

First Years Learning Centre

Child Protection Policy

Aim and statement of commitment

To ensure all children are safe and protected from harm at all times.

To ensure all educators are aware of child abuse and what it looks like and how to respond to it.

Definition of Child abuse:

Child abuse is: child abuse means the harming (whether physically, emotionally or sexually), ill treatment, abuse, neglect or deprivation of any child or young person.

Contents Page:

Section One: Te Whāriki links

Section Two: ECE regulations

Section Three: Procedure: General methods

Section Four: Flow chart – respond, record, consult, report

Section Five: Confidentiality and information sharing

Section Six: Relationships with external agencies

Section Seven: Managing allegations against staff

Section Eight: Roles and responsibilities of staff

Section Nine: Safe working practices

Section Ten: Responding to child abuse

Flow chart

Responding to abuse

Section Eleven Dealing with disclosure

Template forms

Section One:

Te Whāriki:

Well-being – The health and well-being of the child are protected and nurtured.

Belonging – Children and their families feel a sense of belonging.

Section Two:

Regulations:

Early Childhood Regulations

HS31 A process for the prevention of child abuse is implemented, and a procedure for responding to suspected child abuse is followed when required.

HS32 All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).

HS33 No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation.

Venerable Children's Act 2014

To implement and protect children from harm through now linking various organisations together and mandating polices. Vulnerable children are children who are at significant risk of harm to their wellbeing now and into the future, as a consequence often environment in which they are being raised and in some cases, due to their own complex needs

Section Three:

Procedure:

General methods

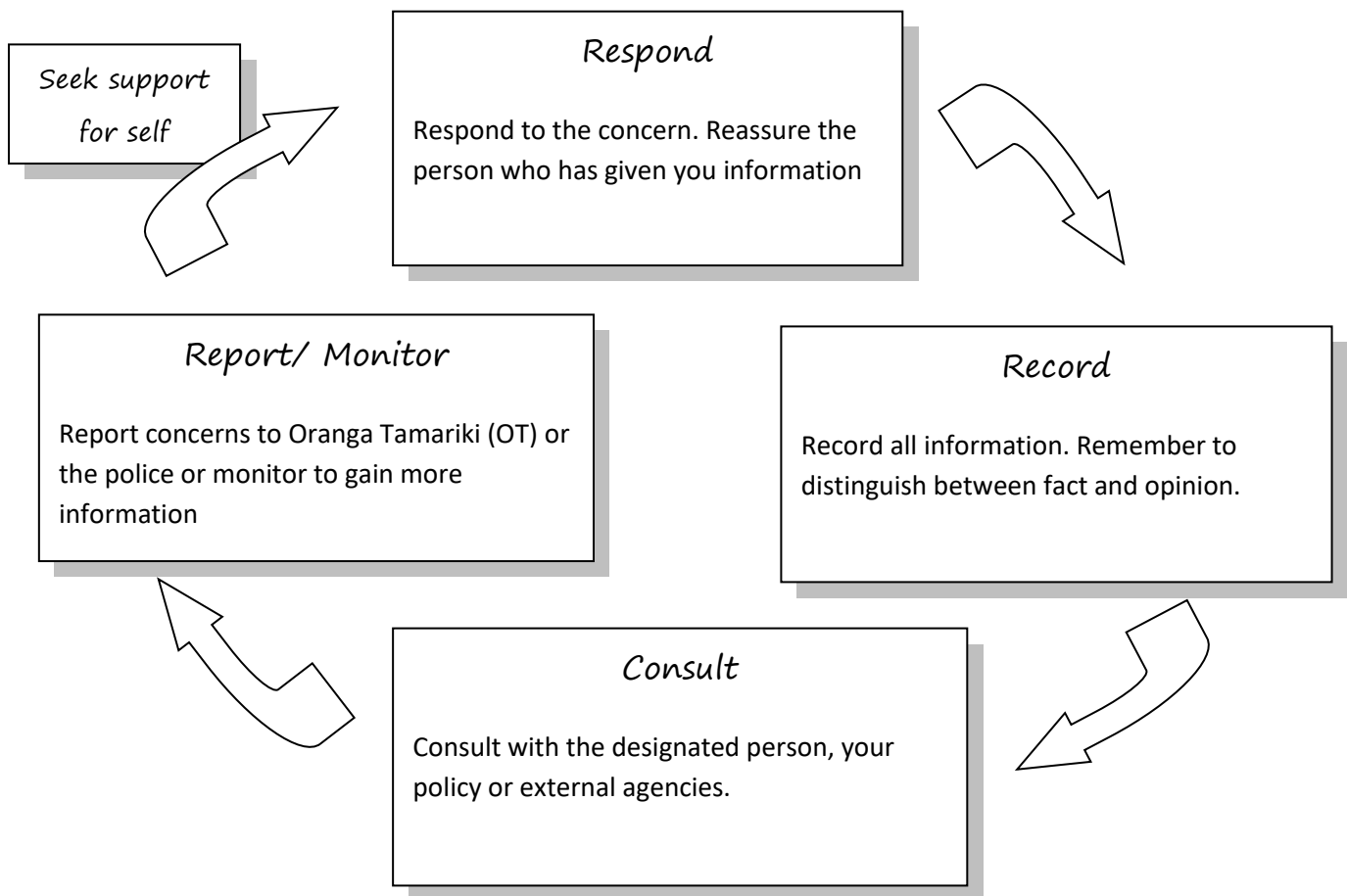
- Designated person for child protection is Katrina Culhane, next in line is Anna and Cara then anyone else employed who has gained the Child Protection 5 day course requirement through Child matters.
- All educators are given a Child Protection Handbook. This book outlines what abuse is, the types of abuse, how abuse may look, how to respond to abuse, First Years care and education requirements of educators and contact numbers for support such as Oranga Tamariki (OT) and the Police. This handbook is given to educators at the time of employment.

