Early Learning and Care

Induction & Annual Update
Our Vision

Inspired by the person and teaching of Jesus Christ, we serve the communities of the Catholic Diocese of Rockhampton.

Our Mission

Providing:
• life-long faith education
• Religious Education
• relevant, holistic, quality education

Assisting all in their search for meaning for life

Approved by the Diocesan Education Committee 14 March 2014
Early Learning and Care Centres and Services Governance Model

Catholic Education Diocese of Rockhampton

Early Learning and Care Centres and Services Pastoral & Community Framework:

- Diocese of Rockhampton
- Diocesan Catholic Education Office
- Catholic School Community (incl. School Board)
  - Long Day Care Service
  - Kindergarten Centres
  - Schools & Colleges
  - Outside School Hours

Early Learning and Care Centres and Services Legislative and Financial Framework:

- Family Day Care Services
  - Not Applicable
- Centre-based Services
  - Approved Provider
  - Nominated Supervisor
  - Educational Leader
  - Educators
- School-Age Services
  - Approved Provider
  - Nominated Supervisor
  - Educational Leader
  - Educators
Please familiarise yourself with these documents and refer to them for more in-depth information. They should be available to all staff and families at the service.
Job Requirements

- Know and understand conditions of employment and duties (position description)
- Maintain a good working knowledge of the legislation, policies/procedures, standards and procedures relating to the role
  - Copies are available and accessible to all staff
  - Code of Conduct (embedded in Policies and Procedures)
- Behave honestly, pastorally, ethically and to the best of your ability
Protocols

- Follow all reasonable and lawful instructions given by a person in authority unless
  - A health and safety risk exists
  - A conflict of interest exists
  - It involves an unlawful or criminal response
  - It does not comply with policies and procedures

- Disagreeing with an instruction is not sufficient reason not to comply
Workplace Behaviour & Personal Conduct

- Treat all staff, children and families honestly and fairly, and with proper regard for their rights and obligations
- Acknowledge and respect the diverse backgrounds and views of others
- Ensure you work in ways that keep the workplace healthy and safe
  - Support families and the community to contribute to the operations of the service
  - As people working in the name of the Church, members of staff are not only in a legal relationship but are also in a pastoral relation with children at the service
  - Staff should familiarise themselves with the “Integrity In Relationships - Principles and Standards for Staff in Catholic Schools”, Code of Conduct, ICT Protocols, Child Protection Reporting documents.
Workplace Behaviour & Personal Conduct

- Relationships with staff, children & families must be professional at all times and must always by in the best interests of the child.
- Ensure the rights and dignity of children, staff and families are safeguarded and upheld in line with relevant duty of care provisions
Alcohol & Drugs

• The policies relating to illicit and prescription drugs, smoking and use of alcohol must be strictly adhered to at all times
• Ensure that you are familiar with the policies (outlined in associated procedures).
Dress Standards

- Reflect appropriate workplace health, safety and security considerations applicable to the job and work environment.
- Be mindful that you are a role model for children as well as representing the Catholic Parish/School and Catholic Education Diocese of Rockhampton.
- Professional presentation is required.
- Closed in shoes or secure shoes to be worn at all times unless “Barefoot Risk Assessment” conducted.
- Inappropriate tattoos and/or piercings are to be covered at all times when in the workplace. Piercings deemed by the employer to be a safety risk may need to be removed or covered to prevent injury to the employee or others.
**Duty of Care**

- Refers to the general legal duty to take reasonable care to avoid causing harm to another person (children, their families, and staff).
- Staff are seen as role models. They have influence on the children they come into contact with, and therefore have responsibilities.
- Personal mobile phones are not to be kept on your person whilst responsible for children unless authorised. Authorisation is required for each separate instance.
- All disclosures, suspected harm or injuries are to be reported & discussed with the Principal/Early Learning & Care Coordinator/Director – Diocese of Rockhampton/Assistant Director Schools to establish appropriate course of action.
- Avoid negligent conduct by:
  - Giving sufficient attention to your actions and decisions.
  - Obtaining the direction and advice of your line manager if unsure how to proceed.
Staff are required to report the following:

- Hazards;
- Injury/Illness/Incidents involving children;
- Injury/Illness/Incidents involving staff (must be forwarded to the Catholic Education Office).
- Attendance of emergency services at the centre/service
- All child protection concerns
- All concerns regarding the service and its operations

Forms for reporting such matters are available on our online portal/on file at the service/by contacting Early Learning & Care Coordinator.
Through the Early Learning and Care Coordinator, the following notifications must be made to the Department of Education and Training:

- change to hours of operation,
- change of location for operating the service,
- change of Nominated Supervisor, refurbishments/ renovations,
- closure of a service,
- suspension or cancellation of teacher registration/ working with children card,
- serious incident where a child received or ought to have received urgent medical attention
- death of a child,
- complaints regarding health & safety or well-being of a child is compromised, or law is breached.
Performance Appraisal/Review

- The appraisal process provides an annual opportunity to reflect on professional practice, receive feedback on performance, and identify areas for development.

- The central driver is the continuous improvement and enhancement of services.

