

VOLUNTEER HANDBOOK



Guelph Community CHRISTIAN SCHOOL

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Table of Contents

MISSION & CORE VALUES	4
WELCOME	4
EDUCATIONAL PHILOSOPHY	4
GCCS VOLUNTEER PROGRAM	6
G.I.F.T.S. – GETTING INVOLVED FOR THE STUDENTS	6
PROGRAM STRUCTURE AND GUIDELINES	6
RECORD KEEPING	7
VOLUNTEERING OPPORTUNITIES	7
VOLUNTEER GUIDELINES	8
PERSONAL INFORMATION	10
PERSONAL INFORMATION PRIVACY STANDERDS FOR EMPLOYEES AND VOLUNTEERS	10
PERSONAL INFORMATION PRIVACY STANDERDSFOR STUDENTS AND FAMILIES	13
PROCEDURE FOR HANDLING COMPLAINTS	14
CHILD WELFARE POLICY	15
CHILD WELFARE POLICIES AND PROCEDURES	15
UNDERLYING PRINCIPLES	15
THE PURPOSE	15
SUMMARY OF LEGAL PRINCIPLES	16
CHILDREN WITH SPECIAL NEEDS	17
RECORDS AND CONFIDENTIALITY	17
RECOMMENDATIONS FOR COLLABORATION WITH LOCAL CAS	18
FOLLOW-UP FOR THE CHILD	18
SUPPORT FOR STAFF MEMBERS	18
CREATING A SAFE SCHOOL ENVIRONMENT	19
STAFF AND VOLUNTEERS	19
WORKING CONDITIONS	19
TRAINING	19
CURRICULUM	20
PARENT HANDBOOK	20
GUELPH COMMUNITY CHRISTIAN SCHOOL CHILD WELFARE POLICY AND PROCEDURES MANUAL	21
INTRODUCTION	21
SUMMARY OF LEGAL PRINCIPLES	22
RECORDS AND CONFIDENTIALITY	23
STAFF AND VOLUNTEERS AND TRAINING	23
WORKING CONDITIONS	23
DEFINITIONS	24
A NOTE ABOUT CHILDREN WITH SPECIAL NEEDS	26
CHILD WELFARE POLICY	27

GUELPH COMMUNITY CHRISTIAN SCHOOL	27
CHILD WELFARE POLICY	27
CHILD WELFARE PROCEDURES	29
GENERAL REPORTING PROTOCOL FOR DISCLOSURES OR SUSPICIONS OF CHILD ABUSE/NEGLECT	29
PROTOCOL WHEN COMPLAINTS INVOLVE AN EXTERNAL CAREGIVER	32
PROTOCOL WHEN COMPLAINTS INVOLVE A MEMBER OF STAFF	32
PROTOCOL WHEN COMPLAINTS INVOLVE A VOLUNTEER	33
PROTOCOL WHEN COMPLAINTS INVOLVE THE PRINCIPAL	33
PROTOCOLS FOR STUDENT TO STUDENT ABUSE	34
STATUS OF THE INVESTIGATION	34
APPENDIX A – REPORTING FORMS	35
REPORT OF SUSPECTED CHILD ABUSE FORM	35
DISCRETIONARY FOLLOW-UP REPORT OF SUSPECTED CHILD ABUSE	37
DOCUMENTATION RECORD	38
REMOVAL OF CHILD FROM SCHOOL PREMISES BY CAS	39
APPENDIX B - WHEN CALLING CAS ...	40
APPENDIX C - ACKNOWLEDGEMENT OF TRAINING	41
ACKNOWLEDGEMENT OF GUELPH COMMUNITY CHRISTIAN SCHOOL’S CHILD WELFARE POLICY AND PROCEDURES	41
ACKNOWLEDGEMENT OF ANNUAL TRAINING	41
APPENDIX D – CHILD AND FAMILY SERVICES ACT	42
PART III: CHILD PROTECTION	42
DEFINITIONS	42
DUTY TO REPORT	43
PROTECTION FOR REPORTING PERSON	46
DUTIES AND POWERS OF THE SOCIETY	46
USE OF SCHOOL’S DOCUMENTATION	46
COOPERATION WITH THE SOCIETY	47
APPENDIX E: RELATED DOCUMENTS AND LEGISLATION	49
RELATED SCHOOL DOCUMENTS	49
RELATED LEGISLATION	49
VOLUNTEER AGREEMENT	50

MISSION & CORE VALUES

Our mission statement describes our purpose.

To nurture, educate and inspire in Christ-centred learning and serving

Our core values state what we are committed to continually aspire towards as a community. These values, alongside our mission, vision and strategic plan, give direction to the decisions we make in the classroom and boardroom. They name the kind of culture we feel God is calling us to be as an educational institution in our Guelph community.

At Guelph Community Christian School, we highly value:

- ***Integrating our Christian faith into all aspects of learning***
- ***Knowing and understanding each student as a uniquely-created learner***
- ***Pursuing the best educational outcomes for each student***
- ***Encouraging wonder and creativity in the learning journey***
- ***Being a welcoming place for everyone***
- ***Encouraging family involvement in the life of the school***
- ***Serving and caring for each other, our community, and our world***
- ***Being good stewards of the resources entrusted to us***

WELCOME

We are happy that you have decided to join us as a volunteer. It is a great opportunity for the students, and for the school and for you to benefit from sharing the gifts, talents and time with which the Lord has blessed you!

We take your offer seriously and want you to know that we recognize you as a partner in the mission of the school.

In many respects, you are joining our staff and are taking on the rights and responsibilities of a staff member. Legally, you are considered unpaid staff. Throughout this document, the term “Teaching volunteer” or “volunteer” will be used to describe all volunteers who carry out tasks to help teachers over a period of some duration, e.g. classroom assistants, coach, yard duty supervisor, etc.

With this in mind, we have prepared this volunteer handbook. We ask you to read it carefully, and to sign and return any of the pages that require a signature.

EDUCATIONAL PHILOSOPHY

Guelph Community Christian School offers a program beginning with Junior Kindergarten and ending with Grade 8 graduation. Conversations with local secondary schools indicate that our students are

well prepared to continue at the secondary level with the same degree of success they enjoyed at the elementary level. The school is committed to providing educational quality at least equivalent to, or better than, public school standards. We support the technical academic standards of the province, but disagree with the value system contained in the official curriculum. This difference is most noticeable in the presence of a Bible program at each grade level, but the Bible is a guide for all of our programs as we seek to understand how all areas of human endeavour have been marked by the Fall, and will be restored by our Lord, and how we can serve Him by practising His restorative mandate today.

Guelph Community Christian School's teaching philosophy is founded on Christian beliefs such as:

- this world belongs to God; we are only managers of his resources
- all things hold together in Christ
- all truth is God's truth
- each child is made in and bears God's image
- each one of us is his/her neighbour's keeper
- each one is accountable to God for the use of time and talents

Our educational goal is to educate knowledgeable and competent disciples. We attempt to reach this goal by respecting traditional educational methods which have served our society well, while also implementing modifications in response to social change, well-tested research findings and our teaching philosophy. We use a variety of curriculum resources, for example, Ontario Alliance of Christian Schools Socials and Science, Scholastic Literacy, and Christian Schools International Bible. Curriculum resources assist us to meet, and possibly exceed, Ontario Ministry Expectations. Resources are selected by Administration alongside teaching staff.

As in most schools, it is a given that technology, including the Internet, will be a resource and tool in the classrooms. GCCS has established a Gr 1-8 Digital Citizenship Program that seeks to equip students to be intentional, innovative, and wise with technology.

Students at GCCS are evaluated on a regular basis using regular classroom assignments, periodic tests, and observations, DRA (Diagnostic Reading Assessment), as well MAP (Measures of Academic Progress). MAP is personalized assessment experience that measures individual growth and progress for our students. The school also assesses the effectiveness of its program by participating in math contests sponsored by universities, and in science fairs and speech contests sponsored by local organizations. We also monitor how our graduates do in high school by talking with the students themselves and with high school personnel. The results of student evaluations are provided to the parents through newsletters, report cards, and parent-teacher conferences.

GCCS provides a Special Education Resource Program through the work of our Special Education Resource Teachers (SERTS) and CCAC-funded access to occupational therapy, physiotherapy and speech pathology support. Our SERTS support a variety of learners as we implement a vision of inclusive Christian Education.

GCCS VOLUNTEER PROGRAM

G.I.F.T.S. – Getting Involved for the Students

Guelph Community Christian School is a parent-run school and as such, relies greatly on parent volunteers. From the board, through committees to fundraising and classroom help, volunteers are integral to achieving the objectives of the school. Volunteering brings value to the school as a community in many ways:

1. Parent volunteers at GCCS bring a passion for the shared vision of Christian education and their contributions model the values the school strives to pass on to the children.
2. Volunteering gives parents an opportunity to use their unique abilities in a meaningful way to support and assist staff in the realization of the GCCS Mission.
3. Through volunteering, parents can connect as a school community, form friendships, and support each other as families. Volunteering builds community.
4. Volunteer hours add value to the school through the unique skills of our parent community.

Program Structure and Guidelines

- In August a GIFTS Survey will be emailed to all families. We ask families to indicate in what areas they are interested in volunteering. For example, Skate a thon or yard work. From this survey staff and committees are able to network people to tasks that people are interested in. The GIFTS Survey also informs the school of parent skills for unique tasks and ideas that come up.
- July and August will be considered a period of grace in the program. Summer hours may be applied to the previous school year if a family had hours yet to complete *or* they may be applied to the upcoming school year to give a family a head start.
- Family Volunteer hours can be completed by family members who are 19+ . Certain volunteer activities will fall under the requirements of the Child Welfare Policy.
- All families will submit a postdated cheque in September and families that meet the minimum hours required will receive their cheque back in June. Parents are welcome to opt out of their volunteer hours and pay the dollar amount upfront. This can be indicated on (re) enrollment forms.
- Excess hours cannot be transferred to another family, carried over to the next year or applied back to a previous year where hours were left owing.
- Any exemptions for this parental agreement need to be made to the Board of Directors in writing by the family.

For families choosing to participate, the following indicates the minimum volunteer requirement.

FAMILY	HOURS	BUYOUT AMOUNT
Family with full time student(s)	30	\$750
Single-parent family with full time student(s) Family with student(s) in JK or SK only	15	\$375
New Families*	15	\$375
*Prorated depending on what time of the year you join the school		

Record Keeping

- The Office Manager will send out statements in the Spring to remind parents of their status.
- Families will log their hours in Sycamore:
 1. *Log in to Sycamore*
 2. *On the left sidebar click on **My School** and then **Service Logs**.*
 3. *At the top right, click on the button that says **New Log**.*
 4. *Enter the information requested and a note if you need to explain something and submit your Service log.*

Volunteering Opportunities

- General requests are regularly posted in NEWS section on Sycamore
- Teachers will post classroom requests in the Class News section on Sycamore
- Some examples of volunteer opportunities are:
 - Class Trips Chaperones
 - Reading Program
 - Art helpers
 - Library helpers
 - Skate-a-thon
 - Event volunteers (Back to School BBQ, Grandparent's Day, and Parking Lot Party etc.)
 - Committee Members (Finance, Transportation, Promotions etc.)
 - Grounds keeping
 - Track & Field Day
 - Sports team coaches
 - And many others as the opportunity arises.

VOLUNTEER GUIDELINES

Volunteers (parents and others) are welcome at our school, and make a lot of valuable contributions.

