



**CHILD  
PROTECTION  
TRAINING.**

**ALINA DAN  
CONSULTANCY**

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# THINGS TO ACKNOWLEDGE:

- CONFIDENTIALITY
- ACKNOWLEDGE NEED TO REPORT RISK OF SIGNIFICANT HARM DURING TRAINING.
- BE AWARE OF WHAT YOU SAY AND HOW YOU SAY IT.
- PLEASE FEEL FREE TO TAKE A BREAK AWAY IF NEEDED.

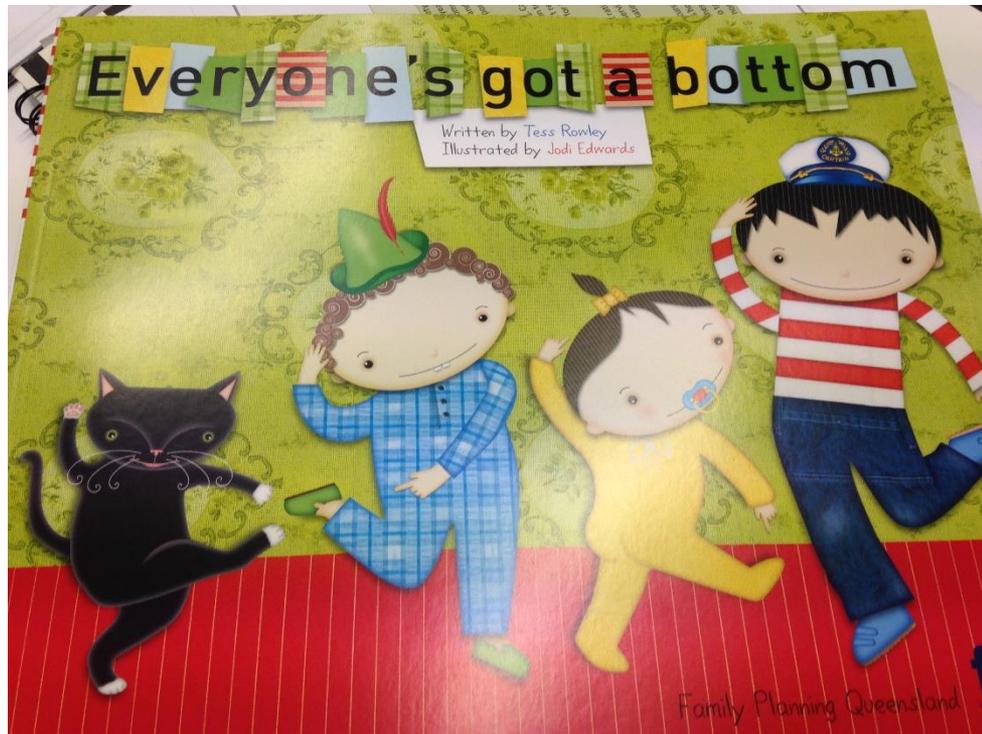
# ACTIVITY ONE:

HOW HAS  
COMMUNITY  
UNDERSTANDING  
ATTITUDES ABOUT  
CHILD PROTECTION  
CHANGED OVER  
TIME?

# CHILD FOCUSED PRACTICES

- Consider the child and young person's safety and your own.
- Work within your workplaces policies and guidelines to ensure ongoing service to the child and/or family.
- Assist families to access support.
- Update policy every 12 months

# Books that are at children's levels:



I don't like kissing. I like to give Nan and Pop a hug.  
Mum and Dad have told me I don't have to kiss  
people if I don't want to.

From my head to my toes,  
I can say what goes.