- Educators will be trained by the service provider on child abuse as she holds a Diploma in Child Protection. This will be a one hour session where abuse is discussed and the Child Protection Hand book is gone over.
- First Years Learning Centre endeavours to put all educators on some form of child protection course through Child Matter.
- The procedure for reporting abuse is to first discuss suspected abuse with the centre manager. This is to ensure personal feelings are not jeopardising the thoughts and feeling around abuse. The centre manager is trained in child protection. This discussion is to be taken place immediately and a decision will be made on how to respond immediately following the discussion.
- However if the educator/s does not agree with the decision of the centre manager they have the rights to submit a child abuse claim to Oranga Tamariki (OT) or the Police as every child deserves the right to be protected and it is mandatory to report child abuse in the education sector.
- Visitors to the centre and students are not permitted to change or put children to sleep. They are not to be left alone with children at any time.
- Children are not to leave the centre without written permission from their parent.
- All safety measure are taken for children when out on an excursion (please refer to Excursions Policy)
- Educators are to uphold professional practice at all times. Their role is that of educator which is to implement the curriculum strands.
- Adult's behaviour is to fit within the law at all times.
- When children enter the centre for care and education their educators are required to separate their personal lives from their professional lives. Children deserve your undivided attention and when the hours of their care are over this is time for you to resume your personal lives.
- This policy is reviewed yearly to ensure it is current and up to date with relevant laws and research. However this can be reviewed more regularly to ensure important changes to the laws surrounding child protection are immediately actioned into policy and practice.
- All parents are given this policy on enrolment. This is to ensure transparency on what this service accepts as child abuse.
- If at any time a parent feels that they are being mistreated they are welcome to follow the complaints procedure (please refer to Complaints Policy).
- Staff will not act alone about suspicions, but will consult with their manger or supervisor who will be committed to taking action as outline in these procedures.
- Staff will not act in a way that is outside their knowledge or capacity.
- The centre manager will consult with Oranga Tamariki (OT) to clarify whether a notification of concern should take place.
- When child abuse is suspected the designated person for child protection or senior manager will inform Oranga Tamariki (OT) or the police.
- If it is decided that concerns do not require a notification to statutory authorities, the child will continue to be monitored, and records kept.
- All suspicions and information will be recorded factually and held confidentially. Anything that is an opinion or a personal concern will be identified as such and not as being fact.

- Staff are to inform the centre manager of any existing relationships with members, students, clients or their families which could constitute a conflict of interest, or place the staff member in a position of compromise.
- Staff are to inform the centre manager of any potential situations or possible compromise or conflict of interest that arise as part of their work.
- No staff member is to enter into any relationship with a child, young person or family, which could mean that any other section of this policy is compromised.
- Appendix on: Oranga Tamariki Decision Responses Tool for support on what to report and the urgency this has.

Section Four:

Flow chart – respond, record, consult, report



Section Five:

Confidentiality and information sharing

- When responding to abuse or suspected abuse, it will be done with confidentiality to the families involved, to other families in the home and to the community. People are entitled to their privacy.
- Records will be kept on the procedures taken and implemented to protect children from abuse. Please see attached appendix for documentation of concerns, reporting and dealing with support for children and families who are affected by child abuse.
- Although the parent or caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. This may happen when:
 - ❖ The parents or caregiver is the alleged perpetrator
 - ❖ It is possible that the child may be intimidated into silence
 - ❖ There is a strong likelihood that evidence will be destroyed
 - ❖ The child does not want their parent or caregiver involved and they are of an age when they are competent to make that decision.
- First years learning centre recognises that all staff must act within the legal requirements of the Privacy Act, Children’s Act and the Families Act, Health Information Act and other statutes. There are provisions within each of these acts for sharing information needed to protect children and enable other people to carry out their legitimate functions.
- In general, staff will not share information if they believe that by doing so this will endanger the child
- First Years encourages the sharing of information when appropriate steps have been taken.
- Staff may be asked to provide information to Oranga Tamariki (OT), the Police, Court or Lawyers and Psychologists. This will be done in consultation with the centre manager to ensure other children’s privacy is upheld.
- Information sharing will be restricted to those who have a need to know in order to protect children.
- In the case of First Years Learning Centre, staff members must consult their manager to be certain that such an interview will be undertaken legally and in the best interest of the child.
- All staff will follow the detailed process as outlined in Responding to Request for Information which is contained in the staff handbook.
- A child’s record will be kept as factual as possible, and nothing will be recorded as fact without evidence to back it up. This means, for example, that no entry will be made on a child’s record about guardianship of a child without sighting the appropriate documentation.

