

# STU002 – MANDATORY NOTIFICATION POLICY, PROCEDURES AND GUIDELINES

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## POLICY CONTEXT

Willunga Waldorf School is a co-educational and inclusive school. The School's mission is to provide Steiner education from early childhood to year 12, based on the work of Rudolf Steiner. This education is driven by a deep understanding and respect for the developing and unfolding human being.

Creating child safe environments is a dynamic process that involves active participation and responsibility by all sectors of the community. In particular, section 31 of the *Children and Young People (Safety) Act 2017* ('the Act') states that various types of persons — teachers, social workers, prescribed health practitioners, police officers and other persons mentioned in Section 30 of the Act — must report that a child is, or may be, at risk if they have reasonable grounds to suspect this, and if they formed this suspicion during the course of their employment.

These persons – called mandated notifiers in this policy – have an obligation to report their suspicion. The report should be made to the Child Abuse Report Line (CARL).

The identity of any person making a report to the Department for Child Protection ('the Department') via CARL is protected by the Act.

## PURPOSE

Willunga Waldorf School acknowledges that all School employees and volunteers are mandated notifiers and have both a moral and a legal obligation to make a report if they reasonably believe that a child or young person has been harmed or is at risk of harm.

The School furthermore explicitly encourages non-mandated notifiers to make a voluntary report if they believe, on reasonable grounds, that a child or young person has been harmed or is at risk of harm.

This policy lays out the key principles when responding to a situation of harm or risk of harm and the procedures that should be followed when making a mandated report. It also provides guidelines on how best to respond when a child or young person makes a disclosure, the School's duties towards risk management and what to expect from CARL staff when making a report.

## SCOPE

This policy applies to all staff, volunteers, agents, contractors (including temporary contractors), work experience students and students on professional placements of the

School, and any other individuals who work on site with our children and young people (e.g. Allied Health Specialists), collectively referred to as “employees”.

It applies:

- On the school premises;
- At functions, excursions, trips or camps organised by the School;
- When members of the School community are representing the School.

Willunga Waldorf School makes it a condition of new and continued employment that employees agree to accept and act in accordance with school policies and procedures, including our Mandatory Notification Policy, at all times.

## DEFINITIONS

### **Mandated Notifier**

A person who comes within one of the categories set out in Section 30 (3) of the *Child and Young Person (Safety) Act 2017*, and so has an obligation to report a suspicion of a type described in Section 31 of the Act.

### **Reasonable Suspicion**

A mandated notifier must make a report to the Department for Child Protection (DCP) if they suspect on reasonable grounds that a child or young person is, or may be, at risk of harm.

A mandated notifier does not have to be able to prove that harm has actually occurred.

Reasonable grounds to report suspected abuse and/or neglect may include:

- When your own observations of a particular child or young person's behaviour and/or injuries lead you to suspect a child/young person is, or may be, at risk of harm;
- When a child/young person tells you they have been harmed;
- A child/young person telling you that they know of someone who has been harmed (they may possibly be referring to themselves);
- When your own observations about the behaviour of the child/young person, or their adult caregivers, give you cause to suspect that a child/young person is being, or is at risk of being harmed; and/or
- When you hear about it from someone who is in a position to provide reliable information, perhaps a relative or friend, neighbour or sibling of a child/young person who is at risk.

The mandated notifier must form the reasonable suspicion alone. The suspicion does not need to be accepted and discussed with staff members, managers, or parents/carers. Whilst the mandated notifier might like to talk through the circumstances with another person, ultimately it is the mandated notifier who needs to be satisfied that they hold a suspicion.

### **Meaning of Harm**

Section 17 of the Act refers to *harm* as physical or psychological harm (whether caused by an act or omission), including harm caused by sexual, physical, mental or emotional abuse or neglect. Psychological harm, however, does not include emotional reactions such as distress, grief, fear or anger that are a response to the ordinary ups and downs of life.

### Meaning of At Risk

Section 18 of the Act sets out in detail the meaning of *at risk* within the legal context. It includes instances where:

- There is a likelihood of the child/young person suffering a physical or psychological injury;
- There is a previous history of the child/young person having been harmed;
- There is a likelihood that the child/young person will be removed from the State for the purpose of unlawful medical or other procedures (including, to avoid doubt, female genital mutilation), criminal activities or marriage;
- The child/young person's parents/guardians are unable or not willing to care for them, have abandoned them, cannot be found or are dead;
- The child/young person is of compulsory school age but has been consistently absent from school, without satisfactory explanation.

In assessing whether there is a likelihood that a child or young person will suffer harm, one must consider not only the current circumstances of their care but also the history of their care and the likely cumulative effect on the child/young person of that history.

### Site Leader

The person who is responsible for leading and managing Willunga Waldorf School's employees. At WWS, this is the Head of School; or the Chair of the School Council if the allegations concern the Head of School.

## POLICY STATEMENT

Willunga Waldorf School acknowledges that every child and young person has the right to be safe from harm and risk of harm at all times.

We are committed to creating and maintaining a child safe environment, where all children and young people feel safe, feel seen and feel heard.

We accept our responsibility and duty of care for the children and young people in our charge. We all have a role to play to make sure children and young people's safety and wellbeing is at the center of our work.

We all contribute when we:

- create a safe environment
- notice when things go wrong
- take action, including notifying
- support children and families

We are dedicated to providing safe, respectful and engaging environments where our students observe and are taught positive life skills and values, and where they are empowered to stand up and speak up for themselves and others without fear.