Below are guidelines for volunteering around students:

1. The teacher is being held responsible for the atmosphere and program of teaching, so she/he must be comfortable with the extent and nature of the parents' volunteer contributions.
2. If a parent is volunteering in the classroom of their own child, that parent has to maintain a professional distance from issues involving that child.
3. Volunteers must respect the teacher – student relationship and not convey information to another parent about their child's performance in class.
4. All information that a volunteer comes across in the classroom is considered confidential and should not be discussed with other students, parents or staff outside of the classroom environment. If you have a concern about something you observe in the classroom, please discuss it with the classroom teacher. If the concern continues discuss it with the principal.
5. For safety reasons, all volunteers at GCCS should sign inside of the Volunteer Log and obtain a Volunteer ID tag. Volunteers should list the classroom and the time in and out. This way all school personnel know you are on campus and also know your exact whereabouts in the event of an emergency. They are asked to wear a Volunteer I.D. so that staff, students, and other volunteers can identify the parent while on campus. (You will still need to sign in daily.)
6. Volunteers are asked to check in with the classroom teacher and carry out the directives of the classroom teacher so that all instructional activities can be addressed in a manner that meets the needs of the teacher's daily lesson plans.
7. If a Volunteer has arranged with the teacher to come on a specific day to assist with classroom activities and is unable to attend for any reason, we ask that they contact the GCCS office in order to get a message to the teacher so they can modify or adjust that specific activity.
8. Volunteers are not permitted to bring other children with them while volunteering. This practice could lead to safety issues and jeopardize the quality of instruction within the classroom. This is especially important in regards to out-of-classroom activities.
9. Volunteers are important in the classroom and we encourage kind, positive and enthusiastic comments and actions by all GCCS community members. Please be aware that anything adults say or do is observed by and often imitated by, children.
10. If a volunteer does not meet these expectations, the principal will meet with them and discuss his/her continued volunteer placement at our school.
11. The success of a school is closely related to VOLUNTEER INVOLVEMENT! Get involved, get excited and enjoy your volunteer time at Guelph Community Christian School.

Specific Guidelines for Volunteer Coach Expectations for GCCS:

1. All of the above General Guidelines
2. When differences of opinion occur during a practice or game, a volunteer coach is asked to defer to the teacher coach and to save the discussion until after the students have left the practice or game area.
3. If a volunteer has arranged with the teacher to come on a specific day to assist with coaching and the volunteer is unable to attend for any reason, we ask that the volunteer contact the GCCS office in order to get a message to the teacher so she/he can modify or adjust that day's practice.
4. The final team selection is the decision of the teacher coach. The decision will be based on ability, and on Christ-like attitudes such as a respectful treatment of the coach and other team members, enthusiasm, and reliable attendance at try-outs and practices. If two players are equal in all other respects, the one from the higher grade will be chosen. When cutting players to get the numbers down to tournament size, the coach will try to avoid cutting only one player. When there are not enough selected players from grades 6, 7 and 8, students from lower grades will be considered.
5. During games, at home or away, coaches and athletes will conduct themselves in a respectful manner towards referees, coaches and players from other teams, and towards host facilities. Please see that attached Code of Conduct that has been published by the Guelph District Sports Committee.
6. Coaches will respect the investment of time and expectations of the players with regards to playing time during tournaments by rotating the players appropriately, or explaining to the players how the playing time is being allotted based on the pressures of the game, etc. If a player is kept on the team as an emergency sub, the teacher coach will explain to him/her early in the season that he/she might not see much playing time. Sometimes it is better to let a player accompany the team, but not dress rather than dress and sit on the bench. The coach's treatment of the players should always leave the players' dignity intact.
7. If a volunteer coach does not meet these expectations, the teacher coach will remind the volunteer of this agreement. If problems continue, the principal will meet with the volunteer coach and discuss his/her continued volunteer placement at our school.

PERSONAL INFORMATION

PERSONAL INFORMATION PRIVACY STANDERDS FOR EMPLOYEES AND VOLUNTEERS

Introduction

Safeguarding the personal information of employees and volunteers is a primary concern of Guelph Community Christian School. We are committed to meeting or exceeding the privacy standards established by federal legislation entitled Personal Information Protection and Electronic Documents Act (PIPEDA). It is a biblical norm for Christian school communities to respect the dignity of individuals, including the appropriate collection, use, and storage of personal information.

This Personal Information Privacy Policy for Employees and Volunteers details the policies and practices of Guelph Community Christian School regarding the collection, use, and disclosure of personal information about employees and volunteers. This Personal Information Privacy Policy for Employees and Volunteers may be modified or supplemented from time to time, and in such instances all persons affected by the policy will be notified of the changes.

Definitions

Personal information - Any information about an identifiable individual excluding the name, position name or title, business telephone number, business address, business e-mail and business fax number, as well as any publicly available information such as information found in a public telephone directory or public registry.

Employee Personal Information - Personal information collected, used or disclosed solely for the purposes reasonably required to establish, manage, or terminate an employment relationship, but does not include personal information that is not about an individual's employment.

Principles

1. Accountability

At Guelph Community Christian School the principal is the Privacy Officer responsible for implementing the privacy policy for employees and volunteers.

2. Identifying purposes

A. Employees

Guelph Community Christian School collects, uses, and discloses personal information about employees to establish, manage, and terminate the employment relationship, and for such other purpose(s) as identified when the information is collected.

For example: personal information collected during the hiring process such as the information on resumes, application forms, criminal record checks, and information collected from references; payroll and related information including SIN, pay scale, hours of work, deductions, bank account information, court orders; benefit information including SIN, premiums or contributions, coverage information, dependent information, date of birth, marital status, medical information; performance information including work history, attendance history, performance and relationship reviews, discipline and related memos and notes, documentation related to qualifications and professional growth; other personal information as required or permitted by law.

B. Volunteers

Guelph Community Christian School collects, uses, and discloses personal information about volunteers for the purposes of recruiting volunteers, and establishing and managing an effective volunteer program, and for such other purpose(s) as identified when the information is collected.

For example:

information collected, used, and disclosed in the recruiting process including information on resumes, application forms, criminal record checks, and information collected from references;
information related to the volunteers' services including availability, schedule, duties, performance reviews, and notes, memos, and documentation related to qualifications.

C. Employees and Volunteers

Personal information about employees and volunteers, including photographs and biographical information may also be collected, used, and disclosed in the course of the school's activities including in publications such as yearbooks, newsletters, and Web sites; personal information about employees and volunteers may be collected regarding the operation and maintenance of computers, internet and e-mail, as these are monitored in accordance with the school's Policy on these systems; and personal information about employees and volunteers may be collected, used and disclosed in the course of the operation of building security systems, including video and other systems.

3. Consent

In most cases consent is not required for personal information collected, used, or disclosed for the purpose of establishing, maintaining or terminating employment or a volunteer relationship. Guelph Community Christian school will take into account the sensitivity and intended use of personal information and where appropriate require consent to be expressed, or implied, or deemed.

4. Limiting collection

Personal information collected will be limited to that which is necessary for the purpose(s) identified.

5. Limiting use, disclosure, and retention

Personal information of employees and volunteers will only be used and disclosed for the purpose(s) for which it was collected and for which consent has been obtained, implied, or deemed. Personal information will only be retained for as long as is necessary for the fulfillment of the purpose(s).

NOTE:

Guelph Community Christian School may disclose personal information to others in connection with the purpose(s) for which it was collected as consented to by the individual or as required or permitted by law. The list below should be reviewed to ensure disclosures are applicable.

Third parties may include:

government bodies, departments and agencies (e.g. WSIB, Ministry of Education, CCRA);
payroll outsourcers; insurance companies, benefit and pension plan administrators;
advisors to the school such as accountants, lawyers, consultants; organizations reasonably required by the operations of the school, such as Ontario Alliance of Christian Schools(OACS),

(Ontario Christian School Administrators Association (OCSAA), Ontario Christian School Teachers Association (Edifide), Christian School International (CSI), Canadian Hallmarks Institute (CHI). Guelph Community Christian School does not sell, lease, or trade information about employees and volunteers. Suppliers of specialized services (e.g. yearbook publishers) are given only the information necessary to provide those services, and Guelph Community Christian School takes appropriate steps to ensure that such information is securely transferred and stored, and is used only for the purpose(s) for which it was disclosed to the service provider.

If an individual seeks to limit the sharing of personal information as permitted by law, s/he must submit a written letter to the Privacy Officer specifying which information is to be limited and to whom this information is restricted. The Privacy Officer will advise the individual whether the request can be carried out. Personal information will be retained only for the time required to fulfill the purpose(s) for which it was collected. When the information is no longer needed to fulfill the purpose(s) for which it was collected, it will be destroyed or made anonymous.

6. Accuracy

Personal information shall be kept as accurate, complete and up-to-date as is necessary to fulfill the purpose(s) for which it was collected. Employees and volunteers are responsible for providing current information to the school.

7. Safeguards

Personal information will be protected by appropriate safeguards to prevent unauthorized access or uses. Employees and volunteers will be appropriately educated about the importance of privacy, and will be required to follow the school's policies and procedures regarding personal information.

Employee and volunteer files will be stored in secure filing cabinets and access to personal information will be restricted to authorized and legitimate persons. Electronic files will be password protected. The school's security practices will be reviewed in a timely fashion to ensure the privacy of personal information.

8. Open policy

Guelph Community Christian School will readily make available its policies and practices regarding the protection of personal information.

9. Individual access

Guelph Community Christian School shall give an employee or volunteer access to his/her personal information file in accordance with the law. An employee or volunteer may access and verify any personal information with appropriate notice, and may provide new and current information to the Privacy Officer to include in the file.

10. Questions and concerns

All questions and concerns relating to the school's policies and procedures about employee and volunteer personal information should be directed to the Privacy Officer (School Principal).

PERSONAL INFORMATION PRIVACY STANDERDSFOR STUDENTS AND FAMILIES

Guelph Community Christian School respects the right to privacy and is committed to upholding the confidentiality and security of personal information. We have developed practices to ensure this commitment is carried out in a responsible manner.

Guelph Community Christian School collects, retains, and discloses certain personal information in order to:

- Help us in providing satisfactory instruction
- Comply with government directives
- Process financial records
- Provide you with information about our school
- Respond to any of your information requests
- Share the information with another educational institution

We collect, use or disclose your personal information with your permission. Your permission may be expressed in writing or be implied, and you may give it to us verbally or electronically. If you believe any of the information we have collected about you is incorrect or incomplete, you have the right to ask us to change it or delete it. If your personal information is inaccurate or incomplete, we will make the necessary changes. We will keep your personal information only as long as it is necessary to satisfy the purposes for which it was obtained, or as required by law.

Discussion of a student's performance, behaviour or character can only be justified when it can "help us in providing satisfactory instruction." This includes conversations between school employees, as well as with parents or guardians.

When we destroy personal information, we will use safeguards to prevent unauthorized parties from gaining access to that information during the process.

Guelph Community Christian School may use photographs or pictures of its students, families, employees and volunteers in internal school communications, publications, yearbooks, newsletters, brochures, websites and press releases. No full names will be associated with pictures or photographs used on openly accessible portions of the school website or in communications clearly intended for external use. Newspapers require the release of full names which will be withheld if the school has a signed exclusion form.

PROCEDURE FOR HANDLING COMPLAINTS

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive each other whatever grievances you may have against one another. Forgive as the Lord forgave you. An overall these virtues put on love, which binds them all together in perfect unity. Col. 3: 12-14

If one person in the school community, a parent or a staff member, has a complaint about an employee of the school, or a volunteer, or a committee or Board member, or a policy of the school, they should follow these steps:

The complainant, in the spirit of Matthew 18:15, should go first to the perceived offender to seek clarification and understanding. Sometimes, the complainant may be uncomfortable approaching the perceived offender, and will want to take a care-front partner. If the complaint involves a policy, the complainant should go first to the Chair of the appropriate committee to begin the process of resolution.

