

Ganeinu – Gan Izzy

Child Protection Policy

Education and Care Services National Regulations 2011

Regulation 84

Link to NQF Standard Area 2.2.3

Health & Safety

Goals:

Our goal is to ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm. Our service (educators, staff, management and volunteers) has a responsibility to defend children's right to care and protection to ensure their safety, welfare and wellbeing, and a responsibility to report any children at significant risk of harm. We aim to ensure that all employees and volunteers understand their reporting obligations and are aware of our risk management strategy which includes practices designed to ensure the safety and well being of children is paramount.

Implementation

Under the *Children and Young Persons (Care and Protection) Act 1998* **mandated reporters (includes all employees of a children's service** and unpaid managers of these services) must make reports if they suspect on reasonable grounds a **child is at risk of significant harm** because:

- the child's basic physical or psychological needs are not being met or are at risk of not being met
- the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
- the parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
- the child has been, or is at risk of being physically or sexually abused or ill-treated
- the child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- the parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm

Significant harm is where the circumstances that are causing concern are present to a significant state and warrant a response by a statutory authority, such as the NSW Police Force or Community Services, regardless of a family's consent. Significant is not minor or trivial and may reasonably be expected to produce substantial and adverse impacts on the child's safety, welfare or wellbeing. The significance can be a result of a single act or omission or an accumulation of acts and omissions.

Reasonable grounds refer to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be inferred based on observation, professional training and/ or experience

The reporter is not required to prove that abuse has occurred.

Child Protection Risk Management Strategy

The Approved Provider, Nominated Supervisor, employees and volunteers will implement a Child Protection Risk Management Strategy to ensure the health, wellbeing and safety of all children at the service, protect children from harm and protect the integrity of employees and volunteers. The Strategy includes the following components:

1. Goal (see above)
2. Code of Conduct

3. Recruitment, Selection and Training Procedures for employees and volunteers which include child protection principles
4. Procedures for handling disclosures and suspicions of harm Reporting and Documenting Abuse or Neglect
5. Procedures for Managing Breaches
6. Risk Management for High Risk Activities and Special Events
7. Strategies for Communication and Support

2. Code of Conduct

The service upholds the Code of Conduct in our Educator and Management Policy for employers, educators, volunteers, students, families and children to ensure the safety and wellbeing of children.

3. Recruitment, Selection and Training Procedures

The Nominated Supervisor will implement recruitment, professional development and training procedures for employees and where relevant volunteers to ensure no-one at the service poses a risk to children and everyone understands how to manage disclosures or suspicions of harm (Recruitment procedures at Appendix A and training procedures in Educator and Management Policy). Requirements include:

- job advertisements which include qualifications and skills required, and culture of child safety and protection
- job descriptions which outline level of professional skills and responsibilities
- processes (including job advertisements) which ensure employees and volunteers have clear Working With Children Checks or they are exempt (see Office of Children’s Guardian)
<https://wwwccemployer.ocg.nsw.gov.au/Login>
- interview questions and referee checks which reference person’s approach to child safety and protection
- documented induction/ orientation checklists which reference child safety and protection, supervision, compliance with National Law and Regulations, NQS, Code of Conduct, policies and procedures
- annual training and development to ensure individuals are clear about their roles and responsibilities to protect children from harm, are aware of their reporting obligations, can confidently recognise the indicators of harm (see Appendix B) and understand documenting and reporting procedures
- annual performance appraisals for employees
- regular inclusion of child protection and risk management strategy at least every 6 months in staff meetings and annual review of written training plans which must include Child Protection matters (e.g. disclosures and suspicions of harm)
- providing access to relevant legislation and other resources to help employees and volunteers meet their obligations

4. Procedures for managing disclosures and suspicions of harm

What is a *disclosure* of harm?

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened, is happening, or is likely to happen to a child. Disclosures of harm may start with:

- I think I saw...||
- Somebody told me that...||
- Just think you should know...||
- I’m not sure what I want you to do, but...||

What is a *suspicion* of harm?