Section Six:

Relationships with external agencies

- First Years Learning Centre will maintain a good working relationship with Oranga Tamariki (OT) and with the Police, and be familiar with the laws that serve and protect children from abuse. We will consult with Oranga Tamariki (OT), the Police, and with other appropriate agencies that have specialist knowledge to help us to protect children from abuse.
- First Years Learning Centre believes that in order to keep children safe, people who suspect or uncover abuse should not be tempted to deal with cases themselves. When there is a

relationship of trust and understanding with the statutory agencies, people are more likely to report and enable professional investigation to ensue.

- First Years Learning Centre recognises that by law, (sec 15 of the Children, Young Persons and Families Act 1989) any person may report a case of suspected abuse to the statutory agencies
- Mechanisms for reporting suspected neglect or abuse with outside agencies is encouraged with first having a conversation with the centre manager. All incidences are recorded in appropriate book.
- At First Years will have a working professional relationship with all agencies involved with protecting and caring for children such as Oranga Tamariki (OT) and Police.
- All staff will respect that we work in partnership with these agencies and will uphold all the laws regarding sharing of information.

Section Seven:

Managing allegations against staff

- First Years Learning Centre will respond to suspicions and allegations of child abuse by a member of staff in a manner which best ensures the children's or young person's immediate and long term safety and will treat suspicions or allegations against a staff member with the same seriousness as suspicions or allegations made against another person.
- First Years will not act alone and will refer all suspected situations of child abuse to Police or Oranga Tamariki (OT). The safety of the child will be the primary consideration, and no person in this organisation will conclude/conceal information to protect an adult or the organisation.
- Allegations will be treated in such a way that the rights of the adults and the stress upon the staff member are also taken into consideration
- When abuse is suspected or an allegation made against a staff member, the first consideration will be to ensure the safety of children
- When abuse is suspected, staff will follow the process for responding to suspected child abuse included in this policy
- When there are suspicions of abuse by a staff member, both staff and children's rights are to be attended to. This means that the safety of the child is of first concern, and that the staff member must have access to legal and professional advice.
- The suspected staff member will be prevented from having further unsupervised access to children during any investigation and will be informed fully of their rights.
- Staff will declare to the centre manager any situations where there could be a conflict of interest, and provision made on a case-by-case basis about who will handle the process.
- If a child discloses abuse, staff will also follow the guidelines for dealing with disclosure of abuse.
- First Years will adhere to the principles of the employment contracts act giving the staff member all information regarding their rights.
- First years recognise the added stress to fellow staff in such a situation, and will ensure support is available

- The centre manager will ensure that the suspected individual does not have any contact with the child or person making the allegation.
- If police decide to undertake a criminal investigation then the member of staff may be suspended, without prejudice, as a precautionary measure. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice the criminal investigation.
- First Years will liaise with Oranga Tamariki (OT) and the Police regarding the progress of investigation
- If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is “reasonable cause to suspect that abuse may have occurred”. The allegation may represent inappropriate behaviour or poor practice by a member of staff which needs to be considered under internal disciplinary procedures.
- If the allegation is made against the centre manager then Cara and Anna will investigate and this can be reported to the Ministry for support and guidance’s

Section Eight:

Roles and responsibilities of staff

- To put the safety of the children first.
- To learn about abuse and what it looks like and how it can be carried out. To have knowledge is to have power to protect children.
- In all cases of suspected abuse, the information and concerns will be made available only to those staff who have a need to know. This will be determined by the centre manager.
- All staff members involved will be kept informed as far as possible within the limits of confidentiality and the need to protect the best interest of the child. This will be determined by the centre manager.

Section Nine:

Safe working practices

- First Years ensures that all staff working with children, both paid and voluntary, have been appropriately vetted and screened in accordance’s with the Children’s Act 2014.
- First Years ensures that all staff working with children are employed in accordance with the safe employment policy.
- To protect children and ensure that they are with a safe and professional educator. All educators will be police vetted before employment begins, checks are done by checking past employment, carefully panned interview and reference checks (please refer to Hiring and Employing Educators Policy)
- At First Years Learning Centre we have a Social Emotional (Behaviour Guidance) Policy that all staff are to read and follow. This outlines appropriate professional practice and

inappropriate practice. This was developed to ensure that all children are treated fairly and respectfully.

