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Risk Management for Child Safety Policy

Outlines the College's strategies to identify and reduce or remove risks of child abuse.

Version 2.0 / 15 December 2020



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Risk Management for Child Safety Policy

Purpose of our Risk Management Policy

The Rabbinical College of Australia and New Zealand (the College) is an Orthodox Jewish not-for-profit organisation in St Kilda East, providing formal Jewish educational services to enrolled children and young adults above the age of 16 years. The College also provides a range of informal extracurricular activities for unenrolled students of (primary and high) school age.

The College aims to provide students with a positive and enriching educational environment that promotes their religious, academic, social, physical and emotional development, based on Jewish heritage, commitment to Jewish Law (Halacha) and guided by religious values (Hashkafa).

The College has a zero-tolerance approach to child abuse. The College understands we have a legal and ethical obligation to keep children and young people safe from harm, and we take seriously our responsibility to deliver a learning environment that is caring, nurturing and safe. We are committed to safeguarding children and young people from abuse and neglect, and this is affirmed and guided by our [Child Protection Policy](#) and related policies (see [Appendix 1](#)).

As part of our Child Safety implementation, this Risk Management for Child Safety Policy has been developed to ensure that the College identifies and mitigates all risks of child abuse in its environment, including external and online environments, by taking into account the nature of its environment, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children and young people expected to be present in that environment.

Principles of our Risk Management Policy

The College is committed to upholding its moral and legal obligations by implementing and maintaining an appropriate level of risk management in all operations, activities and programs that we offer to children and young people.

The College has a duty of care to prevent harm before it occurs and will do its utmost to assess and mitigate risks in relation to its activities and programs. The College expects all personnel to prioritise the assessment and mitigation of risks and will ensure that they have access to training and support which enables them to do this effectively.

The College commits to reviewing any serious incidents or breaches of policy and procedure in order to ensure that reviews can be utilised to strengthen child safety across the organisation.

Committee Composition

The [Executive Committee](#) is the governing body of the College. Members of our Executive Committee are listed on our website at this link: <https://www.rabbinicalcollege.edu.au/management>.



The [Executive Director](#) and [Child Safety Officer](#) are identified on our website at this link:
<https://www.rabbinicalcollege.edu.au/faculty>.

The Executive Committee of the College will establish a Risk Management Committee comprising (at a minimum):

- the College's Child Safety Officer
- one administration member
- one faculty member
- one Shuchim-mentor
- one parent
- one student

as nominated by the College's [Executive Director](#) and / or Child Safety Officer.

The Child Safety Officer shall be the Chair of the Risk Management Committee.

Committee Reviews

This Committee shall meet quarterly to consider, discuss and identify areas of risk within the College's physical and online environments, activities and programs.

The Risk Management Committee will use the [Risk Assessment and Action Plan Template](#) (see [Appendix 1](#)) when identifying, considering, and assessing risks to child safety.

All personnel and students will be made aware of the existence of this Committee and will be afforded the opportunity to present submissions to the Committee in relation to all matters of risk including child safety. Any proposed improvements should be considered and where appropriate added to the relevant Risk Management Plan.

In all circumstances where a serious incident relating to a child occurs, College leadership will ensure this is comprehensively reviewed and any learning arising is utilised to strengthen risk management approaches. A serious incident includes a breach of the [Child Protection Policy](#), [Code of Conduct](#) or [Child Safety Reporting Policy](#), serious harm to a child which occurs in the College context, and/or child abuse allegations against College employees, volunteers, committee members, contractors, students engaged in outreach or volunteer work.

The Child Safety Officer and / or Executive Director will maintain aggregate records of all child protection reports to the Department of Health Human Services, Police, Reportable Conduct scheme and other agencies and will analyse these to identify trends and inform risk management approaches.

Management and personnel shall be responsible to implement recommendations of the Risk Management Committee in relation to mitigating risk within the College's environments, activities and programs.

