



Silver Tree
STEINER SCHOOL

Child Protection Policy

2020

This procedure is applicable to: Teachers, Staff and Volunteers

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Child Protection Policy

Silver Tree Steiner School is committed to providing a child safe environment and actively implements the National Principles for Child Safe Organisations. Children have a right to feel safe at school and in the wider community. The Head of School, all school employees and volunteers at the Silver Tree Steiner School have a duty of care to children, ensuring their safety and protection. This responsibility extends to the identification and timely response to concerns regarding the possible sexual, physical, psychological and emotional abuse or neglect of a child.

Silver Tree has a special responsibility to protect children when they are on school premises and also to intervene when they believe the welfare of a child is at risk outside the school. Every member of the School community has an important role in the identification and reporting of child abuse and the provision of support and assistance to children who have been abused.

This policy recognises that the best interests of children will be met by collaborating with or engaging the expertise of government agencies or non-government departments in accordance with the protocols recommended by these bodies.

Policies Affected

The following school policies should be read in conjunction with the Child Protection Policy.

- Code of Conduct for Staff, Contractors and Visitors
- Concern and Grievance Policy
- Safeguard for Students Policy
- Discipline Policy (Student Code of Behaviour)

Legislation

In Western Australia the following legislation aims to protect children from abuse:

- Children and Community Services Act 2004
- Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008
- Criminal Code Act (1913)
- Criminal Code Amendment (Cyber Predators) Act 2006 (changes to s204B of the Criminal Code)
- Working with Children (Criminal Record Checking) Act 2004

These documents can be viewed on www.slp.wa.gov.au

Human Resources Practices

When staff have been assessed as suitable for employment, reference checks must be carefully carried out before the applicant is formally offered the position. These reference checks must be done by contacting the referee verbally. Applicants should provide at least two suitable referees who can be contacted in this way.

- All school employees must have a current Working With Children (WWC) Check, a copy of which is to be kept in their file in the office. If a current WWC Check is not available, evidence of having applied for a current WWC Check must be provided within 5 business days of having started employment with the School.
- Before expiration of the WWCC another application must be submitted, and proof provided to the School Officer.
- Any changes that would impact on a person's ability to obtain a WWC Check must be reported to the Head of School immediately.
- All ancillary staff must supply a current National Police Clearance, or receipt of application, upon commencement of employment.
- All teaching staff, including relief teachers, must hold current registration with the TRBWA. Registration details will be recorded in staff files and applicable registers.
- Volunteers involved in child-related work, with students not in their own child's class, are required to undergo a WWC Check. Volunteers on overnight excursions must have a current WWC Check. Volunteers are not to be alone with children. A copy of current volunteer WWC Checks will be filed at reception.
- It is the responsibility of the volunteer to advise the School should a matter arise that would affect their application for a WWC Check. This includes advising the School if an Assessment Notice is received regarding the application.
- The school will organise regular training sessions for staff on Child Protection: Mandatory Reporting of Child Sexual Abuse, Grooming and Child Abuse Prevention by all Staff, to be run by an accredited outside organisation and must sign annually the register acknowledging their understanding of their requirements for reporting.

Definitions

Child Abuse and Neglect

Child maltreatment refers to any non-accidental behaviour by adults or children that is outside the norms of conduct and entails a substantial risk of harm to a child or young person. The behaviours may be intentional or unintentional. (AIFS-What is child abuse and neglect)

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

- Physical
- Sexual
- Emotional, including Psychological
- Neglect
- Family and domestic violence

Physical abuse

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

Sexual abuse

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

Sexual abuse is defined by the Act in section 124A as:

- 'Sexual abuse' in relation to a child, includes sexual behaviour in circumstances where:
- The child is the subject of bribery, coercion, a threat, exploitation or violence; or
- The child has less power than another person involved in the behaviour; or
- There is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

This legislation is not intended to capture all sexual activity involving children and young people. Reference should be made to consent laws in Western Australia, The Criminal Code Act Compilation Act 1913 section 320-322.

Emotional abuse

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

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

Neglect

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

Indicators of Child Abuse and Neglect

The following list of indicators is not exhaustive but contains those that will be of most use to staff. Referenced from AISWA guidelines which refers to, "*Identifying and responding to child abuse and neglect – A Guide for Professionals*".

