



Swan Christian
EDUCATION ASSOCIATION

Child Safe Policy and Framework

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		All Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Rationale

Statement of Commitment to Child Safety

Our **Statement of Commitment to Child Safety**, following, has been designed to reflect the Child Safe Organisations WA: Guidelines and focus on what is in the best interests of children.

SCEA is Committed to:

- Providing education and care to children and young people to assist them to develop into high-achieving, supported students, positively connected to each other and to the communities in which they live and which they will serve.
- Ensuring the safety, welfare and wellbeing of all children and young people in our care and is dedicated to protecting them from abuse and grooming by implementing robust policies and procedures to deter abuse and grooming and facilitate detection and reporting at the SCEA.
- A zero tolerance for child abuse and grooming. The SCEA regards its child protection responsibilities with the utmost importance and as such is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and to maintain safe and supportive SCEA physical and online environments for all children and young people.”

This Statement of Commitment to Child Safety provides the framework for:

- The development of work systems, practices, policies and procedures that promote child protection, safety and wellbeing, deter inappropriate interactions and facilitate detection of abuse and grooming within SCEA
- The creation of a safe and supportive SCEA environments and a positive and robust child protection culture
- The promotion and open discussion of child protection issues within SCEA
- Complying with all laws, regulations and standards relevant to child protection and safety in WA

Children are precious to God. His word states:

“Children are a gift from the Lord”, Ps 127:3

“See that you don’t despise any of these children. Their angels in heaven, I tell you, are always in the presence of my Father in heaven”, Mt 18:10

Scope

This policy applies to all Board Directors, employees at SCEA, whether full time, part time or casual at any level of seniority, including contractors and service providers. It shows all these people, parents and the wider community, and children and students in our care, that SCEA is committed to the safety of children and young people.

Principles

The following child-safe values and principles guide SCEA's commitment to child protection and safety and form the basis for all child protection policies and procedures.

1. All children have the right to be safe.
2. The welfare and best interests of the child are paramount.
3. The views of the child and their privacy must be respected.
4. Clear expectations for appropriate behaviour with children are established in our Child Safe Code of Conduct (see Appendix 1) and Staff and Student Codes of Conduct policies
5. The safety of children is dependent upon the existence of a child-safe culture.
6. Child safety awareness is promoted and openly discussed within our SCEA community.
7. Procedures are in place to screen all staff, Direct Contact Volunteers, Third Party Contractors and External Education Providers who have direct contact with children.
8. Child safety and protection is everyone's responsibility.
9. Child protection training is mandatory for all SCEA Board Directors, staff members, Direct Contact Volunteers, and Third-party Contract workers
10. Procedures for responding to alleged or suspected incidents of child abuse and grooming are simple and accessible for all members of the SCEA community.
11. Procedures are in place to ensure all SCEA premises are designed to ensure the safety of children.

Definitions

Child maltreatment

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

Physical abuse

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

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.

Emotional abuse

Such 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

This 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.

Grooming

In a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs but is continued during and after the abuse to ensure the safety of the groomer.

Policy Statement

1. SCEA will create child-safe and child-friendly cultures and environments where all children and young people are respected, valued and encouraged to reach their full potential.
2. SCEA commits to planning, policies, decision-making and operations that:
 - promote child protection, safety and wellbeing,
 - deter inappropriate interactions, and
 - facilitate detection of abuse and grooming within SCEA environments.
3. SCEA schools and SCEA Office will annually review the effectiveness of their child-safe and child-friendly cultures and environments as part of School Improvement accountabilities, and report to the Board.