If the first step does not bring restoration, the second step depends on which parties are involved:

- A. If the complaint involves allegations of child abuse, the Principal shall report to Child and Family Services
- B. If the complaint is against a teacher or volunteer,
 - the complainant should approach the Principal who is expected to resolve the issue using Restorative Practices.
 - If the Principal cannot resolve the issue, he/she will convene a meeting with the complainant and the perceived offender and the Human Resources Committee (HRC) for the HRC to hear how both sides respond to the restorative questions
 - If the restorative circle with the HRC does not bring restoration, the Chair of HRC will arrange a formal restorative circle with a trained facilitator
- C. If the complaint is against the Principal,
 - the complaint should be put in writing and addressed to the Vice-Chair of the Human Resources Committee (HRC); the Vice-Chair of the HRC will arrange for a meeting of the complainant and the perceived offender with the HRC in order to conduct an informal restorative circle
 - If the informal restorative circle with the HRC does not bring restoration, the Vice-Chair of HRC will arrange a formal restorative circle with a trained facilitator
- D. If the complaint is against a committee policy or procedure,
 - the complainant should ask the Chair or Vice-Chair of the HRC to arrange for a meeting of the complainant and the other committee Chair with the HRC in order to conduct an informal restorative circle
 - If the informal restorative circle with the HRC does not bring restoration, the Vice-Chair of HRC will arrange a formal restorative circle with a trained facilitator

The outcome of any complaint that reaches the HRC shall be reported to the Executive of the Board of Directors by either the Chair or Vice-Chair of HRC

The Chairman of the Board reserves the right to report appropriate complaints to the appropriate authorities e.g Child and Family Services.

CHILD WELFARE POLICY

Child Welfare Policies and Procedures

Underlying Principles

1. The primary responsibility for ensuring the safety and well-being of the child lies with the parent.
2. The school has a custodial role in caring for the child which is delegated to it by the parent and is a primary duty of the school. It is specifically part of the duties of the principal.
3. Because of the amount of time a child spends there, the school is in a special position to become aware of indicators of abuse or neglect. It also can offer safety and security to the child who is victim of abuse at home or elsewhere.
4. The protection of the child is paramount. If there is any doubt regarding the reporting or management¹ of child abuse, one should err on the side of protecting the child.
5. The state, as represented by police and in Ontario, the Children's Aid Society, has the authority to use all the means at its disposal to protect the child from abuse where necessary.
6. The Christian school has a legal duty to abide by *the Act*.
7. Confidentiality is a core value that undergirds any child welfare policy. While Christian school communities are closely knit, confidentiality is of paramount importance to keep the support that ties the community together intact.
8. Clearly communicated policies and procedures support the school, its employees, children and the parents in respecting confidentiality in those situations where child abuse is suspected.
9. Abuse prevention and awareness training should be completed by every staff member and volunteer prior to working with children. It must also be reviewed annually, preferably at a staff meeting prior to the start of the school year.

The Purpose

1. The primary purposes of child welfare policies and procedures is to ensure that the child is protected, to enhance a caring environment for the growth and development of the child, and to guide the staff of the school in fulfilling their legal responsibilities.
2. Policies and procedures clarify the definitions of child abuse by limiting it to its legal meaning.
3. Policies and procedures enhance the protection of the child and lessen the risk of further abuse through supportive actions by all involved.
4. Procedures provide the school with a set of preferred steps by which to deal with cases of suspected child abuse and provide working definitions of roles and responsibilities for both the person(s) reporting and investigating.

The school's Child Welfare Policy should provide general information for the implementation of the *Act* and is not intended to be a substitute for *the Act* or *Regulations*. The procedures that are developed in accordance with *the Act* are to be followed in cases when child abuse has occurred, is occurring, or is likely to occur, or when suspicions or allegations of such child abuse arise. The policy and procedures should underline the importance of a multi-disciplinary, cooperative community

¹ Even if a report has already been made about a child, a further report must be made to the CAS if there are additional reasonable grounds to suspect the child is or may be in need of protection (CFSA s.72(2))

approach in dealing with child abuse, involving collaboration of the school, the Children's Aid Society (CAS), law enforcement and child and family social service organizations.

Summary of Legal Principles

The portions of the *Act* which are particularly relevant to a Child Welfare Policy and Procedures are contained in Appendix D. The following is a summary of those relevant portions. To read the entire *Act*, go to: <http://www.ontario.ca/laws/statute/90c11#topm>

1. Every person who performs professional or official duties with respect to a child and who has reasonable grounds to suspect physical, sexual, or emotional abuse and/or neglect to a child is required by the *Act* to report this belief and the information on which it is based as quickly as possible to the Family and Children Service Agencies. Failure to report is contrary to the *Act* and may result in legal and professional consequences (for example: *Ontario College of Teachers Act*, (1996) Reg. 437/97. <http://www.ontario.ca/laws/regulation/970437>)
2. The *Act* covers a child aged 0-15 years of age and/or a child aged 16 or 17 years old who is already under order of the *Act*.
3. The person making a report only needs to have reasonable grounds to suspect abuse. (See Definitions, page 11)
4. The duty to report cannot be delegated to someone else. For example, the principal cannot call CAS on behalf of the staff member who suspected the abuse or to whom it was reported.
5. The person making the report shall not engage in any investigatory activity for the purpose of proving that child abuse has taken place or is taking place. This investigation duty is the responsibility of the CAS.
6. There is an ongoing duty to report, in that, if a report to CAS has been made in the past and there is new information, another report to CAS must be made.
7. The person making a report is not subject to legal action for making the report unless the report was made maliciously or without reasonable grounds for the belief or suspicion. (Refer to Appendix D: CFSA; 72; (7))
8. The *Child and Family Services Act* takes precedence over all other Acts and thus in instances of suspected child abuse, staff members must report all relevant information, even though the information may be confidential or privileged. The only exception to this rule is the lawyer-client relationship.
9. The principal of a school has the primary duty of care for the welfare of the students and of the overall management of the school. Therefore, the procedure that the school uses should include the principal's involvement whenever possible.

Children with Special Needs

Children with special needs are shown to have an increased vulnerability to abuse. When the suspected abuse involves a child with special needs it is important to seek consultation and support for the school and child from specialists within the school and community.

Special needs include:

- Communication disabilities
 - Hearing impairments
 - Speech or language impairments
 - Non-English speaking
 - Age (a younger child such as a preschooler)
- Physical disabilities
- Developmental delays

Any of the above increase a child's vulnerability as he/she may not be able to:

- Express the abuse.
- Escape the abuse. There is more likely to be a power imbalance in the relationship due to the child's dependence on a caregiver to be fed, bathed and moved.
- Recognize that what they are experiencing is abuse.

Records and Confidentiality

1. When a staff member identifies or recognizes a situation of concern with respect to a child, he/she should note the factual information (See Appendix A: Reporting Forms) and consult with the principal.
2. Normally, passing any information about the child to a third person requires the consent of the parent. However, in the case of suspected child abuse, this parental right is overridden by legal and statutory demands.
3. The "Report of Suspected Child Abuse" form or any other record of the abuse allegations or reports **must not** be kept in the student's *Ontario School Record (OSR)* but in a separate and confidential file, since it is not a record that is "conducive to the improvement of the instruction of the student" (see *OSR Guideline 2000*, 3.4, page 12). Furthermore, normal privacy and access provisions apply to the OSR and the record would be accessible to the student and his or her parents and others.
4. All records concerning reports of suspected abuse or neglect are confidential. Anyone who commits, assists or encourages the release of information from records to a person or agency not legally permitted to have access, may be guilty of a misdemeanour.
5. All records concerning reports of suspected abuse or neglect may be subpoenaed.
6. **Confidentiality is essential.** The process of reporting suspected cases of child abuse is intended to help children. However, the process must also protect them and any others, including any adults involved, from unfair or undue social stigmas and public judgments while the process is in progress. Therefore, confidentiality is absolutely essential.
7. Records of child abuse allegations must be kept in the school's confidential archives indefinitely.
8. Personnel records will include criminal record and vulnerable sector checks, reference checks and acknowledgment of training forms and must be kept indefinitely.
9. Volunteer records will include criminal record and vulnerable sector check and acknowledgment of training forms and will be filed in a system designed to meet the school's needs. These files must be kept indefinitely.

Recommendations for Collaboration with Local CAS

It is assumed that discussions at the time of the reporting to the CAS will proceed much more positively and helpfully if a good working relationship has been established between the school and the CAS prior to emergencies developing. It is definitely recommended that all schools contact their local agencies in order to:

- a. determine what their preferred procedures are and if the school policy and procedures fit with the local office's preferences
- b. determine what kind of support services they have available
- c. make the CAS workers familiar with the school and the type of community that supports the school

The OACS recommends in-service programs for staff and volunteers to acquaint them with up-to-date information about child abuse. Local CAS staff as well as persons recommended by the OACS are available as resources for these programs.

Follow-up for the Child

After the assessment of the abuse allegations has been completed by the authorities, the parents may wish to work with a counselling organization. The treatment may involve:

- a. Working on a one-to-one basis with the student, or family counselling as well as group involvement;
- b. Working with the parents to help them deal with their own feelings related to the abuse as well as learning some ways of dealing with their child's reactions, feelings, etc., related to the abuse.

The principal and staff should be aware that the child may need special understanding and support in school. The principal and staff are advised to get training for this. Resources are available from counselling agencies or from the local CAS.

Support for Staff Members

Information about child abuse and neglect is difficult to hear and process by a staff member who is required to make a report to CAS. In addition, the act of reporting to CAS about families within the school can create feelings of anxiety or guilt for that staff member. It is important that the school supports the staff member by providing the time and resources needed to process through the event. Awareness of and direction toward the use of Employee Assistance Programs (EAP) or other community resources for counselling is recommended.

Creating a Safe School Environment

The Christian school is responsible for providing a safe school environment for all children and adults within its walls. The school has an important role to play in the prevention of child abuse. In addition, most insurance companies have their own expectation of the policies and procedures that the school must have in place and adhere to.

Staff and Volunteers

1. The school should have a policy that every staff member of the school must undergo a vulnerable sector screening prior to being hired to be renewed every three (3) years.
2. Each volunteer should be required to have a vulnerable sector screening prior to beginning the volunteer service to be renewed every three (3) years.
3. Records of these checks and screenings should be kept indefinitely.
4. All staff members must sign the school's Code of Conduct/Moral Code if it has one.
5. The school should adopt child welfare policy and procedures and ensure that all staff and volunteers are familiar with them.
6. The school should monitor the child welfare policy and procedures to ensure that they are enforced.

Working Conditions

1. All classroom doors should have windows that give an unobstructed view into the room or the doors should be left open.
2. One-on-one contacts between a staff member and a student should be held in public view.
3. Displays of affection between staff and students can be a natural way of conveying support and encouragement but should be limited to brief and appropriate contact. Any person's sensitivity to such contact or right to refuse such contact must be respected.
4. On overnight outings away from the school, groups of students must be supervised by at least two adults of the same sex as the students.
5. One-on-one interactions outside of school hours between staff members and students should be discouraged. (For example, staff should be discouraged from providing car rides to students or meeting a student for coffee)

Training

1. All employees and volunteers who work with students should be given training regarding abuse prevention and awareness. This training should include:
 - a. The school's expectations for conduct and safe working conditions, as noted above;
 - b. Review of the school's policy and procedures with respect to Child Welfare including the nature and indicators of child abuse;
 - c. Reporting requirements and procedures.
2. Training may include a presentation or a discussion with the local CAS about preferred procedures in case of suspicions or allegations of abuse.
3. Abuse prevention and awareness training should be reviewed annually at a staff meeting prior to the start of the school year.
4. An acknowledgement form should be signed by each staff member and volunteer who works with children and kept in the personnel file after their initial training session and again signed following every subsequent annual training. (See Appendix C). These signed forms should be kept indefinitely.

