings – they can be worked through after the disclosure with the Principal, Counsellor, etc.

6. Mandatory Reporting of child Sexual Abuse

Since the 1st January 2009, the *Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008* comes into effect and covers mandatory reporting of child sexual abuse in Western Australia.

Mandatory Reporters

It is mandatory for school teachers and nurses to report directly to CPFS a belief formed on reasonable grounds that a child is being or has been subjected to sexual abuse. Penalties apply for not reporting. The College adheres to the Mandatory reporting legislation as set out in the *Children and Community Services Act 2004 (WA)*. Only child sexual abuse is covered by the mandatory reporting obligation. However, teachers and school nurses are expected to report other forms of abuse (physical, emotional and neglect) to the Principal.

Non-Mandatory Reporters

The School requires all other concerned persons (which includes Staff, Contractors, Volunteers and Parents) who are not legally required to do so, to report sexual abuse and any other abuse set out in this Policy directly to the Principal immediately. When hearing and responding to disclosures of Child Abuse it is very important for the adult receiving the disclosure to act appropriately to ensure the child is listened to and protected.

When does a mandatory reporter make a report?

Mandatory reporters must report a belief, based on reasonable grounds which is formed in the course of their work, paid or unpaid, that a child has been the subject of sexual abuse or is the subject of ongoing sexual abuse. This means that teachers working outside of the school grounds are also required to report when working in either a paid or unpaid capacity. For example, tutoring, volunteer teacher at youth centre, working as a Sunday school teacher.

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

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

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

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

How does a mandatory reporter make a report?

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

There are two ways to make a report - verbal or written.

A verbal report is preferred in the first instance as it allows the Mandatory Reporting Service to ask clarifying questions and gather as much information as possible. However, it must be followed by a written report as soon as is practicable, usually within 24 hours. To make a verbal report, the Mandatory Reporting Service can be reached on 1800 273 889.

Failure to follow up a verbal report with a written report as soon as is practicable may result in a fine of \$3,000. A written report form can be downloaded from the Mandatory Reporting website [Make a report \(dcp.wa.gov.au\)](http://dcp.wa.gov.au) or completed [online](#).

If you do not have access to a computer, the form can also be mailed out to you. Once you have completed your written report, it can be returned using the following methods:

Email to: mrs@dcp.wa.gov.au

Post to: PO Box 8146

Perth BC WA 6849

Once you have lodged a report, you will receive an acknowledgement receipt. This receipt is proof that you have made a report so it is important that you keep it.

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

The mandatory reporter will receive a feedback letter advising them of the District Office it has been referred to, or whether no further action was recommended by the Mandatory Reporting Service.

If the Principal is informed, or becomes aware, that a mandatory report has been made, the Principal will notify the Department of Education of a critical incident.

Powers of Child Protection and Family Support

The following powers of CPFS (Child Protection and Family Support) under the *Children and Community Services Act 2004* includes:

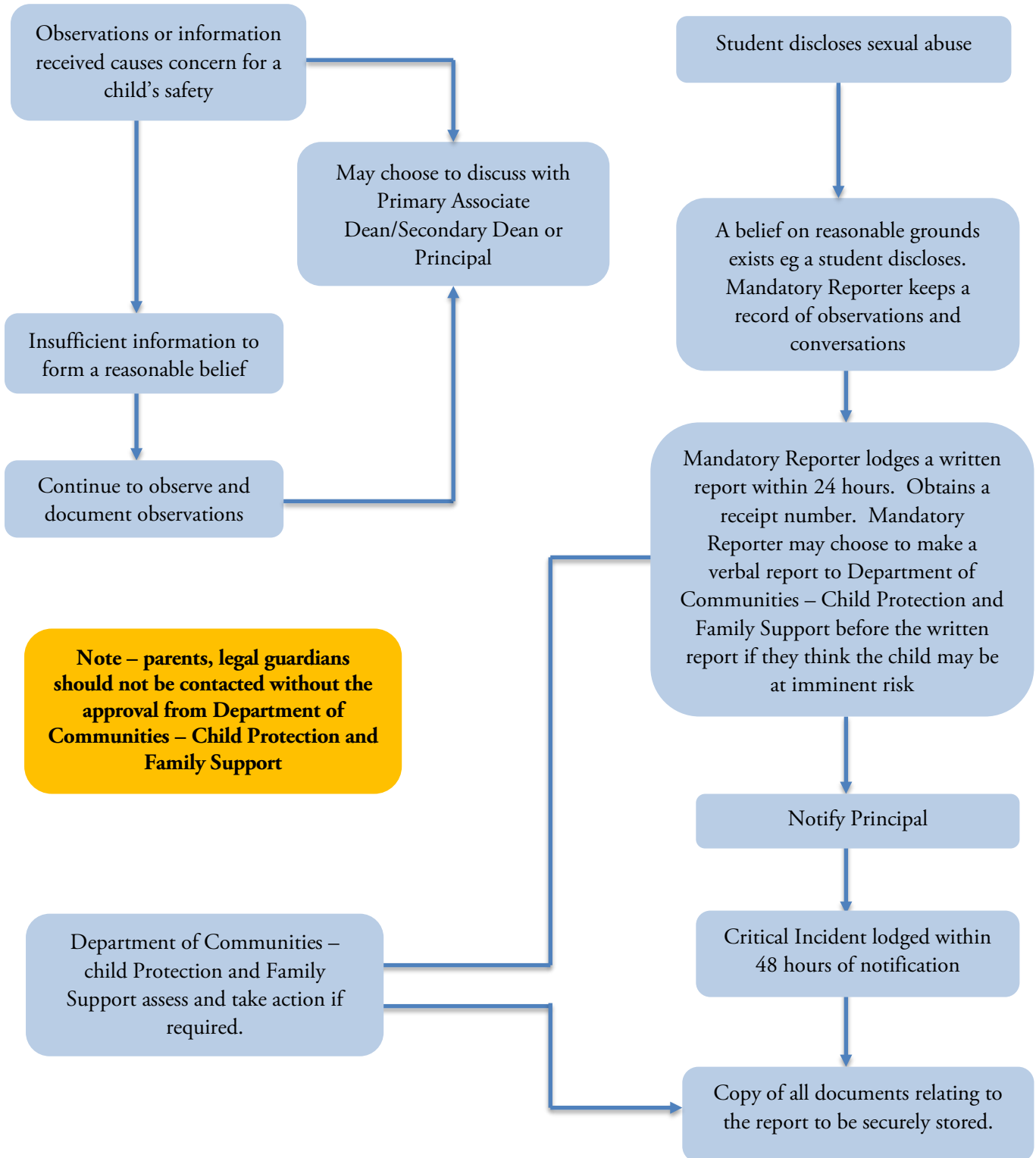
Apprehension of children in need of care and protection(without warrant)

Interview the child: CPFS (Child Protection and Family Support) has the authority to interview the child at school before contact is made with the parent/caregiver. Before doing so, the Principal or the Principal's delegate at the College must be notified. The child should have the option of having support at the interview from a staff member of their choosing.

Removal of children from the school: CPFS (Child Protection and Family Support) officers may remove a child from the College if they have the permission of the parent/caregiver or if they have apprehended the child. The Principal should be satisfied that all conditions have been met before this occurs and document all conversations.

Medical examination: CPFS (Child Protection and Family Support) may require that a medical examination occur as soon as possible so that bruising, marking and other symptoms can be recorded for future reference. This would normally take place at either PMH or the Community Child Health Services Centres. This examination can only take place if permission has been obtained from the parent/caregiver or the child has been apprehended (when parent/carer permission is not obtained).

Notification Steps for Child Sexual Abuse



Confidentiality and Legal Protection

The identity of the reporter is required to be kept confidential, except in limited circumstances. Section 124F(2) protects a reporter's identity from being disclosed. Disclosure of a reporter's identity carries a maximum fine of \$24,000 and 2 years imprisonment.

There are exceptions where a reporter's identity is permitted. Even where disclosure is allowed, consideration will be given to ensuring the reporter's safety has been taken into account. Examples of when a reporter's identity may be revealed include:

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

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

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

Where to go for information and assistance

The Department for Child Protection is the agency responsible for the new legislation regarding the mandatory reporting of child sexual abuse. The Mandatory Reporting Service has been established by the Department to receive and investigate reports of sexual abuse.

The Department for Child Protection has established a [website](#). Information on this website includes frequently asked questions and a copy of the report to download.

