

## Child Protection Reporting Overview

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### NOTIFICATIONS OF ABUSE



IF ANYONE HAS SUSPICIONS OF SERIOUS ABUSE CONTACT **CHILD PROTECTION SERVICE**  
ON **131 278** (24 HOURS, 7 DAYS)



IF ANYONE HAS SUSPICIONS OF LOW TO MODERATE LEVEL ABUSE CONTACT  
CHILD FIRST (SEE NEXT PAGE)



WHEN CHILDREN ARE IN IMMEDIATE DANGER OR THERE IS SEXUAL  
ABUSE INVOLVED CONTACT THE **POLICE ON 000**

**CONSULT OUR CHILD PROTECTION POLICY  
FOR MORE INFORMATION.**

<b>Additional Child Protection Contacts</b>	
<b>DHS Regions</b>	<b>Telephone</b>
Eastern	1300 360 391
Southern	1300 655 795
Northern & Western	1300 664 977
South Western Rural and Regional	1800 075 599
Eastern and South Eastern Rural and Regional	1800 020 202
Western Rural and Regional	1800 000 551
North Eastern Rural and Regional	1800 650 227
North Western Rural and Regional	1800 675 598

If you are unsure which regional office to call, please see the website below -

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/child-protection-contacts>

## **Child FIRST contacts**

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/family-and-parenting-support/family-services/child-first-child-and-family-information,-referral-and-support-teams>.

## Child Protection Policy

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### NQS

QA2	2.3.4	Educators, co-ordinators and educators are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.
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### National Regulations

Regs	84	Awareness of child protection law
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### Aim

All educators and staff at our service take seriously their responsibility to protect children from any type of abuse, and are aware of their roles and responsibilities regarding child protection. While we understand there are legislative obligations we must follow, we believe it is also our responsibility as educators to ensure the safety and wellbeing of all children, and to provide the children at our service with the opportunity to develop to their full potential free from any form of harm and abuse. We will implement a child protection risk management strategy to ensure the safety of children is paramount and the service will always act quickly in the best interests of a child.

### Related Policies

- Educator and Management Policy
- Privacy and Confidentiality Policy
- Record Keeping and Retention Policy
- Family Law and Access Policy
- Relationships with Children Policy
- Tobacco Drug and Alcohol Policy

### Related Documentation

- Incident Injury Trauma and Illness Record
- Child Protection Annual Review
- Educator Induction Processes
- Educator Appraisal Processes
- Educator Recruitment Processes
- Educator Professional Development Processes
- Educator Job Descriptions
- Staff Records
- Risk Management Plans

## Implementation

The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will implement a Child Protection Risk Management Strategy to ensure the health, wellbeing and safety of all children at the service.

All staff over 18 will have to complete the online ACCYO Safeguarding children course before beginning work at Chabad Youth. It is also recommended that volunteers between the ages of 16-18 should complete the online ACCYO Safeguarding Children course.

### Child Protection Risk Management Strategy (Child Safe Standard 1)

#### 1. Code of Conduct (Child Safe Standard 3)

The service upholds a Code of Conduct in relation to employers, educators, volunteers, students, families and children to ensure the safety and wellbeing of children (See Educator and Management Policy).

#### 2. Recruitment, Selection and Training Procedures include child protection principles (Child Safe Standard 4)

The Nominated Supervisor is responsible for developing recruitment and professional development procedures that ensure all people working at the service do not pose a risk to children and understand how to respond to disclosures or suspicions of harm and abuse. (See Appendix A and Educator and Management Policy "Professional Development Requirements).

#### 3. Procedures for Reporting and Documenting Abuse or Neglect (Child Safe Standard 5)

#### 4. Procedures for Managing Breaches (Child Safe Standard 6)

#### 5. Risk Management for High Risk Activity (Child Safe Standard 6)

#### 6. Information for Families (Child Safe Standard 7)

### 1. Code of Conduct

#### The guidelines

Chabad Youth's practice and behaviour guidelines for staff address the major areas where staff interact with the children and young people who take part in our programs, services and events. Chabad Youth has developed these practice and behaviour guidelines to help safeguard children and

young people from abuse or neglect.

### **Sexual misconduct**

Under no circumstances is any form of 'sexual behaviour' to occur between, with, or in the presence of, children and/or young people participating in any programs, services and events. Engaging in sexual behaviour while participating in our service is prohibited even if the young persons involved may be above the legal age of consent.

'Sexual behaviour' needs to be interpreted widely, to encompass the entire range of actions that would reasonably be considered to be sexual in nature, including but not limited to:

- 'contact behaviour', such as sexual intercourse, kissing, fondling, sexual penetration or exploiting a child through prostitution
- 'non-contact behaviour', such as flirting, sexual innuendo, inappropriate text messaging, inappropriate photography or exposure to pornography or nudity.

### **Behavioral Management**

We strive to ensure that children and young people participating in our programs, services and events are aware of the acceptable limits of their behaviour so that we can provide a positive experience for all participants. However, there are times when personnel may be required to use appropriate techniques and behaviour management strategies to ensure:

- an effective and positive environment
- the safety and/or wellbeing of children, young people or personnel participating in our programs, services and events.

We require our personnel to use strategies that are fair, respectful and appropriate to the developmental stage of the children or young people involved. The child or young person needs to be provided with clear directions and given an opportunity to redirect their misbehavior in a positive manner.

Under no circumstances are our personnel to take disciplinary action involving physical punishment or any form of treatment that could reasonably be considered as degrading, cruel, frightening or humiliating.

### **Adhering to role boundaries**

Our personnel should not, of their own volition or at the request of a service user, act outside the confines of their duties (as specified in their Job Agreement) when helping to deliver our programs, services and events.

Chabad Youth personnel

- must not provide unauthorised transportation, for example, lifts home, to any youth in our care.
- must not engage in activities with children or young people who are clients/members of our organisation outside authorised programs, services and events, such as extra play dates or trips.
- must not provide any form of support to a child or young person or their family, unrelated to our programs, services and events.
- must not seek contact with children or young people (or former participants) outside programs, services and events.
- may accept an invitation to attend a private social function of a child or young person who has participated, or is participating in our services **only under the following circumstances.**

a) The invitation must be issued by the parent of the child or young person, and

- b) the parent of the child or young person must be supervising throughout the event and
- c) the director has been advised

If any of our personnel become aware of a situation in which a child or young person requires assistance that is beyond the confines of that person's role, or beyond the scope of our organisation's usual service, they should at the earliest opportunity:

- refer the matter to an appropriate support agency or
- refer the child or young person to an appropriate support agency or
- contact the child or young person's parent or guardian or
- seek advice from Chabad Youth management.