Procedures and Guidelines

SCEA recognises that creating and maintaining child-safe and child-friendly cultures and environments where all children and young people are respected, valued and encouraged to reach their full potential, is a dynamic and ongoing process of learning, monitoring and reviewing by SCEA employees

To ensure all SCEA schools are engaged in this process, the procedures supporting this policy have been identified as part of SCEA schools' annual accountabilities to the SCEA Board. This is predicated on Key Result Area 3 (Safe, Caring and Challenging Environments) of the *SCEA School Improvement and Effectiveness Framework*, (2018) which states:

3. Safe, Caring and challenging Environments

As a Christian community we recognize that we are all made in the image of God (Genesis 1:27), and that Christ wanted all of us to have an abundant life (John 10:10). Our school environments do

not closet students from issues that are challenging. Rather they enable them to critique and confront them; fostering curiosity, risk-taking, fun, sharing, collaboration and discovery of individual strengths and capabilities. Children are cared for inside and outside of classrooms and other learning spaces.

Our pastoral care programs ensure that all children feel that they belong, they are safe and are part of the school community.

To assist our schools in implementing this policy, SCEA Office commits to

1. developing and maintaining Child-Safe policies and procedures aligned to the requirements of Standard 10 of the Guide to Registration Standards and Other Requirements for Non-Government Schools, January 2020.
2. the provision of a framework, showing how SCEA complies with Child Safe Organisations WA: Guidelines (Commissioner for Children and Young People, W.A. 2016) (see following pages) for use by schools in auditing their commitment.
3. supporting schools as required, to undertake an annual review for the SCEA Board, (Policy Statement 3), using the framework and Child Safe Organisations WA: Self- assessment and review tool, (Commissioner for Children and Young People, W.A. 2016) (see Attachment 2).

Contact Person

Chief Education Officer

Child Safe Framework: SCEA's Commitment and Compliance

Domain of the Child Safe Organisations WA: Guidelines	Description	SCEA's Commitment and Actions	School Responsibilities	Sources of Obligation
1. Leadership, governance and culture	SCEA leaders, Board directors, CEO, Executive Team, Managers are all responsible for creating and maintaining an organisational culture where the prevention of child abuse is the responsibility of all staff and volunteers and where all members of SCEA (including children) feel confident to safely discuss child safety concerns	<ul style="list-style-type: none"> SCEA's public <i>Statement of Commitment to Child Safety</i> is demonstrated in all recruitment and selection policies and procedures SCEA's <i>Child Safe Code of Conduct</i> (Appendix 1) SCEA promotes child safety awareness throughout the organisation, SCEA's <i>School Improvement and Effectiveness Framework</i> processes requires schools to have a culture of continuous improvement Schools required to have a risk-management approach to planning with a focus on child safety All policies clearly outline child safe responsibilities 	<ul style="list-style-type: none"> Principals required to report to the Board on inclusion, respect for students and safety of all students School leaders have a risk-management approach to planning with a focus on child safety Principals implement and maintain a culture of continuous improvement for all staff Principals implement policies and procedures 	<p>Registration Standard 8</p> <p>Convention on the Rights of the Child: ,U.N. 1989</p>
2. Empowering children to participate	SCEA welcomes and invites the participation and empowerment of children in decision-making concerning structures and processes that affect them	<ul style="list-style-type: none"> SCEA <i>Student Code of Conduct Policy</i> is given to all students; students know they are expected to 'speak out' if they are concerned about how they are treated SCEA <i>Complaints Management Policy</i> has 'Top Tips for Making a complaint' for students and <i>Guidelines for developing a Child-Friendly Complaint System</i> for schools SCEA <i>Student Code of Conduct Policy</i> outlines student rights and responsibilities 	<ul style="list-style-type: none"> Schools offer students opportunities to 'have a voice' on how the school is run Schools respect and listen to children; children are taught they have rights and responsibilities Schools develop child-friendly complaints system so students know they <i>can</i> make a complaint, and also know <i>how</i> Children involved in creating their environment 	<p>Registration Standards 4, 8, 10</p> <p>Convention on the Rights of the Child: ,U.N. 1989 Article 12</p>