The Mandatory Reporting Service can also be contacted through the following ways:

Telephone: 1800 708 704

Email: mrs@dcp.wa.gov.au

Fax: 1800 610 614

Post: PO Box 8146, Perth BC, WA 6849

Storage and Retention of Notes and Reports

Because the reporting obligations under the Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008 are obligations placed upon the teacher personally, it is recommended that the teacher:

- (a) Keep a copy of the report and any notes the teacher provides to the Department of Child Protection in compliance with their obligations under the Act:

- (b) Keep a record of receipt by the Department of Child Protection of the report (this is usually in the form of receipt number) as evidence that the report was made to the Department of Child Protection;
- (c) Keep a copy of the report and any notes the teacher provides to the College;
- (d) Should retain copies of any notes, the report and the receipt of the report by the Department of Child Protection, when the teacher leaves the College.

Understanding Grooming Behaviour

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs, but is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator, this generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person, via cyber media and/or other forms of communication.

A committed offender will employ grooming behaviour from an early stage and because it is so subtle and gradual the child may not even be aware that the actual abuse when it occurs, wrong or harmful. The grooming occurs with the child but also with those supporting networks around the child which might normally act as a deterrent or protective element. The perpetrator will invest significant energy and patience to minimise the risk of detection and exposure.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child. As a result, the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. This is a deliberate strategy employed to maintain the secrecy of the abuse and to ensure the silence of the child.

The groomer will exploit any vulnerabilities of the protective elements around the child, including parent and family circumstances and school systemic weaknesses. Groomers are very adept at identifying anomalies, boundary ambiguities and any lack of systemic awareness, and then using them to deflect attention from their own actions and intentions.

While distinguishing between appropriate intent and inappropriate intent is often difficult, particularly for a child, it is essential that schools have very clear expectations and boundaries around employee behaviours so that there can be rigorous accountability when dealing with staff.

Schools must work to improve their knowledge and understanding in this area so they are able to challenge existing practice, recognise unprofessional behaviour and build a shared understanding of what a safe school is.

Grooming behaviour with children may include, but is not limited to:

- Selecting, befriending a child and gaining his or her trust, exploiting the child's vulnerabilities.
- Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitized to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviour with adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuser may appear to be the only one who understands him/her.
- Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognizing and filling the adolescent's need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person's role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.

In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator

- promotes self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful.
- raises doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations.
- fosters dependency as someone the family can rely on.
- positively represents child to others so as to be perceived as someone who would never harm the child.

Preventing or interrupting the grooming process:

Schools unfortunately provide a vast array of opportunities for groomers to enact the grooming process. Some abusers have a particular preference for children within particular age bands and some studies have shown that groomers will take child focused employment primarily to get access to a particular cohort of children.

Within a school context, holding all staff members accountable to the school Code of Conduct and challenging boundary crossings and violations is one of the most effective strategies to combating grooming behaviour.

Cyber Predators

The internet is one of the main sources of communication for young people today. The popularity of various social media as well as chat rooms, discussion groups and interactive games makes them a very attractive place for predators as they can remain virtually anonymous whilst participating in a range of paedophilic activity. There are significant concerns in this area, and schools, parents and students need to be informed consumers of this space.

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

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

HOW TO REPORT

If you think a child is in immediate danger, call Triple Zero (000).

This section provides information and facilities to help you report inappropriate, harmful or criminal activities that **occur online or via a mobile device**.

This information is for people who live in **Australia only**.

	<u>Report online child sexual exploitation</u> Report inappropriate sexual behaviour towards a child.
	<u>Report inappropriate content</u> Report internet content which you believe is prohibited or inappropriate.
	<u>Report cybercrime</u> Report cybercrime to the Australian Cybercrime Online Reporting Network (ACORN).
	<u>Report cyberbullying</u> Report cyberbullying of adults to ACORN or children to the eSafety commissioner.

7. Children Left at School

- i.** All avenues must be used to contact the child's family or emergency contacts.
- ii.** If the College is unable to make any contact with the child's family, the Principal may contact CPFS (Child Protection and Family Support).
- iii.** In order to ensure students are adequately supervised at the end of the school day, College staff will collect any unsupervised Primary children at 4pm and have them supervised by Kingsway Afterschool Care on our behalf.

8. Staff Recruitment

Human resources practises are reviewed regularly to ensure that all new employees and volunteers are adequately screened, trained and supervised. It includes:

- Application form, screening and reference checks
- The College's commitment to student protection is made clear through the information given to applicants i.e. Staff Handbook
- Assessment of all positions within the school community – identification of risk and safeguards
- Job descriptions
- Notification of potential employees that they must participate in orientation, training, supervision and performance management
- Behaviour Codes of Conduct
- Screening of relief staff / temporary staff