Child Safety and Mandatory Reporting Policy

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Responsibility:	School Chair	Scheduled Review Date:	April 2027/30

1.0 Purpose

The purpose of this Policy is to outline the School's approach to child safety, detailing the responsibilities, procedures and practices required by all staff in relation to keeping children and young people free from abuse and neglect.

2.0 Policy Statement

Tarremah Steiner School is committed to providing a safe and supportive learning environment for all students, holding firmly that all children have a right to be protected from harm. The School requires all members of the Tarremah community - staff, parents, volunteers, contractors and visitors to model and encourage behaviour that protects students from harm.

Tarremah is proactive in delivering a supportive, learning environment that is caring, nurturing and safe. As a School, Tarremah is committed to upholding the ten Child and Youth Safe standards and giving effect to the Universal Principle for Aboriginal Cultural Safety as outlined in the Child and Youth Safe Organisation Framework Act 2023 (Tas).

Tarremah Steiner School has zero tolerance towards abuse and neglect of children and young people. We are committed to the rights of all children and young people to feel safe and be safe when participating in our organisation's activities, services and programs.

We recognise our responsibility to share concerns about child safety with relevant regulatory bodies, including through mandatory reporting, so that they have the best opportunity to ensure the safety of children, which may be beyond the School's ability. If there is a concern that a child may be at imminent risk of abuse, staff must call the police on 000 immediately.

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3.1 Scope of policy

This Policy supports our obligations under the Reportable Conduct Scheme, the Child and Youth Safe Organisations Act 2023, the Child Safe Standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse and the Children, Young Persons and Their Families Act 1997. It is aligned with the Australian Human Rights Commission National Principles for Child Safe Organisations.

This Policy applies to all staff, including staffs, casual staff, parents, School Council and committee members, volunteers and contractors involved with Tarremah Steiner School. It applies in all our operational environments, wherever children and young people are participating in our organisation's activities, programs, services or facilities.

3.2 Guiding Principles

This Policy outlines the School and its staffs' obligations to keep children safe, and report any concern, suspicion or knowledge of circumstances that may indicate a child's safety is or has been at risk.

In keeping children and young people safe the following values guide our actions and decision-making.

1. Safeguarding children and young people is a shared responsibility. We are reliant on all individuals within our organisation to keep children and young people safe.
2. Any form of abuse or neglect towards children and young people will not be tolerated. Working to ensure safety, suspected harmful or abusive behaviours will be investigated and reported to relevant authorities including the police when appropriate.
3. The best interest of the child will be the primary consideration in all actions and decisions concerning the safety or wellbeing of a child or young person.
4. We are accountable to the children and young people we work with by fostering high ethical standards in a culture of openness and transparency.
5. We empower children by modelling nurturing and upholding their rights and responsibilities. We create opportunities for them to speak up about any matters of importance to them, including if something goes wrong.

3.3 Definitions

Definition of terms for the purpose of this Policy, as cited in the Child and Youth Safe Organisations Act 2023, the Child Safe Standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse and or the Children, Young Persons and Their Families Act 1997.

Child or young person is a person under the age of eighteen years.

Child Exploitation is any situation where a child is abused, harmed or used by another person for economic, sexual or personal benefit.

Child Exploitation material is any resource, physical or digital, that could be used by another person to coerce, abuse or harm a child for economic, sexual or personal benefit.

Emotional or psychological abuse occurs when a child does not receive the love, affection, or attention they need for healthy emotional, psychological, and social development. Such abuse may involve repeated rejection or threats to a child. Constant criticism, teasing, ignoring, threatening, yelling, scapegoating, ridicule or continual coldness are examples of emotional abuse. These behaviours can continue to the extent that they result in significant damage to the child's physical, intellectual or emotional wellbeing and development.

Family Violence occurs when children are forced to live with violence in their home, or within their broader family environment. It can include witnessing violence or the consequences of violence. Family violence is defined as violence between members of a family or extended family or those fulfilling the role of the family in a child or young person's life. It includes non-physical violence such as coercive control, which can be emotional, cultural or spiritual. Exposure to family violence places children and young people at increased risk of physical injury and harm and has a significant impact on their well-being and development.