All employees are expected to be aware, vigilant and able to recognise when children and young people's wellbeing or safety is being compromised. They must actively listen to a child or young person raising a concern or making a disclosure. They must be prepared to act and follow up on their concerns to help ensure that the best possible outcome for the child/young

person is achieved, and that fewer children and young people are harmed or are at risk of harm through violence, abuse and neglect.

It is not the employee's role to determine the truthfulness of an allegation but to report this concern to the relevant authority/ies as outlined in this policy.

## EARLY CHILDHOOD REPORTING REQUIREMENTS

Incidents or allegations of physical or sexual abuse must be reported to the Education Standards Board (ESB) within 24 hours.

## PROCEDURES

### 1. MAKING A MANDATORY NOTIFICATION REPORT

Any person who, in the course of their work or volunteering, suspects on reasonable grounds that a child or young person has been harmed or is at risk of being harmed, must report their suspicion to the **Child Abuse Report Line (CARL)**. This includes all persons who are not mandated to report suspected harm or risk of harm under the legislation. In all instances, the School shall be guided by the relevant authority (CARL/SAPOL) about whether an internal investigation is appropriate.

Support for cases involving Aboriginal or Torres Strait Islander children and young people is provided by Yaitya Tirramangkotti, an Aboriginal team, via the CARL number.

**000 must always be called in an emergency.**

#### Before You Notify

- Consult the **notification checklist** (see Attachment A as example) before you make a report. Please refer to the DCP website for latest version of notification checklist: <https://www.childprotection.sa.gov.au/reporting-child-abuse/preparing-report-child-abuse>
- Supporting documents for Mandatory Reporting i are available on the Staff App. These contain information – including decision-trees – that can assist mandated notifiers in their decision-making process.
- Consult Attachment C – Actions to be considered when your concern is NOT about an immediate threat to a child or young person's safety. Please refer to the DCP website for latest version of concerns checklist: <https://www.childprotection.sa.gov.au/reporting-child-abuse/indicators-abuse-or-neglect>

#### Making a Notification

There are two (2) ways to make a report:

## 1.1. SERIOUS CONCERNS – URGENT REPORTS

**For all serious concerns, you MUST call CARL on 13 14 78**

The report line is open 24 hours a day, 7 days a week. You must also call SAPOL on 000!

The following serious concerns must be reported to the CARL telephone report line (and **not** via the e-CARL online reporting system):

- you suspect a child or young person is in imminent or immediate danger of:
  - serious harm
  - serious injury or death (including if they have a current injury suspected as caused by abuse or neglect)
  - chronic neglect
- an infant (under 12 months) has an unexplained injury (includes bruises for babies who are not mobile), noting that any inflicted injury to an infant is serious.
- a child or young person has been abandoned or is currently unsupervised
- a plausible threat has been made to kill or seriously harm a child or young person
- a child or young person has experienced sexual abuse and has contact with the alleged perpetrator within the next 24 hours
- the concerns are for a child or young person who is under the Guardianship or Custody of the Department for Child Protection.<sup>1</sup>

The CARL team need as much information as possible to make an informed assessment. You should use the [Notification Checklist](#) (see Appendix A) as a guide to gather the best information available to you before placing the call to CARL. This will include information such as:

- The child's name, age, date of birth and address;
- A description of the injury, harm or risk of harm (current and previous);
- The child's current situation;
- The location of the child, parent or caregiver and alleged perpetrator; and
- When and how you found out about the harm or risk of harm.

## 1.2. LESS SERIOUS CONCERNS – NON-URGENT REPORTS

You may use **eCARL**, the online child protection reporting system, to report less serious concerns: <https://my.families.sa.gov.au/IDMProv/landing.html> Please note that you will need to register and login to the online child protection reporting system to make a report online.

### 1.2.1. Correctly submitting online notifications (e-CARL)

It is important to note that draft online child protection notifications/reports must be *submitted* for the Child Abuse Report Line staff to be able to assess the information. Any notifications/reports that remain in a draft state will not be assessed by the Child Abuse Report Line until they have been submitted.

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<sup>1</sup> Source: <https://www.childprotection.sa.gov.au/report-suspected-harm/process-for-mandated-reporters>

To ensure you have correctly submitted your online child protection notification/reports, please log in to the system and check that the notification/report is not a draft.

Notifiers/reporters will receive regular email reminders to complete and submit their online notification/report after creating the draft. All draft notifications will automatically be marked as cancelled/not required 28 days after the date it was created.

If you become aware of further information, you must add to the report/notification you have made by re-contacting the Child Abuse Report Line 13 14 78 or submitting another eCARL report where appropriate.<sup>2</sup>

### 1.3. INFORM YOUR SITE LEADER

Once a report has been made to CARL, you must inform, in writing, the Head of School – or the Chair of the School Council if the suspicion or allegation concerns the Head of School – that you have made a mandatory notification. This is to ensure that the Head of School/Council Chair can take any appropriate action to support the child or young person that has been harmed or is at risk of being harmed.

Contact details:

- Jodie Thomas (Head of School) – [jodie.thomas@wws.sa.edu.au](mailto:jodie.thomas@wws.sa.edu.au)
- Hannah Matthews (Chair, School Council) – [council.chair@wws.sa.edu.au](mailto:council.chair@wws.sa.edu.au)

### 1.4. DOCUMENT

If you have made a report to CARL, you must complete a mandatory notification record. Please use the template provided at Attachment B. Your Site Leader can help you with this.