Considerations

The following issues relating to child safety will be considered and addressed by the Risk Management Committee:



- 'hot spots' and 'hot times' of student-personnel and student-student interactions with respect to child safety.
- the College's process that ensures child safety risks for all existing physical or online environments on and off campus is reviewed at least annually.
- the College's process that ensures child safety risks for any new or changed physical or online environments on and off campus is reviewed.
- the College performs screening as part of its personnel recruitment process, including for volunteers and contractors eg WWCC's, criminal background checks, reference checks, psychometric testing etc.
- the College monitors who is on the premises (eg visitor and contractor sign-in process, perimeter control)
- the risk management process considers child safety risks that may exist in the College environment before, during and after hours, as appropriate, taking into account:
 - Classrooms, libraries and learning environments
 - vocational education and training (VET) facilities on campus or off-site
 - recreation areas, playgrounds, sporting facilities on campus and off-site
 - personnel workplaces and offices
 - student change rooms and locker areas
 - dormitory arrangements
 - transport facilities and locations eg buses, bus stops (excluding public transport)
 - excursion or camp locations
 - any other College specific environments
- the risk management process considers child safety risks in the online environment and through media including:
 - email
 - Facebook, Instagram, Twitter and other social media
 - YouTube
 - mobile phone SMS messages and other mobile messaging media
 - telephone, Skype and other media for making voice calls
 - photography and videography
 - any other electronic media
- the risk management process considers child safety risks regarding relationships and interactions with students among the following people involved with the college:
 - registered teachers, educational support staff and executive committee members
 - welfare staff or those in pastoral care roles relationships with students
 - other students
 - administration and support staff contractors such as specialists delivering services to students
 - volunteers
 - facilities and security staff interactions with students
 - visitors to the College or other persons that may have access to students.

Management Responsibilities

The Executive Committee and Executive Director of the College shall be responsible to ensure that:

- the College has a structured and documented approach to identifying child safety risks
- the risk assessment process involves appropriate, knowledgeable people



- the risk assessment process considers issues related to students of different age groups and the diversity of the student group, including but not limited to children with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds
- the College has established risk rating criteria including appropriate ratings for the likelihood and consequence of risks
- a risk assessment be immediately carried out with respect to child safety risks
- the College has established existing internal controls to manage child safety risks and that their effectiveness been considered
- the College has identified new controls/management actions to mitigate child safety risks
- the risk management strategies challenge the potential to overestimate the effectiveness of the college's existing controls
- the risk management strategies encompass grooming and predatory, opportunistic and situational environmental risks including:
 - predatory risks (persons who may become adept at creating opportunities to sexually abuse and avoid detection)
 - opportunistic risks (persons who may sexually abuse in low-risk, low-effort situations)
 - situational risks (persons who may sexually abuse in a specific set of circumstances)
 - environmental risks (environments that create child safety risks).
- the risk management strategy been endorsed by the College's leadership (Executive Director, [Rosh Yeshivah](#) (Dean) and [Mashgiach](#) (head of Behaviour and Welfare)
- the risk management strategy been endorsed by the College's governing authority (Executive Committee)

The Chair of the Risk Management Committee

The Chair of the Risk Management Committee shall be responsible to ensure that:

- all identified risks have been documented
- recorded strategies or the mitigation actions (internal controls) for the risks have been established and documented
- the risk management strategies take into account the diversity of the children and young people that are affected by the risk
- the risk mitigation actions (controls):
 - increase the effort required to abuse
 - increase the likelihood of detection of inappropriate and/or abusive behaviour
 - remove triggers for inappropriate and/or abusive behaviour
 - reduce permissibility of inappropriate behaviour.
- the College ensures that every person (eg whether employee, contractor, volunteer, other personnel, or visitor to the College) understands the College's expectations for child safety
- the College tests the effectiveness of internal controls surrounding child safety
- the College monitors its child safety risk management strategies to confirm they have been implemented
- the College reviews the child safety risk management strategies to confirm their effectiveness
- the College governing authority (Executive Committee) monitors the child safety standard risk management strategies
- the College governing authority (Executive Committee) evaluates the effectiveness of the implemented mitigation controls



- guidance and training provided to members of the governing authority (Executive Committee) and College personnel about:
 - individual and collective obligations and responsibilities for managing the risk of child abuse
 - child abuse risks in the College environment
 - the College's current child safety standards.
- the outcomes of the risk assessment are made available to all relevant people, eg personnel, students, parents, in line with best practice approaches to increase transparency of the College's compliance with the child safe standards.