- This is a ‘strengths-based’ process where we build on the abilities of our educators to support positive outcomes.
Rockhampton Centacare Employee Assistance Program provided by Catholic Education Diocese of Rockhampton

- Catholic Education Office demonstrates a commitment to the physical and emotional wellbeing of staff
- Staff and/or immediate family can access the program for personal or work related problems
- All staff have direct access to the free program; no referral is necessary
- A highly confidential and professional service which at no time identifies any person to the employer
Disciplinary Process - Staff

- Exists to ensure that the conduct of staff is in line with policies and procedures
- Is not the same a performance appraisal/review.
- Occurs when staff are not meeting expectations in performance of duties.
- Always undertaken from a performance improvement approach.
- All dismissals must be notified to the Assistant Director Administration, Early Learning & Care Coordinator and/or Principal.

- Serious Misconduct
  - Dismissal will usually be summary (immediate)

- Progressive Discipline
  - A progressive process would be followed if required;
  1 - Informal Disciplinary meeting;
  2 - Formal Disciplinary meeting & written warning.
  3 - Formal Disciplinary meeting & final warning
Serious Misconduct

Is defined as:

- Willful or deliberate behaviour by an employee that is inconsistent with the continuation of the contract of employment;
- Conduct that causes imminent and serious risk to the health and safety of a person or the reputation, validity or profitability of the employer’s business.
Serious Misconduct cont.

- Can include but is not limited to
  - Abuse or neglect of a child (including the use of unnecessary physical force)
  - Stealing money or property
  - Improper use of property or funds
  - Fraudulent recording, alteration or destruction of records
  - Representing the organization to external parties without authorization.

- Staff must respect the obligation of colleagues to disclose information on alleged improper conduct

- Where you are the subject of an allegation you
  - Must not make any contact with that person
  - Will be given the opportunity to respond to any allegations
Grievance Procedures

• Exist to avoid the negative consequences of unresolved grievances
• You can raise a grievance concerning any aspect of employment
• When raised, it is the responsibility of management to fairly manage in accordance with policy and procedures
• Staff members will not be victimized for raising a grievance in the course of their employment
Criminal Charges & Convictions

• The Nominated Supervisor/Principal/ Early Learning & Care Coordinator/ Assistant Director Schools must be notified about any charge or conviction of an offence that may impact employment. For example:
  - Loss of drivers licence when this is a requirement for the position
  - Conflict with the standards set down under the Suitability Check for the Commission for Children and Young People and Child Guardian (blue card)
Integrity

• Staff will
  ❖ Support and model the ethos of Catholic Education – Diocese of Rockhampton
  ❖ Disclose misconduct
  ❖ Be fair, honest and timely in the performance of duties, making decisions and allocating resources
  ❖ Follow all sections in the Catholic Education Code of Conduct
Conflict of Interest

It is a staff member’s responsibility to:

• Identify and resolve any potential or actual conflicts between personal/professional interests
• Not use position, status or authority to improperly influence a decision
• Where a conflict occurs resolve the matter in favour of children’s/families interests
• Advise the Nominated Supervisor in writing of any personal or immediate family private interest that may give rise to a conflict of interest with official duties

Do not accept gifts or benefits where

❖ Those gifts or benefits are not token
❖ The receipt of such a gift or benefit could be perceived to disadvantage the child/family
Other Employment

- Unless otherwise agreed Catholic Education – Diocese of Rockhampton will consider that it is your primary employer
- If employment (including volunteer work) is undertaken outside it must not:
  - Adversely affect the performance of duties
  - Create a conflict of interest now or in the future
  - Use the resources or facilities of Catholic Education
  - Conflict with the values of Catholic Education
Privacy

Please refer to our Catholic Education Privacy Portal:

- [https://portal.rok.catholic.edu.au/100/SitePages/Privacy.aspx](https://portal.rok.catholic.edu.au/100/SitePages/Privacy.aspx)

- All staff receive a Standard Collection Notice that outlines the collection and distribution of confidential information

- All staff and volunteers must sign a Confidentiality Agreement
ICT Protocols

Please refer to the ICT Code of Practice for Employees of Catholic Education:

https://portal.rok.catholic.edu.au/100/SitePages/Staff%20ICT%20Code%20of%20Practice.aspx
CHILD SAFETY
YOU can make a difference in a child’s life!

(click below to play)
https://www.youtube.com/watch?v=yfd_Kn-SXd0&feature=youtu.be
1. Maintain CONFIDENTIALITY
2. This online forum is not the setting for self-help so please think about the setting before disclosing your own issues (if any).
3. Support (Self-Care) – Child abuse is a sensitive topic; you may need to have a break during the session.
Pope Francis

“Families need to know that the Church is making every effort to protect their children. They should also know that they have every right to turn to the Church with full confidence for it is a safe and secure home.”

(2 February 2015)

WHY STUDENT PROTECTION?