*NB: This form must be printed and handed to the Head of School – do not save an electronic copy and do not store in a student's school file!*

The record must:

- Be stored securely with your site leader;
- **Not** be stored in the file of the child or young person;
- Records of all communications must be maintained;
- Care needs to be taken to minimize the risk of defamation action. Advice on wording of material can be obtained from the Association of Independent School SA (AISSA).

### 1.5. SEEK SUPPORT

The decision to make a mandatory report is not an easy one, and the consequences of the decision can be considerable. It is important to take good care of yourself during this time and seek support for your own mental health. Without revealing specific details of the case to protect the identity of the child/young person affected, you may find it useful to speak to a close friend or family member, a colleague and/or your Site Leader.

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<sup>2</sup> Source: <https://www.childprotection.sa.gov.au/report-suspected-harm/process-for-mandated-reporters>

The School also offers an Employee Assistance Program (EAP) available to all current staff. Information on how to access the School's EAP is included in regular staff memos and on noticeboards in staff common rooms.

## 2. RESPONDING TO REPORTS OF SUSPECTED HARM OR RISK OF HARM

At the heart of the School's response to a mandated notification will be the care, safety and welfare of the affected child or young person. We will act promptly and responsibly. All reports will be managed by the Head of School, or the Chair of the School Council if the notification concerns the Head of School.

Where relevant, other external authorities must be notified (e.g. SAPOL, Teachers' Registration Board, Education Standards Board, AISSA).

The School will ensure that support is provided to the affected student and their family. The specific nature of this support will vary depending on individual circumstances, but it may include:

- Providing extra learning and wellbeing support to the affected student;
- Referring the student and/or family members to appropriate external services;
- Providing financial support/relief to the student and their family;
- The guidelines provided in the SA cross-sector document *Managing Allegations of Sexual Misconduct in SA Education and Care Settings* will be followed when required.
- An understanding that the needs of children and young people who are at risk of harm or who have been harmed through violence, abuse or neglect may require educators to adapt their programs and support accordingly. The aim is to help these children and young people stay connected to school and contribute to their recovery and their development of positive coping skills and learning success.

### 2.1. IF THE REPORTED ALLEGATIONS INVOLVE AN EMPLOYEE OF THE SCHOOL

If the CARL report raises allegations against an employee (incl. volunteer) or member of the School community, the Head of School must also follow the guidelines in the *Critical Incident Procedure*.

Employees should note that if the Head of School becomes aware that a CARL report has been made about them, they must not tell the employee about this so as not to compromise any investigations by the Department of Child Protection and/or police. However, the Head of School must notify any relevant external authorities such as the Teachers' Registration Board or Education Standards Board.

## 3. FAILURE TO REPORT

The *Statutes Amendment (Child Sexual Abuse) Act 2021* established criminal offences of:

- **Failure to report child sexual abuse:**  
A prescribed person is guilty of an offence if they fail to report to police that they know or suspect that another person (the abuser) is an employee of Willunga Waldorf School and is, has, or is likely to sexually abuse a child; and
- **Failure to protect a child from sexual abuse:**  
A prescribed person is guilty of an offence if they know there is a substantial risk that another person, who is also an employee, will engage in the sexual abuse of a child;

and the prescribed person has the power or responsibility to reduce or remove that risk but negligently fails to do so.

These offences carry a penalty of imprisonment. It is critical that all Willunga Waldorf School employees, volunteers and contractors understand their legal obligations.

The offences have been created because the Royal Commission into Institutional Responses to Child Sexual Abuse found that historically institutions working with children under-reported suspicions of child sexual abuse to police when a staff member was involved.

#### 4. VULNERABLE STUDENTS

Willunga Waldorf School acknowledges that there are vulnerable students who may be at a higher risk of experiencing harm or risk of harm due to their circumstances. These children and young people may struggle with advocating for themselves or communicating their experiences to other people. Vulnerable students include students with disability, students in care and new arrival students.

The School will ensure that:

- School staff will consult with a student with disability, their parent and/or other associates (such as external allied health professionals). During consultation, staff will discuss the impact of the disability to assess the student's ability to advocate for themselves;
- Staff will be mindful of the individual circumstances of vulnerable students and will be mindful of the potential signs of harm or risk of harm that vulnerable students may exhibit; and
- Individual student needs and circumstances will be considered when teaching the child protection curriculum. This includes being mindful of and sensitive to cultural differences.

#### 5. RESPONDING TO PROBLEM SEXUAL BEHAVIOUR INVOLVING CHILDREN AND YOUNG PEOPLE

The Guidelines provided in the SA cross-sector document *Sexual Behaviour Involving Children and Young People Procedure and Guideline* are to be followed in all circumstances where a child or young person is alleged to have engaged in problem sexual behaviour.

The responsibilities staff members have in these circumstances are significantly different from those involving allegations of sexual misconduct by adults. They reflect the different rights and needs of children and young people.

### GUIDELINES<sup>3</sup>

The following guidelines include information on:

- What to do if a student discloses an incident
- What not to do if a student discloses an incident
- What to do if a parent raises a concern
- Communicating with the Head of School or Council Chair if allegations concern the Head of School
- Risk assessment to identify and minimize risk

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<sup>3</sup> Acknowledgement is gratefully given to AISSA's guidelines for the information below.