Curriculum

The school should have as part of its curriculum a program that teaches children age-appropriate awareness of abuse issues and how to disclose abuse.

Parent Handbook

The school's child welfare policy and procedures should be included in the parent handbook so that parents and guardians are aware of the protocol the school uses to report alleged abuse to CAS. This will clarify the issues around confidentiality and when and by whom parents are informed of a report to CAS.

Guelph Community Christian School Child Welfare Policy and Procedures Manual

As an employee/volunteer you will find the following included in this manual:

1. Introduction
2. Summary of Legal Principles
3. Records and Confidentiality
4. Staff and Volunteers and Training
5. Working Conditions
6. Definitions
7. A Note about Children with Special Needs
8. Guelph Community Christian School's Child Welfare Policy
 - a. Purpose
 - b. Policy Description
 - c. Regulations
9. Guelph Community Christian School's Child Welfare Procedures
 - a. General Reporting Protocol for Disclosures or Suspicions of Child Abuse/Neglect
 - b. Protocol When Complaints involve an External Caregiver
 - c. Protocol When Complaints involve a Member of Staff
 - d. Protocol When Complaints involve a Volunteer
 - e. Protocol When Complaints involve the Principal
 - f. Protocols for Student to Student Abuse
 - g. Status of the Investigation
10. Appendix A
 - a. Report of Suspected Abuse Form
 - b. Discretionary Follow-up Report of Suspected Child Abuse
 - c. Documentation Form
 - d. Removal of Child from School Premises by CAS
11. Appendix B
 - a. When Calling CAS ...
12. Appendix C
 - a. Acknowledgement of Training
13. Appendix D
 - a. Child and Family Services Act
14. Appendix E
 - a. Related School Documents
 - b. Related Legislation

Introduction

Guelph Community Christian School is committed to providing a safe and welcoming school environment for all children and adults. The school has an important role to play in the prevention of child abuse and is responsible for the safety of everyone within its walls. Because of the amount of time a child spends here, the school, with its delegated custodial role, is in a special position to become aware of indicators of abuse or neglect. It also can offer safety and security to the child who is the victim

of abuse at home or elsewhere. The protection of the child is paramount. **If there is any doubt regarding the reporting or management² of child abuse, always err on the side of protecting the child.**

The policy and procedures that follow are not intended to be a substitute for *Child and Family Services Act (the Act)* or *Regulations*. The procedures have been developed in accordance with *the Act* and are to be followed in cases when child abuse has occurred, is occurring, or is likely to occur, or when suspicions or allegations of such child abuse arise.

This manual is designed to ensure that

1. Children enrolled in Guelph Community Christian School are protected and safe in a caring environment that promotes their growth and development.
2. All employees and volunteers are alert to the early recognition and identification of a student at Guelph Community Christian School that may be in need of protection.
3. All employees and volunteers of the school are aware of and fulfill their legal responsibilities with respect to the *Child and Family Services Act (the Act)* and understand how to respond to suspicions, disclosures of abuse or neglect.
4. All employees and volunteers know and follow the appropriate protocols and shall cooperate with Children's Aid workers and the police.

Summary of Legal Principles

The portions of the *Act* which are particularly relevant to this policy and procedures are contained in Appendix D. The following is a summary of those relevant portions. To read the entire *Act*, go to:

<http://www.ontario.ca/laws/statute/90c11#topm>

1. Every person who performs professional or official duties with respect to a child and who has reasonable grounds to suspect physical, sexual, or emotional abuse and/or neglect to a child is required by the *Act* to report this belief and the information on which it is based as quickly as possible to the Family and Children Service Agencies. Failure to report is contrary to the *Act* and may result in legal and professional consequences (for example: *Ontario College of Teachers Act*, (1996) Reg. 437/97. <http://www.ontario.ca/laws/regulation/970437>)
2. The *Act* covers a child aged 0-15 years of age and/or a child aged 16 or 17 years old who is already under order of the *Act*.
3. The person making a report only needs to have reasonable grounds to suspect abuse. (See Appendix D: Definitions)
4. The duty to report cannot be delegated to someone else. For example, the principal cannot call CAS on behalf of the staff member who suspected the abuse or to whom it was reported.
5. The person making the report shall not engage in any investigatory activity for the purpose of proving that child abuse has taken place or is taking place. This investigation duty is the responsibility of the CAS.
6. There is an ongoing duty to report, in that, if a report to CAS has been made in the past and there is new information, another report to CAS must be made.
7. The person making a report is not subject to legal action for making the report unless the report was made maliciously or without reasonable grounds for the belief or suspicion. (Refer to Appendix D: CFSA; 72; (7))
8. The *Child and Family Services Act* takes precedence over all other Acts and thus in instances of suspected child abuse, staff members must report all relevant information, even though the information may be confidential or privileged. The only exception to this rule is the lawyer-client relationship.
9. The principal of a school has the primary duty of care for the welfare of the students and of the overall management of the school.

² Even if a report has already been made about a child, a further report must be made to the CAS if there are additional reasonable grounds to suspect the child is or may be in need of protection (CFSA s.72(2))

Records and Confidentiality

1. **Confidentiality is essential.** The process of reporting suspected cases of child abuse is intended to help children. However, the process must also protect them and any others, including any adults involved, from unfair or undue social stigmas and public judgments while the process is in progress. Therefore, confidentiality is absolutely essential.
2. Normally, passing any information about the child to a third person requires the consent of the parent. However, in the case of suspected child abuse, this parental right is overridden by legal and statutory demands.
3. All forms and other record of the abuse allegations or reports **must** be kept in a separate and confidential file, **not in the student's *Ontario School Record(OSR)*** since it is not a record that is "conducive to the improvement of the instruction of the student"(see *OSR Guideline 2000*, 3.4, page 12). Furthermore, since normal privacy and access provisions apply to the OSR and the record could be accessible to the student and his or her parents and others, storing these records in a separate file is imperative.
4. All records concerning reports of suspected abuse or neglect are confidential. Anyone who commits, assists or encourages the release of information from records to a person or agency not legally permitted to have access, may be guilty of a misdemeanour.
5. Note that all records concerning reports of suspected abuse or neglect may be subpoenaed. It is important that any records created are accurate and factual.
6. Records will be kept in the school's confidential archives indefinitely.

Staff and Volunteers and Training

1. It is the school's policy that every staff member of the school must undergo a vulnerable sector screening prior to being hired.
2. Each volunteer is required to have a vulnerable sector screening prior to beginning the volunteer service.
3. All criminal record checks and vulnerable sectors screenings must be repeated every three (3) years. The school will file these in confidential files and retain indefinitely.
4. All staff members and volunteers must sign the school's Code of Conduct.
5. All employees and volunteers who work with students will be given training regarding abuse prevention and awareness. This training will include:
 - a. The school's expectations for conduct and safe working conditions.
 - b. Review of the school's policy and procedures with respect to Child Welfare including the nature and indicators of child abuse.
 - c. Reporting requirements and procedures.
6. Abuse prevention and awareness training must be completed by every staff member and volunteer prior to working with children. It must also be reviewed annually, preferably at a staff meeting prior to the start of the school year.
7. An acknowledgement form should be signed by each staff member and volunteer who works with children and kept in the personnel file after their initial training session and again signed following every subsequent annual training. (See Appendix C). This form will be retained indefinitely in confidential files.
8. The principal or designate will monitor the child welfare policy and procedures to ensure that they are enforced.

Working Conditions

1. The windows in classroom doors should remain free of decorations so as to give an unobstructed view into the room.
2. Doors without windows must be left open when students are present.
3. All one-on-one contact between a staff member and a student are to be held in public view.

4. Displays of affection between staff and students, while a natural way of conveying support and encouragement, must be limited to brief and appropriate contact. Any person's sensitivity to such contact or right to refuse such contact must be respected.
5. On overnight outings away from the school, groups of students must be supervised by at least two adults of the same sex as the students.
6. One-on-one interactions outside of school hours between staff members and students is discouraged. (For example, staff should not provide car rides to students or meet a student for coffee).

Definitions

What is Child Abuse or Neglect?

Child abuse is when a parent, caregiver or another adult physically and/or psychologically mistreats a child causing injury or emotional damage to a child or youth. This includes physical abuse, sexual abuse, emotional abuse as well as exposure to domestic violence. It can also result from a parent or caregiver's failure to provide adequately for the child's basic needs (neglect).

Types of Abuse³

- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**

Physical abuse is any deliberate physical force or action, by a parent or caregiver, which results, or could result, in injury to a child. It can include bruising, cuts, punching, slapping, beating, shaking, burning, biting or throwing a child. Using belts, sticks or other objects to punish a child can cause serious harm and is also considered abuse.

Subtle signs of physical abuse may include (but are not limited to):

- Child wears long sleeves/long pants even in warm weather
- Excessive crying
- Child seems anxious when other children cry
- Avoidance of physical contact with others
- Recurrent nightmares or disturbed sleep patterns
- Behaviour extremes—aggressiveness or withdrawal
- Poor self-concept
- Whispered speech
- Loss of appetite for no apparent reason, or excessive appetite
- Child is wary of adults
- Re-enactment of abuse using dolls, drawings or friends
- Clinging
- Delinquent behaviour
- Abrupt decline in school performance

Emotional abuse is a pattern of behaviour that attacks a child's emotional development and sense of self-worth. It includes excessive, aggressive or unreasonable demands that place expectations on a child beyond his or her capacity. Emotional abuse includes constantly criticizing, teasing, belittling, insulting, rejecting, ignoring or isolating the child. It may also include exposure to domestic violence. Emotional abuse is when a caregiver treats a child in an extremely negative way that damages self-esteem and the concept of self.

Subtle signs of emotional abuse may include (but are not limited to):

- Sudden change in self-confidence

³ Definitions of abuse are used with permission from the Ontario Association of Children's Aid Societies.

- Headaches or stomach aches with no medical cause
- Destructive behaviour
- Abnormal fears, increased nightmares
- Failure to gain weight (especially in infants)
- Desperately affectionate behaviour
- Speech disorders (stuttering, stammering)
- Habit disorders (biting, rocking, head-banging)
- Argumentative or consistent temper tantrums
- Bullying tactics
- Being easily frustrated
- Behaviour extremes—disobedient or overly compliant

Sexual abuse occurs when a child is used for the sexual gratification of an adult or an older child. The child may co-operate because he or she wants to please the adult or out of fear. It includes sexual intercourse, exposing a child's private areas, indecent phone calls, fondling for sexual purposes, watching a child undress for sexual pleasure, and allowing/forcing a child to look at or perform in pornographic pictures or videos, or engage in prostitution. Sexual abuse is any sexual exploitation of a child by a caregiver or someone else.

Subtle signs of sexual abuse may include (but are not limited to):

- Frequent sore throats or urinary infections
- Constant sadness
- Re-enactment of abuse using dolls, drawings or friends
- Clinging
- Thumb-sucking
- Sudden fear of the dark
- Behaviour extremism—aggressiveness or withdrawal
- Recurrent nightmares or disturbed sleep patterns
- Loss of appetite for no apparent reason, or excessive appetite
- Bedwetting
- Avoidance of undressing or wearing extra layers of clothes
- Abrupt decline in school performance

Neglect occurs when a caregiver fails to provide basic needs such as adequate food, sleep, safety, education, clothing or medical treatment. It also includes leaving a child alone or failing to provide adequate supervision. If the caregiver is unable to provide the child with basic needs due to financial inability, it is not considered neglect, unless relief has been offered and refused. Neglect is a pattern where a child's caregiver fails to provide basic needs such as food, sleep, safety, supervision, appropriate clothing or medical treatment.