3. Involving family and community	SCEA recognises the rights and roles of adults with different caring responsibilities for children; that they are best placed to advise on their needs and capabilities	<ul style="list-style-type: none"> • SCEA acknowledges in policies that student differences (language, culture, identity and gender) are fundamental to their well-being • SCEA makes child-safe policies available for all parents and carers; invite parent involvement in reviews through parent committees and Board 	<ul style="list-style-type: none"> • Screening processes in place for all positions within the school community, including volunteers and short-period 'help' • School respect cultural differences in safety and well-being of students • Child-safe policies discussed with parents and carers as needed 	Convention on the Rights of the Child: ,U.N. 1989
		<ul style="list-style-type: none"> • <i>SCEA Critical Incident Management Policy</i> involves families and carers in response and recovery phases • Parents/guardians required to give permission at enrolment and annually for SCEA to use student images in a range of internal and external formats (<i>SCEA Use of Photographs and Student Images Policy</i>; <i>SCEA Privacy Policy</i>) 	<ul style="list-style-type: none"> • Involve parents and carers promptly when problems arise • Families and carers involved and supported in <i>Response</i> and <i>Recovery</i> phases of Critical Incident Management • Seek guidance from experienced others when dealing with issues for students with disabilities, complex needs and/or diverse backgrounds • Principals implement <i>Use of Photographs and Student Images Policy</i> and <i>Privacy Policy</i> 	
4. Child safe and friendly policies	SCEA's policy commitment to child safety and actions articulated in a range of policies, mandated training requirements, reporting obligations by staff and volunteers, responding to concerns raised by children and young people	<ul style="list-style-type: none"> • <i>SCEA Child Safe Policy and Framework (as over-arching policy)</i> • <i>SCEA Staff Code of Conduct Policy</i> • <i>SCEA Student Code of Conduct Policy</i> • <i>SCEA Parent Code of Conduct</i> • <i>SCEA Volunteer Code of Conduct Policy</i> • <i>SCEA Complaints Management Policy</i> • <i>SCEA Critical Incident Policy</i> • <i>SCEA Behaviour Management Policy</i> • <i>SCEA Student Discipline Policy</i> • <i>SCEA Members' Grievance Policy</i> • <i>SCEA Whistle-blower Policy</i> • <i>SCEA Duty of Care Policy</i> • <i>SCEA Child Protection for Volunteers and Third-Party Contract Workers Policy</i> • Provision of Child protection awareness and Mandatory Reporting training 	<ul style="list-style-type: none"> • Schools develop Behaviour Management procedures aligned to SCEA Behaviour Management Policy • All staff undertake training in Child Protection and Mandatory Reporting • Staff Handbooks are developed at school level and articulate to all Child Safe policies • Principals implement policies and procedures 	<p>Registration Standards 4, 7, 8, 9, 10, 12, and chapter 4</p> <p>Convention on the Rights of the Child: ,U.N. 1989 Creating Child-Safe Organisations: commissioner for Children and Young People W.A. 2015</p>