### Use of language

Language and/or tone of voice used in the presence of children and young people should:

- provide clear direction, boost their confidence, encourage or affirm them
- not be harmful to children – in his respect, avoid language that is:
  - discriminatory, racist or sexist
  - derogatory, belittling or negative, for example, by calling a child a 'loser' or telling them they are 'too fat'
  - intended to threaten or frighten
  - profane or sexual.

### Supervision

Personnel are responsible for supervising the children and young people to which our organisation provides programs, services and events, to ensure those participants:

- engage positively with our programs, services and events, for example, gain friendships
- behave appropriately toward one another, for example, no bullying or untoward behaviour
- are in a safe environment and are protected from external threats, for example, supervised at all times with no access for intruders etc.

Our personnel are required to avoid one-to-one unsupervised situations with children and young people to whom we provide services, and (where possible) to conduct all activities and/or discussions with service recipients in view of other personnel.

### Use of electronic communications

Electronic communication between our service delivery personnel and the children and young people (e.g. text messaging) to whom we provide service, is allowed only in situations where:

- Prior written consent has been authorized by the child or young person's parent and/or guardian.
- The communication is only related to the tutoring or upcoming event details
- The communication will be through a medium that the parent has authorized (such as the parent's email address)

### Giving gifts

Giving of gifts by our service delivery personnel to children and young people to whom we provide service is subject to:

- The gift being in a manner of a reward or prize, and in a public manner
- obtaining prior authorisation from a supervisor or Director
- parents or other responsible adults being made aware of any gift given.

### **Photography and images of children**

Under these guidelines:

- children and young people to whom we deliver service are to be photographed while involved in our programs, services and events only if:
  - our Director has granted prior and specific approval
  - Parents have given written approval on the child's enrolment form,
  - the context is directly related to participation in our programs, services and events
  - the child is appropriately dressed and posed
  - the image is taken in the presence of other personnel.
- Images are not to be distributed (including as an attachment to an email) to anyone outside our organisation other than the child photographed or their parent, without management knowledge and approval.
- Images (digital or hard copy) are to be stored in a manner that prevents unauthorised access by others, for example:
  - if in hard-copy form, in a locked drawer or cabinet
  - if in electronic form, in a 'password protected' folder.

### **Physical contact with children**

Any physical contact with children and young people must be appropriate to the delivery of our programs, services and events such as when fitting a harness on a child and based on the needs of the child or young person (such as to assist or comfort a distressed young person) rather than on the needs of our personnel.

Any physical handling of a child, when appropriate to the delivery of services, must be with prior advise and permission from parents and a clear acknowledgment from the child prior to handling.

Under no circumstances should any of our personnel have contact with children or young people participating in our programs, services and events that:

- involves touching:
  - of genitals
  - of buttocks
  - of the breast area (female children)that is other than as part of delivering medical or allied health services
- would appear to a reasonable observer to have a sexual connotation
- is intended to cause pain or distress to the student – for example corporal punishment
- is overly physical – as is, for example, wrestling, horseplay, tickling or other roughhousing
- is unnecessary – as is, for example, assisting with toileting when a child does not require assistance
- is initiated against the wishes of the child or young person, except if such contact may be necessary to prevent injury to the child/young person or to others, which case:
  - physical restraint should be a last resort
  - the level of force used must be appropriate to the specific circumstances, and aimed solely at restraining the child or young person to prevent harm to themselves or others
  - the incident must be reported to management as soon as possible.

Our personnel are required to immediately report to the division director or the Chabad youth

director any physical contact initiated by a child or young person that is sexual and/or inappropriate, for example, acts of physical aggression, as soon as possible, to enable the situation to be managed in the interests of the safety of the child or young person, our personnel and any other participants.

#### **Toileting Procedure**

- Staff shall check the toilet facilities for safety prior to the commencement of the daily program/s.
- During OSHC, children will go to the toilet in pairs.
- Children and adults shall have access to the toilets located in the centre. Children will use the male and female toilets on the Basement Floor, Ground Floor and Level 1. Adults will use the Basement Level disabled toilets or any other toilet that has a sign on the door "Staff Use".

#### **Overnight stays / sleeping arrangements**

Overnight stays are to occur only with the authorisation of our Director and of the parents/guardians of the children or young people involved.

Practices and behaviour by our personnel during an overnight stay must be consistent with the practices and behaviour expected during delivery of our programs, services and events at other times.

Standards of conduct that must be observed by our personnel during an overnight stay include:

- providing children and young people with privacy when bathing and dressing
- observing appropriate dress standards when children and young people are present – such as no exposure to adult nudity
- not allowing children or young people to be exposed to pornographic material, for example, through movies, television, the Internet or magazines
- not leaving children under the supervision or protection of unauthorised persons such as hotel staff or friends
- not involving sleeping arrangements that may compromise the safety of children and young people such as unsupervised sleeping arrangements, or an adult sleeping in the same bed as a child or young person.
- the right of children to contact their parents, or others, if they feel unsafe, uncomfortable or distressed during the stay
- parents expecting that their children can, if they wish, make contact.

#### **Change room arrangements**

Personnel are required to supervise children and young people in change rooms while balancing that requirement with a child or young person's right to privacy. In addition:

- personnel should avoid one-to-one situations with a child or young person in a change room area
- personnel are not permitted to use the change room area to, for example, undress, while children and young people are present
- personnel need to provide the level of supervision required for preventing abuse by members of the public, adult service users, peer service users, or general misbehaviour, while also respecting a child's privacy
- female personnel are not to enter male change rooms and male personnel are not to enter



female change rooms.