A suspicion of harm is when someone has a reasonable suspicion that a child has suffered, is suffering, or is at an unacceptable risk of suffering significant harm.

Note there may be circumstances where there is concern for a child's welfare but it does not reach the threshold to be considered a disclosure or suspicion of harm. In this case educators will connect families with referral agencies with the family's consent. Contact details are available in the resources section of the ChildStory Reporter website <https://reporter.childstory.nsw.gov.au>.

The Approved Provider, Nominated Supervisor, employees and volunteers may suspect harm if:

- a child says they have been harmed
- someone else, for example another child, a parent, or an employee, says harm has occurred or is likely to occur
- a child tells them they know someone who has been harmed (it is possible that they may be referring to themselves)
- they are concerned at significant changes in the behaviour of a child, or the presence of new unexplained and suspicious injuries
- they see the harm happening

Managing and recording a disclosure of harm

If the Approved Provider, Nominated Supervisor, educators have concerns about the safety of a child they will:

- find a private place to talk
- remain calm and listen in an attentive, active and non-judgemental way
- encourage the person (including a child) to talk in their own words
- take anything a child says seriously
- allow children to be part of decision-making processes where appropriate
- ask just enough open ended questions to act protectively without asking any leading questions which suggest an answer and could compromise later investigations
- tell the person they have done the right thing in revealing the information and they'll need to tell someone who can help keep them safe
- not try to investigate or mediate the matter themselves
- record their own observations as well as accurate details of any conversation with a parent (who may for example explain a noticeable mark on a child)
- document as soon as possible so the details are accurately captured including:
 - time, date, location and who was present
 - full details of the (suspected) abuse
 - exactly what the person said using "I said", "they said," statements
 - the questions educators asked
 - any comments educators made
 - educators' actions following the disclosure
- ensure the management and storage of records complies with our Privacy and Confidentiality Policy
- follow our reporting procedures

See template at Appendix C

Managing and recording a suspicion of harm

The Approved Provider, Nominated Supervisor, employees and volunteers will:

- remain alert to any warning signs or indicators
- pay close attention to changes in the child's behaviour, ideas, feelings and the words they use
- make written notes of observations in a non-judgemental and accurate manner, and manage in line with our Privacy and Confidentiality Policy
- assure a child that they can come to talk when they need to, and listen to them and believe them when they do

- follow our reporting procedures

See template at Appendix C

Making a Report

A report will be made using the following procedure preferably on the same day there is a disclosure or suspicion of significant harm, and no later than 24 hours after the disclosure or suspicion.

Reports will be kept confidential while the matter is investigated. Employees or volunteers must not discuss the Report with anyone who's not involved to ensure the matter can be thoroughly and fairly investigated and the person's reputation preserved in the event the allegation is not substantiated.

The following procedure will **also** be followed where there are allegations of harm against the Approved Provider, Nominated Supervisor, employees or volunteers.

Exchanging Information

Note Chapter 16A of the Children's and Young Person's (Care and Protection) Act 1998 enables children's services to exchange information they reasonably believe may help other specified organisations/people to ensure the safety, welfare or wellbeing of children, and help the organisations/people make decisions, conduct investigations, provide services or manage risks to a child. Organisations include NSW Police, State government departments or public authorities, schools, public health organisations, private health facilities, nurses, doctors, midwives, psychologists, occupational therapists, speech pathologists and bodies like family referral services. This aims to ensure children receive the help they may need.

Information sharing applies whether or not concerns of harm meet the mandatory reporting threshold of significant harm, and would only be declined if this may endanger a person's life or physical safety, prejudice an investigation, not be in the public interest etc. Consent is not necessary, but consent should be sought where possible from families (and children if old enough) unless this would further jeopardise a child or place another person at risk.