Grooming means befriending and establishing an emotional connection with a child (and/or the child's guardian, family or friend or a worker) for the purpose of establishing trust to normalise sexually harmful behaviour or engage in an unlawful act, criminal offence or sexual misconduct against a child. Grooming occurs in a pattern of manipulative or controlling behaviours. These behaviours can take place in a range of settings.

Examples of grooming behaviour include:

- isolating a child from their peers to spend time alone
- befriending a child in person and continuing to communicate with the child online
- giving gifts, money or alcohol to a child, parent or friend to gain access to a child
- inappropriate touching of a child, including tickling and play fighting
- asking a child not to tell anyone about their behaviour.

For the purpose of:

- establishing trust to normalise sexually harmful behaviour or engage in an unlawful act, sexual offence or sexual misconduct against a child.

Grooming behaviour can also be a sexual offence under section 125D of the Criminal Code Act 1924.

Harm means any detrimental effect on the child's well-being.

Significant Harm: can be caused by a single act, omission or circumstance, or a series or combination of acts, omissions, or circumstances. It is important to recognise that something doesn't have to have a permanent impact or effect to be considered significant. Examples of significant emotional or psychological harm include:

- direct and indirect exposure to domestic and family violence
- verbal abuse, such as telling a child they are worthless
- humiliating a child in front of their peers.

Significant Emotional or Psychological Harm: is harm to a person's:

- wellbeing
- development
- or both.

Independent Regulator: is the Office of the Independent Regulator, which has the role of ensuring Tasmanian organisations are compliant with Tasmania's Child and Youth Safe Framework, providing guidance and advice, and monitoring compliance.

Mandatory Reporting is the legal requirement to report a reasonable belief of child abuse to the responsible authorities. All Tarremah staff, be they employees, volunteers, contractors or members of the Tarremah Council, are Mandatory reporters.

National Principles for Child Safe Organisations (National Principles) are designed to build capacity and deliver child safety and wellbeing in organisations, families and communities and prevent future harm. The Principles have been endorsed by State and Territory and the Commonwealth Governments.

Online Environment is anywhere online that allows digital communication, such as social networks, text messages and messaging apps, email and private messaging, online chats, comments on live streaming sites and voice chat in games.

Physical Violence:

- actual physical violence: the intentional or reckless application of physical force to a person without lawful justification or excuse; or
- apprehended physical violence: any act which intentionally or recklessly causes a person to apprehend immediate and unlawful violence to the person.

Risk Management is the process of assessing and taking steps to minimising risk. This is required to create a safe environment for children and young people. The risk of harm to children and young people includes that which may be posed by the actions of a staff member, volunteer, contractor, or another child or young person, or any other member of the community. Risk Management includes creating plans that reduce or minimise situations where children and young people may be abused.

Reportable Conduct Scheme requires leaders of specific organisations to notify the Independent Regulator when concerns are raised about the conduct of a staff member that relates to child abuse and then undertake an investigation the results of which must be similarly shared.

Reportable Conduct includes a range of conduct committed against or in the presence of children, including criminal and non-criminal behaviour. The conduct might be historic, and does not need to have occurred whilst under the employment of the School.

Reportable Conduct includes:

- significant emotional or psychological harm
- significant neglect
- physical violence
- a sexual offence or misconduct
- or the failure to report a concern

Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) was an independent inquiry established in 2013 by the Australian Government to examine and report upon responses by institutions to instances and allegations of child sexual abuse in educational institutions, religious groups, sporting organisations, state institutions and youth organisations. The findings provide recommendations to the Government on how to improve laws, policies, structures and practices to prevent such harm from re-occurring.

Safeguarding means taking the actions necessary to ensure children and young people feel safe and are safe. This also means if children or young people don't feel safe, steps are taken to restore their safety.

