



Alta-1 College Ltd  
80 112 331 254

## Child Safe Policy



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# Child Safe Policy

## Policy Intent

All children have the right to be protected from harm, and this applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from in accordance with the [United Nations Convention on the Rights of the Child](#).

In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. As such, children's "best interests are paramount in all decisions affecting them."

Alta-1 College seeks to provide an environment where children are Safe, Happy and Engaged, in accordance with the National Principles for a Child Safe Organisation. We always seek to follow the Ten Principles:

1. Committed leadership, governance and culture
2. Children and young people are safe, informed and actively participate in the organisation
3. Families and communities involved in safety settings
4. Equity upheld and diversity respected
5. Robust recruitment and screening
6. Effective complaints management
7. Ongoing education and training
8. Safe physical and online environments
9. Regular Improvement
10. Child safety and wellbeing policies and procedures.

All are made in the image of and have the right to an environment which will help each person to fulfil their purpose and destiny in God. All Alta-1 staff members have a responsibility to care for students, to promote their welfare and protect them from any form of abuse. To achieve this, we will work to prevent, identify and act in accordance with the National Principles for a Child Safe Organisation.

This responsibility extends to all Alta-1 College Board Members, to the College Executive Officer, Directors and State Directors, Regional Principals, Teaching staff, Education Assistants, Youth Engagement Workers, Chaplains, Counsellors, Psychologists, Church Staff, Volunteers and Operational staff. All the above require a Working with Children's Check, a National Police Clearance, and participation in the Alta-1 Child Safe training annually, or as directed. All staff are required to acknowledge and abide by the Alta-1 College Child Safe Policy.

This Policy aims to meet the core requirements of the Commonwealth Child Safe Framework: <https://pmc.gov.au/domestic-policy/national-office-child-safety/commonwealth-child-safe-framework>

Requirement 1	Requirement 2	Requirement 3
Undertake risk assessments annually in relation to activities of each entity to identify the level of responsibility for and contact with children and young people, evaluate the risk of harm or abuse, and put in place appropriate strategies to manage identified risk	Establish and maintain a system of training and compliance to make staff aware of and compliant with the Framework and relevant legislation, including Working with Children Checks and mandatory reporting requirements.	Adopt and implement the National Principles for Child Safe Organisations within 12 months of the Council of Australian Governments endorsement (COAG approved the National Principles on 1 February 2019)

## Legislation

- [Children and Community Services Act 2004](#)
- [Children and Community Services Act Amendment \(Reporting Sexual Abuse of Children\) Act 2008](#)
- [Criminal Code Act 1913](#)
- [Criminal Code Amendment \(Cyber Predators\) Act 2006 \(changes to s204B of The Criminal Code\)](#)
- [Working with Children \(Criminal Record Checking\) Act 2004](#)
- [National Framework for Protecting Australia's Children 2009-2020](#)

<https://www.humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

## Related Alta-1 Policies

- Staff Code of Conduct Policy
- Student Code of Conduct and Behaviour Support Policy
- Complaints and Grievance Policy

## Definitions

### *Child Maltreatment*

Refers to any non-accidental behaviour by adults or children that is outside the norms of conduct and entails a substantial risk of harm to a child or a young person. The behaviours may be intentional or unintentional.

It may be the result of action or inaction on the part of a person who has responsibility to care for a child resulting in harm or injury to the child. The harm may include delayed physical and/or intellectual development. The maltreatment experienced is normally described in five categories:

- Physical abuse
- Sexual Abuse
- Emotional including psychological
- Neglect
- Family and Domestic Violence.

The Department for Child Protection and Family Support (CPFS) – “Identifying and responding to child abuse and neglect – A Guide for Professionals” describes the forms of abuse as follows:

### ***Physical Abuse***

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

### ***Sexual Abuse***

Sexual abuse is defined by the Child and Community Services Amendment 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.

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

### ***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 and generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs 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 or via cyber media.