The Approved Provider, Nominated Supervisor, employees and volunteers will:

1. Consider whether disclosure or suspicion needs to be reported to Police

- contact the police on 000 if there is an immediate danger to a child and intervene immediately if it is safe to do so
- contact the police where the child has been or may be the victim of a criminal offence (including where a child is at risk of significant harm outside the family)
- get clear guidance from Police about who will tell child's parents about the disclosure and who can give ongoing support

2. Consider whether the disclosure or suspicion must be reported to Child Protection

- use the online Mandatory Reporter Guide which is available on the ChildStory Reporter website to help make decisions about whether there is a risk of significant harm. The Guide covers physical abuse, neglect (supervision, physical shelter/environment, food, medical care, mental health care, and education), sexual abuse, problematic sexual behaviour, psychological harm, relinquishing care and carer concerns to do with substance abuse, mental health, and domestic violence).
- make a report by phone to the Child Protection hotline on 132 111 (available 24 hours/7 days a week) eReporting is available for non-urgent notifications at ChildStory Reporter website
- make the report with the assistance or support of the Nominated Supervisor. If the Nominated Supervisor does not follow through and make the report, employees and volunteers will make the report
- get clear guidance from the person answering about who will tell child's parents of the disclosure and who can give ongoing support

3. Consider whether referral is needed to family services or exchange of information required with other specified organisations/people

- exchange information with referral agencies or other allowable organisations/people as outlined above under heading 'Exchanging Information' if you reasonably believe this may help other specified organisations/people to ensure the safety, welfare or wellbeing of children.
 - Contact details for family referral services are available in the resources section of the ChildStory Reporter website
 - Where possible obtain family consent before making referrals. Advise families relevant information about the child and family will be provided, and they may provide feedback or complaints about the care they're receiving or the disclosure of information. Document discussions and outcomes with families, and keep them informed
 - Ensure confidentiality of employees' personal information eg do not include in referrals
- 4. Consider whether you must notify ECEC (Early Childhood Education and Care) Regulatory Authority and other Authorities**
- notify the Regulator about any incident, including any suspected or alleged incident, of child abuse that has occurred at the service. This includes any physical or sexual abuse that has occurred or is occurring while the child is at the service.

Reportable Conduct Scheme

- **notify** the Office of the Children's Guardian within 7 business days of receiving a report or otherwise becoming aware of reportable allegations/convictions (see next section) using the 7-day notification form that's available on the Office of the Children's Guardian website <https://www.kidsguardian.nsw.gov.au/> **and take action** to protect children. Information must include type of reportable conduct and details of allegation/conviction, employee/volunteer/contractor's name, date of birth and working with children number, whether police or child protection helpline have been notified and the report reference number if known, nature of initial risk assessment and risk management action taken to protect children, employee subject of report, other parties and allow proper investigation of the allegation (eg employee has been moved), name and contact details of the service and Approved Provider, and any other places the employee/volunteer works or volunteers at if known.
- As part of initial risk assessment consider whether/when to give employee written notice that they have notified the Children's Guardian about a reportable allegation/conviction involving the employee. Do not notify employee if doing so would compromise the investigation (eg could they destroy evidence) or put a person's health or safety at risk. Include any submission an employee/volunteer may make after being notified about the Report
- Consult with Police or Child Protection after making report if allegation is a criminal offence or they're already investigating to ensure your investigation will not prejudice police investigation or court proceedings
- **investigate** an allegation of reportable conduct as soon as possible after completing investigation plan (see Fact Sheet 4 Planning and Conducting an Investigation Office of the Children's Guardian.) Note a finding of reportable conduct must be made if 'on the balance of probabilities' the allegation has been proven. When assessing this, the Approved Provider must consider the gravity of the allegations, and whether they breach professional standards, codes of conduct or accepted community standards.
 - keep appropriate records including accurate account of allegation, initial response to allegation, notifications made to Police and Child Protection, plan for carrying out investigation, initial risk assessment, decisions and actions taken in relation to employee/volunteer/contractor and child both during investigation and when finalised, interview questions, answers and details of interview (eg attendees, start and end times), final report (and interim report if relevant)
 - protect the identity of employees/volunteers/contractors as much as possible during the investigation by ensuring only people who need to know about the investigation are told about it and have access to records, they are advised about the need to ensure confidentiality and that breaches of confidentiality will be taken seriously, investigated using Service grievance procedures with potential disciplinary action a possibility. Do not release records to any public or