Students frequently show indicators from more than one category; and the examples listed are not necessarily exclusive to a single category of abuse. Any of these indicators may suggest that a student is being abused, neglected or at risk of harm; however, indicators should be considered in the context of the student's age, medical and developmental history, and capabilities. In addition, mental illness, substance abuse and domestic violence within families must also be considered.

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

Possible Indicators of Physical Abuse in children:

- broken bones or unexplained bruises, burns, or welts in various stages of healing;
- the child or young person is unable to explain an injury, or explanations given are inconsistent, vague or bizarre;
- direct admissions from the parents that they are concerned that they might harm their child;
- a history of family violence;
- marked delay between injury and obtaining medical assistance;
- a parent who shows little concern about the welfare of their child or the treatment and care of the injury;
- repeated presentations of the child to health services with injuries, ingestions or minor complaints (this could also be an indicator of Factitious Disorder by proxy, a rare expression of physical and emotional abuse);
- the child or young person is unusually frightened of a parent or carer, or is afraid to go home;
- the child or young person reports intentional injury by their parent or carer;
- arms and legs are kept covered by inappropriate clothing in warm conditions;
- ingestion of poisonous substances including alcohol or drugs;
- the avoidance of physical contact by the child (particularly with a parent or carer).

Possible Indicators of Sexual Abuse in children:

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

Emotional or Psychological abuse could be when:

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

Neglect may be:

- signs of malnutrition, begging, stealing or hoarding food;
- poor hygiene: matted hair, dirty skin or severe body odour;
- unattended physical or medical problems;
- the child or young person states that no one is home to provide care (inadequate supervision, failure to ensure safety);
- child or young person appears constantly tired;
- frequent lateness to school or absence from school;
- inappropriate clothing, especially inadequate clothing in winter;
- alcohol and/or drug abuse present in the household;
- frequent illness, low grade infections or sores;
- hunger.

Role of Staff Members in Recognising and Notifying Child Abuse and Neglect

Step 1

The Board of Governors requires all staff to inform the Head of School if they have reasonable grounds to suspect that a student under the age of 18 years has experienced any form of abuse or neglect or is at risk of abuse or neglect. All staff must comply with the direction to inform the Head of School about all forms of abuse except in the case of Sexual Abuse in which the teacher must follow the provisions of the Mandatory Reporting legislation (see *Mandatory Reporting Procedure*).

All staff should have a knowledge of:

- a) The injuries, behaviours and presentations which may indicate that a child is being abused or neglected.
- b) The necessary procedures to follow if staff suspect abuse or neglect, and;
- c) Appropriate ways to support children who are victims of abuse.

It is not the role of the teacher to investigate child abuse or neglect matters. The Teacher's observations or the child's disclosure should be discussed, in the first instance, with the Head of School, or the Chairperson of the Board of Governors, if it is not appropriate to discuss it with the Head of School. The Teacher and Head of School may wish to consult with AISWA's School Psychology Service.

Step 2

If the Head of School forms a belief based on reasonable grounds to suspect that a student under the age of 18 years has experienced any form of abuse or neglect or is at risk of abuse or neglect (other than sexual abuse: refer to *Mandatory Reporting Procedure*) then the Head of School will notify the Department of Communities Child Protection and Family Support through the Central Intake Team on 1800 273 889 or email CPDUTY@cpfs.wa.gov.au

Where the Head of School has formed a belief that the child is at imminent risk of being abused, they should consider calling the Western Australian Police first, through 000 or 131 444.

Mandatory Reporting

In the context of Silver Tree Steiner School, Teachers registered with the TRBWA, are Mandatory Reporters.

In cases of suspected sexual abuse (past and/or current), the teacher is the mandated reporter and is required to make a report to the Department for Child Protection and Family Support through the Mandatory Reporting Service.