Subtle signs of neglect may include (but are not limited to):

- Missing key articles of clothing
- Over- or under-dressed for weather conditions
- Height and weight significantly below age level
- Consistent school absenteeism
- Persistent hunger
- Trouble concentrating
- Low self-esteem
- Body odour
- Child assumes adult responsibilities
- Always being dirty and severely unkempt
- Sleepiness/always tired
- Child steals food/lunch money from others

Abandonment/Separation is when the child's parent or caregiver has died or is absent and has left the child without adequate custody and care. Abandonment also occurs when a child is in residential care and the parent or caregiver refuses or is unable to resume custody and care of the child.

Caregiver is anyone who has the responsibility of caring for a child. This may include: parent/guardian, day-care providers, babysitters, teachers, other school employees (e.g., bus driver, paraeducator, custodian, etc.), school volunteers, etc.

Caregiver Capacity refers to the characteristics demonstrated by a parent or caregiver indicating their ability to adequately care for and protect a child. There may be no harm to a child or evidence that the child is in need of protection, however, the caregiver may demonstrate characteristics that indicate a child may be at risk of harm without intervention.

Caregiver characteristics indicating a child may be at risk include a history of abusing/neglecting a child, being unable to protect a child from harm, drug or alcohol abuse, mental health issues or limited care giving skills.

A Child is considered any person under the age of 16 or is 16 or 17 years old and is already under a child protection order.

Domestic Violence is violent and abusive behaviour that occurs within a child's home. Domestic violence usually involves the violent abuse of a partner or spouse. A female partner is most commonly the victim of domestic violence, although male partners may also be victims. Domestic violence has a profound emotional impact on children and may raise the risk of child abuse and neglect.

Reasonable Grounds are what an average person, given his or her training, background and experience, exercising normal and honest judgment, would suspect. (Brochure *Reporting Child Abuse and Neglect*, Ontario Ministry of Community and Social Services) It is not necessary to be certain a child is or may be in need of protection to make a report to a CAS.

In order to be able to make a "reasonable grounds" decision, school staff should be familiar with the physical and behavioural indicators of abuse.

A Note about Children with Special Needs

Children with special needs are shown to have an increased vulnerability to abuse. When the suspected abuse involves a child with special needs it is important to seek consultation and support for the school and child from specialists within the school and community. These specialists may be needed to assist in the interview process to ensure that the communications are accurate.

Special needs include:

- Communication disabilities
 - Hearing impairments
 - Speech or language impairments
 - Non-English speaking
 - Age (a younger child such as a preschooler)
- Physical disabilities
- Developmental delays

Any of the above increase a child's vulnerability as he/she may not be able to:

- Express the abuse.
- Escape the abuse. There is more likely to be a power imbalance in the relationship due to the child's dependence on a caregiver to be fed, bathed and moved.
- Recognize that what they are experiencing is abuse.

Child Welfare Policy

Guelph Community Christian School
Child Welfare Policy

Subject:	Child Welfare Policy	Policy #:	tbd
Section:	tbd	Approved:	January 2017
Applicable Manuals	Child Welfare Manual	Page:	
Approved by:	Board January 2017	Replaces:	Handbook Procedures
		Dated:	September 2003

Purpose

Guelph Community Christian School is committed to providing a safe and welcoming school environment for all children and adults. The school has an important role to play in the prevention of child abuse and is responsible for the safety of everyone within its walls. This policy is to ensure that each child enrolled in Guelph Community Christian School is protected and safe by ensuring that it is a caring environment for the growth and development and that all employees and volunteers of the school fulfil their legal responsibilities with respect to the *Child and Family Services Act (the Act)*.

Policy Description

The school has a custodial role in caring for the child which is delegated to it by the parent and is a primary duty of the school. It is specifically part of the duties of the principal. Because of the amount of time a child spends here, the school is in a special position to become aware of indicators of abuse or neglect. It also can offer safety and security to the child who is a victim of abuse at home or elsewhere. The protection of the child is paramount. If there is any doubt regarding the reporting of child abuse, the school staff should err on the side of protecting the child.

Child abuse is when a parent, caregiver or another adult physically and/or psychologically mistreats a child causing injury or emotional damage to a child or youth. This includes physical abuse, sexual abuse, emotional abuse as well as exposure to domestic violence. It can also result from a parent or caregiver's failure to provide adequately for the child's basic needs (neglect).⁴

Guelph Community Christian School acknowledges that the state, as represented by police and in Ontario, the Children's Aid Society, has the authority to use all the means at its disposal to protect the child from abuse where necessary and that the school has a legal duty to abide by *the Child and Family Services Act 2014* and the Regulations, as well as every statute that may be substituted. In the city of Guelph Children's Aid Society (CAS) is titled Family and Children's Services.

Guelph Community Christian School acknowledges every person who has reasonable grounds to suspect abuse of a child is required by the *Act* to report this belief as soon as possible to the Children's Aid Society and this duty cannot be delegated to someone else.

This policy recognizes that the protocols and procedures to support the school, its employees, children and the parents are critical to any accusation of abuse that arises. The Board of Guelph Community Christian School therefore acknowledges that the school will adhere to the protocols and procedures described in the Guelph Community Christian School Child Welfare Procedures Manual. Confidentiality is a core value in all matters related to abuse allegations and reporting. The school will not divulge any information in relation to these cases except to the proper authorities and upon the

⁴ See definitions in the previous section as well as in Appendix C – *Child and Family Services Act*.

instruction from the proper authorities. As a particular note of caution, a school leader will often feel pressure to address incorrect information or explain decisions, however confidentiality must remain an overriding principle.

The principal of the school is responsible to the Board for the implementation of this policy and for the training of all school personnel as to the Child Welfare Procedures Manual.

Regulations:

1. The board shall ensure that all employees, contract workers and volunteers are aware of definitions of child abuse and alert to the indicators.
2. Based on their roles and responsibilities, all employees and volunteers will receive training on procedures and protocols associated with reporting and investigating suspected child abuse before beginning to work with children and on an annual basis. The acknowledgement form will be signed following each training session and filed in the personnel files. These forms will be retained indefinitely in confidential files.
3. The dignity and privacy of the child must always be respected.
4. Employees and volunteers shall cooperate with Children's Aid workers and the police.
5. Employees to whom a disclosure is made and who report suspected child abuse shall maintain the appropriate documentation. All documentation shall be stored separate from the student's OSR in a secure location. Documentation shall be kept indefinitely.

Child Welfare Procedures

General Reporting Protocol for Disclosures or Suspicions of Child Abuse/Neglect

Duty to Report

1. Under the Child and Family Services Act, every person who has reasonable grounds to suspect a child is in need of protection is obligated to report the suspicion and the information upon which it is based with the Children's Aid Society.
2. **Duty cannot be delegated:** The person suspecting the abuse is responsible for reporting to CAS and cannot rely on someone else such as the principal to make the report. However, this person may ask to have a support person present when making the report.
3. **The duty to report is an ongoing obligation.** Even if there as already been a report made regarding the abuse of a child, if there are additional grounds to support that the child may be in need of protection, this must also be reported to CAS.
4. **Failure to Report** If an employee fails to report suspicions or knowledge of child abuse or neglect, he/she is liable on conviction to a fine of up to \$1000.
5. **Liability.** The Act protects from liability employees who report suspicions of abuse when the suspicions are reasonable and not made maliciously. The duty of to make a report "overrides the provisions of any other provincial statute – that is, those provisions that would otherwise prohibit the professional or official from disclosing confidential or privileged information. In other words, a teacher or school principal must report that he or she suspects that a child is or may be in need of protection even if he or she believes that the information to be used to support the report is supposed to be confidential or privileged."⁵
6. When an employee suspects that a child is a victim of abuse by an adult, or another child, including a child that attends the school, that employee shall inform the principal or designate regarding the suspicion and the circumstances; however this should not unduly delay the report to the CAS (The principal/designate should keep detailed notes at all stages of the process regarding his/her involvement).
 - a. **Where Reasonable Grounds Exist.** If after consultation, there are reasonable grounds to suspect abuse, the Children's Aid Society shall be contacted by the staff member who suspected the abuse or to whom it was reported.
 - b. **When Reasonable Grounds are Not Clear.** When school personnel are unclear about "reasonable grounds," that person shall discuss the circumstances of the suspected abuse with a CAS intake worker without using the name of the child. If after consultation, the intake worker advises that the situation must be reported, the staff member shall share all relevant information with the intake worker in accordance with the requirements of the Act.
 - c. **When The Student is Sixteen Years of Age or Older.** If abuse is suspected to a child over 16 years of age, the suspected abuse shall be reported to CAS. CAS is responsible to determine if there is any other child under the age of 16 who may be in need of protection. The reporter maybe directed by CAS to also call police.

In all cases keep a record of the call to CAS using the Report of Suspected Child Abuse Form.

⁵ Policy/Program Memorandum No. 9, Ministry of Education, August 10, 2001, <https://www.edu.gov.on.ca/extra/eng/ppm/9.html>

Investigations

1. **The Role of the Principal and employee** is not to prove a child has been abused but to report it to the Children's Aid Society (CAS) when they have "reasonable grounds to suspect" that a child has been abused and is in need of protection. CAS and/or the police shall determine the appropriate course of action to follow. No employee/volunteer shall attempt to address the situation on his/her own.
2. **Questioning of the Student:** The school personnel should not conduct an investigation regarding the suspicion or disclosure and should question the student only to clarify the nature of the complaint.

Making the Report

1. **Report as soon as possible.** The report to the CAS shall be made **as soon as possible** in order to give the CAS time to interview the child if necessary. If the CAS requests it, the principal shall detain and supervise the child at school for purposes of an interview.
2. Before making a report to CAS, it is necessary to prepare the information about the student and the details about the reason for the referral. The CAS will require this information. See Appendix B: When Calling CAS ...
3. Complete the Report of Suspected Child Abuse Form and Teacher Documentation Form.
4. **Related Issues**
 - a. Since the safety and protection of the child is the utmost concern, be sure to inform the CAS worker about any of the child's family circumstances (including siblings) which may help in the investigation.
 - b. It will also be helpful for the school to have answers to the following questions:
 - i. The name and contact information of the CAS workers spoken to.
 - ii. How and when will the parents be notified?
 - iii. Will the child be interviewed?
 - iv. Will the interview be at the school or at home?
 - v. May the child go home if the interview has not yet taken place?
 - vi. What information should be shared with the child and parents if the interview has not taken place?
 - c. The Children's Aid Societies in our area are:
 - i. Family and Children's Services of Guelph and Wellington County
5. **Make a Record of the Report of Suspected Child Abuse.** All observations and any actions that have been taken are to be factually documented and stored by the school and/or staff member in a confidential location. The teacher and the principal shall review the outcome of the reporting to the CAS and fill in the form "Report of Suspected Child Abuse Form" (Appendix A: Reporting Forms) immediately. The principal shall be available for support to the staff member and to assist in any decision making that may have to occur. If the CAS worker indicates that there are not reasonable grounds or the suspicions and/or disclosure to warrant an investigation, complete the form and indicate the worker's response on the form. The person making the report should make detailed notes of the disclosure/suspicion and the report to CAS.