LEGISLATION

- Child Protection Act 1999 (QLD)
- Commission for Children and Young People and Child Guardian Act 2000 (QLD)
- The Education (Accreditation of Non-State Schools) Regulation, 2001
- Education (QCT) Act 2005
- Education (General Provisions) Act 2006 and Regulation 2006(QLD)
- The Education and Training Amendment Act 2011
- The Education Legislation Amendment Act 2012
- Education Legislation Amendment Regulation (No. 1) 2014
- Child Protection Act 1999 (2014 Amendments)
Catholic Education, Diocese of Rockhampton is committed to the implementation of student protection strategies and procedures that are intended to prevent harm to students, and to respond quickly and effectively when they suspect or are informed of any type of harm to a student caused by any person.
Children who grow up in abusive environment may experience some or all of the following consequences:

- Low self esteem
- Poor academic achievement
- Difficulty forming positive peer relationships
- Difficulty forming trusting relationships
- Difficulty choosing suitable, non-abusive partners
- Difficulty parenting
- Emotional instability in adulthood
- Inappropriate or limited range of responses in various situations, e.g. aggressive or excessively passive behaviour
- Drug or alcohol abuse

Consequences of these behaviours may be:

- Difficulty completing education thus limited employment prospects and increased possibility of poverty;
- Poor choice of partner for example, of women, entering a relationship with a violent partner;
  - Limited parenting skills thus perpetuating a cycle of inadequate parenting;
  - Drug and alcohol abuse which may lead to criminal activity

THERE ARE MANY COSTS TO A SOCIETY WHICH HAS INDIVIDUALS WHO DO NOT FUNCTION TO THEIR HIGHEST PERSONAL AND SOCIAL CAPACITY
Definitions & Indicators
Harm to students can take many forms and may be caused by the actions of:

a) a fellow student;

b) A volunteer whose presence in the school or service has been authorised;

c) someone at a distance from the immediate school or service community such as parent/caregiver, relative, neighbour friend of family or stranger;

d) the student himself or herself;

e) a member of the staff (or other staff member of CEO), religious, priest, or lay person, whether teacher, ancillary staff or connected to the school in some administrative or pastoral capacity;
Physical Abuse

Physical abuse is commonly characterised by physical injury resulting from practices such as punching, beating, shaking, biting, burning or otherwise harming a child.
Possible indicators of " PHYSICAL ABUSE "

Physical indicators of physical abuse

- Bruises or welts, often of different ages
- Burns, scalds, sprains, dislocations, bites, cuts
- Fractures, especially in an infant
- Lacerations or abrasions
- Poisoning
- Shaking injuries, eg. retinal haemorrhage
- Internal injuries

Possible behavioural indicators

- Parent gives inappropriate explanation of child’s injury
- Wariness of adult contacts
- Inappropriate clothing, eg. long sleeved jumpers on hot days
- Apprehension when other children cry or shout
- Behavioural extremes, eg. aggressiveness/ withdrawal
- Fear of parents
- Afraid to go home
- Excessive compliance
- Extreme wariness
- Attaches too readily to strangers

Physical neglect which results in injury

Examples would include:

- Infants and young children being left unsupervised in the home, on the street, or in the car
- Children being left in the care of older children or adult whom the parent/caregiver does not have enough knowledge to assume that they will be adequately able to care for their child.
Emotional Abuse

Emotional abuse tends to be a chronic behavioural pattern directed at the child/young person whereby their self esteem and social competence is undermined or eroded over time.

A child/young person can also experience emotional abuse by being exposed to a dysfunctional environment which includes domestic violence.
**Physical indicators**

There are few physical indicators of emotional abuse although emotional abuse is sometimes accompanied by physical abuse or sexual abuse.

Emotional abuse can cause delay in physical, emotional, and mental development. Professionals may be alerted to possible emotional abuse by observing interactions between the parent(s) and child which appear rejecting, threatening or cold.

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**Possible indicators of "EMOTIONAL ABUSE"**

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**Possible behavioural indicators**

- Very low self-esteem
- Compliant, passive, withdrawn, tearful and/or apathetic behaviour
- Aggressive or demanding behaviour
- Anxiety
- Serious difficulties with peers and/or adult relations
- Delayed or distorted speech
- Regressive behaviour, eg. soiling, wetting.
Neglect is characterised by the failure to provide for the child/young person’s basic needs. This can occur through direct and deliberate action or by omission or deliberate inaction to care for the child/young person.
Physical indicators

- Consistent hunger
- Failure to thrive or malnutrition
- Poor hygiene resulting in health problems and/or ostracism by peers
- Inappropriate clothing, e.g. summer clothing in mid winter
- Consistent lack of supervision, especially in dangerous activities or for long periods
- Unattended physical problems or medical needs
- Abandonment
- Health of dietary practices which endanger a child's health or development

Possible indicators of "NEGLECT"

Possible behavioural indicators

- Stealing food
- Extended stays at school
- Constant fatigue, listless or falling asleep in class
- Alcohol or drug abuse
- Child states there is no caregiver
- Aggressive or inappropriate behaviour
- Isolation from their peer group
Definition of Sexual Abuse

Sexual abuse occurs when an adult, stronger child or adolescent uses their power or authority to involve a child in sexual activity.