- private sector agency without first obtaining consent from the Children’s Guardian. Note reportable conduct allegations and records should be stored separately from the employee’s personnel file. Ensure procedural fairness (see Fact Sheets 4 and 8.)
 - help any employee/volunteer subject to allegations access appropriate support/counselling, provide support to alleged child victims and their families, and any others involved in reportable incidents if appropriate
 - suspend volunteers and contractors pending outcome of investigation, and ensure employees subject to allegations are supervised at all times. Seek legal advice if relevant about restricting person’s duties or putting them on leave with/without pay.
- **Take action** to protect children following investigation (complete a final risk assessment) and provide a final report of the findings and action taken (include any disciplinary action taken or proposed and reasons for taking or not taking action) to the Children’s Guardian within 30 calendar days of becoming aware of reportable conduct, or if the investigation is ongoing, an interim report explaining why the investigation has not been completed and an estimated timeframe.
 - **an interim report** must include the facts and circumstances of the reportable conduct, action taken since the first report, further action proposed or why no further action will be taken, and the reasons for the actions taken or proposed
 - **a final report** must include the facts and circumstances of the reportable conduct, whether the alleged reportable conduct was found to have occurred, a copy of any written submission made by the employee /volunteer/contractor and any other relevant documents, information about what action has or will be taken including any disciplinary action or training for employee, any counselling or support for child victims, any training for employees eg in child protection, changes to policies or processes, whether information was referred to another organisation or if/why no further action will be taken
 - provide written advice to employee about outcomes of investigation and consequences. Also advise investigation findings and outcomes to the alleged victim and their parent/carer unless this not in public interest (see Fact Sheet 7).

Reportable Allegations/Conduct involving Employees, Volunteers and Contractors

The Approved Provider must report allegations of reportable conduct, or convictions involving reportable conduct (includes findings of guilt without actual conviction) involving employees, volunteers, or contractors required to hold working with children checks, to the Children’s Guardian whether or not the conduct occurred inside or outside the workplace, or occurred when the person was not an employee.

Any employee, volunteer or contractor who becomes aware of a reportable allegation or conviction must inform the Approved Provider (or the Children’s Guardian if the matter involves the Approved Provider).

Reportable conduct includes sexual offences, sexual misconduct, ill-treatment, neglect or assault of a child, an offence under s 43B (failure to protect) or s 316A (failure to report) of the Crimes Act 1900, and behaviour that causes significant emotional or psychological harm to a child. A more detailed description of each type of conduct is available on the Office of the Children’s Guardian website <https://www.kidsguardian.nsw.gov.au/> The Office has a series of Fact Sheets to assist services understand their responsibilities under the Reportable Conduct Scheme.

Safeguards for reporters

There are protections against retribution related to reportable allegations in the Children’s Guardian Act. Failure to make a report could be a reportable allegation of neglect against an employee and/or a criminal offence under the Crimes Act in addition to misconduct for not following service policies and procedures. Records kept by the Office of the Children’s Guardian in relation to reportable conduct notifications are not publicly accessible under the Government Information (Public Access) Act 2009 and cannot be requested or subpoenaed for the majority of proceedings as evidence in a court or tribunal.

Under the Children and Young Persons (Care and Protection) Act 1998, reports made in good faith to Child Protection do not breach professional etiquette or incur liability for defamation or constitute grounds for civil or criminal liability. There are also protections against detrimental actions for people making child protection reports.