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

- Selecting and 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 the child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion
- 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. Could include, for example, texting or emailing the teen without the parent's knowledge.

### ***Emotional Abuse (including Psychological Abuse)***

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

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

### ***Neglect***

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

### ***Child***

A child is defined as someone under the age of 18 in section 3 of the Children and Community Services Act. Students over the age of 18 are legally considered adults and as such the Department of Child Protection and Family Support do not have a child protection mandate for them. They can, however, be considered potentially vulnerable and in need of specialist services and we continue to owe them a duty of care.

### ***Mandated Reporter***

In WA, the mandatory reporters of child sexual abuse are the following professions in both the government and non-government sectors:

- Teachers
- Boarding supervisors
- Nurses
- Doctors
- Police officers
- Midwives

### ***Teacher***

The definition of a teacher in section 124A of the Children and Community Services Act 2004 has been changed to read:

- a) Person who is registered under the Teacher Registration Act 2012
- b) A person who provides instruction in a course that is –
  - i. Mentioned in the School Education Act 1999 s11B(1)(a), (b) or (e) and
  - ii. Prescribed for the purposes of this definition
- c) A person who instructs or supervises a student who is participating in an activity that is –
  - i. Part of an educational programme of a school under an arrangement mentioned in the School Education Act 1999 s24(1); and
  - ii. Prescribed for the purposes of this definition
- d) A person employed by the chief executive officer as defined in the Young Offenders Act 1994 s3 to teach detainees at a detention centre as defined in that section.
- e) Part of an educational programme of a school under an arrangement mentioned in the School Education Act.

### ***Non-Mandatory Reporter and Notifier***

Teacher assistants, school chaplains and school psychologists are examples of people who work with children in schools but are not mandated reporters. However, all people working with children, whether mandated reporters or not, should continue to report reasonable beliefs and suspicions or concerns about all forms of abuse. These people who work with children also have a greater knowledge of the children in their care and can be included in the consultative process with the teacher in the case of sexual abuse.

Reports by non-mandated reporters and notifiers are made to the Regional Principal. In the case where it is believed that the Regional Principal may somehow be complicit or obstructionist, the report should be made to the Executive Officer, and if it is believed that the Executive Officer may somehow be complicit or obstructionist, the report should be made to the Chair of the Board.

## **Procedures**

### **Prevent**

All students will receive a protective behaviours and sexual abuse prevention education

using the [Keeping Safe: Child Protection Curriculum](#) developed by the Government of South Australia Department for Education.

The curriculum focuses on the child's understanding of their right to be safe, developing respectful relationships, recognising, and reporting abuse, and knowing ways to protect themselves in the physical world and online with particular focus on Cybersafety at every year level.

Students will be taught in a culturally sensitive manner using the culturally specific materials within the Keeping Safe curriculum. Staff at our Kununurra campus will complete culturally specific training prior to the commencement of work on the campus. Staff in different contexts within the Alta-1 College, will receive culturally specific training as required, prior or during their employment at Alta-1 College. All Keeping Safe Curriculum will be delivered in a culturally appropriate manner.

The Keeping Safe curriculum is linked with the Alta-1 Personal Recovery and Community Building Program which has been endorsed by SCSA, and links to the Literacy and Life Skills modules.

A significant part of the prevention process includes an annual review of the Child Safe Policy, or more often should it be required. All staff and members of the Alta-1 College community will be informed of this Policy and Procedure and receive training both online and face to face. All parents are informed of the Child Safe Policy within the [Parent and Student Handbook](#).

## Identify

It is important that all staff can recognise/identify indicators of Child Abuse and Neglect to be able to respond/take action. An accurate understanding of the dynamics underlying child abuse is important because the impact of any form of abuse on the victim can be life changing. Common outcomes associated with abuse include drug abuse, suicide, eating disorders, low self-esteem, psychosomatic illness, and self-mutilation.

The following list of indicators is not exhaustive but contains those that will be of most use to staff.