If the Teacher concerned wishes, they may include the Head of School and other relevant staff in discussions relating to a specific child prior to the teacher forming a belief based on reasonable grounds. **If either of those parties are mandated reporters and then personally form a belief, they are then legally obliged to make a report to the Mandatory Reporting Service.**

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

Reports by those employees who are not mandated should be made to the Head of School. In the case where it is believed the Head of School may somehow be complicit or obstructionist, the report should be made to the Chairperson of the Board of Governors

Education Assistants, Office Staff and Volunteers are examples of people who work with children in our school that are not mandated reporters. However, all people working with children, whether mandatory reporters or not, should continue to report reasonable beliefs about all forms of abuse. These people who work with children also have a great knowledge of the children in their care and can be included in the consultative process with the Teacher or Head of School in the case of sexual abuse.

A mandatory reporter can form the necessary belief, based on reasonable grounds, by noting the presence of indicators, disclosures, injuries, signs, symptoms and behaviours that heighten concerns about child sexual abuse. Information on the indicators of sexual abuse is covered in the '*Indicators of Child Abuse and Neglect Section*' of this document.

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

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

If a mandatory reporter is unsure if they should make a report or not, they may phone the Department for Child Protection and Family Support on 1800 273 889 for advice.

Mandatory Reporting Procedure

Step 1

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

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

A verbal report is preferred in the first instance as it allows the mandatory reporting Service to ask clarifying questions and gather as much information as possible. However, it **must** be followed by a written report as soon as is practicable, usually within 24 hours. To make a verbal report, the Mandatory Reporting Service can be reached on 1800 708 704.

Failure to follow up a verbal report with a written report as soon as is practicable may result in a fine of \$3,000.

A report is to contain:

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

Mandatory reporters are required to submit a written report to the Mandatory Reporting Service as soon as practicable.

Where a teacher has formed a belief that the child is at imminent risk of being abused, they should consider calling the Western Australian Police first, whether through the 000 or the 131 444 numbers. This does not fulfil the legal obligation to report a child sexual abuse belief and the individual who has formed the belief should then make a Mandatory Report (MR), which can be completed via the following link:

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

Failure to follow up a verbal report with a written report as soon as is practicable may result in a fine of \$3,000. Reporters may report beliefs to CPFS on a web based form which can be accessed at the mandatory

reporting website www.mandatoryreporting.dcp.wa.gov.au. Please note that this is a timed form for security reasons and cannot be saved on a local device.

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

Fax: 9223 1190
Post: PO Box 8146
Perth BC, WA 6849

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

Important Note: To avoid interfering with any investigative process initiated by CPFS or the Police, all strong concerns for the welfare of children believed maltreated by parents/caregivers must be discussed with the Department of Child Protection and Family Support or the Police Child Abuse Squad **before** advising parent/caregivers. These agencies will then decide on the provision of advice to parents/caregivers and any further action. Police and CPFS are available to provide advice on child abuse concerns.

Non-Mandatory Reporting Procedure

Step 2

If, following a report, a family approaches the school to receive support for their child, it is recommended that any interview be conducted with a minimum of 2 school members present (Head of School and one other) to provide support.

In cases of child sexual abuse, the legislation provides protection for the person reporting. Disclosure of the reporter's identity or identifying information to parents or any other party can incur a fine of \$24,000 and two years' imprisonment.