5. Procedures for Managing Breaches

All employees and volunteers working with children have a duty of care to support and protect children which is breached if a person:

- does something that a reasonable person wouldn't do in a particular situation
- fails to do something that a reasonable person would do in the circumstances
- acts or fails to act in a way that causes harm to someone owed a duty of care

In relation to our Child Protection Risk Management Strategy, a breach of that duty of care includes any action or inaction by an employee, volunteer or child that fails to comply with any of the eight components of the Strategy.

Employees, volunteers or families should report the breaches to the Approved Provider who will manage an investigation into the breach in a fair, unbiased and supportive manner in line with our Grievance Policy and Procedure (see Report Breach template at Appendix D). For example:

- those involved in the breach will be able to provide their version of events
- matters discussed in relation to the breach will be kept confidential
- an appropriate outcome will be decided
- everyone affected will receive a clear written statement (letter, email or SMS) of the outcome
- records will be kept about the details of the breach, including the versions of all parties and the outcome of the breach

Depending on the nature of the breach outcomes may include:

- emphasising the relevant component of the Child Protection Risk Management Strategy, for example, the Code of Conduct
- providing closer supervision
- professional development and training
- mediating between those involved in the incident (where appropriate)
- disciplinary procedures if necessary
- reviewing current policies and procedures and developing new policies and procedures if necessary
- termination of employment

6. Risk Management Plan for High Risk Activities and Special Events

The Nominated Supervisor and educators will analyse the risk of 'harm' to children for all relevant events including purchase of new equipment as well as high risk activities where there is an increased risk of harm to children for example:

- water based activities
- special events like service concerts and family information days where there will be a large number of visitors or people present
- events or activities where visitors will be present
- excursions
- playground renovations
- activities using dangerous equipment

The Nominated Supervisor and educators will:

1. Identify all the elements of an activity (e.g. objectives, location, participants, transportation, toileting/change room procedures, appropriate supervision and adult to child ratios, photography policy, managing medications, managing illness and injury, procedure applying to visitors, physical environment)
2. Identify the risks

3. Analyse the likelihood and consequences of the risks
4. Evaluate the level of risk (e.g. low, moderate, high, extreme)
5. Implement strategies to eliminate or minimise the risk
6. Review the activity to determine how it could be improved

See Appendix E for a Risk Management template.

Where relevant (e.g. playground renovations) the Nominated Supervisor will encourage families to provide feedback on the risk of harm to children and strategies to minimise the risk. Feedback may be sought via newsletters or survey forms, or during parent information sessions.

7. Strategies for Communication and Support

The Nominated Supervisor will implement the following to ensure families, employees, volunteers and children are aware of our Child Risk Management Strategy:

- regularly advise families and prospective families (at least every 6 months) via service newsletters, emails and information evenings about the reasons for and components of our risk management strategy, where they can access our Child Protection Policy and Risk Management Strategy, and that we welcome feedback about the Policy/Strategy. We may include what we aim to teach children about protective behaviour (see Attachment F)
- provide written information about our risk management strategy during enrolment and orientation and include in Parent Handbook
- regularly include (at least every 6 months) the reasons for and components of our risk management strategy in staff meetings and include in Staff Handbook
- ensure educators talk to children about the Strategy where appropriate and provide any feedback to the Nominated Supervisor
- display posters about child protection issues, including safe and supportive environments
- include child protection issues and our risk management strategy in employees' performance and training plans
- ensure educators regularly include learning about appropriate child protection issues in the Curriculum, including how to keep themselves safe, and what to do if they feel unsafe
- make available to employees and families relevant resources from the Office of the Children's Guardian website at <https://wwccemployer.ocg.nsw.gov.au/Login>

Sources

Children's Guardian Act 2019

Child Protection (Working with Children) Act 2012

Children and Young Persons (Care and Protection) Act 1998

ChildStory Reporter website NSW Government (includes Mandatory Reporting Guide)