5. Managing staff and volunteers	Child-safe and inclusive recruitment, induction and training processes regarding expected behaviours and code of conduct	<ul style="list-style-type: none"> • <i>SCEA Statement of Commitment to Child Safety</i> in all recruitment and selection policies and processes • Induction packages and workshops include <i>SCEA Child Safe Policy and Framework, SCEA Staff Code of Conduct</i> • <i>SCEA Child Protection for Volunteers and Third-Party Contract Workers Policy</i> • <i>Complaints/grievance/Whistle-blower policies</i> • Clear references to expected child-friendly behaviours in duty statements, appointment statements and contracts; all advertisements have a statement about child protection • Working with Children Check and Police clearance required by all Board Directors, employees and Regular/Direct Contact Volunteers • Each appointment is 'vetted' with National employment check Status and referees; recruitment and selection policies and procedures are regularly reviewed 	<ul style="list-style-type: none"> • High-risk positions are identified with employees warned not to place themselves in vulnerable situations • Direct contact volunteers are supervised at all times • All staff undertake regular PD in Code of Conduct and expectations • Schools align Staff handbook with SCEA Staff Code of Conduct; both used for annual staff induction • All volunteers and third-party contract workers undergo training in Child Protection and must agree to comply with Code of conduct 	<p>Registration Standards 4, 7, 8,10</p> <p>Creating Child-Safe Organisations: commissioner for Children and Young People W.A. 2015</p>
6. Safe environments: physical and on-line	SCEA considers how their physical and on-line spaces are designed or adjusted to increase child safety whilst supporting the healthy development and positive interactions of all students	<ul style="list-style-type: none"> • SCEA plans to ensure open spaces are visible with clear lines of sight throughout buildings, storerooms remain locked and using surveillance equipment in high-risk environments • Marketing team have guidelines about taking and storing photos and videos of students as part of records-management processes • SCEA IT team takes all steps to ensure students cannot access unsafe on-line sites whilst at school • Team ensures that 'risk sites' are detected, and reports are provided to key-teaching staff • Cyber-Hound firewall' acts as a gateway to all internet traffic in schools; key search terms (e.g. 'suicide') are logged and reported to school leaders and relevant teachers • <i>SCEA Bullying Policy</i> • <i>SCEA Digital Privacy, Safety and Security Policy and Framework</i> 	<ul style="list-style-type: none"> • Schools ensure students involved in activities where privacy is required (e.g. toileting, showering, changing) are supervised and safe from inappropriate or harmful contact • Schools ensure all volunteers are screened, undergo training in child protection and are supervised at all times • Schools consider vulnerability of children, age and gender mix • Schools ensure off-site activities are planned and managed in ways that reduce all risks • Schools establish protocols to ensure a staff member and student are never alone • Schools ensure staff and volunteers understand protocols regarding communications with 	<p>Registration Guidelines: Chapter 4</p> <p>Creating Child-Safe Organisations: commissioner for Children and Young People W.A. 2015</p>

			<p>students via phones, emails and social media</p> <ul style="list-style-type: none"> • Principals implement policies and procedures • Staff required to remove student images from personal devices and not to place them on social media 	
7. Child-friendly complaint process and reporting	<p>Complaint systems are an essential mechanism to inform the continued improvement of SCEA, enabling correction of mistakes and protection of people from abuse and mistreatment</p>	<ul style="list-style-type: none"> • Guidelines for developing a child-friendly complaints system (included as part of the Complaints Management Policy) • Each school has a Child-Friendly Complaints system implemented • SCEA office and schools maintain meticulous records of complaints and seek for patterns in data • Complaints made concerning child abuse and grooming are investigated immediately • <i>SCEA Student Code of Conduct</i> • <i>SCEA Staff Code of Conduct</i> • SCEA seek legal advice and facilitates procedural fairness and natural justice for anyone suspected of abusing a child 	<ul style="list-style-type: none"> • Schools implement Complaint Management Policy for staff and parents and keep robust records • Schools ensure students know they can make a complaint and how to do that and who they can tell without fear • Complaints by children are listened to immediately and taken seriously, and kept informed about progress and outcomes • Complaints made by advocates of children are welcomed • Schools ensure students have access to complaints processes by using posters, conducting discussions in pastoral care groups, 'come in and chat' signs on doors, etc 	<p>Registration Standards 4, 7, 10</p> <p>Convention on the rights of the Child (UN, 1989)</p> <p>Creating Child-Safe Organisations: commissioner for Children and Young People W.A. 2015</p>