Students frequently show indicators from more than one category and the examples listed are not necessarily exclusive to a single category of abuse. Any of these indicators may suggest that a student is being abused, neglected or at risk of harm; however, indicators should be considered 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 must also be considered.

The single most helpful item for staff to consider is the deviation from normal or baseline behaviour of a child. A child who has been abused experiences mixed emotional and physical responses to abuse and may well be confused by the disconnect between respect/love for the abuser and abhorrence or ambivalence to the abuse itself.

Physical abuse could be represented by:

- broken bones or unexplained bruises, burns or welts in various stages of healing
- the child or young person is unable to explain an injury, or explanations given are inconsistent, vague or bizarre



- direct admissions from the parents that are concerned that they might harm their child
- a history of family violence
- marked delay between injury and obtaining medical assistance
- a parent who shows little concern about the welfare of their child or the treatment and care of the injury
- repeated presentations of the child to health services with injuries, ingestions or minor complaints
- the child or young person reports intentional injury by their parent or carer
- arms and legs are kept covered by inappropriate clothing in warm conditions
- ingestion of poisonous substances including alcohol or drugs
- the avoidance of physical contact by the child (particularly with a parent or carer).

Sexual abuse could be represented by:

- sexualised behaviours inappropriate to their age (including sexually touching other children and themselves)
- knowledge of sexual behaviour inappropriate to their years
- disclosure of abuse either directly or indirectly through drawings, play or writing that describes abuse
- pain or bleeding in the anal or genital area with redness or swelling
- fear of being alone with a particular person
- a child or young person implying that he/she is required to keep secrets
- sudden unexplained fear
- enuresis and/or encopresis (bed-wetting and bed soiling).

Emotional or Psychological abuse could be when:

- the parent or carer constantly criticises, threatens, belittles, insults, or rejects the child or young person with no evidence of love, support, or guidance
- the child or young person exhibits extremes in behaviour from overly aggressive to overly passive
- delayed physical, emotional, or intellectual development
- compulsive lying and stealing
- high levels of anxiety
- lack of trust in people
- feelings of worthlessness about life and themselves
- eating hungrily or hardly at all
- uncharacteristic seeking of attention or affection
- reluctance to go home
- rocking, sucking thumbs or self-harming behaviour
- fearfulness when approached by a person known to them.

Neglect may be:

- signs of malnutrition, begging, stealing or hoarding food
- poor hygiene: matted hair, dirty skin or severe body odour
- unattended physical or medical problems

- the child or young person states that no one is home to provide care (inadequate supervision, failure to ensure safety)
- child or young person appears constantly tired
- frequent lateness to school or absence from school
- inappropriate clothing, especially inadequate clothing in winter
- alcohol and/or drug abuse present in the household
- frequent illness, low grade infections or sores
- hunger

## Act

Mandated Reporters must report sexual abuse when they form a belief based on reasonable grounds, during the course of their work, that sexual abuse has occurred or is occurring. This means that teachers working outside of the school grounds are also required to report when working in either a paid or unpaid capacity because this remains in the course of their work, for example, tutoring, volunteer teaching at youth centre, working as a Sunday school teacher. The report must be made by the Mandated Reporter, not by the Regional Principal. Prior to forming a belief, a teacher may, if they wish, consult with appropriate colleagues with specialist knowledge, for example an Alta-1 Psychologist, or the State Director of Wellbeing.

The report is to be made to the Mandatory Reporting Service <http://www.mandatoryreporting.dcp.wa.gov.au/Pages/MakeaReport.aspx> or by calling 1800 708 704

A report is to contain:

- (a) the name and contact details of the reporter
- (b) the name of the child or, if the child's name cannot be obtained after reasonable inquiries, a description of the child
- (c) if, or to the extent, known to the reporter:
  - (i) the child's date of birth
  - (ii) information about where the child lives
  - (iii) the names of the child's parents or other appropriate persons as defined in section 41(1)
- (d) the grounds for the reporter's belief that the child has been the subject of sexual abuse or is the subject of ongoing sexual abuse
- (e) of, or to the extent, known to the reporter:
  - i) the name of any person alleged to be responsible for the sexual abuse
  - ii) the person's contact details
  - iii) the person's relationship to the child
- (f) any other information that is prescribed.