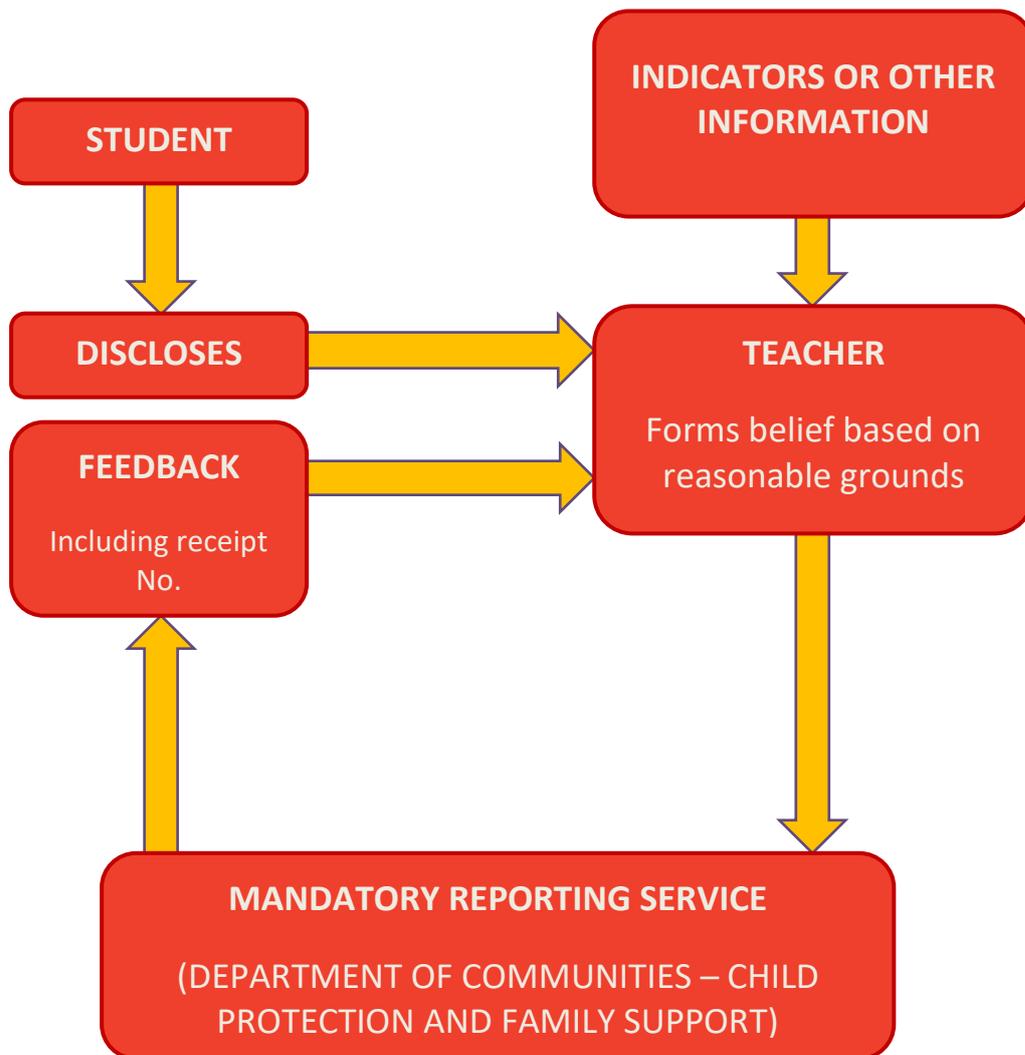
Step 3

The Head of School will arrange ongoing support for the Teacher, the Student and anyone else affected. The need for ongoing support is often necessary as the teacher will continue in their role with the student and the CPFS's role may continue for an extended period of time.