8. Education and Development	SCEA understands that a lack of knowledge about child abuse can result in complacency. SCEA ensures that all employees, volunteers and students understand and remain vigilant in identifying potential child abuse and grooming	<ul style="list-style-type: none"> • Schools required to implement and report to the Board on their age-appropriate <i>Protective Behaviours Curriculum</i> for each student learning phase • All Board Directors required to undertake training in Child Protection and Mandatory Reporting • Access to SCEA training in mandatory reporting and child-safety are provided to schools (materials reviewed regularly) • SCEA Critical Incident Policy • SCEA Child Safety and Mandatory Reporting Policy 	<ul style="list-style-type: none"> • Students taught age-appropriate protective behaviours curriculum • All employees and direct-contact volunteers undertake training in child safety • Schools implement SCEA Critical Incident and SCEA Child Safety & Mandatory Reporting Policies • Schools offer families/carers information about child safety including on-line safety • Employees trained in reporting critical incidents • Students taught cyber-security 	Registration Guidelines: Standard 8, Chapter 8
9. Continuous improvement	An on-going cycle of assessment, action and reflection in reviewing, updating and refining policies and practices to assess effectiveness, assists SCEA to remain attentive and responsive to new challenges in maintaining child safe environments	<ul style="list-style-type: none"> • SCEA maintains a culture of awareness, being alert and vigilant through regular and open communication • SCEA Child safe policies are regularly reviewed (through a schedule) and schools informed to (dated) changes • Results of annual school reviews/audits for the Board are scrutinised • Complaints concerning child safety are thoroughly investigated with causes identified including systemic issues and failures, risks and changes/improvements required • Use of external Grievance Committee and independent Whistle-blower provide confidence for staff, children and families/carers 	<ul style="list-style-type: none"> • SCEA School Improvement and Effectiveness processes: • Professional Learning Teams: <i>Examine & review, Plan & Act</i> • Annual audit for Board using Commissioner for Children and Young People self- assessment tool • Schools can show evidence to SCEA Board and Registration panel of implementation of child safe policies, including through record management 	Registration Standard 7

Appendix 1: Child Safe Code of Conduct

SCEA has the following expectations of behaviours and boundaries for all individuals interacting with children and young people within our SCEA community. This includes all teaching staff, non-teaching staff, SCEA Board SCEA Directors, Volunteers (direct and indirect), Third Party Contractors, External Education Providers and parents/guardians. The SCEA Board of Directors has approved this Child Safety Code of Conduct.

DO:

- Uphold SCEA's Statement of Commitment to Child Safety at all times.
- Behave as a positive role model to students.
- Promote the safety, welfare and wellbeing of students.
- Be vigilant and proactive regarding student safety and child protection issues.
- Provide age-appropriate supervision for students.
- Comply with guidelines published by SCEA with respect to child protection, specifically **SCEA's Statement of Commitment to Child Safety** and our **Staff and Student Codes of Conduct policies**.
- Treat all students with respect.
- Promote the safety, participation and empowerment of students with a disability.
- Promote the cultural safety, participation and empowerment of linguistically and culturally diverse students.
- Use positive and affirming language toward students.
- Encourage students to 'have a say' and then listen to them with respect.
- Respect cultural, religious and political differences.
- Help provide an open, safe and supportive environment for all students to interact, and socialise.
- Intervene when students are engaging in inappropriate bullying behaviour towards others or acting in a humiliating or vilifying way.
- Report any breaches of this Child Safety Code of Conduct to the Principal and/or SCEA CEO
- Report concerns about child safety to the Principal and ensure that your legal obligations to report allegations externally to the CEO are met.
- Ensure as quickly as possible that where an allegation of child abuse or grooming is made, the student involved is safe.
- Call the Police on 000 if you have immediate concerns for a child's safety.
- Respect the privacy of students and their families and only disclose information to people who have a 'need to know'.
- Promote positive actions and relationship-based discussions on Biblical perspectives.

DO NOT

- Engage in any form of inappropriate behaviour towards students or expose students to such behaviour.
- Use prejudice, oppressive behaviour or inappropriate language with students.
- Express personal views (that may contradict our Statement of Faith) on cultures, race or sexuality in the presence of students or discriminate against any student based on culture, race, sexuality, ethnicity or disability.
- Engage in open discussions of an adult nature in the presence of students.
- Engage in any form of sexual conduct with a student including making sexually suggestive comments and sharing sexually suggestive material.
- Engage in inappropriate or unnecessary physical conduct or behaviours including doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes.
- Engage in any form of physical violence towards a student including inappropriately rough physical play.
- Use physical means or corporal punishment to discipline or control a student.
- Engage in any form of behaviour that has the potential to cause a student serious emotional or psychological harm.