Mandatory reporters are required to submit a written report to the MRS as soon as practicable. A report may be oral or written, but in the case of an oral report the reporter must make a written report as soon as practicable after the oral report has been made.

Where a teacher has formed a belief that the child is at imminent risk of being abused, they should consider calling the Western Australian Police first, whether through the 000 or the 131444 numbers. This does not fulfil the legal obligation to report a child sexual abuse belief and the individual who has formed the belief should then make a Mandatory Report

(MR), which can be completed through the following link:

<https://mandatoryreporting.dcp.wa.gov.au/Pages/MakeaReport.aspx>

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

Failure to follow up a verbal report with a written report as soon as is practicable may result in a fine of \$3,000. Reporters may report beliefs to CPFS on a web-based form which can be accessed at the mandatory reporting website [www.mandatoryreporting.dcp.wa.gov.au](http://www.mandatoryreporting.dcp.wa.gov.au). Please note that this is a timed form for security reasons and cannot be saved on a local device.

Where a reporter does not have access to a computer, a written form can also be mailed out. Once you have completed your written report, it can be lodged using any of the following methods:

Email: [mrs@dcp.wa.gov.au](mailto:mrs@dcp.wa.gov.au)

Fax: 1800 610 614

Post: PO Box 8146

Perth BC, WA 6849

After a report is lodged, the sender will receive a standardised letter. This letter is proof that a report has been made, so it is important that the response is retained and securely stored.

No staff member can agree to a student's demands for confidentiality or requests that parents, police, or other agencies not be informed when the welfare or safety of the student or other students may be threatened. Staff are to consult with either the Regional Principal, Psychologist, State Director of Wellbeing, or the Department for Child Protection to seek guidance should this occur.

All strong concerns for the welfare of children believed maltreated by parents/caregivers should be discussed with the Department for Child Protection and Family Support or the Police Child Abuse Squad before advising parents/caregivers. These agencies will then decide on the provision of advice to parents/caregivers and any further action.

Students aged 18 are legally considered adults and as such CPFS do not have a child protection mandate for them. Staff members should consult with the Regional Principal, Psychologist or State Director of Wellbeing and contact the Police when aware of any assault or crime against a young adult. The Youth Legal Service <https://youthlegalserviceinc.com.au/> is available for consultation. Alta-1 College has an ongoing duty of care for all enrolled students.

## Response to Disclosure of Abuse or Neglect

If a student makes a disclosure of abuse or neglect, staff should be aware of the immediate needs of the student and know what to do in these circumstances. Students may not use explicit language, so staff must be aware of the nuances of the language used appropriate to the student's developmental stage. Most disclosures are accidental and may only be partial. Staff should not attempt to elicit a full disclosure or ask direct questions. The student should be allowed to speak freely but staff should not try to direct the student down a particular path of thought.

Staff should use the following strategies when speaking with a student about a possible disclosure:

- Use protective interrupting if a student begins to disclose in class or in a public area to protect them from sharing information with too many people.
- 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.
- Quietly arrange to see them as soon as possible, in a situation away from other students.
- Establish limits on confidentiality by telling the child that a report will be made to a person who will be able to provide help and protection and that you will help them throughout the process.
- Put your own feelings aside and listen as if the information is not sensational.
- Provide reassurance to the student that they were right to tell and this was not their fault.
- Remain as objective as possible as a staff member and do not make judgements about what has happened.
- Listen to students in an appropriate private location within the school, that is a place where the interactions can be observed but not heard by others.
- Be supportive and understanding.
- Be empathic to student feelings; the student may be confused because of the relationship with the abuser, e.g.: loving parents shouldn't be abusive.
- Acknowledge that it is difficult to talk about such things.
- Try to identify student's immediate fears.
- Let students tell the event in their own words. When reporting, do not paraphrase but try to be as accurate as possible.
- If you are unable to answer all the questions of the student, it is OK to let them know.
- Once you have established that they have been harmed or are at risk of being harmed do not pursue the conversation any further. This is important to ensure that questions cannot be raised later about possible manipulation of the disclosure.
- Allow students the option of support during any agency interview and reassure them of the availability of continuing support.
- Document the conversation that you have had, remembering as accurately as you can, the words and phrases used by the child to describe what has happened to them.
- Document the disclosure and subsequent discussion and actions.
- Explain what will happen next.
- Try and stay with the student after the disclosure to provide a sense of security until necessary steps have been taken to ensure the safety and support of the student.

## Where to go for further information

The Department for Child Protection: <https://www.dcp.wa.gov.au/Pages/Home.aspx>

Mandatory Reporting Service <https://mandatoryreporting.dcp.wa.gov.au/Pages/Home.aspx>

WA Police Child Protection Squad: 9492 5444

WA Cyber Predator Team: 9492 5444

The websites below contain information on cyber predators that for both parents, teachers and students may find informative:

- [www.esafety.gov.au](http://www.esafety.gov.au)
- [www.thinkuknow.org.au](http://www.thinkuknow.org.au)
- [www.acma.gov.au](http://www.acma.gov.au)
- [www.constablecare.org.au](http://www.constablecare.org.au)
- [www.virtualglobaltaskforce.com](http://www.virtualglobaltaskforce.com)
- [www.netalert.net.au](http://www.netalert.net.au)

### Document Storage

- All documents will be stored securely by the Staff member who has made the report, and by the Regional Principal if they have been notified.
- The Regional Principal will send all receipt numbers to the Executive Officer, which will be stored securely within the Mandatory Reporting file.
- Documents will not be destroyed without the approval of the Director General of Education in Western Australia.

### Complaints Procedure for Students

Staff should be aware of the student complaints procedure and discuss this with students regularly (See Complaints and Grievance Policy).

If you are involved with Alta-1 and you are unhappy about something, you have the right to make a complaint. To do that, we encourage you to contact us so that we can try to put things right as soon as possible.

Here are some questions that are often asked by young people about complaints:

- **What can I complain about?**  
If there is anything that makes you feel unsafe, unhappy or worried about something, you can tell us! We will listen and try to help. It could be about:
  - a service you're getting or something you missed out on
  - how you've been treated by someone, e.g. a worker or another student
  - something that's changed that has made you feel unhappy or unsafe
  - something to do with our environment or facilities
  - us not doing anything about something that happened to you or you being unhappy with what we did to try to fix it.
- **Who can I speak to if I feel unsafe or concerned about something?**  
You can talk to anybody who works here that you feel comfortable with. We also have a Complaints Handling Person who you can text or talk to in person, over the phone or online. It is their job to listen to you and help you make a complaint if you want to.
- **Can somebody help me make a complaint?**  
Yes. If you would like a parent, carer, friend or someone you trust to help you make a complaint you can bring them with you when you complain. You can also use an interpreter if you need to, or if your parent or friend needs one. If you don't want to talk to us about something that has happened, you can ask the person you trust to tell us and you can speak with us when you want to.