- At First Years Learning Centre we have an Induction and employment policy that outlines safe employment practice to ensure children are kept safe from harm.
- At First Years Learning centre we have this policy that outlines roles and responsibilities in keeping children safe. It demonstrates with flow charts and our Child Protection Handbook what is required of staff if abuse is suspected.
- First Years Learning Centre recognises that induction training for new employees is critical for the safety of children, all staff whether paid or unpaid will attend induction training on child abuse. They will also be required to attend training to understand and carry out the child protection policy, and their further training needs will be identified.
- All new staff will undertake an induction programme that requires them to read and understand specific material and information about child abuse.
- All staff will read and have a copy of the child protection policy. Reference to the child protection policy will be made on a regular basis in staff meetings and training sessions so that staff remain familiar with and up to date with policy statements and procedures.
- First Years Learning Centre believes that trained staff are essential and will provide time, resources and funding to support the training process.
- The training opportunity is also available to volunteers, and will be undertaken in agreement with the manager
- No staff member is alone while in the centre with enrolled children. There will always be two staff on at all times.

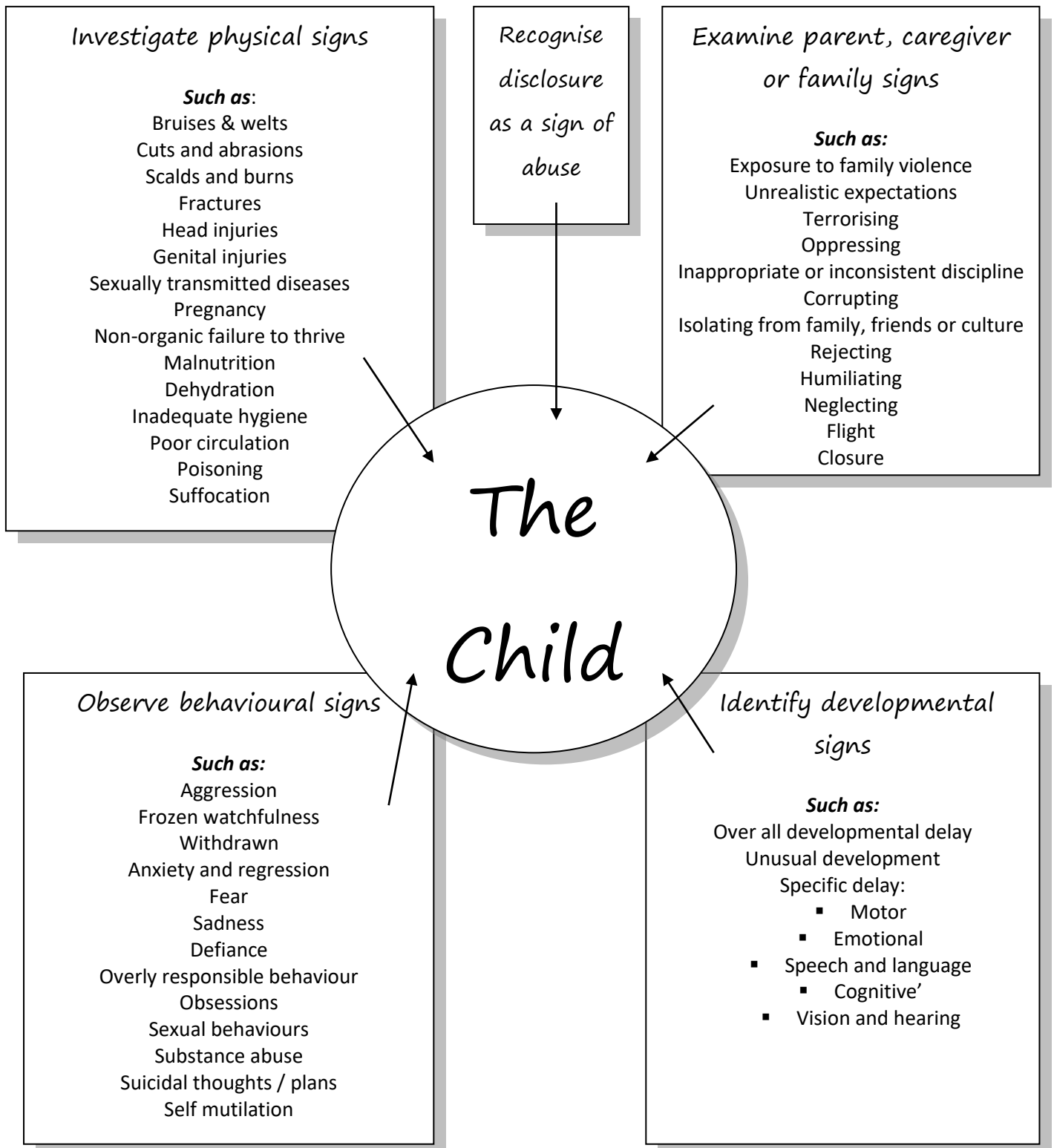
Section Ten:

Responding to child abuse

- What constitutes immediate reporting action:
 - Witnessing physical and sexual abuse.
 - Physical signs
 - A child disclosing information
- See signs of abuse and neglect chart to determine concern.
- The appropriate method for informing of parents when parents are suspected is a conversation with the centre manager. The next course of action taken which will be seeking guidance from, and consultation with Oranga Tamariki (OT) or Police. All incidents are recorded.
- The appropriate method for information sharing with parents when a staff member is suspected will be a conversation with centre manager and guidance's form Oranga Tamariki (OT) or police.
- The appropriate method for information sharing with parents when others are suspected will be a conversation with centre manager and guidance's form Oranga Tamariki (OT) or police.

Responding to child Abuse: - Flow chart attached

Signs of abuse and neglect – flow chart



Responding to child abuse

Abuse Suspected

Child abuse or potential child abuse is suspected, witnessed, reported or disclosed.

If the child is in danger or unsafe, act immediately to secure their safety.

Listen, Record and consult

Listen to the child and reassure them, but do not make promises or commitments you can not keep. Do not formally interview the child – obtain only necessary relevant facts if and when clarification is needed.

Carefully record any physical or behavioural observations and anything said by the child (using the child own words as far as possible. Include, date, time, who was present ect).

Consult immediately with the manager or nominated senior person in charge. Discuss and agree on an appropriate course of action, including whether a report of concern is to be made.

Report your concern

The manager or nominated senior person in charge who received the information should contact Child Youth and Family (0508326459) or the police and make a report of concern.

- If the alleged abuse is by a staff member:
- Follow the advice of the OT/POLICE
- Ensure there is no contact between the child or young person and the staff member who the allegation is against.
- If the alleged abuse is by non-staff member
- Follow the advice of OT/POLICE
- Ensure the child or young person is in a place of safety – their safety is paramount.

Inform

Consultation will take place between the designated person for child protection and Oranga Tamariki (OT) to decide who will inform the parents of the child and provide support for the family.

Section Eleven

Dealing with disclosure

- Support for the person reporting is important and this will be done with the service provider, co-ordinator and if needed, recommendation to a counsellor.
- Staff will not extensively question a child who has disclosed abuse, or who is displaying signs of possible abuse. However, it is important that a child is listened to and responded to appropriately.
- Support for the child who is being reported will be done in a professional manner and the best source of action undertaken.
- Children will be believed and supported. The appropriate action needed such as play therapy or simply guidance will be arranged.
- When a child does disclose abuse, this needs to be taken seriously. It is important that any disclosure is dealt with appropriately, both for the well-being of the child and also to ensure that your actions do not jeopardize any legal action that may be taken against the abuser.
- There are a number of basic rules that should be followed to ensure the safe handling of any disclosure of abuse from a child:
 - Don't panic
 - Remember that the safety and well-being of the child comes before the interests of any other person
 - Listen to the child and accept what they say
 - ❖ Look at the child directly, do not appear shocked
 - ❖ Don't seek help while the child is still talking to you
 - ❖ Reassure them that they did the right thing by telling someone
 - ❖ Assure them that it is not their fault and that you will do your best to help
 - ❖ Let them know that you need to tell someone else
 - ❖ Let them know what you are going to do next and that you will let them know what happens
 - ❖ Be aware that the child may have been threatened
- Important notes:
 - The same action should be taken if the allegation is about abuse that has taken place in the past, as it will be important to find out if the person is still working with or has access to the child.
 - Dealing with an allegation that a professional, staff member, foster carer or volunteer has abused a child is difficult but must be taken seriously and dealt with carefully and fairly.
- Things to say when a child discloses
 - Repeat the last few words in a questioning manner
 - I believe you
 - I am going to try to help you
 - I will help you
 - I am glad that you told me

- You are not to blame
- Things not to say when a child discloses
 - You should have told someone before
 - I can't believe it. I am shocked
 - Oh that explains a lot
 - No not...he's a friend of mine
 - I won't tell anyone else
 - Why? How? When? Where? Who?
- Things to do
 - Reassure the child that it was right to tell you
 - Let them know what you are going to do next
 - Immediately seek help, in the first place from the designated child protector
 - Write down accurately what the child has told you. Sign and date your notes. Keep all notes in a secure place for an indefinite period
 - Seek help for yourself if you feel you need support.
- Things not to do
 - Do not attempt to deal with the situation yourself
 - Do not formally interview the child
 - ❖ Never ask leading questions
 - ❖ Never push for information or make assumptions
 - ❖ Only necessary relevant facts should be obtained, when clarification is needed.
 - Do not make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents.
 - Do not keep the information to yourself or promise confidentiality
 - Do not take any action that might undermine any further investigation or disciplinary procedures, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents or careers.
 - Do not permit personal doubt to prevent you from reporting the allegation to the designated child protection officer.