- What to include in discussions with CARL and what details to provide when making a report
- Questions to expect from CARL staff

### 1. IF A STUDENT DISCLOSES AN INCIDENT, DO:

- Listen to the student in a private location within the School;
- Remember the child/young person may be experiencing a crisis;
- Listen attentively, and be empathetic to the student's feelings and fears;
- Self-regulate your own emotional response of panic/shock/anger – be calm, non-judgmental and supportive;
- Let students tell the event in their own words;
- Accept what is said – only the minimum of information is required;
- Reassure the student that they have done the right thing by telling you, that you believe them and that they are not to blame;
- Reassure the student of the availability of continuing support but without making promises you cannot keep;
- Tell the child/young person that you will need to tell someone who can help them;
- If you need to clarify the situation:
  - Ask open-ended questions, e.g. How did it happen? Who was there? Tell me about your relationship with...
- Explain to the student what will happen next. **This does not include that you will submit a Mandatory Notification!**
- Document the disclosure and subsequent discussion and actions as soon as possible;
- Follow mandatory notification requirements and contact the child protection authorities and/or the child abuse report line. **(CARL telephone: 13 14 78);**
- Advise the Head of School (or Council Chair if allegations concern the Head of School) as soon as possible.

### 2. IF A STUDENT DISCLOSES AN INCIDENT, DO NOT:

- Push for details or conduct an investigation. Others have this responsibility.
- Ask leading questions (i.e. questions that imply or contain the answer);
- Suggest words to the student or interrogate as this could jeopardize the interviewing process of the Department of Child Protection (DCP) and the police;
- Express judgement of the student, perpetrator or family;
- Get angry, upset or show shock or horror;
- Blame students or say things like 'forget it', 'you'll get over it' etc.
- Give any guarantees of confidentiality;
- Give a lecture about right and wrong;
- Engage in general staffroom discussion about the disclosure.

### 3. IF A PARENT/CAREGIVER RAISES A CONCERN:

If a parent/caregiver raises concerns, the School employee is recommended to:

- Accept the concerns as valid;
- Not comment about the likelihood of an incident having occurred;
- Advise the parent/caregiver that the employee is required to take further action about the concerns;

- Arrange a discussion between the parent/caregiver and the Head of School (or the Chair of the School Council if the allegation concerns the Head of School) as soon as possible;
- Make notes of the conversation as soon as possible;
- Be prepared to make a mandatory notification, following the procedures outlined in this policy.

#### 4. COMMUNICATING WITH THE HEAD OF SCHOOL (OR COUNCIL CHAIR IF ALLEGATIONS CONCERN THE HEAD OF SCHOOL)

When the Head of School or Council Chair is advised of an allegation, they will promptly:

- Accept the information as valid;
- Preserve confidentiality;
- Check that the child protection authorities or the child abuse report line (CARL) have been notified;
- Consult with the child protection authorities or the child abuse report line
- If the alleged perpetrator is an employee or volunteer, conduct an initial risk assessment and consider immediate measures to protect the safety of the possible victim and other students whilst long-term intervention is considered;
- Consider the rights of the person alleged to have behaved inappropriately and the impact on that person of the allegations;
- Ensure that strategies are developed to address both operational matters and communications;
- Obtain advice on legal implications, communications, industrial relations, counselling and dealing with the media.

#### 5. RISK ASSESSMENT

The purpose of a risk assessment is to identify and minimize the risk:

- To a child/young person who is alleged to have been harmed, or is at risk of being harmed;
- To the person against whom the allegation has been made;
- To other students with whom the person may have contact;
- To the proper investigation of the allegation.

Schools retain a 'Duty of Care' to all students during any CARL or police investigation. The risk assessment may result, for example, in an employee:

- Being temporarily relieved of some duties;
- Being required to avoid certain students; or
- Being suspended from all duties.

Any decision to take action as a result of a risk assessment is in no way an indication of the guilt of the person concerned.

**Factors which need to be considered during the risk assessment include:**

- The nature of the allegation;
- Vulnerability of children/young people;
- The nature of the position occupied by the person against whom the allegation has been made;

- The level of supervision of that person;
- Any prior disciplinary history of that person;
- The safety of that person;
- Any comments made by that person.

Risks should be continually monitored. **No action should be taken following a risk assessment without consultation with the child protection authorities and CARL.**

**In addition:**

- The School will promptly advise its insurance company if the allegation is in any way associated with the School. In some interstate cases, insurance companies have refused to cover compensation payouts because they were not promptly advised of the allegation.
- The School will not undertake an investigation whilst the DCP/CARL or the Police are conducting an investigation as it may prejudice their action. It is an offence to hinder a police officer or a CARL officer in the execution of their duties. If the police or CARL are to interview a student, it is their responsibility to determine when a parent should be notified of an interview and inform the parent. CARL may decide not to advise the parent until after the interview.
- If CARL removes a student from school, they will have an order from the Youth Court. The Head of School or another responsible employee should carefully read the order and make a copy of it for School records.
- The adult to whom the student confided will not be present at any interview with the child/young person so that their recollection of the student's disclosure is not blurred by events at the interview.
- The School may take further action even if the child protection authorities or the child abuse report line (CARL) or the police do not propose any further action. This may be appropriate because of the School's duty of care obligations to all students. In particular, the School may take specific action to reduce the risk or address concerns even if the concerns were not proven.
- All reports and actions will be documented with the records securely and discretely stored in a separate location to student files.
- All School investigations will be conducted in an impartial, independent and objective manner and be open and transparent. The investigator must not show bias or favour to the alleged victim(s), the person who is the subject of the allegation, nor in outcomes, which might affect the reputation of the school.