Sexual abuse can be physical, verbal or emotional. It may involve physical contact with another person, but not necessarily so.
It is estimated that:
- 1 in 4 girls and
- between 1 in 7 and 1 in 12 boys
are victims of sexual abuse. (James, 2000)

Girls and boys of all ages are sexually abused and victims are sometimes toddlers, young children and even babies. (NSW Child Protection Council, 2000)
During 1996 in Queensland, 340 boys and 1009 girls aged between 0-14 years reported sexual abuse. In most cases, the relationship of the offender to the victim was a non-family member known to the victim.

In Qld 1996, of the total 2095 child sexual abuse victims, 94% of all cases took place in private dwellings. (ABT July 1997)

There are an estimated 300 hard core paedophiles in Queensland. Each one of those may have sexually abused up to 150 children in their lifetime. (Queensland Children’s Commission, 1997)
The most common age for sexual abuse to begin is age nine.

Most sexual abuse is reported by teenagers, but they have usually been victimized for many years before finally reporting the abuse.

Most sexual abuse, particularly that involving a continuing relationship or incest, starts before the child reaches puberty (Daugherty, 2007).
Who sexually offends against children?

Males
• 90 to 95% of sex offenders are male.
  *(Crime Statistics / Victim Reports, British Crime Survey)*

Females
• Up to 6% of all reported child sexual abuse in Australia is perpetrated by females.
  *(Child Wise, 2006)*

Adolescents
• At least 33% of all offending against children in Australia is committed by another child or young person.
  *(P.Tidmarsh, MAPPS, 2005)*
Sexual Abuse:
Because the offender is often a person well known and trusted to the child and their family, they usually can easily arrange to be alone with the child - therefore the abuse is commonly repeated.

This abuse rarely involves violence because instead of force, these offenders use promises, threats and bribes to take advantage of their trusted relationship with the child’s family and the subsequent powerlessness of the child. In some cases, this can go on for years. (NSW Child Protection Council, 2000)
Sexual abuse can include:

- kissing or holding a child in a sexual manner
- exposing a sexual body part to a child
- talking in a sexually explicit way that is not age or developmentally appropriate
- making obscene phone calls or remarks to a child
- sending obscene mobile text messages or emails to a child
- fondling a child in a sexual manner
- persistently intruding on a child's privacy
- penetrating the child's vagina or anus by penis, finger or any other object
- oral sex
- rape
- incest
- showing pornographic films, magazines or photographs to a child
- having a child pose or perform in a sexual manner
- forcing a child to watch a sexual act
- child prostitution

Source: Queensland Government, Child Safety Services
Indicators of Child Sexual Abuse

A child may say things, do things or exhibit physical signs that are clues to sexual abuse, even if they do not disclose clear information.

“The ‘key’ is to look for bunches of these not focus on the existence of one or two”

(Adapted from South East CASA brochure)
Sexual abuse – What a child might say or do

- Constant complaints of headaches and/or abdominal pains
- Inability to complete tasks that they were able to previously achieve
- Sleep disorders
- Persistent habits such as sucking, biting or rocking
- Inhibition to play
- Serious difficulties relating to peers and/or adults
- Self-destructive behaviour
Indicators of Child Sexual Abuse

Some indicators of child sexual abuse may include:

• displaying greater sexual knowledge than normally expected for their age or developmental level
• inappropriate sexual play and behaviour with themselves, other children or dolls and toys
• hints about sexual activity through actions or comments that are inappropriate to the child’s age or developmental level
• excessive masturbation or masturbation in public after kindergarten age
• persistent bedwetting, urinating or soiling in clothes
• persistent sexual themes in their drawings or play time
• running away
• destroying property
• hurting or mutilating animals
• creating stories, poems or artwork about abuse
• difficulty concentrating or being withdrawn or overly obedient
• having unexpected redness, soreness or injury around the penis, vagina, mouth or anus
• having torn, stained or bloody clothing, especially underwear
• recurring themes of power or control in play

Should any of the above be present, a child may need parents or other adults to take action to keep them safe from any further harm.
Groomer Profile

Well-socialised extra-familial child molesters are:

- Too helpful
- Too private
- Too touchy with children
- Too involved with image management
- Too aggressive when confronted
- Too one-sided in relationships (always giving, never taking)
- Too prone to violate boundaries of personal space and privacy
- Too quick to drop friendships when children grow older
- Too likely to disappear when contact with children is denied
- Altogether too charming

(Carla Van Dam, 2006)

The strategies employed by offenders to gain the compliance of children more often involve giving gifts, lavishing attention and attempting to form emotional bonds than making threats or engaging in physical coercion.

Many sexual encounters with children were preceded by some form of non-sexual physical contact.

(Smallbone & Wortley, 2000)
Further reading and resources are available for loan from the Resource Centre at CEO
Disclosure and Response

Child Protection
Acceptance and validation are crucial to the psychological survival of the victim”

Disclosure to family, friends, and the justice system can often exacerbate the effects of abuse.

