

APPENDIX C. COMPLETING DOCUMENTATION

When documenting child protection concerns staff should be aware that records can be subpoenaed by the court as evidence. If in doubt, you can consult with the residential college manager/principal, student services staff, the Department's Student Support Services (Child Protection) area or the Department of Communities, Child Protection and Family Support (CPFS)

The residential college manager may complete documentation on behalf of the staff member who reports concerns of physical, sexual abuse, emotional abuse or neglect.

The teacher or boarding supervisor reporting a belief that a child is or has been the subject of sexual abuse must complete their own documentation. The residential college manager must not do this on their behalf.

The reporter should record observations and factual information about what they have seen or heard such as:

- relevant dates and times;
- the identity of the source of information;
- information from a third party that is clearly identified as third party information;
- noting of the exact words the child used to describe what happened, even if it's not Standard Australian English e.g. the word or words they used for genitals or other parts of their body, or anything else related to the disclosure or concern
- statements or descriptions made by the child, parent or third party, written **verbatim** and in quotation (" ") marks;
- professional judgments informed by within teaching professional training, resources and experience;
- any other grounds for concern;
- your response to the child; and
- the current situation i.e. Where is the child? Who is the child with?

Do not include:

- your opinions, for example, "the parent used excessive discipline";
- your personal conclusions about the type of abuse suspected; and
- your interpretation of what the child or others said.

Language:

- use clear, explicit, unambiguous, objective language;
- use the first person singular, for example, "I saw...".
- use the names of people involved rather than she, he, etc.;
- if the child uses any language other than English to describe an incident, document those words;
- avoid jargon and used within the organisation that may not be understood by others who read the report; and
- only use terms such as 'probably' or 'likely' if there is a reasonable degree of certainty.