FLOW CHART - MANDATORY REPORTING PROCEDURE

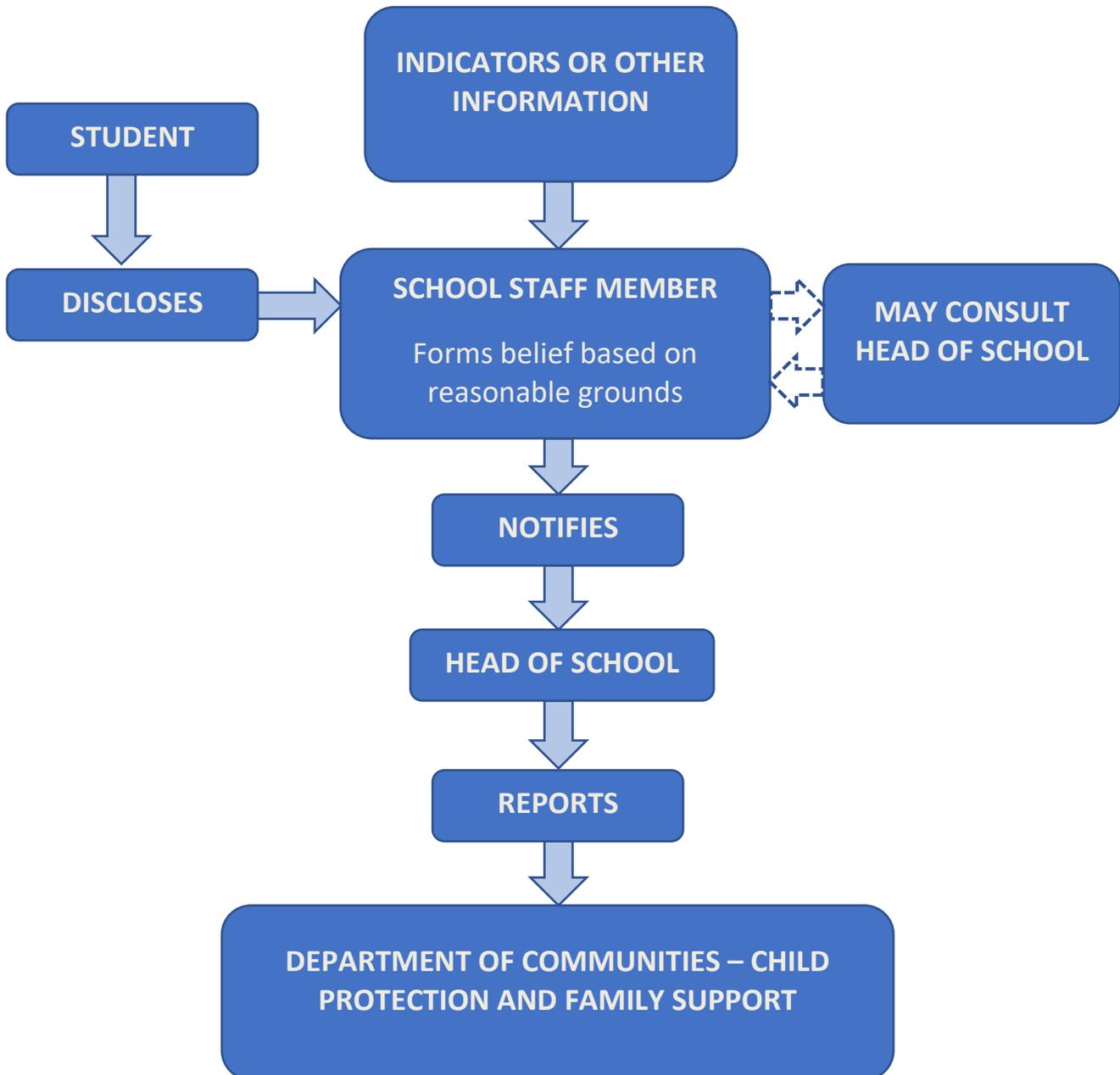
For reporting Child Sexual Abuse

MANDATORY NOTIFICATION PROCEDURE



FLOW CHART - NON-MANDATORY REPORTING
For physical, emotional, psychological abuse and neglect

NOTIFICATION PROCEDURE – CHILD ABUSE AND NEGLECT
(NON-MANDATORY REPORT)



Response to Disclosure of Abuse or Neglect

There may be times when a student makes a disclosure of abuse or neglect. Teachers are required by law to make reports when they have a reasonable belief that sexual abuse is occurring or has occurred. For other forms of child abuse mandatory reporting is not a requirement, however, schools have a duty of care and a moral obligation to follow the recommended procedures in cases of suspected child abuse. Staff cannot agree to a student's demands for confidentiality or requests that parents, police or other agencies not be informed when the welfare or safety of the student or other students may be threatened.

If receiving a disclosure of abuse or neglect from a student, staff should be aware of the immediate needs of these students and what to do in these circumstances.

- Use 'protective interrupting' if students begin to disclose in class or in a public area to protect them from sharing the information with too many other people:
 - Acknowledge that you have heard them and stop them from disclosing any further;
 - Be supportive and gently indicate that they might tell you about it in a more private situation; and
 - Quietly arrange to see them as soon as possible, in a situation away from other students.
- Establish clear limits on confidentiality by telling the child that a report will be made to a person who will be able to provide help and protection and that you will help them throughout the process;
- Put your own feelings aside and listen as if the information is not sensational;
- Provide reassurance that you believe them, that it is right to tell and do not think that they are to blame or make judgements about what has happened;
- Listen to students in a private location within the school;
- Be supportive and understanding;
- Be empathetic to student feelings;
- Acknowledge that it is difficult to talk about such things;
- Try to identify students' fears;
- Let students tell the event in their own words;
- If you are unable to answer all the questions of the child, it is OK to let them know;
- Once you have established that they have been harmed or are at risk of being harmed, do not pursue the conversation any further. This is important to ensure that questions cannot be raised later about possible manipulation of the disclosure;
- Allow students the option of support during any agency interview and reassure them of the availability of continuing support;
- Document the conversation that you have had remembering as accurately as you can, the words and phrases used by the child to describe what has happened to them;
- Document the disclosure and subsequent discussion and actions;
- Explain what will happen next; and
- Try and stay with the student after the disclosure to provide a sense of security until necessary steps have been taken to ensure the safety and support.