Too frequently, disbelief and blame result in secondary assault to the child and compound the already negative effects of the original abuse. (Summit, 1983)
# Barriers to Disclosing

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<th>Guilt</th>
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<td>• Feel that what happened is their fault.</td>
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<td>• Feel guilty about what happened.</td>
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<td>• Feel ashamed of their body’s natural reaction to sexual activity.</td>
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<th>Fear of Consequences</th>
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<td>• Fear being blamed, punished or not believed.</td>
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<td>• Cultural and family values can act as barriers to disclosing.</td>
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<td>• Fear being separated from their homes and their families.</td>
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<td>• Fear a disclosure will cause harm to someone or something they love.</td>
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<th>Interpersonal Effects</th>
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<td>• The offender may be someone the child or young person relies heavily on.</td>
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<td>• Feel that disclosing may cause family problems or breakdowns.</td>
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<td>• Being a male survivor of child sexual assault is in itself a barrier to disclosing due to the increased risk of stigmatisation for admitting being a victim.</td>
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<td>• Relationship dynamics, expectations and attitudes about what is normal for young men and women in heterosexual relationships.</td>
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It is rare that children disclose abuse but disclosures of harm may sound like:

- “I think I saw.....”
- “Somebody told me that....”
- “Just think you should know....”
- “I’m not sure what I want you to do, but....”
Responding to Disclosures

**DO**

- Find a private place to talk
- Let them tell their experience in their own words and time
- Listen calmly
- Validate the disclosure e.g. “I am pleased you have told me these things”
- Believe them
- Contain your own feelings
- Avoid defending the abuser
- Support them
- Record and report

Responding to Disclosures

DON’T

• Panic and overreact
• Ask leading questions e.g. “Was it your father who did it to you?”
• Ask too many questions
• Promise confidentiality
• Make little of it
• Show your feelings towards the abuser
• Leave the child alone after a disclosure
• Forget Confidentiality
Reporting and Recording
Reporting to Child Safety: Video
ACCORDING TO LEGISLATION AND POLICY EARLY LEARNING & CARE STAFF MUST REPORT
(to the Early Learning and Care Coordinator Student Protection Contact for kindergartens and long day care centres or AD:S, Diocesan Director):

- When they are concerned at significant changes in the behaviour of a student or behaviours that are not developmentally appropriate
- The presence of new unexplained and suspicious injuries
- When they see the harm happening or a student tells them they or someone else has been harmed
- When they suspect there are inappropriate images on a child’s technology including naked “selfies”
- Any other information that they believe may indicate a child is being harmed (It is a legislative requirement to report any harm to a child whilst attending a service)
THE EDUCATION ACT SAYS ALL STAFF MUST REPORT SEXUAL ABUSE AND LIKELY SEXUAL ABUSE TO THE POLICE (Mandatory reporting)

Kindergartens & Long Day Care:
Early Learning & Care staff must report to the Police through the Early Learning Care Coordinator and/or Diocesan Director for kindergartens and long day care centres.

Outside School Hours Care:
Outside School Hours Care staff must report to their principal and/or Diocesan Director
What if I don’t make a report of suspected sexual abuse?

• It is an offence and the law establishes a penalty for failing to report a reasonable suspicion of sexual abuse of a child under 18 years attending the school by any person.

• The offence is punishable by a maximum penalty of $2000.
What if I don’t make a report of likely sexual abuse?

- Although the law requires staff to report **likely sexual abuse** of a student, the law **does not** prescribe a penalty if you fail to do so.

- However if an employee fails to report a suspicion of sexual abuse or likely sexual abuse of a student by any person, and/or harm/ or likely harm to a student, they could also be subject to disciplinary procedures for failing to comply with the CEO Student Protection Processes.

- If the staff member is a registered teacher, there may also be consequences imposed by the Queensland College of Teachers for failure to report.
2015 QUEENSLAND’S CHILD PROTECTION LEGISLATION

Clarifies definition of child in need of Protection as:

- Has suffered **SIGNIFICANT** harm, is suffering **SIGNIFICANT** harm or is at an unacceptable risk of suffering **SIGNIFICANT** harm

- Does NOT have a parent **able and willing** to protect them from harm
Registered teachers are now also mandatory reporters under Child protection legislation and must report a suspicion that a child has suffered, is suffering or may suffer significant harm caused by physical or sexual abuse and may not have a parent willing and able to protect them (Section 13 E). This is a reportable suspicion under legislation.

This report can be made through their Principal or Early Learning & Care Coordinator who must then report back to the teacher that they have acted on the report.

Consequences for failing to report are through employer or QCT.
Under the new legislation anyone may report to Child Safety a reasonable suspicion that a child may be in need of protection when the child is experiencing or is at risk of experiencing significant harm and there is no parent able and willing to protect them e.g. reporting of emotional abuse or neglect.
THE CHILD PROTECTION GUIDE

• On-line tool to assist professionals to decide whether to report concerns about a child (please open the link)


• Not mandatory to use it but may assist decision making and identify appropriate support and intervention services
FAMILY AND CHILD CONNECT

- A community based intake and REFERRAL service that schools may report to with concerns about a family that they do not believe will reach the threshold for Child Safety intervention
- Have both Domestic and Family Violence worker and an out posted Child Safety worker
- Preferable that families agree to referral but PRINCIPALS can refer without family consent (Section 159M of the Child Protection Act 1999)
- Commenced July 2015 in Rockhampton Diocese except Mackay which commences early in 2016
Likely sexual abuse and physical abuse of children is limited to the staff member’s employment at the school or Early Learning and Care Centre, CEO would strongly suggest that as responsible community members staff **SHOULD** report any child protection concerns they may have.
LEGAL PROTECTION

The law ensures that staff members reporting a reasonable suspicion of sexual abuse or likely sexual abuse of a student will not be liable under a civil, criminal or administrative process.