Sexual Misconduct is conduct that may not meet the legal standard required for a Sexual Offence, but is of an inappropriate sexual nature, especially when there is a fiduciary relationship and an imbalance of power.

Sexual Misconduct may occur in a variety of settings, including in-person communication and online communication. Examples of sexual misconduct include: inappropriate comments to a child about an area of their body in a sexual manner; inappropriate touching of a child; or intentionally showing sexually explicit imagery to a child for sexual gratification.

Sexual Offences include:

- penetrative sexual abuse of a child or young person
- person permitting penetrative sexual abuse of a child or young person on premises
- persistent sexual abuse of a child or young person
- indecent act with a child or young person
- procuring a child or young person for sexual abuse
- communications with the intent to procure a child or young person
- penetrative sexual abuse of a person with a mental impairment
- indecent assault
- procuring a person for penetrative sexual abuse by threats or fraud
- involving a person under 18 years in the production of child exploitation material
- production of child exploitation material
- accessing child exploitation material
- possession of child exploitation material
- distribution of child exploitation material

- incest
- indecency
- rape
- inciting or attempting to commit crimes that are listed above
- accessories after the fact for offences listed above
- willfully and obscenely expose one's person in public
- beastiality

Significant Neglect: Significant Neglect of a child means the deliberate or reckless failure to meet one or more of that child's basic needs. Significant means the neglect is more than trivial or insignificant, but is not required to be deemed serious or to have a lasting permanent effect.

There are several types of significantly neglectful behaviour. These include:

- supervisory neglect: for example, leaving a child in a hot car in the summer
- physical neglect: such as a child being extremely dirty and suffering a skin condition as a result of poor hygiene
- educational neglect: such as preventing a child from attending school for no valid reason
- emotional neglect: such as rejecting a child from a family, home, school or other situation for no valid reason.

Staff mean**s** all who work for the School, whether in a paid or unpaid capacity, including employees, casual employees, interns, volunteers, School Council and Committee members and contractors.

United Nations Convention on the Rights of the Child is an international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

3.4 Child Safe Standards

The Tasmanian Child and Youth Safe Standards (the Standards) outline how an organisation can develop a culture with child safety and wellbeing at its centre.

The standards, as listed below, incorporate the Universal principle for Aboriginal Cultural Safety and mirror National Principles for Child Safe Organisations.

Standard 1: Child safety and wellbeing is embedded in organisational leadership, governance, and culture (ensuring that child safety is always the priority).

Standard 2: Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity is upheld and diverse needs respected in policy and practice.

Standard 5: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 6: Processes to respond to complaints and concerns are child focused.

Standard 7: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Standard 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Standard 9: Implementation of the Child and Youth Safe Standards is regularly reviewed and improved.

Standard 10: Policies and procedures document how the organisation is safe for children and young people.

4.0 Procedures

4.1 Providing a Safe Environment

It is the responsibility of all at Tarremah, from the School Executive to members of staff, practicum students, volunteers and contractors to protect children and young people from all forms of abuse and neglect by staff or other students. Staff must be alert to possible incidents of child abuse and neglect occurring outside the scope of the School's operations and services that may have an impact on our students. We must all create and maintain a child-safe culture that is understood, endorsed and actioned by all staff.

We expect all within the School, regardless of their role or level of responsibility, to act to safeguard children and young people from such harm by adopting appropriate safeguarding practice and behaviour set within policies and procedural guidelines.

Staff must report knowledge or suspicion of abuse and or neglect to the School Chair and/or to external authorities, as described in Section *5.0 Reporting Concerns.*

Providing a safe environment includes protecting students from the growing risk of online platforms. We consciously delay the introduction to computers and the digital environment until students are in the secondary school, when they are more likely to understand the risks of various platforms. Students are taught to be ethical users of this environment, exploring the risks, learning safeguarding practices, and what to do when they are the recipients of online abuse.

Students' devices are owned and managed by the School. Management software is installed on each device, securing software applications available for use; internet usage is actively filtered and monitored by both IT staff and teachers in the classroom. The School's IT department ensures devices are frequently backed up onto the school's private network, and they provide both random and targeted analysis of internet traffic and data stored on each device.