The Executive Committee

At least annually, the Executive Committee will ensure, by delegation to the Child Safe Officer, that appropriate guidance and training is provided to the individual members of the College's Executive Committee and College's personnel about:

- a) individual and collective obligations and responsibilities for managing the risk of child abuse;
- b) child abuse risks in the College environment;
- c) and the College's current child safety standards



Periodic Policy Review

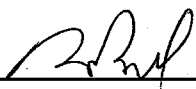
Review Schedule

The Rabbinical College of Australia and New Zealand will review the Risk Management for Child Safety Policy every 12 months, in consultation with stakeholders. Some circumstances *may* trigger an early review, such as (but not limited to):

- after any serious incident; or,
- legislative changes; or,
- organisational changes; or,
- as deemed appropriate by the Executive Director and/or the Executive Committee.

Endorsement and review dates of the current version appear in the footer of this document. Endorsement and review dates of previous versions appear in the table below.

This policy has been reviewed and endorsed by:



Avrohom Procel
Executive Director



Josh Goldhirsch
On behalf of the Executive Committee

Date:

Date:

Version History

Version Number	Version Name	Endorsed by	Endorsement Date
1	Child Protection Policy	Interim CEO	December 2016
2	Risk Management for Child Safety Policy	Executive Director Executive Committee	15 December 2020



Appendix 1: Associated Policies, Procedures, Forms and Documents

This Appendix contains other policies and procedures that relate to, and should be read in conjunction with, this document. These documents are all accessible on the College's website, at: <https://www.rabbinicalcollege.edu.au/childsafety>

They may include, but are not limited to:

Policies and Procedures

Child Protection Policy

<https://www.rabbinicalcollege.edu.au/childprotectionpolicy>

Outlines the College's commitment, culture and approach to providing child protection and safety.

Code of Conduct

<https://www.rabbinicalcollege.edu.au/codeofconduct>

Outlines the College's clear expectations for appropriate behaviours with children.

Child Safety Reporting Policy

<https://www.rabbinicalcollege.edu.au/childreportingpolicy>

Outlines the College's processes for responding to and reporting suspected abuse.

Human Resources Policy

<https://www.rabbinicalcollege.edu.au/humanresourcespolicy>

Outlines the College's practices that reduce the risk of child abuse by new and existing personnel.

Risk Management for Child Safety Policy

<https://www.rabbinicalcollege.edu.au/riskmanagementpolicy>

Outlines the College's strategies to identify and reduce or remove risks of child abuse.

Child Safety Grievance Policy and Procedure

<https://www.rabbinicalcollege.edu.au/grievancepolicy>

Outlines the College's framework for receiving, managing and addressing grievances.

Child-Friendly Documents

Commitment to Children

https://www.rabbinicalcollege.edu.au/commitment_children

Communicates the College's commitment to safeguarding children in simple language.

Child-friendly and Parent-friendly Child Safety Policy

https://www.rabbinicalcollege.edu.au/child_friendly_policy

Communicates all the College's Child Safety Policies and related documentation in a child-friendly and parent-friendly manner, and includes a reporting flowchart and child-friendly complaints guide.



Templates of Forms, Records and Related Documents

[A Step by Step Guide to making a Report to Child Protection or Child First](http://rabbinicalcollege.edu.au/stepbystepreporting)

<http://rabbinicalcollege.edu.au/stepbystepreporting>

Provides personnel with an easy-to-access and clear guide to alerting Child Protection or Child First.

[Flowchart: Child safety reporting process](http://rabbinicalcollege.edu.au/flowchart_reporting)

http://rabbinicalcollege.edu.au/flowchart_reporting

Provides personnel and students with an easy-to-understand infographic of the reporting process.

[Flowchart: Responding to disclosures / incidents process](http://rabbinicalcollege.edu.au/flowchart_responding)

http://rabbinicalcollege.edu.au/flowchart_responding

Provides personnel with an easy-to-understand infographic of managing incidents and disclosures.

[Risk Assessment and Action Plan Template](https://www.rabbinicalcollege.edu.au/riskassessment)

<https://www.rabbinicalcollege.edu.au/riskassessment>

The College's template for assessing and managing child safety risks with an action plan.