The identity of individuals who notify Child Safety or the Police Service of their concerns about a child is confidential and they are protected from civil liability.
COMMUNICATION

- School or Early Learning and Care staff can confer with a colleague, the Early Learning and Care Coordinator, the Assistant Director: Schools, Student Protection Coordinator or the Director to assist with their decision whether to report.

- The Principal or Early Learning and Care Coordinator must inform the staff member who raised the concern of action taken – this is essential under mandatory reporting.

- Staff, if not happy with the outcome of their reporting to school authorities, may directly report to statutory authorities.
WHAT DO I DO (as a staff member)?

If you suspect, have a report or disclosure of harm of any kind you must report this to:

• For schools: the school’s Student Protection Contact (who will refer the report to the Principal) or Principal
• For Kindergartens and Long Day Care Centres: the Early Learning and Care Coordinator

If the incident involves the Principal, Student Protection Contact or Early Learning & Care Coordinator report the incident immediately to the Assistant Director: Schools or, in the case of mandatory reporting, to the Diocesan Director
HOW DO I DO IT?

Complete a Student Protection Reporting Form
(available on Diocesan Student Protection Portal):

NEW ON-LINE FORM FOR ALL REPORTING (RISKMAN) TO BE IMPLEMENTED THROUGH 2016. – further training when this becomes “live”.

Make an appointment as soon as possible [immediately in the case of the mandatory reporting requirements and/or if you feel the child is in immediate danger] with the Principal or Early Learning and Care Coordinator (or Student Protection Contact.)

Remember confidentiality.
WHO ARE THE STUDENT PROTECTION CONTACTS AT YOUR SCHOOL and Centre???
REPORTING – WHAT HAPPENS THEN?

When your Report is handed to the Principal or Early Learning and Care Coordinator. The Principal or Early Learning and Care Coordinator must consider the most appropriate response.

This can be in consultation with Student Protection Coordinator, AD:S, Student Protection Contact.

This could be:

- On-going pastoral or counselling response to the family
- A referral to Family and Child Connect if the family have complex needs but do not reach the threshold for referral to Child Safety
- Report to Child Safety if harm is significant and there is no parent able and willing to protect the child
- Report to Police if there is physical or sexual abuse
- The Principal or Early Learning and Care Coordinator must inform the staff member of the action taken and ensure the Director receives copies of all referrals and reports.

www.theimaginativeconservative.org
STAFF RESPONSIBILITY

It is the responsibility of all staff to:

• Be alert to the signs which could indicate that a student is being harmed in some way.

• Develop basic skills in knowing how to respond to a disclosure by a student.

• Understand their obligations under legislation and policy to report harm

datinginthenewage.blogspot.com
INFORMING PARENTS / CAREGIVERS

The Department of Child Safety and Police determine whether abuse has occurred or if a child is at risk of harm and implement the action to be taken.

OUTSIDE RESPONSIBILITY

Authorised Child Safety and Police Officers can have contact with children at school or in a Child Care Centre in specific situations when investigating an allegation of harm to a child. It is the responsibility of these officers – NOT THE SCHOOL or CENTRE STAFF – to inform the parents/caregivers.
INFORMING PARENTS

• Parents are not to be contacted before reports are made to Police or Child Safety.

• However it is appropriate to speak to these statutory authorities as soon as possible after the report has been submitted about their intervention and ascertain when you can inform parents without jeopardizing their investigation.
INFORMING PARENTS

In cases when there are student to student sexualised behaviours (e.g. “selfies”, sexualised play) it is appropriate to contact police immediately the report is made to ascertain if you can advise parents.
CONFIDENTIALITY

Any case of suspected harm to students must remain confidential, should never become a topic of gossip and should never be spoken about freely with others.

If communicated to others with no right to know, the person suspected could take an action for damages for defamation.
Scenarios

- Choose three or more of the following scenarios to discuss initially in small groups and then as a whole group
- Discuss what your response would be as a staff member
- Discuss how you feel it should be managed taking into account:
  - Option to discuss with ELC Coordinator or Assistant Director Schools
  - On-going pastoral or counselling responses to the family
  - A referral to Family and Child Connect if the family have complex needs but do not reach the threshold for referral to Child Safety
  - Report to Child Safety if harm is significant and there is no parent able and willing to protect the child (remember mandatory obligations)
  - Report to Police if there is physical or sexual abuse
  - Need to inform the staff member of the action taken and ensure the Director receives copies of all referrals and reports
Tom is sitting on his own at playtime. He says he doesn’t want to play with Harry and the other boys any more cause they want to play the naughty game in the toilet. Just as Tom tells you this another child close by falls over and start crying.
One of your children, Brittany, appears withdrawn from her peers and “not her normal self”. Later you see her on her own at again. You approach her and ask her if anything is worrying her. She tells you her stepfather has shown her some ‘rude’ photos. She has told her mother . Brittany and her mother have now moved out of the house and are staying with her aunt.
One of your parents, a single father, phones you to say the children will not be at the centre today as he has no money for fuel until next pension day. He says he can’t work as he needs to care for the children but it’s his problem and he needs to deal with it. He then abruptly hangs up. His children are generally reasonably presented and have lunch most days.
Towards Healing / Historical Matters
Heightened awareness because of the Royal Commission