Supporting the Child

1. **Confidentiality.** Any suspicion of a child in need of protection must be kept confidential by restricting the number of people who are made aware and by all parties maintaining strict silence. Respect the child by not identifying him/her to other staff or students.
2. Depending upon the child's age, the reporting staff member may let the student know of the requirement to report.
3. **Provide Access to the Child by the CAS worker.** The place of interview should be discussed with the Children's Aid Society intake worker at the time of the reporting. CAS or the police may

interview the child, and possibly other children in the family, at school. The principal shall permit a CAS worker to have access to the child at school, and to the child's siblings if requested. The principal shall ensure that the proper identification has been produced by the child protection worker or police officer prior to an interview.

4. If the interview is to take place at the school, a trusted person should be appointed by the staff member or principal to stay with the student until an intake worker from CAS arrives and is ready to begin the interview.
5. **Presence of School Staff at Interview.** Although the CAS intake worker will usually ask to interview the child alone, he/she may determine who else should be present for the interview of the child. If the child requests a support person, he/she should be an adult that the child has chosen.

Notification of Parents

Do Not Contact the Parent It is the responsibility of the CAS to notify the parents when child abuse is suspected. The person reporting shall not notify the parents nor obtain their consent. The decision as to when and how to report to the parents will be coordinated with the school by the CAS worker. The reporting person should ask the CAS worker when the parents will be notified so that the school may be prepared for the response and provide appropriate support.

Removal of Child from School

CAS has the legislated right to remove a child from the school with or without a warrant. (See Appendix D: CFSA). When this is the case, the principal or principal designate shall ensure that there is a written statement from the worker that he/ she "believes the child is in need of protection and is removing the child to a place of safety." (See Appendix A: Removal of Child from School Premises by CAS) The CAS worker or police officer will then take full responsibility for the student.

Protocol When Complaints Involve an External Caregiver

When the suspected offender is an external caregiver, the staff member's responsibilities are as follows:

1. Inform the principal or designate of suspicions or disclosure to determine reasonable grounds.
2. Make the report to CAS and/or police. Be prepared to provide the appropriate information to the intake worker. (See Appendix B – When Calling CAS ...).
3. Complete the Report of Suspected Child Abuse Form and Documentation Record.
4. Support the child through the investigation.
5. Maintain confidentiality.
6. Parents/guardians should not be notified. The decision as to when and how to report to the parents will be coordinated with the school by the CAS worker.

Protocol When Complaints Involve a Member of Staff

When the suspected offender is another staff member, the staff member's responsibilities are as follows:

1. Inform the principal or designate of suspicions or disclosure to determine reasonable grounds.
2. Make the report to CAS and/or police. Be prepared to provide the appropriate information to the intake worker. (See Appendix B – When Calling CAS)
3. Complete the Report of Suspected Child Abuse Form and Documentation Record.
4. Support the child through the investigation.
5. Maintain confidentiality. The implicated staff member **MUST NOT** be contacted regarding the allegations or disclosure unless instructed by CAS. After receiving instructions, contact should only be made by the principal or designate.
6. Parents/guardians should not be notified. The decision as to when and how to report to the parents will be coordinated with the school by the CAS worker.

Additional Steps for the Principal

1. Subject to authorization by CAS, the principal or designate shall notify the suspected offender of the accusation, the action taken and advise him/her to contact his/her professional association and/or to seek personal legal counsel.
2. The principal, in collaboration with CAS, decide what actions to take in regards to the alleged abuser. (For example, remove staff member from interaction with student, which may include suspension with/without pay).
3. The principal shall cooperate but remain uninvolved in any investigation.
4. Aside from informing the board chair, in confidence, of the allegations and keeping him/her informed of the situation, the principal shall also contact the school's legal counsel and insurance provider. The principal may also wish to contact the Ontario Alliance of Christian Schools.
5. The principal should consult with the CAS regarding any communications with the school community. This will include decisions on who should be informed (other staff members, parents and/or students), what information is disclosed and when and how the information is shared.
6. Under the ***Student Protection Act***, where the accused is a member of the Ontario College of Teachers and/or the Ontario College of Early Childhood Educators, and there has been a **charge or conviction** of abuse or that, in the employer's opinion, indicates that a child may be at risk of harm or injury, the matter shall be reported to the appropriate college in writing as soon as possible.

Protocol When Complaints Involve a Volunteer

When the suspected offender is a school volunteer, the staff member's responsibilities are as follows:

1. Inform the principal or designate of suspicions or disclosure to determine reasonable grounds.
2. Make the report to CAS and/or police. Be prepared to provide the appropriate information to the intake worker. (See Appendix B – When Calling CAS)
3. Complete the Report of Suspected Child Abuse Form and Teacher Documentation Form
4. Support the child through the investigation.
5. Maintain confidentiality. The implicated volunteer **MUST NOT** be contacted regarding the allegations or disclosure unless instructed by CAS. After receiving instructions, contact should only be made by the principal or designate.
6. Parents/guardians should not be notified. The decision as to when and how to report to the parents will be coordinated with the school by the CAS worker.

Additional Steps for the Principal

1. Subject to authorization by CAS, the principal or designate shall notify the suspected offender of the accusation, the action taken and advise him/her to seek personal legal counsel.
2. The principal will act in collaboration with CAS on what actions to take in regards to the alleged abuser. (For example, remove volunteer from position in school).
3. Aside from informing the board chair, in confidence, of the allegations and keeping him/her informed of the situation, the principal shall also contact the school's legal counsel and insurance provider. The principal may also wish to contact the Ontario Alliance of Christian Schools.
4. The principal should consult with the CAS regarding any communications with the school community. This will include decisions on who should be informed (other staff members, parents and/or students), what information is disclosed and when and how the information is shared.

Protocol When Complaints Involve the Principal

When the suspected offender is the principal, the staff member's responsibilities are as follows:

1. Inform the board chair/designate of suspicions or disclosure and that a report is being made to CAS.
2. Make the report to CAS and/or police. Be prepared to provide the appropriate information to the intake worker. (See Appendix B – When Calling CAS)
3. Complete the Report of Suspected Child Abuse Form and Teacher Documentation Form
4. Support the child through the investigation.
5. Maintain confidentiality. Under no circumstances shall the implicated principal be contacted regarding the allegations or disclosure until specific instructions are received from CAS. After receiving instructions, contact should only be made by the board chair or designate.
6. Parents/guardians should not be notified. The decision as to when and how to report to the parents will be coordinated with the school by the CAS worker.

Additional Steps for the Board Chair

1. Subject to authorization by CAS, the board chair or designate shall notify the principal of the accusation, the action taken and advise him/her to contact his/her professional association and to seek personal legal counsel.
2. The board chair or designate will act in collaboration with CAS on what actions to take in regards to the alleged abuser. (For example, remove principal from interaction with student, which may include suspension with/without pay).
3. The board chair or designate informs the executive committee as well as contact the school's legal counsel and insurance provider. The board chair may also wish to contact the Ontario Alliance of Christian Schools.

4. The board chair or designate should consult with the CAS regarding any communications with the school community. This will include decisions on who should be informed (other staff members, parents and/or students), what information is disclosed and when and how the information is shared.
5. If the principal has been suspended without pay, the board will need to appoint an interim principal to run the school. This person should be kept abreast of the situation.
6. Under the ***Student Protection Act***, where the accused is a member of the Ontario College of Teachers and/or the Ontario College of Early Childhood Educators, and there has been a **charge or conviction** of abuse or that, in the employer's opinion, indicates that a child may be at risk of harm or injury, the matter shall be reported to the appropriate college in writing as soon as possible.

Protocols for Student to Student Abuse

When a complaint is received about child to child abuse allegations:

1. The caregiver/staff member receiving the complaint should consult with the Principal or designate
2. If reasonable grounds are established the person who received the complaint shall notify the CAS.
3. If further advice is required before officially filing with CAS, an informal call shall be made to the intake worker at the local CAS without using the name of the child.
4. If a complaint is filed, then communication will be dictated by the CAS case worker.
5. If reasonable grounds are not established, the school's discipline protocols will determine next steps.

Additional comments about Student to Student Abuse:

1. Due to the extremely sensitive nature of these allegations, all parties must respect confidentiality. Regardless of the actions of other parties, it is imperative that school staff maintain confidentiality at all time.
2. Record keeping must be thorough and complete. Complete the Report of Suspected Child Abuse Form and Documentation Report.
3. The Principal should seek outside advice, including the Ontario Alliance of Christian Schools, the school's legal counsel, insurance provider
4. The following link to the Public Health Agency of Canada addresses sibling sexual abuse and may provide some helpful insights for the caregiver: <http://www.phac-aspc.gc.ca/sfv-avf/sources/nfnts/nfnts-visac-sibabus/index-eng.php#ifo>

Status of the Investigation

The principal may ask the designated authorities to inform the school of the outcome of the investigation once the interviews have been completed. It is at the discretion of the CAS as to how much information they choose to provide.

Appendix A – Reporting Forms

Guelph Community Christian School

Report of Suspected Child Abuse Form

To be used when suspected child abuse cases are reported to a Children's Aid Society

CHILD'S NAME _____ D.O.B. _____ AGE _____

ADDRESS _____

PHONE _____

PARENT/GUARDIAN NAME(S) _____

CHILD KNOWN TO RESIDE WITH _____

OTHER CHILDREN IN RESIDENCE _____

WORK PHONE _____ CELL PHONE _____

SCHOOL _____

1. TYPE OF SUSPECT ABUSE Physical Sexual Emotional Neglect

OBSERVATIONS LEADING TO SUSPICION OF ABUSE (time and dates if communicated - attach if necessary):

NAME OF ALLEGED ABUSER (IF KNOWN) _____

2. PERSON REPORTING SUSPECTED ABUSE

NAME _____ POSITION _____

DATE _____ TIME _____

3. REPORT TO PRINCIPAL/DESIGNATE

NAME _____ POSITION _____

DATE _____ TIME _____

OTHER STAFF CONSULTED (DIRECT OR SUPPORT) _____

Report of Suspected Child Abuse Form continued

4. REPORT TO CHILDREN'S AID SOCIETY

NAME OF CAS REPORTED TO: CAS CCAS OTHER _____

DATE _____ TIME _____

CASE WORKER RECEIVING CALL _____ PHONE _____

PERSON REPORTING _____ POSITION _____

CAS RESPONSE (including information that can be shared and with whom, responsibility of parental contact, timing and location of investigation.)

NEXT STEPS

5. SIGNATURES

PERSON SUSPECTING ABUSE _____ DATE _____

PERSON REPORTING ABUSE _____ DATE _____

PRINCIPAL _____ DATE _____

NOTES:

**One copy for CAS intake worker.
One copy for the school to be stored in a secure confidential file.
NOT TO BE INCLUDED WITH OSR.**

Guelph Community Christian School

Discretionary Follow-Up Report of Suspected Child Abuse⁶

To be used when suspected child abuse cases are reported to a Children's Aid Society as a follow-up.

CHILD'S NAME _____ D.O.B. _____ AGE _____

ADDRESS _____

PHONE _____

SCHOOL _____

DATE OF INITIAL REPORT OF SUSPECTED ABUSE _____

OUTCOME OF CHILDREN'S AID SOCIETY INVESTIGATION

ABUSE CONFIRMED ABUSE NOT CONFIRMED

OTHER (SPECIFY) _____

COMMENTS _____

CURRENT STATUS AND CHILDREN'S AID SOCIETY INVOLVEMENT

SIGNATURE

PRINCIPAL _____ DATE _____

**If this form is used, it should be attached to the initial report.
NOT TO BE INCLUDED WITH OSR.**

⁶ This form is discretionary and developed as a support document. It may be used by the principal for follow-up and tracking purposes.

Documentation Record

The purpose of the notes is to assist in providing information to CAS and if necessary, to assist in recalling information when testifying in court at a later date.