4.2 Providing an Inclusive Environment

All staff understand the importance of providing an inclusive environment and the effect it has on children's wellbeing. We provide and promote equity and respect diversity by actively anticipating and responding to children's diverse circumstances. We support children to

understand their rights and provide them with access to information, support and our complaints processes.

We respect the rights of children and young people to participate in decision making, including but not limited to, paying appropriate attention to the needs of the following groups:

- Children and young people identifying as Aboriginal or Torres Strait Islander
- Children and young people with a disability
- Children and young people from culturally and linguistically diverse backgrounds
- Children and young people who identify as LGBTQI+ (Lesbian, gay, bisexual, transgender, queer, intersex and other)
- Children and young people who are unable to live at home

4.3 Empowering children, young people and their families.

At Tarremah, we respect diversity and seek to facilitate effective communication and engagement. Within our class communities, we work in a developmentally appropriate way to give children clear avenues of support and care. We empower children by modelling nurturing and upholding their rights and responsibilities.

Our staff build strong relationships with parents by offering regular parent meetings where we share information about the curriculum, children's learning, child development, child safety and targeted discussions about drugs and alcohol, sexuality, and risks associated with social media and the online environment. We invite parents to request that we cover specific topics and invite guest speakers able to offer specialist advice.

We involve children, young people, and their families in the development of a safe, inclusive and supportive environment. We provide children, young people and their families readily accessible information about the way we expect the community to engage with each other. This includes the behaviour expected from staff, students and their families. The School's commitment and approach to upholding and safeguarding the rights of children and young people is embedded across the School's Policy Framework. We create opportunities for them to speak up about any matters of importance to them, including if something goes wrong.

Our Complaints Management Policy offers guidance to all community members. Ensuring they (students, staff and parents) feel safe to raise concerns is a priority. We do this by modelling safe practise, encouraging members of the community to raise concerns, even when minor, taking them seriously, seeking clarity, acting on concerns by investigating, and when appropriate, reporting concerns and seeking professional advice on how to provide additional support.

Students or adults, raising concerns about abuse are offered the additional support of a parent or colleague, as appropriate.

We seek feedback through class circles (students), class meetings (parents), Student Support Group discussions and by offering opportunities to express anonymous concerns.

4.4 Risk Management

4.4.1 Recruitment

A key element of our recruitment process is to ensure that we minimise the risk that the School will recruit a person who is unsuitable to work or volunteer with children or young people. Tarremah has recruitment procedures that ensure we:

- explicitly express the School's commitment to safeguarding
- hold face-to-face interviews which include questions about how they support children in their classes and within the community
- undertake at least two professional reference checks which include questions about whether they have any concerns regarding the appropriateness of the applicant working with children.
- screening checks are undertaken including registration to work with vulnerable people.
- require short listed teaching applicants to demonstrate their practice within one of our classrooms, prior to successful appointment.

Our staff are required to disclose criminal convictions or charges affecting their suitability to work with children and young people, both prior and subsequent to their employment. We review Working with Vulnerable People accreditation biannually.

We endeavour to ensure that there will be no discrimination as part of the recruitment process. Where possible, we recruit staff that reflect the diverse range of children and young people, and their families involved in the School.

4.4.2 Induction and training

Our induction process informs new staff of the School's commitment to provide a safe and nurturing environment for children and young people. The process supports new staff to understand how they must conduct themselves both inside and outside the school environment, adopting the School's policies, procedures and practices.

Staff are provided with our Staff Information and Induction Booklet which highlights their responsibilities, as well as copies of relevant policies including our: Staff Code of Conduct Policy, Child Safety and Mandatory Reporting Policy, and WHS Policy.

Ongoing Professional Development supports all staff to keep abreast of current issues and the latest research that relate to keeping children and young people safe. We provide training on inclusion, upholding children's rights, cultural safety, safeguarding and child protection.