[Working With Children Check Register Template](https://www.rabbinicalcollege.edu.au/wwcc_register)

https://www.rabbinicalcollege.edu.au/wwcc_register

The College's template for tracking the status of Personnel WWCC's.

[HR Personnel Records Checklist](http://rabbinicalcollege.edu.au/hrchecklist)

<http://rabbinicalcollege.edu.au/hrchecklist>

The College's checklist for ensuring all Personnel records are up-to-date.

[HR Recruitment and Induction Checklist](http://rabbinicalcollege.edu.au/hrrecruitlist)

<http://rabbinicalcollege.edu.au/hrrecruitlist>

The College's template for managing the recruitment and induction process.

[HR Applicant Interview & Referee Record](http://rabbinicalcollege.edu.au/hrapplicant)

<http://rabbinicalcollege.edu.au/hrapplicant>

The College's template for managing recruitment and referees interviews.

[HR Personal Details and Identity Record](http://rabbinicalcollege.edu.au/hridentity)

<http://rabbinicalcollege.edu.au/hridentity>

The College's checklist for authenticating personnel identity.



Appendix 2: Legislation and Guidance

Children, Youth and Families Act (CYFA), 2005 – governs and guides the process of child protection in Victoria. Under this Act a person can make a report to Child Protection Services if they have: A significant concern for a child's wellbeing; belief the child is in need of protection; significant concern before the birth of a child about his/her wellbeing after his/her birth.

Child Wellbeing and Safety Act (2015) – establishes the Victorian Children's Council and Child Safety Commissioner; establishes the principles for wellbeing of children in Victoria.

Crimes Amendment (Grooming) Act 2014 – refers to the offence of grooming. A grooming offence is committed if the offender communicates by works or conduct with a child under the age of 16 years or their carer or supervisor; and Intends to commit a sexual offence involving the child.

Crimes Amendment (Protection of Children) Act 2014, s.49c – refers to the **failure to protect** children from sexual offences. If any individual or organisation could have reasonably protected a child from sexual abuse and fails to do so it may be considered a criminal offence.

Crimes Amendment (Protection of Children) Act 2014, s.327 – refers to the responsibility of all individuals to disclose to authorities if they have a reasonable belief that a child under the age of 16 years has been sexually abused. Failure to do so is a criminal offence.

Children Legislation Amendment (Reportable Conduct) Act 2017 – From 1 July 2017, the Commission for Children and Young People will administer a 'reportable conduct scheme' in Victoria. The scheme will improve oversight of how organisations respond to allegations of child abuse and child-related misconduct by workers and volunteers. Under the scheme, the Commission for Children and Young People will have the power to: Monitor organisations' investigations of abuse or misconduct and report on trends; share information with key organisations, such as the Working with Children Check Unit and certain professional registration bodies, to improve child safety; inquire into the safety systems of organisations engaged in child-related work; and share relevant information to better protect children from the risks of abuse.

Mandatory Reporting Sections 182(1)(a)-(e), 184 and 162(c)-(d) of the Children, Youth and Families Act 2005 (Vic.) – Registered medical practitioners, nurses, midwives, a person registered as a teacher or an early childhood teacher or educator, school principals, school counsellors, police officers, out of home care workers (excluding voluntary foster and kinship carers), early childhood workers, youth justice workers, registered psychologists and people in religious ministries must report if they have reasonable belief that a child is at risk of harm from physical or sexual abuse.

Working with Children Check (WWCC) Act 2005 – Outlines the purpose of the WWC and what constitutes child-related work; outlines occupations that apply and explains relevant offences and findings that are relevant to the WWCC. It sets out obligations of individuals and organisations and how personal information is stored and disposed of.

Wrongs Amendment (Organisational Child Abuse) Act 2017 – A new statutory duty of care has been created under the Wrongs Amendment (Organisational Child Abuse) Act 2017 to ensure that there is a clear legal duty placed on organisations to take reasonable steps to minimise the risk of child abuse (sexual and/or physical abuse) perpetrated by organisational representatives.