- **Will I be in trouble for speaking up?**  
No. Your safety and how you feel is important to us. By speaking up, you are helping us to do a better job and take better care of you and other children and young people.
- **What will Alta-1 do with information I tell them?**  
If you tell us that you have been treated badly or you are feeling unsafe or worried about something, we will listen, write down what you tell us, and try to fix it. After we talk to you, we may need to find out more about what happened. We will tell you how long this will take and what will happen next.
- **Will you keep what I have told you a secret?**  
We will keep information about you private. Private means we will keep your details safe. Sometimes we may need to share certain information with another organisations, such as the police, to protect you and other children and young people.
- **How will I know you're dealing with my complaint?**  
We will ask if you would like us to give you updates about what is happening as we look into what you have told us and get further information.  
You can tell us how you would like us to let you know how things are going with your complaint, e.g. in person, over the phone, by email or text message.  
If you are worried about anything, we will try to fix it and get back to you quickly. We will let you know when we have finished looking into your complaint and explain what we're going to do. We will make sure that we involve the person you want to be with you when we give you information (e.g. parent or friend).
- **What if I don't want to be involved in the investigation?**  
We will only contact you if you want us to. If you don't want updates that's okay. If you would like us to give information to a family member, carer or support person instead, that's also okay. If you change your mind and later want to speak with us, you can contact our complaint contact person or anybody else you trust in the organisation.
- **What if I'm still not happy?**  
If you are not happy with how we handled your complaint or the result, we can help you to contact another organisation to look at it. This is usually our owner, Alta-1 Australia. They will decide whether we have made the right decision. You can also contact the Commissioner for Children and Young People for more information about making a complaint. Visit [www.cryp.wa.gov.au](http://www.cryp.wa.gov.au) or call 6213 2297 or country free call 1800 072 444.

For staff during the complaints process, they will follow the principles below:

- All complaints are to be handled with the child's rights as the focus
- Encourage them to speak up in accordance with their rights
- Be clear about what the child can complain about and how to make a complaint using multiple methods
- Address barriers to making and participating in the complaints process
- Planning the involvement of the student in the complaints process
- Supporting parents/carers and students through the complaints process
- Embed child safety and wellbeing in the complaints process
- Respecting diversity and cultural difference throughout the process

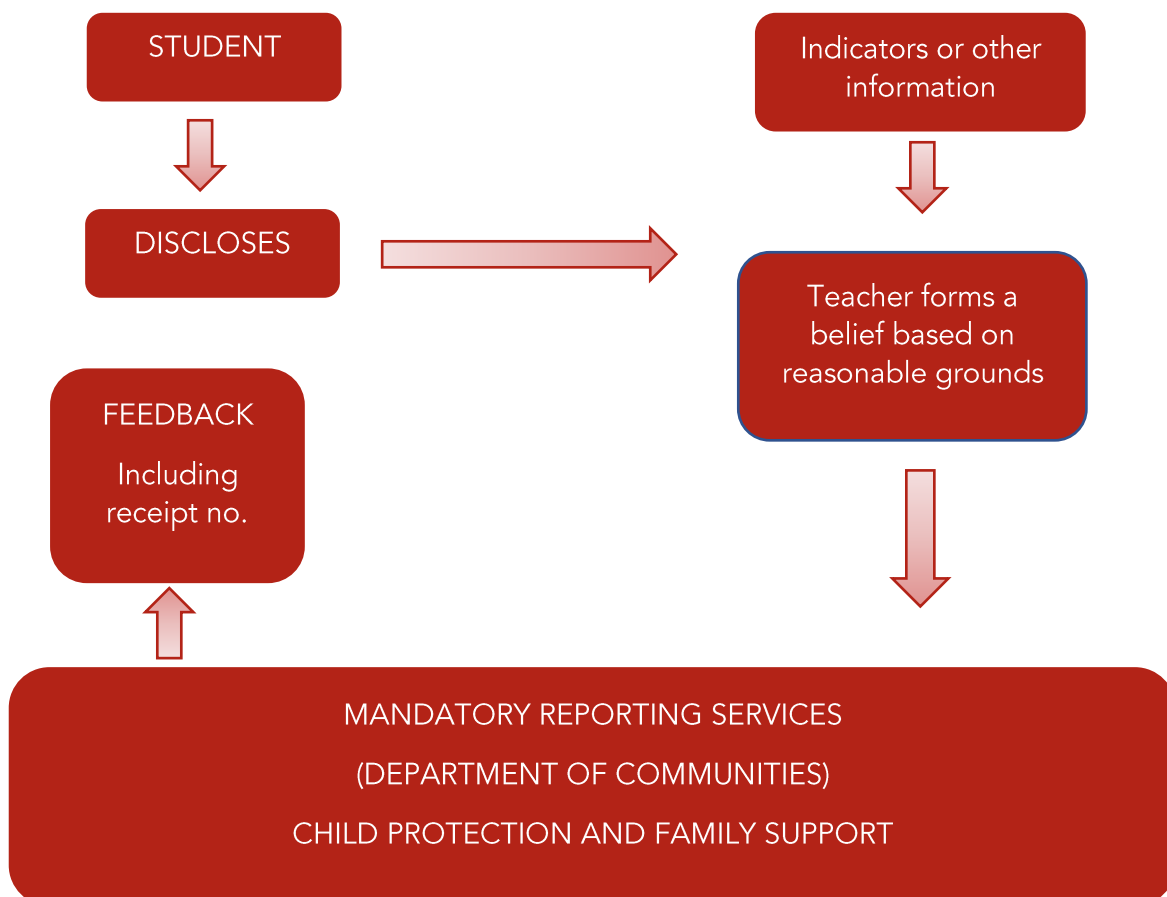
*These questions and response have been adapted from the Commissioner for Children and*