To ensure that Staff are aware of their mandatory reporting obligations the School provides biennial Mandatory Reporting training. This includes online modules, group training or presentations from Strong Families, Safe Kids.

Members of Tarremah's governing Body, the School Council, undertake Child Safety Training, as part of their ongoing Professional Learning.

Parent meetings in each class include information of safeguarding children.

5.0 Reporting Concerns

5.1 Staff responsibility for reporting child abuse:

Staff have a legal responsibility to report concerns about child safety.

Staff must **immediately** report abuse or neglect; or any concerns with policies, practices; or the behaviour of other staff to the School Chair and the Strong Families Safe Kids Advice and Referral Line. Children are vulnerable, any delay in sharing a concern and making a report, places a child at greater risk of further abuse. Staff will be released from classes or existing responsibilities so that reporting can happen as soon as the concern arises.

Details for how to do this are set out below at *5.4 Reporting to Strong Families Safe Kids.*

Staff are given a copy of and have access to the Policy and understand the implications of the Policy for their role. The School documents any allegation, disclosure or concern regarding child abuse and considers responses to all allegations, disclosures or concerns, as detailed at *5.6 Documenting Concerns about Child Safety.*

Failure to report is serious misconduct and may be a criminal offence. Further detail of this is offered under Section *5.9 Not reporting may be a Criminal Offence.*

5.2 Reportable Conduct Scheme

The Reportable Conduct Scheme (the Scheme) aligns closely with the Child and Youth Safe Standards. The Scheme aims to improve how organisations respond to allegations of certain types of misconduct involving children/young people, committed by the School's staff as defined in Section *3.3 Definitions.*

Staff members who become aware of a reportable allegation or reportable conviction against a staff member, contractor or volunteer must report this to the School Chair, even if that person is no longer employed or engaged by the School. If the allegation is against the School Chair, the information must be reported to the Council Chair.

The School Chair is required to ensure reportable allegations and reportable convictions are brought to the attention of the Independent Regulator. This includes alleged instances of an historic nature. This report must be made within three business days of becoming aware of the allegation or conviction. Providing:

- the worker's name and, if known, date of birth
- whether Tasmania Police have been informed if the allegation is suspected criminal offence.

As soon as practicable, and no later than 30 days' notice of the allegation, the School Chair must provide the Independent Regulator with more detailed information, including:

- details of the reportable allegation or conviction
- what action has been taken with regard to the staff member, and the reasons why they have or have not decided to take action
- any written submissions that the staff member has provided to assist in determining what, if any action should be taken by the School Chair in relation to the staff member.

At the end of the investigation, the School Chair must provide the Independent Regulator with the Findings of their investigation, the reason for those findings, and details of any actions that have been taken as a result.

5.3 Reporting to State or Federal Police

If a child or young person is at immediate risk or requires medical assistance, staff are to phone emergency services, dialling 000, seeking immediate assistance.

Staff must report any evidence or suspicion of child exploitation material to the Federal Policy, by following the directions on their website. https://www.afp.gov.au/crimes/crimes-against-children/child-exploitation

The Australian Centre to Counter Child Exploitation (ACCCE), is a collaboration of law enforcement, government agencies and organisations. There website offers further advice on reporting concerns. https://www.accce.gov.au/help-and-support/how-and-what-to-report

5.4 Reporting to the Strong Families, Safe Kids Advice and Referral Line (ARL)

Child Safety must always be our highest priority. If a child or young person is at immediate risk and requires urgent police or medical assistance, staff are to phone 000 immediately.

5.4.1 When to make a report

To best protect children and young people, staff holding any concerns about the safety of a child or young person must discuss this with the ARL by phoning 1800 000 123, regardless of whether the concerns meet any thresholds described in either the Act or the Criminal Code.

While not all concerns will amount to child abuse, contacting the ARL with any concerns helps them to develop a more complete picture of a child's circumstances and risk factors to better protect them from harm. Making a report may prevent the occurrence, or further occurrences, of abuse.