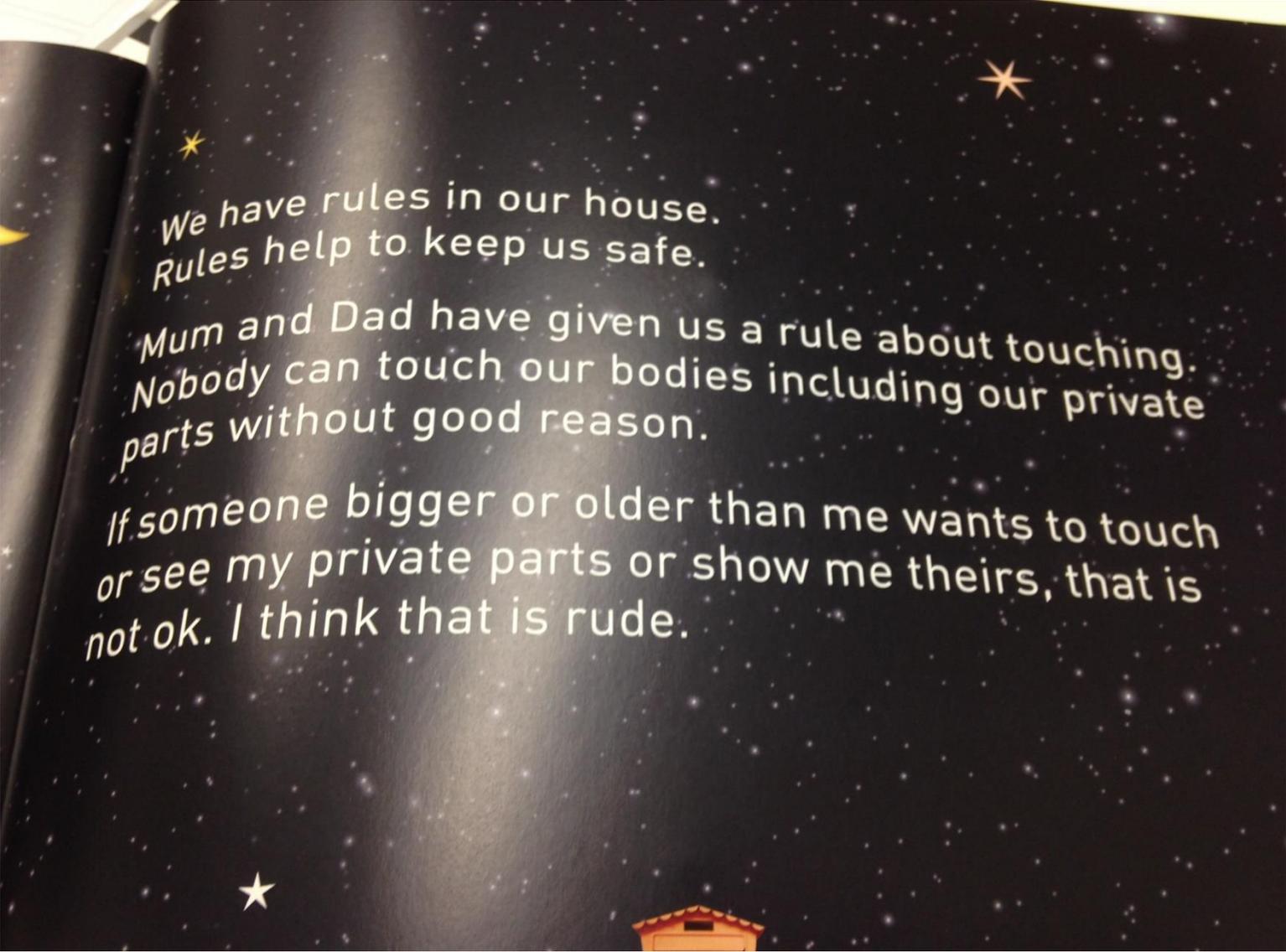




Everyone has private parts.  
Emma has a vulva and vagina.  
Jack and I have a penis and testicles.  
These are our private parts.  
We have other private parts too.  
We all have nipples.  
And everyone's got a bottom.  
'Bottoms are to sit on,' laughed Jack.

From our head to our toes,  
we can say what goes.





We have rules in our house.  
Rules help to keep us safe.

Mum and Dad have given us a rule about touching.  
Nobody can touch our bodies including our private  
parts without good reason.

If someone bigger or older than me wants to touch  
or see my private parts or show me theirs, that is  
not ok. I think that is rude.

# Legislation and Standards

- Child and Young Persons (Care and Protection) Act 1998 Police record and working with children checks
- Privacy Legislation
  - Principle 4.1 state: “an organisation must take reasonable steps to protect the personal information it holds from misuse or loss”

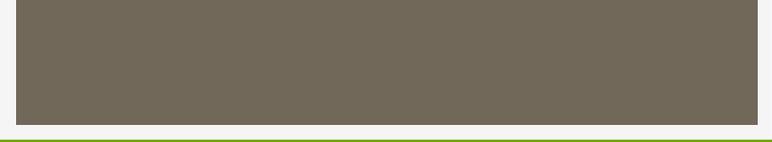
# Legislation and Standards

- Service policies and procedures
- National Quality Framework
- National Quality Standards
- The United Nations Convention on the Rights of the Child

# Definitions

## **Children and Young Persons (Care and Protection) Act 1998**

- Child: a person aged 0-15 years
- Young person: a person aged 16 or 17 years



Are you a mandatory  
reporter?