Appendix 3: Definitions used in this Policy

Term	Definition
Aboriginal Child	A person under the age of 18 who: <ul style="list-style-type: none"> • Is of Aboriginal or Torres Strait Islander descent • Identifies as Aboriginal or Torres Strait Islander, and • Is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community
Adult	A person 18 years of age or older and includes persons who are employees, volunteers and associates of the College.
Bullying	Bullying involves the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time. Bullying has been described by researchers as taking many forms which are often interrelated and include: <ul style="list-style-type: none"> • Verbal (name calling, put downs, threats) • Physical (hitting, punching, kicking, scratching, tripping, spitting) • Social (ignoring, excluding, ostracising, alienating) • Psychological (spreading rumours, stalking, dirty looks, hiding or damaging possessions).
Child or young person	A person under the age of eighteen years
Child Abuse	An act committed against a child involving: physical abuse, emotional and psychological abuse, neglect, exposure to family violence, sexual abuse, grooming
Child related work	Work within one or more of the occupational fields defined in the Act where the contact with children is direct, unsupervised, and part of a person's duties, not incidental to their work
Children from culturally and/or linguistically diverse backgrounds	A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parents' identification on a similar basis
Child safe organisation	In the context of child safe standards, a child safe organisation is one that meets the child safe standards by proactively taking measures to protect children from abuse

Child Safety	In the context of the child safe standards, child safety means measures to protect children from abuse
Children with a disability	A disability can be any physical, sensory, neurological disability, acquired brain injury or intellectual disability or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Children can be born with a disability or acquire a disability suddenly through an injury or illness. Some disabilities may be obvious while others are hidden
College	The Rabbinical College of Australia and New Zealand
Contractor	A person or organisation that undertakes a contract to provide materials, tasks or labour to do a service or job.
Culturally and/or linguistically diverse background (CaLD)	Identification with particular cultural or linguistic affiliations by virtue of place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of parents' identification on a similar basis
Cumulative Harm	Cumulative harm refers to the effects of multiple adverse or harmful circumstances and events in a child's life. Cumulative harm may be caused by an accumulation of a single recurring adverse circumstance (such as unrelenting low-level care); or by multiple circumstances or events (such as persistent verbal abuse and denigration, inconsistent or harsh disciplines and/or exposure to family violence.)
Department of Health and Human Services (DHHS)	The statutory authority responsible for receiving and investigating reports of child abuse
Direct Contact	A direct contact role is one that has contact with children and young people that is not incidental, but normally part of providing a service, program or activity for children and young people. This direct delivery may require regular physical contact and forms of ongoing communication.
Disclosure	Refers to a child telling someone (through words, drawings or actions) that he or she feels unsafe or has been harmed.
Emotional Abuse	Emotional abuse occurs when a child's parent, caregiver or any other adult repeatedly rejects the child or uses threats to frighten the child. This may involve: <ul style="list-style-type: none"> ● Being repeatedly rejected, name called or being put down. ● Being frightened by threats. ● Continual coldness to the extent that it significantly damages the child's physical, social, intellectual or emotional development. ● Can involve repeated exposure to family violence



<p>Exposure to Family Violence</p>	<p>Family violence is behaviour by a person towards a family member that is:</p> <ul style="list-style-type: none"> ● Physically or sexually abusive ● Emotionally (psychologically) abusive ● Coercive or any way controls or dominates the family member and causes that family member to fear for their safety or wellbeing or that of another family member. ● Behaviour by a person that causes a child to hear or witness or otherwise be exposed to the effects of, behaviour referred to above. <p>Exposure to family violence includes children seeing, hearing or experiencing the violence in a number of ways.</p>
<p>Grooming</p>	<p>Grooming is a term used to describe what happens when a perpetrator of abuse builds a relationship with a child with a view to sexually abusing them . Grooming concerns predatory conduct undertaken to prepare a child for sexual activity. There is no set pattern in relation to the grooming of children. For some perpetrators, there will be a lengthy period of time before the abuse begins. The child may be given special attention and, what starts as an apparently normal display of affection, such as cuddling, can develop into sexual touching or masturbation and then into more serious sexual behaviour. Other perpetrators may draw a child in and abuse them relatively quickly. Some abusers do not groom children but abuse them without forming a relationship at all. Grooming can take place in any setting where a relationship is formed, such as leisure, music, sports and religious activities, or in internet chatrooms, in social media or by SMS. Many perpetrators of sexual offences against children purposely create relationships with children and young people, their families and carers in order to create a situation where abuse could occur. For example:</p> <ul style="list-style-type: none"> ● Spending special time with a child e.g. in private settings, away from the organisation, online ● Isolating the children or young person from family and peers ● Giving gifts to a child ● Showing favouritism ● Allowing the child to step out of boundaries or rules ● Touching the child ● Testing and breaking professional boundaries
<p>Harm</p>	<p>Harm, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by</p> <ul style="list-style-type: none"> ● physical, psychological or emotional abuse or neglect; or ● sexual abuse or exploitation. ● a single act, omission or circumstance; or ● a series or combination of acts, omissions or circumstances.