“Institutional Responses to Allegations and Incidents of Child Sexual abuse”

• Possibility of increased calls to Church organisations.

• Possibility of becoming aware of issues inside and outside work
If schools / colleges/ services receive phone calls regarding allegations of abuse from the past, they should always respond pastorally.

If possible obtain contact details of the person involved and let them know someone will contact them who can help and advise.

Pass on the information to the Student Protection Co-ordinator (or AD:S) immediately.
Options (for adults)

- Police (including anonymous reporting)
  All adults should be encouraged to report to police.

  Diocesan Response Coordinator Melissa Davey 1800 830 113 or email profstdsrock@dfs.org.au

- Towards Healing (the Church's pastoral response)

- Pastoral Support and Counselling (Centacare or other)

- CEO document on responding to disclosures may help
Prevention

www.healthinfonet.ecu.edu.au
It is important that:

- Every child knows to whom they can report instances of abuse at your school or centre [Class Teacher, Student Protection Contact, Principal or for Early Learning and Care, the teachers and educators].

- For Early Learning and Care Centres, all educators are responsible for embedding the Diocesan Early Learning Child Safety Curriculum.

- The Feeling Unsafe Posters are displayed all over the school.

- Student Protection Contacts are introduced to the OSHC children.
CEO
Primary School Poster

FEELING UNSAFE?

RECOGNISE
- Awareness
- Clues in the environment
- Body clues

REACT
- Becoming safe as quickly as possible

REPORT
- Must tell an adult

TELL AN ADULT YOU TRUST
Some of the people you might choose could include:
- A Parent
- A Teacher
- A Counsellor
- The Principal
- Student Protection Contact

PERSISTENCE
If you don't get the help you need at first, don't give up. Keep reporting your concerns until something is done and you feel safe again.

Catholic Education
Diocese of Rockhampton
From the commencement of the 2015 school year, the teaching of a Child Safety Curriculum in all kindergartens, prep, primary schools and colleges in Catholic Education will be mandatory. The curriculum for kindergartens is based on the Daniel Morcombe Curriculum & Kindergarten Guideline. Circular No: 2014/099

RISK MANAGEMENT STRATEGIES

Include:

- appropriate standards of behaviour for interacting with children and young people
- maintaining a blue card register - Reminder to registered teachers – they must have a Blue Card or Exemption Card as QCT Registration is not recognised under the National Education and Care Services Act (2010)
- suitable recruitment, training and management of staff (in addition to blue card screening)
- appropriate handling of disclosures and suspicions of harm
- involving children and young people in the development of organisation’s processes
Remember that:

• The child’s safety and well-being is paramount;

• Your decision not to report may place a child at serious, possible life-threatening risk;

• The main aim of the Department of Child Safety is to follow up with the family to make sure the child is safe and try to assist the family to resolve problems and/or refer the family to support agencies.
Be aware: Some people feel that making a notification may:

• place their relationship with the child at risk
• place their relationship with the family at risk
• make the child’s situation worse
• mean they have to be involved in an investigation
• mean they will have to attend court and be cross examined
• mean they are ‘telling’ on a family without knowing with certainty whether abuse or maltreatment is actually occurring
• mean they are making an unfair class, race or gender judgment
• make them feel as though they are intruding on another family’s business

CONCLUSION

BUT – AT THE END OF THE DAY, A CHILD’S WELL-BEING COMES FIRST
Health & Safety in Early Learning & Care Services
Incident Injury Trauma & Illness

- After injury is stabilised – inform Responsible Person in Charge, complete register.
- Fill in appropriate paperwork – Accident / Illness Register, medical attention submit appropriate form.
Incident Injury Trauma & Illness Record

- Used for more serious injuries, all head and neck injuries
- Parent/carer contacted for these injuries
- Always record the Action taken (last page)
Staff Incident Form

- Completed for all staff injuries and sent to Principal (OSHC) or ELC Coordinator (kindy & LDC)
Urgent Medical Attention

- If the child required (or ought to have received) urgent medical attention, notification is made to ACECQA via Early Learning & Care Coordinator.
- If a child or educator is admitted as an inpatient due to an injury at a service, Qld Health are to be informed via the Workplace, Health & Safety Coordinator.
Parent Notification of Injury

- Parents/carers are not to sign the Incident, Injury, Trauma & Illness Form.
- Parents/carers are verbally notified of the incident and sign this Parental Acknowledgement document if possible.
Asbestos