Are you a mandatory reporter?

**YES**

# Amendment QLD: Jan 2015

- To mandatory requirements relating to children in departmental or licensed care services.
- Under 13F of the child Protection Act 1999 mandatory reporters are defined as authorised officers, child safety employees of licensed care services.
- Mandated to report a reasonable suspicion that a child in care has suffered or is suffering unacceptable risk of significant harm.

# ACTIVITY TWO: DEFINITIONS

- NEGLECT
- PHYSICAL
- SEXUAL
- DOMESTIC VIOLENCE
- EMOTIONAL / PSYCHOLOGICAL HARM

GROUP WORK

- Emotional abuse is the most reported type of abuse.
  - Neglect second
  - Physical abuse third.
- 
- Sexual abuse is more common among girls.
  - Other abuse more common in boys.

# OTHER DEFINITIONS

- PRE NATAL REPORTING
- HOMELESSNESS
- TRAUMA

# TRAUMA

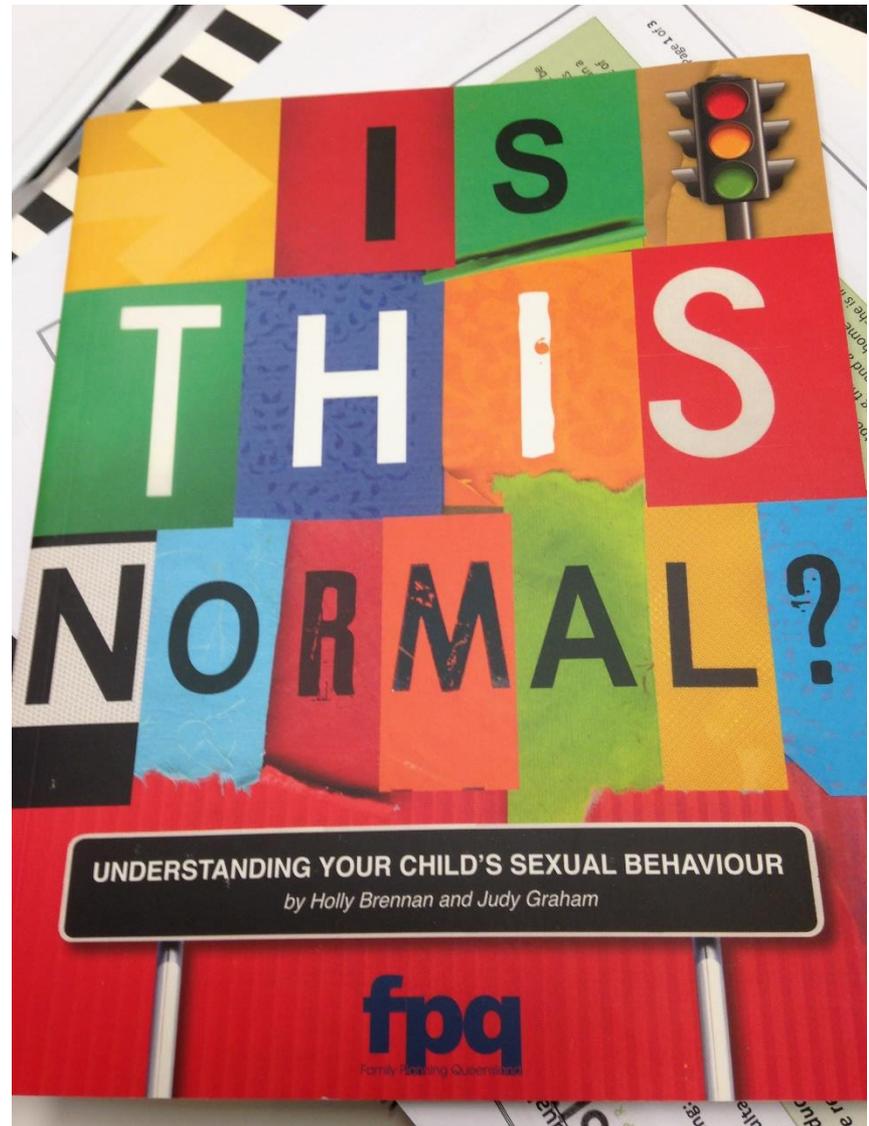
- Distressing or disturbing experiences or the emotional shock and ongoing psychological effects following such an experience.
- War
- Kidnapping
- Natural disasters
- Abuse
- Accidents
- Witness death