A finding of 'not sustained' means that the investigator considers that there is insufficient evidence to determine that the alleged event occurred, on the balance of probabilities. However, action may still be warranted to reduce the risk of harm to the students.

## 6. WHAT TO INCLUDE IN DISCUSSIONS WITH CARL AND DETAILS TO PROVIDE WHEN MAKING A REPORT

Discussions with CARL should include:

- Appropriate action;
- Whether an investigation will be conducted;

- Whether the person should be directed not to discuss the allegations with students (including the alleged victim) or with parents;
- Advising the parents of the student;
- When the person, the subject of the allegation, can be told and by whom.

When making a notification you need to be able to tell the child abuse report line as much information as you have about:

- The child/young person's name, age, date of birth, address;
- A description of injury, abuse and/or neglect (current and previous);
- The child/young person's current situation;
- The current location of the child/young person, the parent/caregiver and the alleged perpetrator;
- When and how you find out about the harm/risk of harm;
- If the child is Aboriginal or Torres Strait islander, also provide the Clan group of the child/young person if known.

## 7. QUESTIONS TO EXPECT FROM CARL STAFF

CARL staff need to collect as much information as possible relating to the allegation. They may ask questions similar to the ones below:

### 7.1. Child identification details and context

You will need to provide enough detail to identify the child or young person and give context to your report, including:

- The child/young person's full name as well as their:
  - Date of birth or age
  - Current address
  - Contact number
  - school/kindergarten/ child care centre
  - Ethnicity (e.g. Aboriginal/TSI, kinship group, non-English speaking etc.)
- Who are the parents, do they all live in the same house, and are there siblings in the house?
- The alleged perpetrator's name, age, address, relationships to the child/children or young person/s, and their current whereabouts;
- Current whereabouts of the child/children or young person/s of concern;
- Details of when the next expected contact with the alleged perpetrator will occur;
- If there are any family court orders, apprehended violence orders or domestic violence orders in place.

### 7.2. Notifier's details

You will be asked to provide details about yourself including:

- Your full name, job title, agency name or address, contact number;

- Your relationship to the child/children or young person/s of concern;
- The type of contact you have with the family, frequency and last time you saw the child/children or young person/s;
- If are you working with the child/young person or the family, and if so, in what capacity.

### 7.3. Considerations

You will also need to provide your reasons for contacting the child abuse report line. Questions may include:

- Are the caregivers aware that a report is being made?
- Have you given any expectation of action to the affected child/young person?
- What action are you expecting Families SA to take?
- What action can you take?
- What action have you already taken, what impact has that had and how has it helped?

### 7.4. Details of concerns

You will be asked questions about the allegations that may include:

- What has the child/young person disclosed? What did they say and what was their emotional presentation?
- Who saw or heard what and when?
- Size and location of injuries, if any, with descriptions of bruising (colour and appearance)
- Has the child/young person been seen by a Doctor? If so, provide the name and contact number.
- Has the matter been reported to police?
- Who else is aware of the concerns?
- Is the parent/caregiver protective?
- Describe any parent/caregiver behaviour that is of concern, including how often and how severe.
- Describe any behaviour by the child/young person that is of concern, including how often it occurs.

### 7.5. You will also be asked about the child/young person's family and family history, including issues like:

- Domestic violence
- Drug and alcohol use or abuse
- Violence to people outside the family
- Relevant health factors
- Extended family or other support networks
- Child care arrangements
- Nature of involvement with any agencies
- Mental health issues/presentations and details of diagnosis, if known
- Physical or intellectual disability

When problem sexual behaviour is being reported, specific details of the behaviour are required, including:

- Type, context, frequency
- Who the child or young person is engaging in sexual behaviour with (i.e., is it evident there is a power imbalance?)
- Responses to behaviour (e.g., school, parent/caregiver's understanding of the behaviour, family attitudes to sexuality, appreciation of child's possible disability, mindfulness of age appropriate behaviour).

#### 7.6. Before the call is concluded

You may be asked some final questions before completing the report:

- What prompted you to call? (if this is not already obvious)
- Are the caregivers aware a report is being made?
- Is the child or are the children aware a report has been made? What was their response?

The planning should envisage the possibility that confidentiality will not be maintained or it may become appropriate to advise others.

## 8. RECORD KEEPING

**Records should be maintained of all communications.**

Care needs to be taken to minimize the risk of defamation action. Advice on wording of material can be obtained from AISSA.

### POLICY ACCESS

- Hard copies of policies are available to early childhood staff in the kindergarten and Golden Wattle offices and to all staff in the staff workroom.
- Electronic copies of policies are available on the SchoolStream staff app as well as on the School's website.
- Hard copies of policies are also available in the shared Jacaranda/Hollyhock area and can be made available to all parents upon request.

Kindergarten families will be notified by email at least 14 days beforehand of any of the changes:

- affect the fees charged or the way they are collected, or
- significantly impact the service's education and care of children, or
- significantly impact the family's ability to utilise the service.