Young People, Western Australia resource, ['Tips for children and young people on how to make a complaint'](#)

# Process

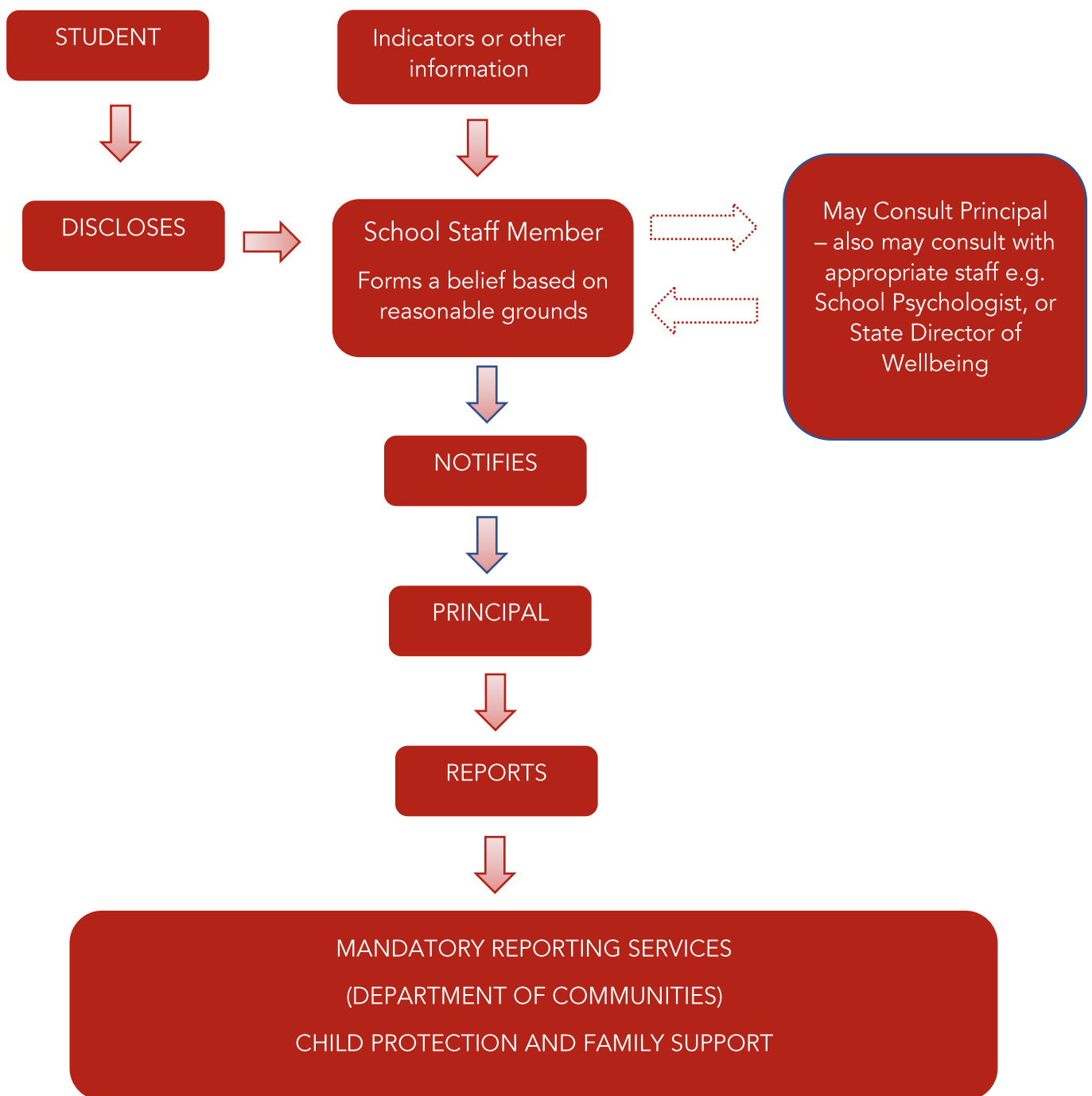
## Mandated Reporter

### Reporting Child Sexual Abuse – Mandatory Reporting Procedure





## Non-Mandated Reporter



# Implementation

- All staff have completed the CPFS Mandatory Reporting Training online and the College has a record of staff certification of training completion.
- All staff will receive training on the revised Child Safe Policy on Bridge and complete related questions to ensure understanding.
- Staff who have not participated in either of the above training will be sent regular reminders to complete the training and the Regional Principal will engage in one-on-one conversations with those staff.
- Staff will be asked to acknowledge their understanding of and commitment to following the Child Safe Policy at Alta-1 College.
- This will be followed up by a face-to-face session for each region where staff are able to ask any clarifying questions facilitated by the State Director of Wellbeing.
- The Keeping Safe Curriculum will replace the Being Safe Component of the Personal Recovery and Community Building curriculum. Staff will receive training on delivering the curriculum in a developmentally appropriate manner. This training will be delivered by an accredited trainer in the Keeping Safe Curriculum.
- Students will be provided with training on how the complaints process works and seeking feedback on the process. This training will be delivered by the teacher.
- Students will be asked for feedback on the complaints process, the Keeping Safe Curriculum delivery and the Student Code of Conduct.