#### **Use, possession or supply of alcohol or drugs**

While on duty, personnel must not:

- use, possess or be under the influence of an illegal drug
- use or be under the influence of alcohol
- be incapacitated by any other legal drug such as prescription or over-the-counter drugs
- supply alcohol or drugs (including tobacco) to children and young people participating in our programs, services and events

Use of prescribed medications other than alcohol are permitted, provided such use does not interfere with your ability to care for children involved in our service.

#### **Transporting children**

Children and young people should be transported only in circumstances that are directly related to the delivery of our programs, services and events – for example, a organized event may be okay, but they may not be given casual lifts.

Children are to be transported only with prior authorisation from our Director and from the child's parent/guardian. Gaining approval involves providing information about the proposed journey, including:

- the form of transport proposed, such as private car, taxi, self-drive bus, bus with driver, train, plane or boat
- the reason for the journey
- the route to be followed, including any stops or side trips
- details of anyone who will be present during the journey other than our personnel, who are involved in delivering our programs, services and events.

## **2. Recruitment, Selection and Training Procedures include child protection principles.**

### **Chabad Youth Recruitment and screening procedures**

#### **Purpose**

Chabad Youth recruitment and screening procedures have been developed to ensure that the organisation recruits personnel who are suitably qualified and committed to providing professional, safe and enjoyable programs and services to children and young people.

#### **Responsibility**

The Chabad Youth Director is responsible for undertaking recruitment and ensuring that our organisation's recruitment and screening procedures are followed. The aim is to provide a consistent and comprehensive recruitment process across our organisation.

## Advertising

Chabad Youth advertises available positions and all advertisements contain the following statement:

"We require all applicants to undergo an extensive safeguarding children screening process prior to appointment."

## Commitment

Our organisation's statement of commitment to safeguarding the children and young people outlines Chabad Youth's commitment to the safety of all children and young people in our care along with the expectations and responsibilities undertaken by all personnel. This statement is supplied to all applicants at the same time as the position description and application documentation, prior to interview.

## Face-to-face interview

All applicants with direct contact with children and young people are required to attend at least one face-to-face interview.

During face-to-face interviews we examine at least the following issues relating to the applicant's suitability to work with children and young people:

- the applicant's beliefs and values in relation to the treatment of children and young people
- the applicant's professional experience, qualifications and competence
- the applicant's reasons for leaving previous positions involving work with children and young people
- any potential concerns our organisation may have with the applicant's resume or work history, such as gaps in their work history, frequent job changes, inability to nominate precise start or end dates for previous roles
- the applicant's general awareness and understanding of child protection issues.
- discuss the applicant's understanding of child safety and child protection

In undertaking an interview with any applicant for an 'involved' role we refer to Chabad Youths 'Interview questions'. We document an applicant's responses and, if they are the successful applicant, we add that documentation to their personnel file.

As part of the face-to-face interview we highlight Chabad Youth's commitment to protecting children and young people from abuse. We also explain our screening requirements and their purpose.

## Identity check

The identity of each short-listed applicant for any 'involved' position is confirmed by our sighting original 'proof of identity' documents presented by the applicant.

We require to sight:

- A valid License or passport

- A valid Working With Children Check or a current criminal history record.
- Any teacher training qualifications
- Any additional qualifications e.g. 1<sup>st</sup> aid, life saving/bronze medallion, anaphylaxis training

Once the documents are sighted, we record the details on a 'staff record' form. On completion of the recruitment process, we add the successful applicant's 'staff record' form to their personnel file.

If a variation is required in relation to proof of identity requirements, such as an applicant being unable to provide specific documentation, we advise senior management and seek approval for a variation.

### **'Working with children check' and/or 'national criminal history record' checks**

Our organisation operates in a jurisdiction with a legislated screening scheme in the form of 'working with children' checks. Accordingly, our recruitment procedures require that such checks be obtained for all applicants who are to be offered / have accepted an 'involved' position with our organisation.

Further information regarding the operation of 'working with children' checks can be obtained from the Working with Children Unit, Department of Justice

Telephone: 1300 652 879

Web: [www.justice.vic.gov.au/workingwithchildren](http://www.justice.vic.gov.au/workingwithchildren)

All applicants are advised prior to application that a valid WWCC is required. The person responsible for recruiting an 'involved' person must sight the applicable 'working with children check' documentation and record relevant details using our organisation's 'staff record form'. If an applicant does not possess a 'working with children' check, the applicant must complete an application form prior to our confirming their employment with our organisation.

Our organisation will not employ a person who is deemed a prohibited person based on 'working with children check' legislation in our jurisdiction.

### **Undertaking reference checks**

Applicants being considering for appointment should, in the first instance, be asked to provide contact details for two professional referees who can provide information relating to the applicant's suitability to work with children. Professional referees:

- should include a representative of the applicant's current or most recent employer
- must have had a direct managerial relationship with the applicant and so be capable of commenting knowledgeable in relation to the applicant, and ideally have been the applicant's supervisor or line manager.

Personal referees are not recommended. However, if there is no option but to include a personal referee, then that referee:

- should not be related to the applicant
- should have known the applicant for at least 12 months

- must be able to vouch for the applicant's reputation and character.

The referee checks we undertake must involve direct contact with the referee. Written character references are not sufficient unless also followed up and verified through direct contact.

Difficulty in contacting referees, such as those based overseas, or those who have left an organisation, is not justification for accepting lower standards of scrutiny

For applicants who have not had a work history such as students, appropriate current school references can be accepted.

### **Qualification and registration checks**

Those intending to commit child sexual abuse may make fraudulent claims about their educational or vocational qualifications, or their professional registration, to obtain positions that involve contact with children.

A completed 'Reference check' form is to be filed in a successful applicant's personnel file prior to the applicant starting work with our organisation.

### **Guidelines for volunteers, short-term appointees and minors**

#### **Short-term appointments**

Where our organisation makes use of the services of personnel for short periods we comply with the requirements under the legislation that applies in our jurisdiction(s) with respect to 'working with children' checks. If personnel who work with us for a short period are exempt from 'working with children' check, it is imperative that those working with our organisation for short terms are supported, closely supervised and monitored while they assist with delivering our service – in line with our commitment and procedures to safeguard children and young people at all times.