Staff members must make a Report if they observe, hear of, or suspect:

- instances of inappropriate, unwarranted or unwelcome physical touching of a child
- physical abuse or unexplained injury to a child
- threats of physical injury or death
- cumulative harm, such as the harm caused by ongoing exposure to family violence or chronic neglect
- persistent emotional or psychological abuse
- the presence of indicators that might suggest the child is subject to chronic neglect or inadequate supervision
- disclosure of sexual abuse by a child, or the presence of indicators that suggest sexual abuse (including grooming) may be occurring or likely to occur
- concerning or abusive behaviour by another child or young person (including harmful sexual behaviour displayed towards a child, young person or adult).

The Children, Young Persons and Their Families Act 1997 reminds us that abuse can occur in many different settings, including online, and may be committed by:

• a parent, carer or other household member

• another child or young person

• staff, volunteers, coaches, instructors or tutors

• someone at a young person's workplace

• a stranger or any other person.

5.4.2 Seeking support in making a report

Staff may contact the School Chair or another Executive Member if they require assistance or support in making a report. However, it is each staff member's individual responsibility to report to the ARL.

5.4.3 What to expect when contacting the ARL

When contact is made, ARL personnel will ask the caller about their concern. Whilst the caller is able to remain anonymous, the ARL personnel will:

• ask the caller to provide their name and 'relationship' to the child. This helps the ARL personnel understand how the caller has become aware of a situation. This helps confirm that the caller is not making a malicious allegation

• ask whether the caller agrees for their name to be shared with the family

• ask whether any help is already being provided to the family and whether the family knows there is concern for the safety and wellbeing of their child

• ask whether they believe the child is at imminent risk

• talk through the next steps that they would expect to be taken.

5.5 Confidentiality

Anyone who contacts the ARL has a legal right to confidentiality under section 16 of the Act. In addition, the names of notifiers cannot be released through an application under the Right to Information Act 2009.

ARL staff will record caller details but will not disclose the caller's identity without their consent, unless they need to consult with another person acting in the course of official duties under the Act (such as another ARL staff member, Tasmania Police or a Child Safety Officer), or if they have been ordered to disclose this information by a court.

While ARL staff will not disclose the caller's details, they will need to talk to the family about what has been reported. In many cases, the family may guess the source of the information. ARL staff can discuss this scenario with the caller, including any potential impact on them and the child involved, and how they might wish to respond.

5.6 Documenting and recording concerns or disclosures of abuse

All aspects of a concern, disclosure or incident of child abuse must be documented in a professional and objective manner. Such reports are securely and confidentially held within Tarremah's central file management system.

Staff must not copy or take a screenshot of any Child Exploitation material. If shown such material, staff must immediately contact police on 000, taking their advice on how to secure the material as evidence.

Staff who require support and/or are unsure about where, how, when and what type of information must be recorded should seek advice from the School Chair.

Records are to include:

• description and date of the initial concern or disclosure of abuse including when, why and to whom information about the concern or disclosure was reported and details of verbal reports and copies of written reports.

• name, position title and contact information of the staff member

• when and what subsequent actions were taken by staff and others involved in the case, including external officers, when known (e.g. the ARL or Tasmania Police)

• the rationale for all internally initiated actions and information provided to/received from external officers

• copies of all relevant emails, other reports and written information

• when, what and who will be involved in follow-up activities and/or monitoring

Records of reports made will be securely stored by the School Chair, in a confidential file, within the School's central file management system.

5.7 Supporting a child or young person who discloses abuse

If a child discloses abuse, staff should:

• ask if they would like a support person to be with them, whilst they explained what has happened.

• listen to, support and understand them

• let them know that it is not their fault

• tell them they have done the right thing by telling someone

• explain what will happen next, providing them with choice, where appropriate (for example, they might like you to call a parent/carer first or to sit with you while you take notes)

• only discuss their situation with people dealing with the matter.

A child who has disclosed abuse must be provided with ongoing support by their school, including access to professional support staff and communication with the child's parent or carer, if appropriate.

Before contact is made with a parent or carer, staff should seek ARL advice about what information may be shared with the parent/carer.