Education and Care Services National Law and Regulations

Centre Support

Review

The Policy, including Child Risk Management Strategy, will be reviewed annually and after any disclosure or suspicion of harm being actioned. The review will include checks to ensure the strategy reflects current legislation, continues to be effective, or whether any changes and additional training are required. The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

- Date Reviewed: March 2024
- Date for Review: March 2026
- Management Approval Signature:
- **The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times**

Recruitment Process

- The Nominated Supervisor will oversee and approve the recruitment process:
 - ensuring there is a documented position description for the vacant position that is accurate and current
 - arranging for the position to be advertised
 - ensuring there is a standard list of interview questions for all applicants
 - reviewing the applications that have been received and making a short list of applicants
 - arranging suitable interview times with the shortlisted applicants
 - contacting referees for the most suitable candidate(s). making an offer of employment in writing which the applicant must sign as an acceptance of the offer. The applicant must sign a contract of employment containing the specific terms and conditions of employment.
 - notifying unsuccessful applicants by letter, telephone or email
- Recruitment and selection decisions will be made by Nominated Supervisor.

Job Description

Every position must have a position description which:

- summarises the job and describes the tasks,
- details the skills, qualifications and experience required to perform the job and whether these are essential or desirable criteria
- Clearly describes the expectations for educators/staff members to provide a safe and supportive environment for children.

Advertising

- Positions may, at the discretion of Nominated Supervisor and where relevant, be initially advertised internally via email. This process gives current employees the chance to be considered for a transfer or nominate a suitable contact as a potential candidate.
- External advertising will occur when a suitable internal candidate (including employee contact) is unavailable, or may occur concurrently with the internal advertising where Nominated Supervisor believes it is in the service's best interests to source additional candidates.

The Job Advertisement

The job advertisement will be written in clear, concise and non-discriminatory language and will contain:

- the title of the position
- a summary of the role and conditions of employment
- the essential and desirable criteria for candidates
- information about what applicants should provide with their applications
- clear, concise details about our Service and our safe, supportive work practices

- advice that the successful applicant will need to undergo a successful Working With Children Check, Police Check, referee checks and identification, and that candidates will be asked to disclose any information relevant to their eligibility to engage in activities involving children
- the name of a contact person
- the closing date for receipt of applications

Interviews

The Nominated Supervisor will conduct the interview. The format of the interview will be:

- advise the applicant about the position and the Service
- discuss the applicant's skills and experience as they relate to the position
- discuss the applicant's understanding of child safety and child protection
- answer any questions the applicant may have
- advise the applicant about the next steps in the selection process
- obtain permission to contact the applicant's nominated referees

Selection of Candidates and Offer of Employment

Following the interviews, we will check the work histories and references of the most suitable candidates(s) after obtaining their permission. We will include the following questions in those asked of referees:

- would you employ the person again?
- have you directly supervised the applicant and directly observed their work with children?
- do you have any concerns about the applicant working directly with children?
- can you give an example of a time when you observed the applicant managing a child with challenging behaviours?

If a decision is made to employ the most suitable candidate, we will make a written offer of employment.

The successful applicant must sign a contract of employment containing the specific terms and conditions of their employment.

Indicators of Abuse

There are many indicators of harm to children. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However a single indicator can be as important as the presence of several indicators. Each indicator needs to be considered in the context of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing, and may be intentional or unintentional.