#### **Minors**

We have adopted the policy applying to minors who work with children and young people in our care, which:

- requires our organisation to comply with any 'working with children' check and 'national criminal history record' check guidelines that specifically exempts minors from undergoing such checks and so we require those minors to be subject to more comprehensive:
  - screening during recruitment interviews and reference checks
  - on-the-job supervision.

All minors will be provided with safeguarding children training and induction and will be appropriately supported and supervised while in contact with children

## **TRAINING**

1. General introduction to Chabad Youth, including our mission statement and long and short term goals
2. Staff are given a Job Agreement which clearly outlines their specific roles and responsibilities, as well as their requirements in relation to safeguarding children and young people. This must be signed by the new staff member and management to indicate that they have read and are committed to it.
3. Staff will be given a '**CHABAD YOUTH STAFF HANDBOOK.**' This handbook includes a statement of commitment to Safeguarding children and young people in our care. Every staff member must sign this commitment and it should be placed with their staff record.
4. Staff must undergo an online 'safe guarding children' training course.
5. Staff will be provided with all relevant policies and procedures, and training, as well as ongoing training throughout the duration of their work at Chabad Youth.
6. Monthly staff meetings are held where any issues may be brought up and new policies and procedures will be explained and instituted , as well as any needed review.

### **3. Procedures for Reporting and Documenting Abuse or Neglect**

#### **What is abuse?**

#### **What is abuse?**

Under the *Children Youth and Families Act 2005* a child is considered to be in need of protection if:

- the child has been abandoned by their parent(s) and no other suitable person is willing and able to care for the child.
- the child's parent(s) are dead or incapacitated and there is no other suitable person willing and able to care for them.
- the child has suffered, or is likely to suffer, significant harm as a result of physical injury, sexual abuse, emotional or psychological harm and the child's parent(s) have not protected, or are unlikely to protect, the child from that harm.
- the child's physical development or health has been, or is likely to be significantly harmed and the child's parent(s) have not provided or arranged, or are unlikely to provide or arrange, basic care or effective medical, surgical or other remedial care.
- Mandatory reporters must make a report to Child Protection as soon as possible after forming a belief on reasonable grounds that a child is in need of protection from significant harm as a

result of physical or sexual abuse, and the child's parents are unwilling or unable to protect the child.

- Mandatory reporters currently include teachers or early childhood teachers registered under the Education and Training Reform Act 2006, while all adults are mandated reporters if they form a reasonable belief that a sexual offence has been committed against a child under 16 by someone 18 or over. Despite this, all educators and staff members who believe on reasonable grounds that a child is in need of protection will report abuse and neglect to either Child Protection on **131278** (and the Police on 000 if sexual abuse is involved) or Child FIRST. Child FIRST contacts are available at <http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/family-and-parenting-support/family-services/child-first-child-and-family-information,-referral-and-support-teams>.

A report to Child Protection will be made if:

- the harm or risk of harm has a serious impact on the child's immediate safety, stability or development
- the harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child's immediate safety, stability or development
- the child's parents cannot or will not protect the child from harm.

A report to Child FIRST will be made if concerns about the child have a low to moderate impact on the child and the immediate safety of the child is not compromised. Some of these concerns may include:

- family conflict or family breakdown
- young or isolated families
- significant parenting problems that may be affecting the child's development.

A step by step guide to making a report to Child Protection or Child FIRST is available on the Victorian Department of Human Services website at [http://www.dhs.vic.gov.au/data/assets/pdf\\_file/0003/582591/flowchart-mandatory-reporting-27-5-10.pdf](http://www.dhs.vic.gov.au/data/assets/pdf_file/0003/582591/flowchart-mandatory-reporting-27-5-10.pdf)

A person may form a belief on **reasonable grounds** that a child is in need of protection after becoming aware that a child's health, safety or wellbeing is at risk and the child's parents are unwilling or unable to protect the child. For example:

- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows the child says they has been physically or sexually abused
- a child shows signs of being physically or sexually abused
- a staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child's safety or development
- a staff member observes indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision

- a child's actions or behaviour place them at risk of significant harm and the child's parents are unwilling or unable to protect the child.

## Responsibilities

### **The Approved Provider, Nominated Supervisor, educators, staff members and volunteers must:**

- be able to recognise indicators of abuse (see Appendix B).
- take anything a child says seriously and follow up their concerns.
- allow children to be part of decision-making processes where appropriate.
- understand they are mandatory reporters (Approved Provider, Nominated Supervisor and qualified staff) of physical and sexual abuse in children where parents are unwilling or unable to protect a child and they must report this abuse to Child Protection on **131278**.
- understand they must report to Child Protection **131278** or Child FIRST (both available 24 hours/7 days a week) if they believe on reasonable grounds a child has, is or is likely to suffer abuse and neglect.

Educators, staff members and volunteers should make the reports with the assistance or support of the Nominated Supervisor.

- contact the police on 000 if there is an immediate danger to a child and intervene immediately if it is safe to do so.
- connect families with referral agencies through Child FIRST. Family consent will be sought before making referrals.
- promote the welfare, safety and wellbeing of children at the service.
- prepare accurate records to assist investigations of abuse or suspected abuse by Child Protection or Child FIRST. Accurate records record exactly what happened, was thought to have happened or potentially could happen.
- understand that allegations of abuse and neglect against them are treated in the same way as allegations of harm against other people (see "Allegations against Service Personnel").

### **The Approved Provider and Nominated Supervisor must also:**

- ensure that all employees and volunteers are:
  - clear about their roles and responsibilities regarding child protection.
  - aware of their obligations to immediately report cases where they believe on reasonable grounds a child has or is experiencing abuse and neglect including sexual abuse.
  - aware of the indicators showing a child may be at risk of abuse or neglect.
- Ensure all educators, staff and volunteers complete the SCP online child protection course.
- provide training and development for all educators, staff and volunteers in the recognition and reporting of harm.

- provide reporting procedures and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- inform all stakeholders of the actions or inactions that form a breach of the child protection risk management strategy and the potential outcomes of breaching the strategy.
- manage any breaches of the child protection risk management strategy.
- conduct a Working With Children Check (WWCC) for all educators, staff and volunteers unless the person meets the criteria for exemption from a WWCC. Further information is available at <http://www.workingwithchildren.vic.gov.au/>
- provide access to relevant acts, regulations, standards and other resources to help educators, staff and volunteers meet their obligations.
- ensure records of harm or suspected harm are kept in line with our Privacy and Confidentiality Policy.