## Contact Person

Please Contact State Director of Wellbeing and/or Executive Officer.

## Appendix 1

Not applicable

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# Policy Details and Document Management

Author: State Director of Wellbeing

Approved by: College Board

Effective from: 19 June 2020

Review Date: 19 June 2021

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Policy Level		Dissemination	For Application	For Information
Alta-1 Australia	<input type="checkbox"/>	Alta-1 Australia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alta-1 Group	<input type="checkbox"/>	Alta-1 Group	<input type="checkbox"/>	<input checked="" type="checkbox"/>
College Board	<input checked="" type="checkbox"/>	College Board	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Executive Officer	<input checked="" type="checkbox"/>	Executive Officer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Regions	<input type="checkbox"/>	Administrators	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		All Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Community (Staff/Students)	<input type="checkbox"/>	<input type="checkbox"/>

## Access

Open ☒  
Restricted ☐

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## Revision History

Published	Version	Approved by	File Name
26/06/2020	1.0	College Board	

## Genealogy

### This Policy replaces:

*Circular – Mandatory Reporting*

*Mandatory Reporting of Child Sexual Abuse Policy*

*Sexual Harassment and Activity Policy*

*Student Protection Policy*

*Student Welfare Policy and Best Interests of the Child Policy*

### This Policy was cancelled and suspended by:

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