1. The staff members' documentation record should:
 - a. be brief and to the point and written immediately after an observation is made (do not rely on memory);
 - b. include dates and times;
 - c. be a record of factual observations without judgments;
 - d. include relevant quotes from the child;
 - e. be chronological;
 - f. include name of the CAS worker and/or police officer who was spoken to and any advice given;
 - g. be signed.
2. Any alterations made to the original notes must be dated, initialled and signed and kept with the original notes.

Notes must be kept in a safe and secure confidential location and not in the child's OSR file.

Guelph Community Christian School

Documentation Record (Sample Form)

NAME _____ POSITION _____

RECORD PERTAINING TO

CHILD'S NAME _____ D.O.B. _____ AGE _____

DATE	TIME	OBSERVATION	QUESTIONS ASKED OF STUDENT

SIGNATURE _____ DATE _____

Removal of Child from School Premises by CAS

Form to be signed when a child is taken into care with or without a warrant.

NAME OF SCHOOL _____

ADDRESS _____

STUDENT'S NAME _____ DOB _____

DATE OF REMOVAL _____

1. I, _____ am a person authorized under the *Child and Family Services Act*.
2. I have reasonable and probable grounds to believe that the child above noted is apparently in need of protection within the meaning of the *Act*.
3. I advise you that I have removed, or do hereby remove such child from your care and premises.
4. I acknowledge that _____, the principal or school designate has this ___ day of ___, 20__ delivered to me the custody of the child named herein.

Name of Authorized Person (Printed) _____

Signature line of Authorized Person _____

I, _____ (principal or school designate) hereby attest that I have verified the credentials of the person named above and he/she, in my presence, has reviewed and signed this form and has carried out the actions therein.

Name of Principal/Designate (Printed) _____

Signature of Principal/Designate _____

CC: Children's Aid Society, School, Police

**This form is to be attached to the initial report.
Include a copy of the warrant if applicable
NOT TO BE INCLUDED WITH OSR.**

Appendix B - When Calling CAS ...

The Children's Aid Societies in our area are:

- Children's Aid Society of _____
- Catholic Children's Aid Society of _____
- [list any other applicable to your area, e.g. Native Child and Family Services]

When making a report to CAS, the following information should be provided to the intake worker at CAS. Completing the Report of Suspected Child Abuse Form will provide most of this information.

1. General details:

- ✓ Name and Position of person reporting
- ✓ Date and time of the report

2. Information about the student:

- ✓ Name
- ✓ Date of Birth
- ✓ Parent/Guardian Name(s)
- ✓ Contact information of Parent/Guardian including address and phone number
- ✓ Names of other known residents in home, especially siblings

3. Information regarding the suspicions or disclosure:

- ✓ What did the student say?
- ✓ To whom was it said?
- ✓ If known, where and when did the incident(s) take place?
- ✓ Who is the alleged offender?
- ✓ Describe any physical marks or injuries
- ✓ Describe the student's demeanour

It will also be helpful for the school to have answers to the followings:

1. Information about the CAS intake worker

- ✓ Name and position of intake worker
- ✓ Contact information

2. Information about the investigation

- ✓ Will the matter be investigated? If yes:
 - ✓ Will the child be interviewed?
 - ✓ When will the interview take place?
 - ✓ Where will the interview take place?
 - ✓ How and when will the parent(s)/guardian(s) be notified?
 - ✓ When will that contact be made?
 - ✓ What should be done with the child?
- ✓ What if the interviewed is delayed?
 - ✓ May the child go home?
 - ✓ What information should be shared with the student?
 - ✓ What information can/should be shared with the parent(s)/guardian(s)?

If the CAS intake worker determines that the matter will not be investigated,

- ✓ Record name and contact information of intake worker on the Report of Suspected Child Abuse Form
- ✓ Indicate the worker's response on the form.
- ✓ Keep detailed notes of the disclosure/suspicion and the report to CAS
- ✓ This information must be kept in a secure confidential file, separate from the student's OSR.

Appendix C - Acknowledgement of Training

This form is to be completed by every staff, contract and volunteer member who interacts with students after training has been completed. A copy of the form should be kept indefinitely in the personnel file.

Guelph Community CHRISTIAN SCHOOL

Acknowledgement of Guelph Community Christian School's Child Welfare Policy and Procedures

I acknowledge that I have received and read the Guelph Community Christian School's Child Welfare Policy and Procedures Manual and also received training. I understand my duties regarding the protection of students and will abide by the policy and procedures of Guelph Community Christian School.

EMPLOYEE/VOLUNTEER NAME (PLEASE PRINT) _____

EMPLOYEE/VOLUNTEER SIGNATURE _____

DATE _____

WITNESS NAME (PLEASE PRINT) _____

WITNESS SIGNATURE _____

DATE _____

Acknowledgement of Annual Training

I have received the annual training regarding Guelph Community Christian School's Child Welfare Policy and Procedures.

Date	Name Printed	Signature

**Form to be included indefinitely in personnel file.
The form should be updated after every annual training session.**

Appendix D – Child and Family Services Act

Part III: Child Protection

This appendix provides a copy of those sections of the [Child and Family Services Act: Part III: Child Protection](#) that are deemed to be of relevance to the school. The full act can be found at <http://www.ontario.ca/laws/statute/90c11#top>. The sections below have been grouped into logical topics but the Section numbers preface each piece so reference can be made to the Act.

NOTE: that this section has been update to the current Act. May 2015

Definitions

37. (1) “child” does not include a child as defined in subsection 3 (1) who is actually or apparently sixteen years of age or older, unless the child is the subject of an order under this Part; (“enfant”) [Note: Section **3.(1)** of the Act defines “child” as follows: “‘child’ means a person under the age of eighteen years; (“enfant”)” This Part of the Act applies only until a child becomes sixteen, unless there is an order otherwise in which case a child older than 16 may fall under this Part of the Act.]

Child in need of protection

(2) A child is in need of protection where,

- (a) the child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person’s,
 - (i) failure to adequately care for, provide for, supervise or protect the child, or
 - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child;
- (b) there is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person’s,
 - (i) failure to adequately care for, provide for, supervise or protect the child, or
 - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child;
- (c) the child has been sexually molested or sexually exploited, including by child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child;
- (d) there is a risk that the child is likely to be sexually molested or sexually exploited as described in clause (c);
- (e) the child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child’s parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment;
- (f) the child has suffered emotional harm, demonstrated by serious,
 - (i) anxiety,
 - (ii) depression,
 - (iii) withdrawal,
 - (iv) self-destructive or aggressive behaviour, or
 - (v) delayed development,

and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child’s parent or the person having charge of the child;

(f.1) the child has suffered emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv) or (v) and the child’s parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm;

- (g) there is a risk that the child is likely to suffer emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv) or (v) resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
- (g.1) there is a risk that the child is likely to suffer emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv) or (v) and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm;
- (h) the child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition;
- (i) the child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody;
- (j) the child is less than twelve years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment;
- (k) the child is less than twelve years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately; or
- (l) the child's parent is unable to care for the child and the child is brought before the court with the parent's consent and, where the child is twelve years of age or older, with the child's consent, to be dealt with under this Part. R.S.O. 1990, c. C.11, s. 37 (2); 1999, c. 2, s. 9.

Duty to Report

Duty to report child in need of protection

72. (1) Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, including by child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.

6. The child has suffered emotional harm, demonstrated by serious,
 - i. anxiety,
 - ii. depression,
 - iii. withdrawal,
 - iv. self-destructive or aggressive behaviour, or
 - v. delayed development,
 and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.
8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
11. The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
12. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
13. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately. 1999, c. 2, s. 22 (1).

Ongoing duty to report

72. (2) A person who has additional reasonable grounds to suspect one of the matters set out in subsection (1) or to believe that a representation or material is, or might be, child pornography under subsection (1.1) shall make a further report under subsection (1) or (1.1) even if he or she has made previous reports with respect to the same child. 2008, c. 21, s. 3 (3).

Person to report directly

72. (3) A person who has a duty to report under subsection (1) or (2) shall make the report directly to the society, a person who has a duty to report under subsection (1.1) shall make the report directly to any organization, agency or person designated by regulation to receive such reports, and such persons shall not rely on any other person to report on their behalf. 2008, c. 21, s. 3 (3).

Offence

72. (4) A person referred to in subsection (5) is guilty of an offence if,

- (a) he or she contravenes subsection (1) or (2) by not reporting a suspicion; and
- (b) the information on which it was based was obtained in the course of his or her professional or official duties. 1999, c. 2, s. 22 (2).

Note: On a day to be named by proclamation of the Lieutenant Governor, section 72 is amended by the Statutes of Ontario, 2008, chapter 21, subsection 3 (4) by adding the following subsections:

Same

72. (4.1) A person is guilty of an offence if the person fails to report information as required under subsection (1.1). 2008, c. 21, s. 3 (4).

Same

72. (4.2) A person is guilty of an offence if the person,

- (a) discloses the identity of an informant in contravention of subsection (1.4); or
- (b) dismisses, suspends, demotes, disciplines, harasses, interferes with or otherwise disadvantages an informant in contravention of subsection (1.5). 2008, c. 21, s. 3 (4).

Same

72. (5) Subsection (4) applies to every person who performs professional or official duties with respect to children including,

- (a) a health care professional, including a physician, nurse, dentist, pharmacist and psychologist;
- (b) a teacher, person appointed to a position designated by a board of education as requiring an early childhood educator, school principal, social worker, family counsellor, operator or employee of a day nursery and youth and recreation worker;

Note: On a day to be named by proclamation of the Lieutenant Governor, clause (b) is amended by striking out “operator or employee of a day nursery and youth and recreation worker” at the end and substituting “youth and recreation worker, and operator or employee of a child care centre or home child care agency or provider of licensed child care within the meaning of the *Child Care and Early Years Act, 2014*”. (See: 2014, c. 11, Sched. 6, ss. 2 (1), 10)

- (b.1) a religious official, including a priest, a rabbi and a member of the clergy;
- (b.2) a mediator and an arbitrator;
- (c) a peace officer and a coroner;
- (d) a solicitor; and
- (e) a service provider and an employee of a service provider. 1999, c. 2, s. 22 (3); 2006, c. 1, s. 2; 2010, c. 10, s. 23.

Same

72. (6) In clause (5) (b), “youth and recreation worker” does not include a volunteer. 1999, c. 2, s. 22 (3).

Same,,

72. (6.1) A director, officer or employee of a corporation who authorizes, permits or concurs in a contravention of an offence under subsection (4) by an employee of the corporation is guilty of an offence. 1999, c. 2, s. 22 (3).

Note: On a day to be named by proclamation of the Lieutenant Governor, subsection (6.1) is repealed by the Statutes of Ontario, 2008, chapter 21, subsection 3 (5) and the following substituted:

Same

72. (6.1) A director, officer or employee of a corporation who authorizes, permits or concurs in a contravention of an offence under subsection (4) or (4.1) by an employee of the corporation is guilty of an offence. 2008, c. 21, s. 3 (5).

See: 2008, c. 21, ss. 3 (5), 6.

Same

72. (6.2) A person convicted of an offence under subsection (4) or (6.1) is liable to a fine of not more than \$1,000. 1999, c. 2, s. 22 (3).

Note: On a day to be named by proclamation of the Lieutenant Governor, subsection (6.2) is repealed by the Statutes of Ontario, 2008, chapter 21, subsection 3 (6) and the following substituted:

Penalty

72. (6.2) A person convicted of an offence under subsection (4), (4.1), (4.2) or (6.1) is liable to a fine of not more than \$50,000 or to imprisonment for a term of not more than two years, or to both. 2008, c. 21, s. 3 (6).