General indicators of abuse and neglect

- marked delay between injury and seeking medical assistance
- history of injury
- the child gives some indication that the injury did not occur as stated
- the child tells you someone has hurt him/her
- the child tells you about someone he/she knows who has been hurt
- someone (relative, friend, acquaintance, sibling) tells you that the child may have been abused

Neglect

Child neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision. Some examples are:

- inability to respond emotionally to the child
- child abandonment
- depriving or withholding physical contact
- failure to provide psychological nurturing
- treating one child differently to the others

Indicators of Neglect in children

- poor standard of hygiene leading to social isolation
- scavenging or stealing food
- extreme longing for adult affection
- lacking a sense of genuine interaction with others
- acute separation anxiety
- self comforting behaviours, e.g. rocking, sucking
- delay in development milestones
- untreated physical problems

Physical Abuse

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- make direct admissions from parents about fear of hurting their children
- have a family history of violence
- have a history of their own maltreatment as a child
- make repeated visits for medical assistance

Indicators of Physical Abuse in children

- facial, head and neck bruising
- lacerations and welts
- explanations are not consistent with injury
- bruising or marks that may show the shape of an object
- bite marks or scratches
- multiple injuries or bruises
- ingestion of poisonous substances, alcohol or drugs
- sprains, twists, dislocations
- bone fractures
- burns and scalds

Emotional Abuse in children

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. Some examples are:

- constant criticism, belittling, teasing of a child or ignoring or withholding praise and affection
- excessive or unreasonable demands
- persistent hostility, severe verbal abuse, rejection and scape-goating
- belief that a particular child is bad or "evil"
- using inappropriate physical or social isolation as punishment
- exposure to domestic violence

Indicators of emotional abuse in children

- feeling of worthlessness about them
- inability to value others
- lack of trust in people and expectations
- extreme attention seeking behaviours
- other behavioural disorders (disruptiveness, aggressiveness, bullying)

Sexual Abuse

Sexual abuse is when someone involves a child in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Educators will be particularly aware of looking for possible sexual abuse if parents or caregivers are suspected of or charged with child sexual abuse or display inappropriate jealousy regarding age appropriate development of independence from the family. Sexual abuse includes:

- exposing the child to sexual behaviours of others
- coercing the child to engage in sexual behaviour with other children
- verbal threats of sexual abuse
- exposing the child to pornography

Indicators of Sexual Abuse in children

- they describe sexual acts
- direct or indirect disclosures
- age inappropriate behaviour and/or persistent sexual behaviour
- self destructive behaviour
- regression in development achievements
- child being in contact with a suspected or know perpetrator of sexual assault

- bleeding from the vagina or anus
- injuries such as tears to the genitalia

Psychological Abuse

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self esteem of the child, resulting in serious emotional deprivation or trauma. In general it is the frequency and duration of this behaviour that causes harm. Some examples are:

- excessive criticism
- withholding affection
- exposure to domestic violence
- intimidation or threatening behaviour

Indicators of psychological abuse in children include

- constant feelings of worthlessness
- unable to value others
- lack of trust in people
- lack of people skills necessary for daily functioning
- extreme attention seeking behaviour
- extremely eager to please or obey adults
- takes extreme risks, is markedly disruptive, bullying or aggressive
- suicide threats
- running away from home

Domestic Violence

Domestic and family violence includes any behaviour in a domestic relationship, including intimate partner relationships and family relationships, which is violent, threatening, coercive or controlling, causing a person to live in fear for their own or someone else's safety. It is usually manifested as part of a pattern of controlling or coercive behaviour.

Indicators of Domestic Violence in children

- show aggressive behaviour
- develop phobias & insomnia
- experience anxiety
- show symptoms of depression
- have diminished self esteem
- demonstrate poor academic performance and problem solving skills
- have reduced social competence skills including low levels of empathy
- show emotional distress
- have physical complaints

Disclosure of harm

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened, is happening, or is likely to happen to a child. Disclosures of harm may start with:

- I think I saw...||
- Somebody told me that...||
- Just think you should know...||
- I'm not sure what I want you to do, but...||

Child's name _____

What is the name of the person who made the disclosure?

Are they related to the child?

Yes

No

If yes, what is the relationship? _____

What did the person disclose? Try to use the exact words they used. Use "I said" "they said" statements, include any questions you asked and comments you made

What date did the person make the disclosure? _____ What time? _____ AM/PM

Where did the disclosure occur? _____

Was anyone else present during the disclosure? Yes

No

If yes what is/are their name, role and employer?