Staff must be mindful they:

- Do not push for details or conduct an investigation. Other agencies have this responsibility;
- Do not express judgement of the student, perpetrator or family;
- Never get angry, upset or show shock;
- Never ask questions that may make the child feel guilty or inadequate;
- Never ask leading questions, for instance 'Did Daddy hit you?'

- Don't put words in students' mouths or interrogate as this could jeopardise the interviewing process of DCP and Police;
- Don't promise not to tell when there are clear limits on confidentiality;
- Never make false promises;
- Don't give a lecture about right and wrong;
- Don't say 'forget it', 'you'll get over it' or other such minimalising statements;
- Don't give excessive pity; or
- Respect the confidentiality of the disclosure and do not share the information with anyone other than the Head of School and either the Department for Child Protection and Family Services or the Police. This includes not engaging in general staffroom discussion about the disclosure.

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

Protective Behaviours Education for Children in The Curriculum

The school curriculum should cover a comprehensive, realistic and age-appropriate personal safety component enabling students to recognise and report abuse, understand power in relationships, and develop protective strategies, including seeking help.

Any Protective Behaviours Programs undertaken need to be carefully considered, taking into account the ages and developmental stages of the children. It must be recognised that while such programs can help children to develop useful skills, it is not reasonable or realistic to expect children to be able to guarantee their own safety in most cases. The safety of children remains at all times an adult responsibility. This responsibility should not be implicitly placed on children.

The following practices can however be usefully integrated into day to day practices:

- Encouraging the use of correct terminology for all body parts.
- Encouraging children to identify and discuss feelings in a variety of situations.
- Encouraging questioning and decision making skills.
- Respecting children's decision and choices about touch and encouraging them to respect other children's choices.
- Encouraging children to distinguish between situations where they feel safe and don't feel safe.
- Provide an environment where children know that their questions and concerns are listened to.

The Head of School in collaboration with the faculty is responsible for ensuring Protective Behaviours Programs are made part of the curriculum in collaboration with outside agencies.

Monitoring, Implementing, Publishing and Evaluating This Policy

- This Policy is to be reviewed and evaluated annually. It is the responsibility of the Head of School to ensure this occurs.
- This policy is to be mandatory reading for all new and present employees at the school. Staff to sign that they have read and understood it.
- This policy is to be supported through the annual training of all staff in Child Protection.

- This policy is to be read through at least one compulsory staff meeting per year. It is the responsibility of the Head of School to ensure this occurs.
- A copy of this policy is to be made available in the office and reference to how it may be accessed is to be in each teacher's Staff Handbook file.
- Parents of the school community will be informed of the content of the child protection policy and the procedures recommended by that policy in the event that abuse is suspected or has occurred, through materials sent home via email, letter or through the school newsletter. It is the responsibility of the Head of School to ensure this occurs annually.
- A summary of the Child Protection Policy will be part of the Parent Handbook.

Where to Go for Further Information

The Department for Child Protection and Family Services is the state government department responsible for issues specifically related to the protection of children, including the handling of abuse and neglect cases. This website contains some excellent material for professionals, and parents and friends. Of particular interest is the information on 'Identifying and responding to child abuse and neglect – a guide for professionals'. Available:

<https://www.dcp.wa.gov.au/ChildProtection/Documents/IdentifyingAndRespondingToChildAbuseAndNeglect.pdf>

The sexual abuse reports, the Mandatory Reporting Service must be contacted through one of the following means:

Phone: 1800 708 704
 Fax: 9223 1190
 Post: PO Box 8146
 Perth BC WA 6849

This unit is available 24 hours a day, 7 days a week for make a report or to raise concerns.