Mandated Reporter	Any adult who holds the following occupations is mandated to report child abuse to child protection authorities or police: Registered medical practitioners, nurses, midwives, a person registered as a teacher or an early childhood teacher or educator, school principals, school counsellors, police officers, out of home care workers (excluding voluntary foster and kinship carers), early childhood workers, youth justice workers, registered psychologists and people in religious ministries must report if they have reasonable belief that a child is at risk of harm from physical or sexual abuse.
Multi-Dimensional Harm	Occurs when more than one abuse type is experienced at the same time e.g. sexual abuse also involving physical abuse and emotional abuse at the same time.
Neglect	<p>Neglect is the failure to provide for the child's basic needs for life:</p> <ul style="list-style-type: none"> • Food • Clothing • Shelter • Medical attention • Supervision or care <p>To the extent that the child's health and development are, or are likely to be, placed at risk.</p>
Parent	All those who have parent equivalent responsibilities for a child or young person including guardians, grandparents or other relatives, foster parents or other authorised carers
Personnel	All staff, volunteers, committee members, contractors, students engaged in outreach or volunteer work, regardless of their involvement in child related duties, who are associated with the College. Includes all of those whom we employ directly, those we employ indirectly through other groups or organisations, and all those who are involved as volunteers.
Physical Abuse	Physical abuse occurs when a child suffers or is likely to suffer significant harm from an injury inflicted by a child's parent or caregiver or any other adult. The injury may be inflicted intentionally or may be the inadvertent consequence of physical punishment or physically aggressive treatment of a child. This may take the form of punching, beating, shaking or otherwise harming a child.
Practice and Behaviour Guidelines	Our Practice and Behaviour Guidelines assist in identifying and preventing behaviour that may be harmful to children and young people. They describe what is and is not, acceptable behaviour when working with or engaging with children and young people.



Reasonable Grounds of Belief	<p>A 'reasonable belief' is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. A 'reasonable belief' might be formed when:</p> <ul style="list-style-type: none"> ● a child states that they have been abused ● a child states that they know someone who has been abused (sometimes the child may be talking about themselves) ● someone who knows a child states that the child has been abused ● professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been abused ● signs of abuse lead to a belief that the child has been abused.
Representative	<p>All staff, volunteers, committee members, contractors, students engaged in outreach or volunteer work, regardless of their involvement in child related duties, who are associated with the College.</p>
Sexual Abuse	<p>Sexual abuse occurs when a person uses power, force or authority to involve a child in any form of sexual activity. Behaviours sex offenders engage in may include:</p> <ul style="list-style-type: none"> ● touching or fondling ● obscene or suggestive phone calls/texts ● exhibitionism and or voyeurism ● pornographic images ● penetration with penis, finger or other object into the mouth, anus or vagina <p>It is important to note that sexual abuse includes both contact and non-contact behaviours.</p>
Sexual Exploitation	<p>Sexual exploitation occurs when children are forced into sexual activities that are then recorded in some way and/or used to produce pornography. Such pornography can be in the form of actual photos or videos or published on the internet. Exploitation can also involve children who are forced into prostitution.</p>
Sexually Harmful Behaviour	<p>Refers to harmful behaviour perpetrated by a child (17 years of age or younger) to another child. Harmful behaviours in children are often an indicator that they have experienced abuse or neglect. Where sexually harmful behaviour occurs, organisations have a duty of care to both children. Note that in children under 10 years of age, such behaviour is usually referred to as <i>sexually problematic behaviour</i>.</p>
The Act	<p><i>Child Safety and Wellbeing Act 2005</i></p>