# TRAUMA INFORMED CARE:

- Further trauma can result.
- Demonstrate
  - Intense fear
  - Helplessness
  - Horror
  - Mental health problems
- Should work with a mental health professional.

[www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)

# Resources



## GREEN

Sexual behaviours which are part of normal and healthy development and are:

- spontaneous, curious, light hearted, easily diverted, enjoyable, mutual and consensual
- appropriate to the child's age and development
  - activities or play among equals in terms of age, size and ability levels
- about understanding and gathering information, balanced with curiosity about other parts of life

**These behaviours provide opportunities to talk, explain and support.**



## ORANGE

Sexual behaviours which cause concern because of:

- persistence, intensity, frequency or duration of behaviours
- the type of activity or knowledge for the age and stage of development
- inequality in age, size, power or developmental ability
- risk to the health and safety of the child or others
- unusual changes in a child's behaviour

**These behaviours signal the need to monitor and provide extra support.**



## RED

Sexual behaviours which indicate or cause harm because they are:

- excessive, compulsive, coercive, forceful, degrading or threatening
- secretive, manipulative or involve bribery or trickery
- not appropriate for the age and stage of development
- between children with a significant difference in age, developmental ability or power

**These behaviours signal the need to provide immediate protection and follow up support.**



**Is this a  
child  
protection  
issue?**

**ACTIVITY  
THREE**

## AIM:

- To show that definitions of child protection depend on our experiences and value. To get people in touch with their attitudes and to think about where they come from.

## HOW SAFE ARE THESE CHILDREN?

5 – EXTREMELY UNSAFE

1 – A SAFE SITUATION

# CASE STUDY ONE:

- **1:** Margaret's parents are recent arrivals from overseas, and her parents are working hard to establish a business. Maria – age 11, is often left to mind the children while her parents are working. Tonight her parents were not able to return home until midnight. In their homeland this would not have been a problem because the grandparents would be close at hand.

1

2

3

4

5

## CASE STUDY TWO:

- **2:** A baby is admitted to hospital seriously dehydrated of gastroenteritis. When her mother is interviewed she says that she has been re heating the left over milk from the baby's bottles because formula is so expensive.

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# CASE STUDY THREE

- Matthew is running late for preschool. His mother wasn't feeling well and yelled several times for him to hurry up. When Matthew is still not ready his mother picked him up and threw him across the room and burst into tears. Matthew fell against the table and cut his head.

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# CASE STUDY FOUR

- Bailey is 11. His mother finds his aggressive behaviour hard to manage. Several times she has found him in his room with his 9 year old sister, under the bed. They seem embarrassed when she walks in. Yesterday she realized they had locked the door.

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## CASE STUDY FIVE:

10 year old Joseph's parents are divorced and both have demanding jobs. He attends a boarding school. Because of his parents work, he often spends holidays at camps. When he does spend time with his parents, they give him lots of presents, but they don't have time to go out much.

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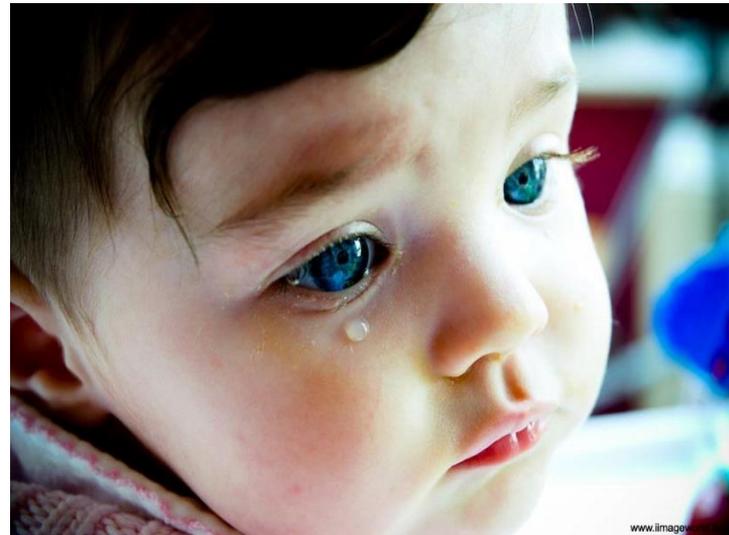
# QUESTIONS TO THINK ABOUT?