### **Allegations against Service Personnel**

Allegations of abuse or suspected abuse against educators, staff members, volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people. However, under the legislation any allegation of abuse by the Approved Provider, staff member, educator or visitor to an education and care service must immediately be reported directly to Victoria Police on 000.

Educators will make the report with the assistance or support of the Nominated Supervisor. If the Supervisor is involved in the harm then the Approved Provider or most senior educator will assist in notifying Child Protection or Child FIRST.

The Nominated Supervisor or Approved Provider:

- will complete an Incident, Injury, Trauma and Illness Record and notify the Regulatory Authority within 24 hours of making the report to Child Protection or Child FIRST.
- will provide appropriate support for any educator or staff member who has an allegation made against them.
- will protect the identity of educators/staff members against whom unsubstantiated complaints have been made will be protected.
- will review the person's duties, and if they continue to interact with children, ensure they are appropriately supervised at all times.
- may seek legal advice about restricting that person's work activities.

### **Documentation**

#### **Documenting a *suspicion* of abuse and neglect**

If educators have concerns about the safety of a child they will:

- record their concerns in a non-judgmental and accurate manner as soon as possible.



- 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).
- not attempt to conduct their own investigation.
- document as soon as possible so the details are accurately captured including:
  - time, date and place of the suspicion
  - full details of the suspected abuse
  - date of report and signature.

### **Documenting a *disclosure* of abuse and neglect**

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened or is likely to happen. 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...||

When receiving a disclosure of abuse and neglect educators, staff members, the Nominated Supervisor or Approved Provider will:

- remain calm and find a private place to talk
- not promise to keep a secret
- tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- not attempt to conduct their own investigation or mediate an outcome between the parties involved.
- document as soon as possible so the details are accurately captured including:
  - time, date and place of the disclosure
  - 'word for word' what happened and what was said, including anything they said and any actions that have been taken
  - date of report and signature.

### **Notifications of abuse and neglect**

The person making a notification of abuse or suspected abuse will make a record of the answers to the following:

- name of person they spoke to.
- what the next step in the process is.
- what advice will be sent to confirm the report has been made.
- If there is any further action they need to take.

### Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

### Safeguards for reporters

Reports made to Child Protection or Child FIRST are kept confidential. Under the *Children Youth and Families Act 2005* if the report is made in good faith:

- the report will not breach confidence or standards of professional conduct
- the report can't incur civil or criminal liability
- the identity of the person making the report is protected. (However the Court may grant leave to reveal the person's identity if the evidence is critically important.)

A report is also an exempt document under the *Freedom of Information Act 1982*.

## 4. Procedures for Managing Breaches

This plan outlines the steps to be taken following a breach of the child protection risk management strategy in order to address the breach in a fair and supportive manner.

### Consequences of breaching policy

If our staff fail to report instances, allegations, disclosures or concerns in relation to abuse or neglect of a child or young person – by personnel within our organisation or by others – we view such failure as a serious matter that, depending on the circumstances, may result in disciplinary action or be grounds for dismissal.

### Concerns or allegations regarding abuse or neglect by family or Chabad Youth personnel

All our personnel are required to report any instance of child abuse or neglect that has resulted in, or is likely to result in, significant harm to a child or young person to statutory child protection authorities and to the Nominated Supervisor, Moshe Kahn.

While our personnel retain the right to report any concern or allegation directly to the relevant authorities, we ask that they also inform the Nominated Supervisor of any report they make to the relevant authorities, to enable our organisation to best provide support to the child or young person and their family, where appropriate.

If a child or young person is at imminent risk of harm or in immediate danger, our personnel are required to report the situation directly to

- the Victorian Police or the **Victorian Department of Human Services on 1300 360 391, or after hours at 131 278.**
- ACF, within 28 days, in accordance with the requirements of Chabad Youth's Safeguarding Children Program.

In situations where a child or young person is making an allegation, our personnel are required to:

- listen to the allegation or disclosure supportively, without dispute
- clarify the basic details, without seeking detailed information or asking suggestive or leading questions, using our organisation's 'Record of a child abuse allegation, disclosure or concern' form as a guide

- record on the form what was said (where possible, noting the exact words used by the person making the allegation)
- date and sign the record
- explain to the child (if present) that other people may need to be told, in order to stop what is happening
- provide reassurance that our organisation will take immediate action in response to the allegation.

In situations where our personnel become aware of abuse through observation of potential indicators, such as bruises or cuts, or by directly observing potentially abusive behaviour towards a child or young person, our personnel are required to use our organisation's 'Record of a child abuse allegation, disclosure or concern' form to record their observations and concerns as accurately as possible.

Our Nominated Supervisor will oversee creation of a file to contain the completed 'Record of a child abuse allegation, disclosure or concern' form, and any other documentation relating to the allegation and subsequent action.

So as to prevent access by unauthorised persons, our organisation stores any documentation associated with an allegation of abuse or neglect of a child or young person by having:

- hard-copy documentation stored in a locked filing cabinet (or similar)
- electronic documentation stored in a password-protected folder (or similar).

All personnel must report, immediately, to the Nominated Supervisor, Moshe Kahn, any instance, allegation, disclosure or reasonable concern of abuse or neglect of a child or young person arising from an action by an employee or volunteer within our organisation.

If Moshe is unavailable (or the subject of the complaint), our personnel are required to report the matter to the Certified Supervisor.

If a child or young person is at imminent risk of harm or in immediate danger, our personnel are required to report the situation directly to the **Victorian Department of Human Services on 1300 360 391**.

In situations where a child or young person is making an allegation, our personnel are required to:

- listen to the allegation or disclosure supportively, without dispute
- clarify the basic details, without seeking detailed information or asking suggestive or leading questions, using our 'Chabad Youth record of a child abuse allegation, disclosure or concern' form as a guide
- record on the form what was said (where possible, noting the exact words used by the person making the allegation)
- date and sign the record
- explain to the child (if present) that other people may need to be told, in order to stop what is happening
- provide reassurance that our organisation will take immediate action in response to the allegation.