### APPENDICES

- Appendix A – Notification Checklist
- Appendix B – Mandatory Notification Record
- Attachment C – Concerns Checklist



## RELATED POLICIES AND DOCUMENTS

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|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Related School Policies, Procedures and Guidelines</b> | <ul style="list-style-type: none"> <li>• STU001 – Child Safe Environment Policy</li> <li>• SF001 – Professional Code of Conduct</li> <li>• SF003 – Recruitment and Selection Policy</li> <li>• SF004 – Volunteer Policy (1-12)</li> <li>• ECH009 – Volunteer and Student placements Policy (K-R)</li> <li>• GOV001 – Grievance Policy and Procedures (Parents)</li> <li>• GOV003 – Grievance Policy and Procedures (Students)</li> <li>• GOV005 – Privacy Policy</li> <li>• WHS005 – Sexual Harassment Policy</li> <li>• OE004 – Camps and Excursion Policy</li> <li>• EM001 – Critical Incident Management Policy and Procedure</li> <li>• Student Exchange Policy (Safety of Students)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Related Legislation and Regulatory Requirements</b>    | <ul style="list-style-type: none"> <li>• Children and Young People (Safety) Act 2017 [to be repealed by Sch 2 cl 47 of Children and Young People (Safety and Support) Act 2025]</li> <li>• Child Safety (Prohibited Persons) Act 2016</li> <li>• Education and Early Childhood Services (Registration and Standards) Act 2011</li> <li>• Education and Care Services National Regulations 2011</li> <li>• Statutes Amendment (Child Sexual Abuse) Act 2021</li> <li>• Teacher Registration and Standards Act 2004 (SA)</li> <li>• Equal Opportunity Act 1984 (SA)</li> <li>• UN Conventions of the Rights of the Child</li> <li>• National Principles for Child Safe Organisations (2019)</li> <li>• Australian Student Wellbeing Framework</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Early Childhood Legislative Requirements</b>           | <p>Education and Early Childhood Services (Registrations and Standards) Act 2011 (as amended)</p> <ul style="list-style-type: none"> <li>• Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)</li> <li>• Section 162A Persons in day-to-day charge and nominated supervisors to have child protection training</li> <li>• Section 167 Offence relating to protection of children from harm and hazards</li> </ul> <p>Education and Care Services National Regulations 2011 (as amended)</p> <ul style="list-style-type: none"> <li>• Regulation 84 Awareness of child protection law</li> <li>• Regulation 168 Education and care services must have policies and procedures</li> <li>• Regulation 170 Policies and procedures to be followed</li> <li>• Regulation 171 Policies and procedures to be kept available</li> <li>• Regulation 172 Notification of change to policies or procedures</li> </ul> <p>National Quality Standard</p> <ul style="list-style-type: none"> <li>• QA 2 Children's Health and Safety</li> <li>• 2.2.3 Child Safety and Protection</li> </ul> |
| <b>Cross-Sector Guidelines (SA)</b>                       | <ul style="list-style-type: none"> <li>• Mandatory Notification Information Booklet (2019)</li> <li>• Mandatory Reporting Guide (2018)</li> <li>• DHS – National Principles for Child Safe Organisations</li> <li>• Protective Practices for staff in their interactions with children and young people</li> <li>• Managing allegations of sexual misconduct in SA education and care settings</li> <li>• Responding to problem sexual behaviour in children and young people</li> <li>• Information Sharing Guidelines</li> <li>• Keeping-Safe Child Protection Curriculum (KS:CPC)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## VARIATION AND REVIEW

The school reserves the right to vary, replace or terminate this policy from time to time.

This policy has been developed with reference to the Children and Young People (Safety) Act 2017 (SA). The School will review and update this policy following the commencement of the Children and Young People (Safety and Support) Act 2025 (SA).

Unless altered earlier, this policy will be reviewed at a minimum every five (5) years.

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsible Person</b> | Head of School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Policy Approver</b>    | School Council – approved 13/06/2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Version</b>            | 2.0<br>This document replaces version 1.0 HS002 – Reporting Abuse and Neglect (2017-2023)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Publication Date</b>   | 15/06/ 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Effective Date</b>     | 19/06/2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Last Review Date</b>   | May-Sep 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Next Review Date</b>   | No later than Sep 2031                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Revision Record</b>    | <p>Minor amendment – 23/06/2023</p> <ul style="list-style-type: none"> <li>- Procedures 1 (Making a Notification) – Document: Clarified how template (Attachment B) should be used</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>- Changed category to Student-specific policies STU</li> </ul> <p>Sep 2025:</p> <ul style="list-style-type: none"> <li>- Removed "gender" in first paragraph.</li> <li>- Added Early Childhood Reporting Requirements: " Incidents or allegations of physical or sexual abuse will be reported to the Education Standards Board (ESB) within 24 hours." in accordance to changes in NQF effective 01.09.2025</li> <li>- 5: Changed "Responding to Problem Sexual Behaviour Involving Children and Young People: Guideline for Staff in Education and Care Settings (2013)" to current version: "Sexual Behaviour in Children and Young People Procedures and Guideline (2025)"</li> <li>- Under "Related Documents...": Added that the Children and Young People (Safety) Act 2017 will be repealed by Sch 2 cl 47 of Children and Young People (Safety and Support) Act 2025</li> </ul> <p>May-Sep 2026:</p> <ul style="list-style-type: none"> <li>- Updates to wording of Procedures and Guidelines for greater clarity and to bring in line with current information/advice by Department of Child Protection</li> <li>- Added Procedures section 1.2.1. Correctly submitting online notifications (e-CARL)</li> <li>- Added Procedures section 2.1. to clarify reporting requirements if HoS finds out a CARL report has been made against an employee</li> <li>- Added section Policy Access</li> <li>- Updated Early Childhood legislative requirements section and Related School Policies</li> <li>- Added reference to upcoming changes in legislation under Variation and Review section</li> <li>- Checked links, phone numbers and forms referenced throughout this document are current</li> </ul> |

## ATTACHMENT A

Please refer to the [DCP website](#) for the most recent notification checklist.