References

- "How Can I Tell" by CPS
- "Safe not Sorry" by Anthea Simcock
- "Let's Stop Child Abuse Together" by Child Youth and Family.

Policy linking:

- Employment and Induction Policy
- Social Emotional (Behaviour Guidance) Policy

- Children's Act Policy
- Sleep room policy
- Nappy and toilet training policy

Review process:

Date Implemented: January 2021

Approved: By Management

Reviewed by: Management, Staff and Parents

Next review: January 2022

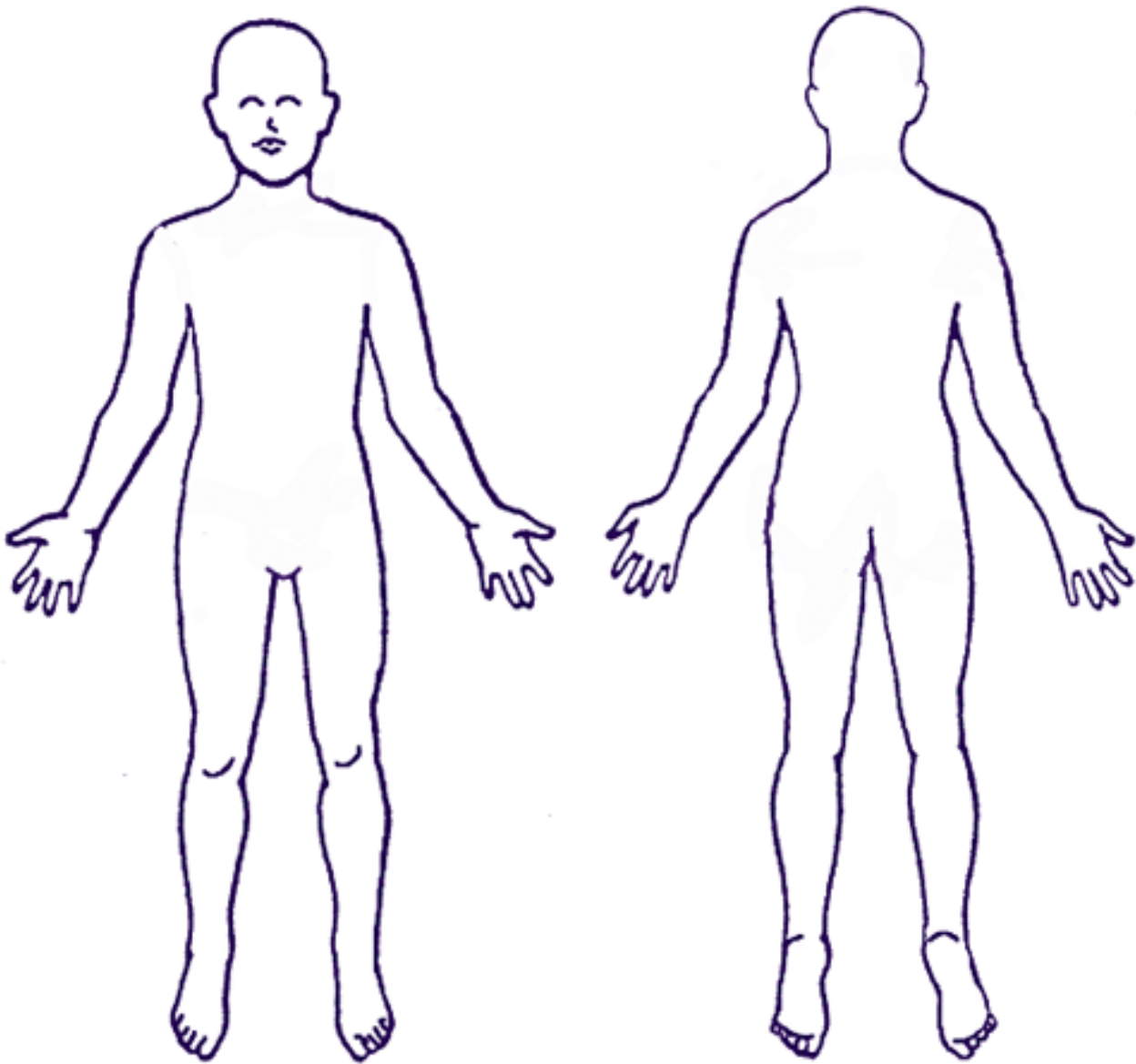
Record of Issues of Concern

Childs Name:		DOB:	
Date:		Time:	
Notes			
Action:			
Signed:		Date:	
Position:			

Manager's Response

Childs Name:		DOB:	
Date:		Time:	
Managers Notes			
Managers Action:			
Signed:		Date:	
Position:			

Body Description



Childs Name		DOB	
Date:		Time:	
Notes:			

Notification Form

Childs Name:	Notifier:
Date of Birth:	Agency:
Ethnicity:	Phone:
Address:	Other Agencies involved:
Phone:	Phone:
Mother:	Other Significant people:
Address:	
Father:	
Address:	
Early childhood service:	Duty Social Worker:
Phone:	
Reason for Referral:	
Date:	Signature:

Appendix: Oranga Tamariki Decision Responses Tool

24 HOURS (Critical)

No safety or care is identified;

the mokopuna is at risk of serious harm, and requires immediate involvement by Oranga Tamariki to establish safety.