- Develop 'special' relationships with students that could be seen as favouritism (for example the offering of gifts or special treatment to specific students).
- Engage in undisclosed private meetings with a student that is not your own child.
- Engage in inappropriate personal communications with a student through any medium, including any online contact or interactions with a student.
- Publicly share students' images, full names, and/or details of clubs or groups they may attend, without parental consent.
- Post publicly online, on social media, or outside of learning-related systems any information about a student that may allow them to be contacted: for example, their e-mail address; telephone number or home address.
- Ignore or disregard any suspected or disclosed child abuse or grooming.
- Post publicly online, on social media, or outside of learning-related systems any images – still or moving – of students

Disciplinary Procedures

Where a staff member breaches the Code, SCEA may take disciplinary action, including in the case of serious breaches, summary dismissal.

Where any other member of the SCEA community breaches any obligation, duty or responsibility within our Child Safety Code of Conduct, SCEA will take appropriate action.

Report Child Protection Concerns

All breaches and suspected breaches of the SCEA's Child Safety Code of Conduct must be reported to the CEO or the Chair of the SCEA Board of Directors.

Our Child Protection Program also includes information for staff members, SCEA Board SCEA Directors and Direct Contact Volunteers as to how to identify key risk indicators of child abuse and grooming and how to report child abuse concerns to the CEO.

It also contains detailed procedures with respect to the reporting of child abuse and grooming incidents to relevant authorities.

Third Party Contractors, External Education providers, Indirect Contact volunteers, students, parents, carers or other community members who have concerns that a child may be subject to abuse or grooming, are asked to notify the SCEA CEO.

Communications will be treated on a 'need to know' basis.

If you have questions regarding the SCEA Child Safety Code of Conduct, and how it applies to you, How to report breaches or whether a breach has occurred, contact a SCEA Child Protection Officer (see Appendix 2, page 16) for advice.

Appendix 2: SCEA Child Protection Officers

Several senior staff members are nominated as the SCEA Child Protection Officers. The names, positions and contact details for all SCEA Child Protection Officers can be found below.

Key responsibilities for **SCEA Child Protection Officers** include:

- having a good working knowledge of SCEA's Child Protection Program;
- being a point of contact for staff, or other members of SCEA community, to raise child protection concerns within SCEA;
- communicating SCEA's child protection policies and procedures to all stakeholders including students, parents/guardians, staff and volunteers (direct and indirect);
- on behalf of the SCEA Board of Directors, ensuring that SCEA's Child Protection Program is being effectively implemented;
- ensuring that all staff, SCEA Board SCEA Directors, Direct Contact Volunteers and Direct Contact Contractors undertake child protection training so that they are able to identify signs of abuse, understand how to respond and when to make a referral either internally or to an external agency; on behalf of the SCEA Board of Directors, reviewing and managing the SCEA's Child Protection Program, specifically the SCEA's procedures for detecting and reporting child protection incidents, inducting and managing the training of new staff members, SCEA Board Directors and Direct Contact Volunteers in SCEA's Child Protection Program, specifically our procedures for detecting and reporting Child protection incidents where authority is delegated from the CEO, promptly managing the SCEA's response to an allegation, disclosure or suspicion of abuse or grooming with the assistance of the CEO and senior staff members, and ensuring that the disclosure is taken seriously;
- offering assistance and support when a member of the SCEA community receives or makes a disclosure of abuse or grooming;
- organising external support to assist parties following a disclosure or suspicion of abuse or grooming;
- developing processes for minor corrective issues that don't need to be reported to an outside authority; and
- in the event that one of SCEA's Child Protection Officers cannot perform their role, for example, due to conflicts of interest or absence, these duties must be performed by either another Child Protection Officer, the Senior Child Protection Officer, or the CEO.