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Government of South Australia  
Department for Child Protection

### Department for Child Protection Notifications Checklist

Complete this checklist with the best information available, noting not all information is mandatory to make a notification.

| Notifier details                                                                                                 |                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/>                                                                                         | Full name                                                                                                                                                                                                                                                                |
| <input type="checkbox"/>                                                                                         | If a mandated reporter, job title and agency, capacity in which you are working with the child, young person or family                                                                                                                                                   |
| <input type="checkbox"/>                                                                                         | Contact telephone number                                                                                                                                                                                                                                                 |
| <input type="checkbox"/>                                                                                         | Relationship to the child or young person                                                                                                                                                                                                                                |
| <input type="checkbox"/>                                                                                         | Type and frequency of contact with the child or young person, siblings and their family                                                                                                                                                                                  |
| Identification details for the child or young person, their siblings, parents/caregivers and alleged perpetrator |                                                                                                                                                                                                                                                                          |
| <input type="checkbox"/>                                                                                         | Full name (incl. also known as and other surnames etc)                                                                                                                                                                                                                   |
| <input type="checkbox"/>                                                                                         | Date of birth / age / year level                                                                                                                                                                                                                                         |
| <input type="checkbox"/>                                                                                         | Sex: Male, female, not stated/inadequately described                                                                                                                                                                                                                     |
| <input type="checkbox"/>                                                                                         | Current address / contact telephone number                                                                                                                                                                                                                               |
| Cultural identity:                                                                                               |                                                                                                                                                                                                                                                                          |
| <input type="checkbox"/>                                                                                         | Aboriginal and/or Torres Strait Islander (including Nation/Clan)                                                                                                                                                                                                         |
| <input type="checkbox"/>                                                                                         | Culturally and linguistically diverse including ethnicity and language spoken/if an interpreter is required                                                                                                                                                              |
| <input type="checkbox"/>                                                                                         | Disability information                                                                                                                                                                                                                                                   |
| Concerns / allegations                                                                                           |                                                                                                                                                                                                                                                                          |
| <input type="checkbox"/>                                                                                         | Details of concerns / allegations of harm or risk of harm as per the <i>Children and Young People (Safety) Act 2017</i> . For example, physical or psychological (whether caused by an act or omission) including sexual, physical, mental, emotional abuse/neglect etc. |
| <input type="checkbox"/>                                                                                         | Did the child or young person disclose harm? What did they say? What was their emotional presentation?                                                                                                                                                                   |
| <input type="checkbox"/>                                                                                         | Who saw/heard what, and when?                                                                                                                                                                                                                                            |
| <input type="checkbox"/>                                                                                         | Description of current and previous injuries (size, shape, colour, location etc)                                                                                                                                                                                         |
| <input type="checkbox"/>                                                                                         | Has the child or young person been seen by a doctor? If yes, details _____                                                                                                                                                                                               |
| <input type="checkbox"/>                                                                                         | What was the parent/caregiver's response to the child or young person?                                                                                                                                                                                                   |
| <input type="checkbox"/>                                                                                         | Description of the child or young person's behaviours of concern (including frequency, severity and health factors)                                                                                                                                                      |
| <input type="checkbox"/>                                                                                         | Knowledge about the functioning of the family: details of relevant health factors (physical, mental health difficulties or disability) family and domestic violence, drug and/or alcohol mis-use, animal cruelty.                                                        |
| <input type="checkbox"/>                                                                                         | Have the concerns been reported to other relevant government agencies (including SA Police)?                                                                                                                                                                             |
| <input type="checkbox"/>                                                                                         | Current location of the child or young person, parent/caregiver and the alleged perpetrator / when is the child or young person next to have contact with the alleged perpetrator?                                                                                       |
| Other information                                                                                                |                                                                                                                                                                                                                                                                          |
| <input type="checkbox"/>                                                                                         | What are the care arrangements for the child or young person? Are parents/caregivers separated, are Family Court Orders in place, does a separated parent/caregiver have a new partner?                                                                                  |
| <input type="checkbox"/>                                                                                         | Known supports and/or services involved with the child or young person and their family. Details (including frequency of their involvement, are the family actively engaged and workers details)                                                                         |

Notification ID (provided by the Child Abuse Report Line at the end of the call): \_\_\_\_\_

Department for Child Protection Notification Checklist  
V1.0 June 2023

1 of 1

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## ATTACHMENT B

Record for recording mandatory notification details when responding to a child or young person's risk of harm, including abuse or neglect. For use in non-government sites.