See: 2008, c. 21, ss. 3 (6), 6.

Protection for Reporting Person

Section overrides privilege

72. (7) This section applies although the information reported may be confidential or privileged, and no action for making the report shall be instituted against a person who acts in accordance with this section unless the person acts maliciously or without reasonable grounds for the suspicion. R.S.O. 1990, c. C.11, s. 72 (7); 1999, c. 2, s. 22 (4).

Duties and Powers of the Society

Authority to enter, etc.

40. (6) A child protection worker authorized to bring a child to a place of safety by a warrant issued under subsection (2) or an order made under clause (4) (d) may at any time enter any premises specified in the warrant or order, by force if necessary, and may search for and remove the child. R.S.O. 1990, c. C.11, s. 40 (6).

Apprehension without warrant

40. (7) A child protection worker who believes on reasonable and probable grounds that,
(a) a child is in need of protection; and
(b) there would be a substantial risk to the child's health or safety during the time necessary to bring the matter on for a hearing under subsection 47 (1) or obtain a warrant under subsection (2),

may without a warrant bring the child to a place of safety. R.S.O. 1990, c. C.11, s. 40 (7).

Right of entry, etc.

40. (11) A child protection worker who believes on reasonable and probable grounds that a child referred to in subsection (7) is on any premises may without a warrant enter the premises, by force, if necessary, and search for and remove the child. R.S.O. 1990, c. C.11, s. 40 (11).

Use of School's Documentation

Record

74. (1) In this section and sections 74.1 and 74.2, "record" means recorded information, regardless of physical form or characteristics; ("dossier") "record of personal health information" has the same meaning as in the *Mental Health Act*. ("dossier de renseignements personnels sur la santé") 1999, c. 2, s. 24 (1); 2004, c. 3, Sched. A, s. 78 (3).

74. (2) A Director or a society may at any time make a motion or an application for an order under subsection (3) or (3.1) for the production of a record or part of a record. 1999, c. 2, s. 24 (1).

74. (3) Where the court is satisfied that a record or part of a record that is the subject of a motion referred to in subsection (2) contains information that may be relevant to a proceeding under this Part and that the person in possession or control of the record has refused to permit a Director or the society to inspect it, the court may order that the person in possession or control of the record produce it or a specified part of it for inspection and copying by the Director, by the society or by the court. 1999, c. 2, s. 24 (1).

Same

74. (3.1) Where the court is satisfied that a record or part of a record that is the subject of an application referred to in subsection (2) may be relevant to assessing compliance with one of the following and that

the person in possession or control of the record has refused to permit a Director or the society to inspect it, the court may order that the person in possession or control of the record produce it or a specified part of it for inspection and copying by the Director, by the society or by the court:

1. An order under clause 51 (2) (b) or (c) that is subject to supervision.
2. An order under clause 51 (2) (c) or (d) with respect to access.
3. A supervision order under section 57.
4. An access order under section 58.
5. An order with respect to access or supervision on an application under section 64 or 65.1.
- 5.1 A custody order under section 65.2.
6. A restraining order under section 80. 1999, c. 2, s. 24 (1); 2006, c. 5, s. 29.

Court may examine record

74. (4) In considering whether to make an order under subsection (3) or (3.1), the court may examine the record. R.S.O. 1990, c. C.11, s. 74 (4); 1999, c. 2, s. 24 (2).

Register

75. (1) In this section and in section 76,

“Director” means the person appointed under subsection (2); (“directeur”)

“register” means the register maintained under subsection (5); (“registre”)

“registered person” means a person identified in the register, but does not include,

- (a) a person who reports to a society under subsection 72 (2) or (3) and is not the subject of the report, or
- (b) the child who is the subject of a report. (“personne inscrite”) R.S.O. 1990, c. C. 11, s. 75 (1).

Child abuse register

75. (5) The Director shall maintain a register in the manner prescribed by the regulations for the purpose of recording information reported to the Director under subsection (3), but the register shall not contain information that has the effect of identifying a person who reports to a society under subsection 72 (2) or (3) and is not the subject of the report. R.S.O. 1990, c. C. 11, s. 75 (5).

Cooperation with the Society

Offence

84. No person shall,

- (a) knowingly give false information in an application under this Part; or
- (b) obstruct, interfere with or attempt to obstruct or interfere with a child protection worker or a peace officer who is acting under section 40, 41, 42, 43 or 44. R.S.O. 1990, c. C.11, s. 84.

Offences

85.(1) A person who contravenes,

- (a) an order for access made under subsection 58 (1);
- (b) Repealed: 1999, c. 2, s. 30 (1).
- (c) subsection 74 (5) (disclosure of information obtained by court order);
- (d) subsection 75 (6) or (10) (confidentiality of child abuse register);
- (e) an order made under subsection 76 (8) (amendment of society’s records);
- (f) subsection 79 (3) or (5) (leaving child unattended, etc.);
- (g) a restraining order made under subsection 80 (1);
- (h) section 82 (unauthorized placement);
- (i) any provision of section 83 (interference with child, etc.); or
- (j) clause 84 (a) or (b),

and a director, officer or employee of a corporation who authorizes, permits or concurs in such a contravention by the corporation is guilty of an offence and on conviction is liable to a fine of not more than \$1,000 or to imprisonment for a term of not more than one year, or to both. R.S.O. 1990, c. C.11, s. 85 (1); 1999, c. 2, s. 30 (1, 4).

Idem

85. (2) A person who contravenes subsection 79 (2) (child abuse), and a director, officer or employee of a corporation who authorizes, permits or concurs in such a contravention by the corporation is guilty of an offence and on conviction is liable to a fine of not more than \$2,000 or to imprisonment for a term of not more than two years, or to both.

Idem

85. (3) A person who contravenes subsection 45 (8) or 76 (11) (publication of identifying information) or an order prohibiting publication made under clause 45 (7) (c) or subsection 45 (9), and a director, officer or employee of a corporation who authorizes, permits or concurs in such a contravention by the corporation, is guilty of an offence and on conviction is liable to a fine of not more than \$10,000 or to imprisonment for a term of not more than three years, or to both. R.S.O. 1990, c. C.11, s. 85 (2, 3).

Appendix E: Related Documents and Legislation

Related School Documents

OACS Child Welfare Manual

It is imperative for each school that the related documents are kept up-to-date and reviewed as per school policy. The list below is not intended to be exhaustive but rather to provide examples of related documents.

Guelph Community Christian School Vulnerable Sector Screening Policy **tbd**

Guelph Community Christian School Moral Code for Teachers

Guelph Community Christian School Code of Conduct for Students **tbd**

Guelph Community Christian School Child Welfare Training Policy and Procedures **tbd**

Related Legislation

The Child and Family Services Act 2014 and the Regulations

Ontario College of Teachers Acts

Teacher's Qualifications Regulation

Professional Misconduct Regulation

Ontario Education Act

Safe Schools Act

Student Protection Act

Ontario Human Rights Code

Criminal Code of Canada

Youth Criminal Justice Act

VOLUNTEER AGREEMENT

This form is to be completed yearly by every volunteer who interacts with students. A copy of the form should be kept indefinitely in the school's file.

Volunteers (parents and others) are welcome at our school, and make a lot of valuable contributions. Below are guidelines for volunteering around students:

1. The teacher is being held responsible for the atmosphere and program of teaching, so she/he must be comfortable with the extent and nature of the parents' volunteer contributions.
2. If a parent is volunteering in the classroom of their own child, that parent has to maintain a professional distance from issues involving that child.
3. Volunteers must respect the teacher – student relationship and not convey information to another parent about their child's performance in class.
4. All information that a volunteer comes across in the classroom is considered confidential and should not be discussed with other students, parents or staff outside of the classroom environment. If you have a concern about something you observe in the classroom, please discuss it with the classroom teacher. If the concern continues discuss it with the principal.
5. For safety reasons, all volunteers at GCCS should sign inside of the Volunteer Log and obtain a Volunteer ID tag. Volunteer should list the classroom and the time in and out. This way all school personnel know you are on campus and also know your exact whereabouts in the event of an emergency. They are asked to wear a Volunteer I.D. so that staff, students, and other volunteers can identify the parent while on campus. (You will still need to sign in daily.)
6. Volunteers are asked to check in with the classroom teacher and carry out the directives of the classroom teacher so that all instructional activities can be addressed in a manner that meets the needs of the teacher's daily lesson plans.
7. If a Volunteer has arranged with the teacher to come on a specific day to assist with classroom activities and is unable to attend for any reason, we ask that they contact the GCCS office in order to get a message to the teacher so they can modify or adjust that specific activity.
8. Volunteers should not bring other children with them while volunteering. This practice could lead to safety issues and jeopardize the quality of instruction within the classroom. This is especially important in regards to out-of-classroom activities.
9. Volunteers are important in the classroom and we encourage kind, positive and enthusiastic comments and actions by all GCCS community members. Please be aware that anything adults say or do is observed by and often imitated by, children.
10. If a volunteer does not meet these expectations, the principal will meet with them and discuss his/her continued volunteer placement at our school.
11. The success of a school is closely related to VOLUNTEER INVOLVEMENT! Get involved, get excited and enjoy your volunteer time at Guelph Community Christian School.

Specific Guidelines for Volunteer Coach Expectations for GCCS:

1. All of the above General Guidelines
2. When differences of opinion occur during a practice or game, a volunteer coach is asked to defer to the teacher coach and to save the discussion until after the students have left the practice or game area.

GUELPH COMMUNITY CHRISTIAN SCHOOL

To nurture, educate and inspire in Christ-centred learning and serving

3. If a volunteer has arranged with the teacher to come on a specific day to assist with coaching and the volunteer is unable to attend for any reason, we ask that the volunteer contact the GCCS office in order to get a message to the teacher so she/he can modify or adjust that day's practice.
4. The final team selection is the decision of the teacher coach. The decision will be based on ability, and on Christ-like attitudes such as a respectful treatment of the coach and other team members, enthusiasm, and reliable attendance at try-outs and practices. If two players are equal in all other respects, the one from the higher grade will be chosen. When cutting players to get the numbers down to tournament size, the coach will try to avoid cutting only one player. When there are not enough selected players from grades 6, 7 and 8, students from lower grades will be considered.
5. During games, at home or away, coaches and athletes will conduct themselves in a respectful manner towards referees, coaches and players from other teams, and towards host facilities. Please see that attached Code of Conduct that has been published by the Guelph District Sports Committee.
6. Coaches will respect the investment of time and expectations of the players with regards to playing time during tournaments by rotating the players appropriately, or explaining to the players how the playing time is being allotted based on the pressures of the game, etc. If a player is kept on the team as an emergency sub, the teacher coach will explain to him/her early in the season that he/she might not see much playing time. Sometimes it is better to let a player accompany the team, but not dress rather than dress and sit on the bench. The coach's treatment of the players should always leave the players' dignity intact.
7. If a volunteer coach does not meet these expectations, the teacher coach will remind the volunteer of this agreement. If problems continue, the principal will meet with the volunteer coach and discuss his/her continued volunteer placement at our school.

Please sign that you have read, and agree to abide by this agreement.

Date	Name Printed	Signature

I acknowledge that I have received and read the **Guelph Community Christian School's Child Welfare Policy and Procedures Manual**. I understand my duties regarding the protection of students and will abide by the policy and procedures of Guelph Community Christian School.

Date	Volunteer's Name Printed	Volunteer's Signature
Date	Witness's Name Printed	Witness's Signature

I have supplied the school with the required vulnerable sector screening prior to the beginning of my volunteer service. I realize it must be renewed every three (3) years.

Date on Vulnerable Sector Screening:		
Date	Name Printed	Signature