- The exact location of asbestos is listed in the asbestos register.
- Our asbestos register is kept at the school office.
- Summary of location of asbestos in our centre – coordinators inform staff.
- Any damage to buildings – isolate area, do not touch, report.
Asbestos

- If you are told of or notice any damage to building material in the school your first reaction should be to assume it is asbestos.
- You are not allowed to impact any building material – drill or screw into a wall, put hooks in wall etc. until you have checked with the nominated supervisor first.
Asbestos

Take the following action when informed of damage:

• Do not touch any of the damage or debris.
• Isolate the room – lock it and put procedures in place (sign on doors) to make sure no-one goes in there.
• Contact the Principal so the register can be checked.
• If not asbestos we can clean it up.
• If asbestos do not go back in the room or touch anything.
• CEO will be contacted for advice.
Hazard Reporting

- Immediate control measures are to be put in place to ensure safety.
- Complete Daily Risk Assessment Forms to document concerns and notify to Responsible Person.
Risk Assessments

4 step risk management process

1. Identify hazards
2. Assess risks that the hazard may create
3. Implement control measures
4. Monitor and review control measures

Ensure slips, trips & falls are prevented by removing possible hazards & wearing correct footwear for the purpose of an activity e.g. no thongs or slip-ons to be worn at services.
Electrical Equipment

- All buildings are protected by RCDs (safety switches) or electrical equipment is tested and tagged.
- Regular checks are conducted.
- No double adapters or piggy back plugs are to be used in the school/centre.
- Any faulty equipment or plugs or cords should be brought to the attention of coordinator and tagged “Out of Order”.
First Aid

- First Aid Kits are to be out of reach of younger children but unlocked
- Auto-injectors and asthma puffers are to be kept in first aid kits
- Systems are in place to ensure first aid kits are maintained
Medical/Action Plans

- Accessible to all educators
- Copy accessible in the event of an emergency e.g. in an ‘Emergency Pack’
- Must be signed by a medical practitioner
Sun Safety

- Staff or children should not be in the sun without appropriate sun safety precautions.
- Sunscreen procedures should be followed at all times.
Low Visibility Areas

- When working with children, ensure you are in an area with adequate visibility
Infection Control

- Poster with exclusion of identified infectious conditions displayed & followed
- Protective equipment is used when working with body fluids, sharps
- Food prep areas and utensils/containers are sanitised appropriately
The 7 Steps of Manual Handling

1. Make sure path of travel is clear
2. Size up the load
3. Feet close to object, balanced position
4. Bend knees in semi squat position
   • Good handhold
   • Lift the load keeping it close to your body
   • Keep natural curves of spine
5. Use leg muscles to lift and allow it to rest in fully extended arms
   • Lift smoothly and rhythmically
   • Avoid jerky movements
6. Move feet in direction of travel without twisting at the hips or shoulders
7. Lower load properly (bend knees in a semi-squat position)
Manual Handling

- All staff must follow correct manual handling procedures.
- A trolley is available.
- Step ladders are available.
- No standing on chairs or tables is permitted.
Volunteers Induction

- Any parents/carers volunteering must complete a volunteers induction.
Work Cover Steps

- Report injury to CEO
- On first visit to medical practitioner request a Worker's Compensation Medical Certificate
Fire Training

Three components

All 3 elements need to be present for a fire to exist

When one element is taken away the fire is extinguished.

OXYGEN + HEAT + FUEL
Test First

- Always test the extinguisher before use
- Once used it will need to be refilled and inspected by a registered fire provider.
The 3 most common types of fire extinguishers

- Water
- Carbon Dioxide
- Dry Chemical Powder
How to use a fire extinguisher:

Pull the pin

This will allow you to squeeze the handle in order to discharge the extinguisher
Aim at the base of the fire

Aiming at the middle will do no good.
The agent will pass through the flames.
Squeeze the handle
This will release the pressurized extinguishing agent
**Sweep side to side**

Cover the entire area that is on fire. Continue until fire is extinguished. Keep an eye on the area for re-lighting.
Fire Blankets

- Pull the two tags
- Place a little piece of blanket to protect your hands
- Approach fire at arms length.
- Place over the fire do not throw.
- Turn off any gas/electricity
- Leave Blanket and Supervise. If fat fire – it may take 2 hours for oil to cool down.
- Dispose of the Blanket and buy a new one.

www.cobrafire.net
Hose Reel

- Turn on at the tap to disengage the hose nozzle and commence water.
- Unroll the hose
- Turn on at the nozzle to allow water to come out the hose.
- Refer to further instructions on the hose reel.
Emergency Procedures

Refer to your service Emergency Procedures

- Located at all exits
- Specific for your service as this may differ from the school
- Must be practised within every three months
- Staff are trained by Nominated Supervisors (or delegate) in individual emergency procedures for your service

www.a1fireandsafety.com.au
Important points to remember

- Always keep your back to an exit.
- Only fight a fire in its original stage (or to prevent harm)

- Don’t have the proper extinguisher or equipment
- Fire has spread beyond its point of origin
- Safety is the priority – if in any doubt then get yourself and others out of immediate danger.
References

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