Examples include:

- the mokopuna has been physically hurt, harmed or sexually abused (see CPP) or is at immediate risk of serious harm
- the mokopuna requires immediate medical attention and/or evidence gathering is required
- the alleged adult perpetrator has easy access to mokopuna who is at immediate risk of further harm
- the home environment is seriously disordered and dangerous, and mokopuna is at risk of immediate and serious harm
- the mokopuna is under extreme stress with suicidal ideation and plan (call emergency services and duty supervisor if the case is allocated)
- the mokopuna is left home alone, unaccompanied, abandoned or refusing to go home and all options of safety have been explored. Consider the vulnerability of the mokopuna.

HOURS (48 HOURS (Very Urgent)

The mokopuna is at risk of serious harm but some protective factors are present for the next 48 hours. However, as the situation and/or need is likely to change, high priority follow up is required.

Examples include:

- the mokopuna has been, or is at risk of serious injury or harm but does not require immediate medical attention. There is no need for the gathering of evidence (or this has already occurred)
- an adult protector is present and is willing to provide mokopuna's immediate safety needs
- an alleged adult perpetrator may have limited, or some access to the mokopuna (victim). There is the presence of a safe protective adult however a plan is required to ensure safety beyond 48 hours
- the home environment or adult decision making is likely to cause serious harm to the mokopuna (immediate rather than long term).

7 WORKING DAYS (Urgent)

The mokopuna is at risk of harm or neglect and the circumstances are likely to negatively impact on them. Options of safety and supports have been explored but remain unmet. Vulnerability and pattern exists which limits the protective factors.

Examples include:

- adult behaviours and issues (e.g. adult substance abuse, mental illness, family violence and decision making) are having a negative impact on the physical, emotional, psychological and developmental needs of the mokopuna
- there is an unborn mokopuna whose health and development is significantly at risk of harm due to adult behaviours (e.g. drug abuse) with other factors such as young mother, transiency, non engagement with health
- the mokopuna is displaying behaviours that are causing harm to self or others. This behaviour is not in the context of developmental behaviours and it is likely to increase in severity; AND there are no adults or services able to respond to or meet the needs of the mokopuna
- there have been incidents of harm which don't meet CPP and these are having a serious and detrimental impact on the mokopuna.

20 WORKING DAYS (Low Urgency)

A range of protective factors are present; and the mokopuna is currently safe or has some capacity to provide for their own safety. The complexity of concerns require an assessment and there is a likelihood the concerns will escalate if they remain unmet. The circumstances are negatively impacting on the mokopuna. Options of safety and support have been explored but the concerns remain unmet. Note: CPP cases cannot have a 20 working day response

Examples include:

- the cumulative effect of compounded experiences of abuse or neglect is impacting on the ongoing and long term developmental needs of the mokopuna and the issues remain unresolved
- the home environment is disordered and adult behaviours are impacting on the ongoing health and developmental needs of the mokopuna
- the mokopuna displays at risk behaviours (e.g. substance abuse) which are not in the context of developmental experimentation or boundary pushing. The behaviours are having a detrimental impact on development and wellbeing.





Emotional Abuse

Emotional Abuse

- Emotional abuse occurs when a child's emotional, psychological or social well-being and sense of worth is continually battered.
- It can include a pattern of criticising, rejecting, degrading, ignoring, isolating, corrupting, exploiting and terrorising a child. It may result from exposure to family violence or involvement in illegal or anti-social activities.
- Emotional abuse is almost always present when other forms of abuse occur.
- The effects of this form of abuse are not always immediate or visible. The long-lasting effects of emotional abuse may only become evident as a child becomes older and begins to show difficult or disturbing behaviours or symptoms.

There may be physical indicators that a child is being emotionally abused. Some examples of this are:

- Bed-wetting or bed soiling that has no medical cause
- Frequent psychosomatic complaints (eg. Headaches, nausea, abdominal pains)
- Prolonged vomiting or diarrhoea
- Has not attained significant developmental milestones
- Dressed differently from other children in the family
- Has deprived physical living conditions compared with other children in the family

There may also be indicators in a child's behaviour that could indicate emotional abuse. Some examples of this are:

- Suffers from severe developmental gaps
- Severe symptoms of depression, anxiety, withdrawal or aggression
- Severe symptoms of self destructive behaviour – self harming, suicide attempts, engaging in drug or alcohol abuse
- Overly compliant; too well-mannered; too neat and clean
- Displays attention seeking behaviours or displays extreme inhibition in play
- When at play, behaviour may model or copy negative behaviour and language used at home

There may be indicators in adult behaviour that could indicate emotional abuse. Some examples of this are:

- Constantly calls the child names, labels the child or publicly humiliates the child
- Continually threatens the child with physical harm or forces the child to witness physical harm inflicted on a loved one
- Has unrealistic expectations of the child
- Involves the child in "adult issues", such as separation or access issues
- Keeps the child at home in a role of subservient or surrogate parent



Neglect

Neglect

Neglect is a pattern of behaviour which occurs over a period of time and results in impaired functioning or development of a child. It is the failure to provide for a child's basic needs.