Our Nominated Supervisor will investigate and deal with allegations of 'less serious' instances of abuse or neglect in line with our organisation's general procedures for complaint resolution and disciplinary measures.

If an allegation has been made against a staff member of our organization, our Nominated Supervisor will:

- take any action necessary to safeguard the child or young person (or other children or young people in our care) from additional harm through options such as:
  - redeploying that staff member to a position where they do not work with children
  - additional supervision of that staff member
  - removing/suspending that staff member from duty until the validity of the allegations are determined
- address the support needs of the person against whom the complaint is made by, for example, offering professional counselling

- make clear to all other personnel who are aware of the allegation that:
  - the allegation does not mean the person is guilty, and that the allegation will be properly investigated
  - they are not to discuss the matter with any person, except as directed by police, child protection authorities and/or our Nominated Supervisor and only in direct relation to investigation of the allegation.

Our Nominated Supervisor will oversee creation of a file to contain the completed 'Record of a child abuse allegation, disclosure or concern' form, and any other documentation relating to the allegation and subsequent action.

So as to prevent access by unauthorised persons, our organisation stores any documentation associated with an allegation of abuse or neglect of a child or young person by having:

- hard-copy documentation stored in a locked filing cabinet (or similar)
- electronic documentation stored in a password-protected folder (or similar).

### **Confidentiality and privacy**

Our organisation maintains the confidentiality and privacy of all concerned (including the alleged perpetrator), except if doing so would compromise the welfare of the child or young person and/or investigation of the allegation.

### **Documentation**

As part of our policy for responding to reports or allegations of child abuse, we have developed a 'Record of a child abuse allegation, disclosure or concern' form, which is to be used by any of our people to document any allegation, disclosure, incident or concern regarding child abuse.

## **5. Risk Management Plan for High Risk Activity**

In addition to workplace health and safety concerns, a child risk management strategy should analyse the risk of 'harm' to children. See Appendix C for a risk Management template.

## **6. Information for Families**

### **Our Child Protection Risk Management Strategy**

Creating safe and supportive service environments for children is everyone's business. Our service is committed to ensuring children are kept safe from harm. We will initiate and maintain ongoing planning and commitment to a safe and supportive environment so children:

- feel safe and protected from harm
- help plan activities and make decisions
- are consulted and respected
- have their best interests considered and upheld.

We have a written child protection risk management strategy to protect the children in our service from harm, and to ensure we have a safe and supportive environment for children by identifying and minimising risks.

The child protection risk management strategy consists of:

- a code of conduct for interacting with children.
- procedures for recruiting, selecting, training and managing paid employees and volunteers, including screening procedures through working with children checks.
- procedures for handling disclosures or suspicions of harm, including reporting guidelines
- procedures for managing breaches of the strategy
- risk management plans for high-risk activities and special events
- strategies for communication and support.

As a parent/carer it is important for you to understand the policies and procedures that form the child protection risk management strategy. A copy of the strategy is attached for your information and comment.

### **Educating Children about Protective Behaviour**

#### **We aim to teach children:**

- about acceptable and unacceptable behaviour, and appropriate and 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.

#### **Beliefs**

Our service believes that:

- children are capable of the same range of emotions as adults.
- children's emotions are real and need to be accepted by adults.
- a response given to a child from an adult in a child's early stages of 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 retain, enhance and better understand their body's response to an emotion are more able to foresee the outcome out a situation and avoid them or ask for help.

## Sources

Community and Disability Services Ministers' Conference (2005). *Creating safe environments for children: Organisations, employees and volunteers: National framework.*

Community and Disability Services Ministers' Conference (2005). Schedule: Guidelines for building the capacity of child-safe organisations. *Creating safe environments for children: Organisations, employees and volunteers: National framework.*

Children, Youth and Families Act 2005

The Child Wellbeing and Safety Act 2005

Crimes Act 1958

Education and Training Reform Act 2006

Dept of Human Services Child Protection, Dept of Education and Early Childhood Development, Licensed Children's services and Victorian Schools "Protecting the Safety and Wellbeing of Children and Young People"

Education and Care Services National Regulations 2011

Early Years Learning Framework

## Review

- The policy will be reviewed annually and will be conducted by:
- Management
- Employees
- Families
- Interested Parties

Reviewed: 1<sup>st</sup> March 2017

Date for next review: 1<sup>st</sup> March 2018

## **CHABAD YOUTH RECRUITMENT AND SCREENING**

**When Recruiting a applicant to a position within Chabad Youth, the following Safeguarding children and young people Statement will be communicated to them.**

- Chabad Youth is committed to protecting children and young people from harm. We require all applicants who are to work with children and young people to undergo an extensive screening process prior to appointment, a process that includes, but is not limited to, comprehensive reference checks, an identity check, a 'working with children' check and/or a 'national criminal history record' check.
- Employment in this position is subject to a satisfactory criminal history record check.
- The successful applicant is required to possess a valid 'working with children' check.
- It is an offence in this state for a person convicted of a serious sex offence to apply for this position. Relevant screening will be conducted.
- Our organisation is committed to protecting children and young people.
- Our organisation has extensive protocols and procedures to protect children and young people in its care.

### **Interview questions**

When interviewing a new potential staff member or volunteer, our interview questions will include:

- Would you tell us about your experience in relation to working with children and young people?
- What do you find most rewarding about working with children and young people?
- What do you find most challenging about working with children and young people?
- How would you handle a child who is behaving in a manner that is disruptive in a group setting?
- How do you think your peers, supervisors and referees would describe the way you work

with children and young people?

- Are there any children whom you would not wish to work with and, if so, why?
- How would you deal with a child or young person who is acting aggressively?
- Have you ever lost your temper working with children or young people? What was the trigger for this? What was the outcome?
- How would you respond to a child or young person who disclosed they were being subjected to abuse?
- A parent of a child attending your service wants someone from the organisation to care for their child out of hours. What would be your response to this request?
- What would you do if you thought another staff member or volunteers was harming a child or young person?
- What would you do if you thought a child or young person was being abused at home?
- Can you tell us about children or young people you have found challenging to work with? What strategies do you use to handle challenging behaviour?
- How would you handle a child who appears sad and refuses to participate in activities?
- Have you ever had any disciplinary action taken against you in relation to your working with children and young people?