- WHAT IS IT LIKE FOR THE CHILD?
- WHAT ARE THE POSSIBLE CONSEQUENCES?
- HAS THE CHILD BEEN HARMED?



# What protection is given to mandatory reporters?

- In all jurisdictions, the legislation protects the reporter's identity from disclosure. In addition, the legislation provides that as long as the report is made in good faith, the reporter cannot be liable in any civil, criminal or administrative proceeding.



# Reporting concerns!

- Do you have reasonable grounds to suspect risk of significant harm to make a report?
- A current concern about safety, welfare or well being?

**FOR A MANDATORY REPORT THESE CONCERNS MUST ARISE DURING OR FROM A PERSON'S WORK.**

# Child Protection Summary QLD 2014

- Intake line: 124,923
- Children subject to a child concern report  
101,811
- Assessment orders : 1301
- In need of protection: 4612
- Children living away from home: 8722

# STATISTICS

- 62.8% NATURAL PARENTS
- 10% FRIENDS
- 6.5% OTHER FAMILIES
- 5 % STEP PARENTS

2002/2003

# Indigenous children

- Indigenous children are over represented across the child care system compared to non indigenous children.
- Indigenous children are 8 times as likely to receive child protection services and 10 times more likely to be on a care and protection order.

# IMPACT ON ABUSE

1. Developmental stage at which abuse began / continued.
2. How long abuse occurred
3. Frequency
4. Who was the abuser
5. Other relationships
6. Reaction from others
7. Style of intervention

# YOUR ROLE!

- Being alert to indicators
- Knowing your children and typical behaviours
- Seeking advice
- Consult with services
- Knowing your policies and procedures



# Responding to a child who has disclosed.

- Find a more private place to talk
- Should another person be present (consider if this is appropriate)
- Listen carefully
- Try not to react
- Use a calm reassuring voice
- Be open
- Do not be judgemental

# Responding to a child who has disclosed.

- Support them in talking about the experience
- Repeat back to them what they have said
- Provide **appropriate** comfort

# Responding to a child who has disclosed.

- Assure child not their fault
- They did the right thing telling someone
- Reassure that it is not Ok for adults to harm a child
- Acknowledge any concerns the child may have

# Try not too:

- Express shock, disapproval
- Try and get more information
- Ask leading questions
- Investigate
- Encourage child to tell others
- Make promises
- Make negative comments

# Maintain confidentiality

- Refer to service policy
- Be aware not to disclose to other educators if not required

# Working collaboratively

- **Practice the same approach to building relationships with other agencies/organisations as you do with working with families: respect, trust, honesty**
- **Take opportunities for interagency training**
- **Make efficient use of interagency meetings and email communication**
- **Work with families collaboratively to share information and avoid duplication**
- **Address conflict in direct but respectful ways**

# OUR ROLE:

- **Refer to the list of tasks / responsibilities below.**
- **List the tasks / responsibilities in responding to abuse and neglect which are appropriate to your work role.**
- **List the tasks/ responsibilities which are outside your role and more appropriate for other workers in the child protection system.**

# ACTIVITY FOUR: OUR ROLE (YES OR NO)

- Investigating suspected abuse / neglect
- Observing children's behaviour
- Noticing indicators
- Advocating for the child in the system
- Seeking advice and consulting about your concerns
- Arranging medical examination for a child at risk
- Being approachable for possible disclosure of abuse / neglect
- Seeking collaboration of a child's story.
- Telling parents about a disclosure or about your intention to report sexual abuse or injury
- Recording indicators
- Reporting / notifying to the Dept about your concerns for a child's safety
- Supporting the child
- Taking the child with you or away where they would normally be
- Probing for details of abuse from a disclosing child