5.8 Follow up after a Report Has Been Made

After a disclosure and subsequent report, staff will continue to support the child. This will include recording any relevant information. When necessary, the School Chair will continue to liaise with SFSF.

If following a report, a family member or other person approaches the school to discuss any aspect of the report, it is recommended that any interview is conducted with a minimum of two Executive members present, to provide support and transparency.

Staff should be aware that a disclosure from a student may generate strong feelings of shock, anger and helplessness in the staff member. Counselling support for staff will also be available as required.

The School's Student Counsellor may be available to meet with students if appropriate. To ensure the School is providing appropriate support, the Student Counsellor is required to share information with relevant staff. The School Executive will guide the appropriate level of communication, balancing the competing need to offer confidentially.

5.9 Not reporting may be a Criminal Offence

Under section 105A of the Criminal Code, it is a crime if a person fails to disclose that they have information that would lead them to form a reasonable belief that an offence as described in this policy has been committed against a child.

School staff have an additional responsibility under the section 14 of the Children, Young Persons and their Families Act. Under this Act they must make a report of suspected abuse of a child, as defined in Section 3.3 of this policy. Under this Act abuse includes that to an unborn child.

Further to the responsibility to make a mandatory report, under section 13 of the Act any adult who knows, believes or suspects on reasonable grounds that a child (including an unborn child) is suffering, has suffered or is likely to suffer abuse or neglect has a responsibility to take steps to prevent the occurrence or further occurrence of the abuse or neglect.

6.0 Tarremah Steiner School maintains and improves policies and practices:

The School continuously reviews and improves policies, procedures and practices to safeguard children and young people from abuse and neglect. The responsibility for implementing and reviewing Policies is led by the School Executive and School Council.

7.0 Responsibilities

- All staff have individual responsibilities for child safety and reporting.
- School Executive
- School Chair

8.0 Related Documents

- Code of Conduct Policy
- Parent and Community Code of Conduct
- Complaints Management Policy
- WHS Policy
- Recruitment Policy
- Behaviour Support Policy and Procedures
- Emergency and Critical Incident Policy and Procedures
- Mandatory Reporting Record Form

9.0 Reference/Legislation

- Registration to Work with Vulnerable People Act 2013
- Department of Education Mandatory Reporting Procedure
- The Children, Young Persons and Their Families Act 1997
- The Family Violence Act 2004
- WHS Legislation
- The Family Law Act 1975
- Child Care Act Tasmania 2001
- Education and Care Services National Law
- Education and Care Services National Regulations
- UN Convention on the Rights of the Child
- Sexual Assault Support Service (SASS) 62310044
- Child and Youth Safe Organisations Act 2023
- Criminal Code Act 1924
- Australian Government National office for Child Safety – Complaint Handling Guide https://www.pmc.gov.au/resource-centre/domestic-policy/complaint-handling-guide-upholding- rights-children-and-young-people
- https://pmc.gov.au/child-safety
- http://www.dpac.tas.gov.au/data/assets/pdf_file/0008/228680/Child_protection.pdf
- https://www.sass.org.au/sites/default/files/resources/child-sexual-abuse-information-parents-carers-and-family-members.pdf

10.0 Contact Point

- School Chair

11.0 Authorisation

Executive: Council:

Name:

Date:

Scaled down example of the Mandatory Report Record Keeping Form

Tarremah Steiner School

MANDATORY REPORT RECORD FORM

Reporting Staff Member's Name: _____

Position Title: _____

Phone Number: _____

Student's Name: _____

Date of Birth: _____ **Class:** _____

Date and description of initial concern or disclosure:
(Please include when, why and to who the information about the concern or disclosure was reported and the details of verbal and written reports)

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What subsequent actions were taken by you and others involved in this case and when (including external officers, when known):

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What was the rationale for all internally initiated actions and information provided to/received from external officers:

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Who will be involved in any follow-up activities and/or monitoring, what will they be and when?

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Please attach copies of all relevant emails, written information and other reports or indicate where they are stored:

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