## Reference Check

**When conducting checks with referee's associated with the applicant's professional life, we will ask questions including:**

### **Nature and duration of referee's professional relationship with the applicant**

- How long have you known the applicant?
- What was your relationship to the applicant during the time you worked together?

### **Verification of information in resume or provided by applicant**

- What was the applicant's position title?
- When did the applicant work with you or your organisation?
- What were the applicant's main duties and responsibilities?
- What is your assessment of the applicant's performance in that role?

### **Applicant's suitability to work with children and/or young people**

- What experience has the applicant had in working with children and/or young people?
- What age groups of children the applicant experienced to work with?
- Would you have any concerns about the applicant working with children or young people? Are you comfortable knowing that the applicant could be working alone with children or young people?
- How would you describe the applicant's strengths and weaknesses in working with children or young people?
- Are there any age groups that the applicant may not be suited to work with?
- Have you observed the applicant disciplining a child or young people? What strategies did he/she use?
- Can you tell me about a situation when the applicant had to handle a child or young person who



- was angry and lashing out physically?
- Does the applicant become angry easily?
- Have there being any findings against the applicant in relation to allegations of inappropriate behaviour with respect to children or young people?
- Why did the applicant leave the/your organisation?
- Would you employ the applicant again?

## UNDERAGE VOLUNTEER SELECTION PROCESS

For underage volunteers the following steps need to be taken:

1. Initial interview of the underage volunteer should take place, interview questions will include but not be limited to attached questions
2. The underage volunteer's parents will be interviewed, interview questions will include but not be limited to the attached questions
3. A reference should be spoken to using the referee questions
4. The underage volunteer should go modified training in safeguarding children
5. Permission form should be filled out by the parents of the underage volunteer.

### Parent Interview questions

Our interview questions include:

- Do you feel your child will benefit from volunteering in our organization?
- 

- What do you think your child will find most rewarding about working with children and young people?
- 

- What do your child find most challenging about working with children and young people?
- 

- Does your child have any special needs?
- 

- Does your child have any medical conditions that we should be aware of?
-





Reference form for selection process

Dear Chabad Youth Director,

I \_\_\_\_\_ have known \_\_\_\_\_ for \_\_\_\_ years.

During that time I have found that this person has demonstrated having a strong moral character and a definite understanding of proper behaviour. They are responsible for their actions and are able to perform instructions without independently. They have a great disposition for working with young children and are experienced in doing so throughout their high school years.

## Referee questions

### Nature and duration of referee's professional relationship with the applicant

- How long have you known [x use applicant's name x]?

- 
- What was your relationship to [x use applicant's name x] during the time you worked together?

### Verification of information in resume or provided by applicant

- What was [x use applicant's name x]'s position title?

- 
- When did [x use applicant's name x] work with you or your organisation?

- 
- What were [x use applicant's name x]'s main duties and responsibilities?

- 
- What is your assessment of [x use applicant's name x]'s performance in that role?

### Applicant's suitability to work with children and/or young people

- What experience has [x use applicant's name x] had in working with children and/or young people?

- 
- What age groups of children is [x use applicant's name x] experienced to work with?

- 
- Would you have any concerns about [x use applicant's name x] working with children or young



people?

- 
- How would you describe [x use applicant's name x]'s strengths in working with children or young people?

- 
- How would you describe [x use applicant's name x]'s weaknesses in working with children or young people?

- 
- Are you comfortable knowing that [x use applicant's name x] could be working alone with children or young people?

- 
- Would you tell me how [x use applicant's name x] relates to children or young people?

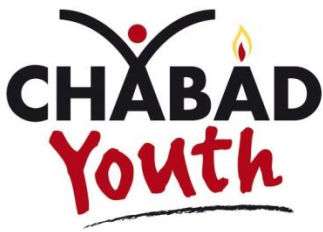
- 
- Are there any challenges that [x use applicant's name x] would face in working and engaging with children or young people?

- 
- Are there any age groups that [x use applicant's name x] may not be suited to work with?

- 
- Does [x use applicant's name x] use an appropriate language and tone of voice with children or young people?

- 
- Have you observed [x use applicant's name x] disciplining a child or young people? What strategies did he/she use?

- 
- Can you tell me about a situation when [x use applicant's name x] had to handle a child or young person who was angry and lashing out physically?



- How did [x use applicant's name x] relate to that child/young person's parents?
- 

- Do you have knowledge of [x use applicant's name x] understanding of reporting procedures in relation to concerns about a child or young person's welfare?
- 

- Does [x use applicant's name x] become angry easily?
- 

- How does [x use applicant's name x] handle a child or young person who is demanding?
- 

- How does [x use applicant's name x] respond when children or young people are challenging or provocative?
- 

- Do you know of any instances where [x use applicant's name x] has demonstrated inappropriate touching and physical contact with children or young people?
- 

- Do you know of any instances where [x use applicant's name x] has acted outside the boundaries of his/her role?
- 

- Have there being any findings against [x use applicant's name x] in relation to allegations of inappropriate behaviour with respect to children or young people?
- 

- Why did [x use applicant's name x] leave the/your organisation?
- 

- Would you employ [x use applicant's name x] again?

## Reference check

### Applicant

Full name \_\_\_\_\_



Position sought \_\_\_\_\_

**Referee**

Name \_\_\_\_\_

Role \_\_\_\_\_

Organisation \_\_\_\_\_

Work telephone number \_\_\_\_\_

Mobile telephone number \_\_\_\_\_

Home telephone number \_\_\_\_\_

**Reference checker**

Name of person conducting check

\_\_\_\_\_

Date check conducted \_\_\_\_\_

**Referee discussion**

[For this document to provide a complete record of your referee discussion, you need to delete the 'answer areas' for questions you do not use from the sample and add 'answer areas' for questions you add for their relevance to the role and duties for which you are recruiting.]

**Using this record sheet**

To make best use of this record sheet:

- Take comprehensive notes during the discussion, using the space below to summarise the referee's comments.
- Provide sufficient detail so that another person reading this record in the future will understand what the referee said.