The Senior Child Protection Officer

SCEA has appointed the **CEdO** as our Senior Child Protection Officer (Senior CPO).

The Senior CPO has an important role in the implementation and operation of our Child Protection Program.

Key responsibilities of the Senior CPO include:

- being the first point of contact for all child protection concerns or queries for the wider community;
- ensuring that other Child Protection Officers understand and comply with their key responsibilities;
- ensuring that all Child Protection Officers undergo appropriate annual training in the SCEA Child Protection Program, their legal responsibilities, and how to appropriately respond to child protection concerns and incidents;
- coordinating the SCEA's response to child protection incidents in consultation with SCEA's CEO and the SCEA Board of Directors; and
- ensuring that the SCEA's Child Protection Program is effectively implemented and communicated to all relevant stakeholders.

The Senior CPO is identified as the individual the wider community is to initially contact when they have child protection concerns relating to SCEA. Alternatively, they can contact a Child Protection Officer from a school (see below).

The Senior CPO is Mr. Rhys Vallance

He is contactable by phone on 08 9374 5434 or by emailing rhys.vallance@scea.wa.edu.au.

All breaches and suspected breaches of the SCEA's Child Safety Code of Conduct, other than those subject to mandatory reporting obligations, should be reported to the CEO or the Chair of the SCEA Board.

SCEA Child Protection Officers

SCEA Child Protection Officers include all principals of SCEA schools, and all Senior Officers in the SCEA Office.

School/Office	Name	Phone	Email Address
SCEA Office	Rhys Vallance	9374 5441	Rhys.vallance@scea.wa.edu.au
Beechboro Christian School	Michael Bolan	9297 9228	Michael.bolan@beechboro.wa.edu.au
	Tannya Nicholas	9377 5211	tannya.nicholas@beechboro.wa.edu.au
Ellenbrook Christian College	Gigi Thiele	9297 9228	Gigi.thiele@ellenbrook.wa.edu.au
	Kylie Smith	0400 639 195	Kylie.smith@scea.wa.edu.au
	Michelle Cockrell	0450 044 606	michelle.cockrell@ellenbrook.wa.edu.au
Kalamunda Christian School	Craig Hunter	0410 540 771	craig.hunter@kalamundacs.wa.edu.au
	Tabatha Grubb	0414 279 883	Tabatha.Grubb@kalamundacs.wa.edu.au
	Tannya Nicholas	9377 5211	tannya.nicholas@beechboro.wa.edu.au
Mundaring Christian College	Doug Holtam	0466 804 228	Doug.holtam@mundaringcc.wa.edu.au
	Maura Killalea	0432 346 598	Maura.killalea@mundaringcc.wa.edu.au
	Tim Oates	0421 459 693	Tim.Oates@mundaringcc.wa.edu.au
Northshore Christian Grammar School	Stuart Chisholm	0449 906 468	Stuart.chisholm@northshore.wa.edu.au
	Richelle Schokman	0415 140 344	Richelle.schokman@northshore.wa.edu.au
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Appendix 3: Child Safe Organisations WA: Self-assessment and review tool

This tool has been developed by the Commissioner for Children and Young people, Western Australia.

It should be used annually by each school as part of their school Improvement processes, in order to

- Assess current school practices
- Reflect on what the school is doing well with respect to child-safety
- Identify areas requiring development
- Review progress over time
- Highlight positive changes
- Acknowledge challenges or barriers
- Outline what still needs to be done
- Inform further policy development and review by the SCEA Office

Schools will rate themselves against the Nine Domains of the Child Safe Organisations WA: Guidelines. These domains align to the self-assessment and review tool structure.

The tool can be located at:

<https://www.ccyp.wa.gov.au/our-work/resources/child-safe-organisations/>