Neglect may be:

- Physical - failure to provide necessary basic needs of food, shelter or warmth
- Medical - failure to seek, obtain or follow through with medical care for the child
- Abandonment - leaving a child young person in any situation without arranging necessary care for them and with no intention of returning
- Neglectful supervision – failure to provide developmentally appropriate or legally required supervision
- Refusal to assume parental responsibility - unwillingness or inability to provide appropriate care for a child

There may be physical indicators that a child is being neglected. Some examples of this are:

- Inappropriate dress for the weather
- Extremely dirty or unbathed
- Inadequately supervised or left alone for unacceptable periods of time
- Malnourished
- May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care or lack of hygiene

There may also be indicators in a child's behaviour that could indicate neglect. Some examples of this are:

- Demonstrates severe lack of attachment to other adults
- Poor school attendance or school performance
- Poor social skills
- May steal food
- Is very demanding of affection or attention
- Has no understanding of basic hygiene

There may be indicators in adult behaviour that could indicate neglect. Some examples of this are:

- Fails to provide for the child's basic needs, such as housing, nutrition, medical and psychological care
- Fails to enrol a child in school or permits truancy
- Leaves the child home alone
- Is overwhelmed with own problems and puts own needs ahead of the child's needs



Physical Abuse

Physical Abuse

- Physical abuse can be caused from punching, beating, kicking, shaking, biting, burning or throwing the child. Physical abuse may also result from excessive or inappropriate discipline or violence within the family, and is considered abuse regardless of whether or not it was intended to hurt the child. Physical abuse may be the result of a single episode or of a series of episodes.
- Injuries to a child may vary in severity and range from minor bruising, burns, welts or bite marks, major fractures of the long bones or skull, to its most extreme form, the death of a child.

There may be physical indicators that a child is being abused. Some examples of this are:

- Unexplained bruises, welts, cuts, abrasions
- Unexplained burns
- Unexplained fractures or disclosures

There may also be indicators in a child's behaviour that could indicate physical abuse. Some examples of this are:

- Is wary of adults or of a particular individual
- Is violent to animals or other children
- Is dressed inappropriately to hide bruises or other injuries
- May be extremely aggressive or extremely withdrawn
- Cannot recall how the injuries occurred or gives inconsistent explanations

There may be indicators in adult behaviour that could indicate physical abuse. Some examples of this are:

- May be vague about the details of the cause of injury and the account of the injury may change from time to time
- May blame the accident on a sibling, friend, relative or the injured child
- Shakes an infant
- Threats or attempts to injure a child
- Is aggressive towards a child in front of others
- May delay in seeking medical attention for a child



Sexual Abuse

Sexual Abuse

- Sexual abuse includes acts or behaviours where an adult, older or more powerful person uses a child for a sexual purpose.
- While it may involve a stranger, most sexual abuse is perpetrated by someone the child knows and trusts.
- It includes, any touching for sexual purpose, fondling of breasts, buttocks, genitals, oral sex, sexual intercourse, an adult exposing themselves to the child, or seeking to have a child touch them for a sexual purpose. It also includes voyeurism, photographing children inappropriately, involving the child in pornographic activities or prostitution or using the internet and phone to initiate sexual conversations with children.

There may be physical indicators that a child is being sexually abused. Some examples of this are:

- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or faeces
- Sexually transmitted disease
- Unusual or excessive itching or pain in the genital or anal area

There may also be indicators in a child's behaviour that could indicate sexual abuse.

Some examples of this in young children are:

- Age-inappropriate sexual play with toys, self, others
- Bizarre, sophisticated or unusual sexual knowledge
- Comments such as "I've got a secret", or "I don't like Uncle"
- Fire lighting by boys
- Fear of certain places eg bedroom or bathroom

Some examples of this in older children are:

- Eating disorders
- Promiscuity or prostitution
- Uses younger children in sexual acts
- Tries to make self as unattractive as possible

There may be indicators in adult behaviour that could indicate sexual abuse. Some examples of this are:

- May be unusually over-protective of a child
- Is jealous of a child's relationships with peers or other adults or is controlling of the child
- May favour the victim over other children
- Demonstrates physical contact or affection to a child which appears sexual in nature or has sexual overtones