Have you followed the procedure in the Child Protection Policy for making a report?

Yes No

Describe the actions you have taken following the disclosure

Name of person completing form

Signature of person completing form

Date _____

Time _____ AM/PM

Name of person completing form

Signature of person completing form

Date _____

Time _____ AM/PM



Child Protection Risk Management Strategy – Template for High Risk Activity

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<p>Describe the activity</p> <p><i>Identify all elements of the event from beginning to end eg activity, objectives, location, participants</i></p>	<p>Identify Risks</p> <p><i>Something that could happen that results in harm – also consider physical, emotional, sexual and cultural risks from children, adults, visitors, employees, volunteers</i></p>	<p>Analyse the Risk</p> <p><i>How likely is the risk, what would happen if the risk did occur?</i></p>	<p>Evaluate the Risk</p> <p><i>Likelihood/Consequences</i></p>	<p>Manage the Risk</p> <p><i>Assess the options to reduce the risk</i></p>	<p>Review</p> <p><i>Nominate who will review after the event/activity</i></p>
Empty cell for data entry	Empty cell for data entry	Empty cell for data entry	Empty cell for data entry	Empty cell for data entry	Empty cell for data entry

Appendix E

- Likelihood** - Evaluate the **likelihood** of an incident occurring according to the ratings in the top row

Descriptor	Level	Definition
Rare	1	May occur somewhere, sometime (“once in a life time / once in a hundred years”)
Unlikely	2	May occur somewhere within the location over an extended period of time
Possible	3	May occur several times across the location over a period of time
Likely	4	May be anticipated multiple times over a period of time May occur once every few repetitions of the activity or event
Almost Certain	5	Prone to occur regularly It is anticipated for each repetition of the activity or event

- Consequence** - Evaluate the consequences of a risk occurring according to the ratings in the left hand column

Descriptor	Level	Definition
Insignificant	1	No injury
Minor	2	Injury/ ill health requiring first aid
Moderate	3	Injury/ill health requiring medical attention
Significant	4	Injury/ill health requiring hospital admission
Major	5	Fatality

- Risk Matrix** – Using the matrix calculate the level of risk by finding the intersection between the likelihood and the consequences

		Likelihood				
		Rare	Unlikely	Possible	Likely	Almost Certain
Consequences	Major	Moderate	High	High	Critical	Critical
	Significant	Moderate	Moderate	High	High	Critical
	Moderate	Low	Moderate	Moderate	High	High
	Minor	Very Low	Low	Moderate	Moderate	Moderate
	Insignificant	Very Low	Very Low	Low	Moderate	Moderate

Educating Children about Protective Behaviour

Educators will regularly include child protection issues in the curriculum. For example they will intentionally teach children:

- about acceptable/unacceptable behaviour, and appropriate/inappropriate contact in a manner suitable to their age and level of understanding
- that they have a right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe
- the difference between 'fun' scared that is appropriate risk taking and dangerous scared that is not ok
- to use their own skills to feel safe
- to recognise signs that they do not feel safe and need to be alert and think clearly
- that there is no secret too awful, no story too terrible, that they can't share with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling

The main resource used by Ganeinu educators to teach protective behaviour is the SAFE Series <https://ocg.nsw.gov.au/resources>

The books support the rights of children and promote them having a voice.

- Help children identify the parts of their body that are private
- Help them understand their feelings
- Encourage them to think about five people who they trust to help them if they feel scared, sad or upset

Educators believe that:

- children are capable of the same range of emotions as adults
- children's emotions are real and need to be accepted by adults
- an adult's response to a child during their early emotional development can be hugely positive or detrimental depending on the adult's reaction
- children are very in touch with their bodies' reactions to their emotions
- children who better understand their body's response to an emotion are more able to foresee the outcome of a situation and avoid them or ask for help