| <h3 style="margin: 0;">Mandatory Notification Record</h3> <p style="margin: 0; font-size: 0.9em;">Please click check boxes to answer 'Yes'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                       |                             |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--|
| Name of child/young person including Also Known As:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Type text here                                                                                                                                                                                                                                                        |                             |  |
| DOB Type text here                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year level (if applicable) Type text here                                                                                                                                                                                                                             | Name of site Type text here |  |
| Aboriginal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> YES                                                                                                                                                                                                                                          |                             |  |
| Torres Strait Islander                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> YES                                                                                                                                                                                                                                          |                             |  |
| Student with disability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> YES                                                                                                                                                                                                                                          |                             |  |
| Under the Guardianship of the Chief Executive of the Department for Child Protection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> YES                                                                                                                                                                                                                                          |                             |  |
| Name of notifier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Type text here                                                                                                                                                                                                                                                        |                             |  |
| Names of others contributing to notification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Type text here                                                                                                                                                                                                                                                        |                             |  |
| Date of notification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Type text here                                                                                                                                                                                                                                                        |                             |  |
| Family related                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Non-family related                                                                                                                                                                                                                                                    |                             |  |
| <input type="checkbox"/> The child or young person has suffered harm (including harm caused by physical, emotional, sexual abuse or neglect).<br><input type="checkbox"/> There is a likelihood that the child or young person will suffer harm.<br><input type="checkbox"/> The likelihood a child or young person will be removed from the state:<br><div style="margin-left: 20px;"> <input type="checkbox"/> for an unlawful medical or other procedures, including female genital mutilation<br/> <input type="checkbox"/> for a child marriage<br/> <input type="checkbox"/> to take part in criminal activity. </div> <input type="checkbox"/> Parents or guardians of a child or young person:<br><div style="margin-left: 20px;"> <input type="checkbox"/> unable or unwilling to care for the child or young person<br/> <input type="checkbox"/> have abandoned the child or young person<br/> <input type="checkbox"/> have died. </div> <input type="checkbox"/> School-aged child or young person is persistently absent from school without satisfactory explanation.<br><input type="checkbox"/> Child or young person is homeless or is living somewhere unsafe.<br><input type="checkbox"/> Concerns about an unborn child. | <div> <b>Adult</b> <input type="checkbox"/> YES<br/> Employee/volunteer/<br/>contractor at the site? <input type="checkbox"/> YES </div> <div> <b>Minor</b> <input type="checkbox"/> YES<br/> Child/young person<br/>at the site? <input type="checkbox"/> YES </div> |                             |  |
| Type of notification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                       |                             |  |
| <div> <b>E-notification</b> <input type="checkbox"/> YES<br/> <b>Phone call to</b> <input type="checkbox"/> YES<br/> <b>Child Abuse Report Line</b> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |                             |  |
| Additional information if relevant (for example advice received in conversation with CARL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |                             |  |
| Type text here. Document will expand to accommodate the size of comment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                       |                             |  |
| Principal/Director/Manager name and signature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                       |                             |  |
| Type text here.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                       |                             |  |
| <b>NB: This is a template. Print and store securely (locked file).</b><br>Do not save an electronic copy. Do not store in a student's school file.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                       |                             |  |



# ATTACHMENT C

## Concerns checklist

(Actions to be considered when your concern is NOT about an immediate threat to a child or young person's safety)

**Observations of neglect—for example, poor nutrition or hygiene, inadequate supervision, inappropriate responsibilities in the home, frequent failure to collect from site etc**

- ☐ Have the issues, as they relate to the child's learning, social development or safety, been raised with the parents or carers?
- ☐ Have the parents or carers been advised of local health/parenting/financial/other services that might assist them?
- ☐ Have you used all available and appropriate support in your work place to assist you in responding to your observations?
- ☐ With frequent failure to collect a child from the site, have you confirmed emergency contacts for overnight care on the enrolment form or discussed alternative arrangements?

**Persistent non-attendance of compulsory-age children**

- ☐ Has a referral been made to the Department for Education attendance and engagement officer or delegate and has a file of actions taken by the school, student support services team and other agencies been compiled?

**Children and young people in care (Guardianship)**

- ☐ Has the child or young person's case worker been contacted to discuss concerns?
- ☐ Has the staff member who established the student's Individual Education Plan (principal, preschool director or delegate) been consulted?

**Children with Aboriginal or Torres Strait Islander identity**

- ☐ Has the site and/or education office Aboriginal Community Education Manager/Aboriginal Service Engagement Officer or other services supporting the child/young person or their family been consulted?

**Children with disability**

- ☐ Has the special educator, student support services team staff or other professionals supporting the child or young person been asked for advice and have family members been consulted?

**Children of culturally and linguistically diverse (CALD) backgrounds**

- ☐ Has the site contacted the CALD community liaison officers (Department for Education only)

**Young people with 'at risk' behaviour—for example, offending, substance abuse, signs of mental health problems, sexual vulnerability, home instability**

- ☐ Have you and/or a senior staff member communicated your concerns with parents or carers where safe to do so?
- ☐ Have you and/or a senior staff member established a belief that the parents or carers are not protective?

- ☐ Have you and/or a senior staff member linked the young person to appropriate youth services including mental health/health/juvenile justice services?

- ☐ Have you and/or a senior staff member used integrated support services team or referred to an interagency service?

**Discussion with other professionals working with the child or young person or their family members (siblings etc)**

- ☐ Have you discussed your concerns with your principal/director/senior staff member/student support team etc?
- ☐ Have you discussed your concerns with out of school hours care (OSHC), family day care, child care, preschool staff?
- ☐ Have you discussed your concerns with staff at education or care sites where the child was previously enrolled?
- ☐ Have you discussed your concerns with other agencies—government, non-government, local government?

**Documentation of your actions**

- ☐ Have you ensured that the site has recorded the actions it has taken in following up on its concerns?

Responding to Risks of Harm, Abuse and Neglect – Education and Care: Extract from course published 2024