Details regarding mandatory reporting can be obtained through:

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

To contact CPFS for assistance with a specific case that does not involve sexual abuse, the school will need to speak to the Duty Officer at the local office, available during office hours. All offices are listed in the White Pages or on the website:

<https://www.dcp.wa.gov.au/Organisation/ContactUs/Pages/DistrictOfficeLocations-Metropolitanarea.aspx>

After hours

Child Abuse Services WA

9223 1111/1800 199 008

Crisis Care

9223 1111/1800 199 008 (a 24 hour telephone service for people in crisis and needing urgent help)

WA Police Service Child Abuse Investigation Unit

If the matter is urgent and the safety of a child is at risk, call 000. If you are a victim of child abuse or paedophilia, or if you have information about someone else being abused, you should contact police on **131 444**. You can also report child abuse to the Child Protection Squad on **9492 5444** or email them on Child.Abuse.Investigation@police.wa.gov.au , or ring Crime Stoppers on **1800 333 000** or go to your local police station.

WA Police Cyber Predator Team can be contacted on 9492 5444 or complaints can be lodged on the WA Police Website www.police.wa.gov.au

The websites below contain information on cyber predators for both parents, teachers and students to use:

www.acma.gov.au

www.constablecare.org.au

www.esafety.gov.au

www.thinkuknow.org.au

www.virtualglobaltaskforce.com

The National Association of the Prevention of Child Abuse and Neglect (NAPCAN)

NAPCAN is an Australian organisation that seeks to resource and network child welfare professionals and practitioners working to prevent child abuse and neglect from happening before it starts, through the provision of parenting brochures, training, support networks and information. www.napcan.org.au

The following services and organisations can provide help, advice and support to the school, parents or children who are affected by the effects of abuse and to prevent abuse from recurring:

Department for Child Protection and Family Services (see previous page for details)

Ngala Parenting Line

9368 9368/1800 111 546

Family Relationship Advice Line is a free confidential telephone counselling and information service for families with relationship difficulties.

1800 050 321

Men's Domestic Violence Helpline provides a free telephone, referral and counselling service for men to help them change their violent behaviour toward female partners.

9223 1199/1800 000 599

Women's Domestic Violence Helpline provides a free 24 hour telephone support and counselling service for women experiencing family and domestic violence.

9223 1188/1800 007 339

Child Health and Community Health Services

Refer to the White Pages for contact details of local Child Health Centres

Child and Adolescent Urgent Mental Health Support Lines

1800 048 636 – 24 hour mental health advice line

Perth Children’s Hospital

6456 2222

WA Child Development Service

1300 551 827

Disability Services Commission

9426 9200/1800 998 214

Kids Helpline is a free and confidential telephone counselling service for 5 to 25 year olds in Australia available 24 hours a day, 7 days a week.

1800 551 800

Sexual Assault Resource Centre Counselling Line offers a free, 24 hour emergency service for people aged 13 or over who have been sexually assaulted or sexually abused recently (within the last two weeks).

6458 1828/1800 199 888

Lifeline Australia offers a service 24 hours a day, 7 days a week and can provide information about other support services, if required. 13 11 14

The following sites can provide a wide range of background information on child abuse for schools that are interested.

<https://aifs.gov.au/publications/search>

This site lists recent publications relating to information on child abuse that have been updated on the web site of the National Child Protection Clearing house.

<http://www.aic.gov.au/publications>

This is the Australian Institute of Criminology site and has links to the criminal aspect of child abuse.

References

AISWA Child Protection Policy Guidelines

Available: <https://www.ais.wa.edu.au>

Children and Community Services Act 2004

Available: www.slp.wa.gov.au

Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008

Available: www.slp.wa.gov.au

Criminal Code Act (1913)

Available: www.slp.wa.gov.au

Criminal Code Amendment (Cyber Predators) Act 2006 (changes to s204B of the Criminal Code)

Available: www.slp.wa.gov.au

Department of Child Protection and Family Services

Available: <http://www.mandatoryreporting.dcp.wa.gov.au/Pages/Resources.aspx>

<https://www.dcp.wa.gov.au/ChildProtection/Documents/Flowchart%20for%20Child%20Care%20Providers.pdf>

Department of Education – Child Protection Policies

Available: <http://det.wa.edu.au/policies>

Working with Children (Criminal Record Checking) Act 2004

Available: www.slp.wa.gov.au