**Nature and duration of relationship with applicant**

Referee has known the applicant for \_\_\_\_\_ years \_\_\_\_\_ months

When they worked together / at the same organisation the referee was the applicant's:

supervisor      manager      co-worker

other \_\_\_\_\_



**Verification of information in resume or provided by applicant**

The applicant's position/title was \_\_\_\_\_

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The applicant worked with/for the referee from \_\_\_\_\_ / \_\_\_\_\_ (month/year) until  
\_\_\_\_\_ / \_\_\_\_\_ (month/year)

The applicant's duties/responsibilities were

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The referee assessed the applicant's performance as

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**Applicant's suitability to work with children and/or young people**

Applicant's experience working with children/young people

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Applicant has experience working with children/young people aged from \_\_\_\_\_ years to \_\_\_\_\_  
years

Any concerns expressed by the referee in relation to the applicant working with children/young people

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Referee's view of the applicant's strengths in working with children/young people



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Referee's view of the applicant's weaknesses in working with children/young people

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Referee's view of the applicant working alone with children/young people

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Referee's view of how the applicant relates to children/young people

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Referee's view of any challenges in the applicant would face in relating to children/young people

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Referee's view of any age group of children or young people whom the applicant may not be suited to work with

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Referee's view of the applicant's use of an appropriate language and tone of voice with children or young people

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Referee's observation of how the applicant disciplined a child or young person

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Referee's observation of how the applicant handled a child or young person who was angry and lashing out physically

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Referee's observation of how the applicant related to the parent(s) of a child or young person who was angry and lashing out physically

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OR

Referee's observation of how the applicant related to the parent(s) of children or young people to whom they helped deliver services

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Referee's knowledge of the applicant's understanding of reporting procedures in relation to concerns about a child or young person's welfare

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Referee's knowledge of whether or not the applicant becomes angry easily

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Referee's knowledge of how the applicant responds to a demanding child or young person

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Referee's knowledge of how the applicant responds to challenging or provocative behaviour by children or young people

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Referee's knowledge of whether or not the applicant has demonstrated inappropriate touching and physical contact with children or young people

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Referee's knowledge of how the applicant responds to a child or young person with difficult behaviour

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Referee's knowledge of the applicant acting outside the boundaries of his/her role while at work

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Referee's knowledge of any findings against the applicant in relation to allegations of inappropriate behaviour with respect to children or young people

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Referee's knowledge of the reason for the applicant leaving the organisation

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Referee's attitude to employing the applicant again

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## Appendix B

### Indicators of Harm

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

#### Physical Abuse

Physical indicators include:

- Bruises, burns, sprains, dislocations, bites, cuts
- Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally
- Poisoning
- Internal injuries
- Bald patches where hair has been pulled out

Possible behavioural indicators include:

- Showing wariness or distrust of adults
- Wearing long sleeved clothes on hot days (to hide bruising or other injury)
- Demonstrating fear of parents and of going home
- Becoming fearful when other children cry or shout
- Being excessively friendly to strangers
- Being very passive and compliant
- Not reacting or showing little emotion when hurt
- Showing little or no fear when threatened
- Often being absent
- Showing regressive behaviour such as bed-wetting
- Often feeling sad or crying

## Sexual Abuse

A child is sexually abused when any person uses their authority or power over the child to engage in sexual activity. This can include exploitation through pornography or voyeurism. Sexual abuse is not usually identified through physical indicators. Often the first sign is when a child tells someone they trust that they have been sexually abused. However the presence of sexually transmitted diseases, pregnancy, or vaginal or anal bleeding or discharge may indicate sexual abuse.

Physical indicators include:

- Injury to the genital or rectal area
- Vaginal or anal bleeding or discharge
- Discomfort in toileting
- Inflammation and infection of genital area
- Bruising
- Frequent urinary tract infections

One or more of these behavioural indicators may be present:

- Child telling someone that sexual abuse has occurred
- Complaining of headaches or stomach pains
- Experiencing problems with schoolwork
- Displaying sexual behaviour or knowledge which is unusual for the child's age
- Showing behaviour such as frequent rocking, sucking and biting
- Experiencing difficulties in sleeping
- Having difficulties in relating to adults and peers
- Drawing or telling stories that are sexually explicit
- Showing regressive behaviour such as bed-wetting

## Emotional Abuse

Emotional abuse happens when a child is repeatedly rejected, isolated or frightened by threats or by witnessing family violence. It also includes hostility, derogatory name-calling and putdowns or persistent coldness from a person to the extent the child's emotional development and behaviour is at serious risk of being impaired. There are few physical indicators, although emotional abuse may cause delays in emotional, mental, or even physical development.

Physical indicators include:

- Speech disorders
- Delays in physical development
- Failure to thrive

Possible behavioural indicators include:

- Displaying low self esteem
- Tending to be withdrawn, passive, tearful

- Displaying aggressive or demanding behaviour
- Being highly anxious
- Showing delayed speech
- Acting like a much younger child, eg. soiling, wetting pants
- Displaying difficulties in relating to adults and peers
- Showing mental or emotional displays
- Having overly high standards and a fear of failure

### **Neglect**

Physical indicators include:

- Frequent hunger
- Malnutrition
- Poor hygiene
- Inappropriate clothing, eg. Summer clothes in winter
- Left unsupervised for long periods
- Medical needs not attended to
- Abandoned by parents

Possible behavioural indicators include:

- stealing food or gorging when food is available
- staying at school outside school hours
- often being tired, falling asleep in class
- abusing alcohol or drugs
- displaying aggressive behaviour
- not getting on well with peers
- poor socialising habits
- withdrawn, listless, pale and thin

The presence of indicators such as those described may alert us to the possibility that a child is being abused. It is important that anyone who has concerns that a child or young person is in need of protection contacts a local Child Protection Service for assistance and advice.

### **Family Violence**

Family violence, either threatened or actual, occurs within a family, including physical, verbal, emotional, psychological, sexual, financial and social abuse. Child Protection must be informed when there are strong indicators that family violence is placing a child at significant risk if danger.

**Appendix C**

**Child Protection Risk Management Strategy –  
Template Risk Management Plan for High Risk  
Activity**



Management

In addition to occupational health and safety concerns, a child and youth risk management strategy should analyse the risk of 'harm' to children and young people.

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<b>Describe the activity</b> <i>Identify all elements of the event from beginning to end</i>	<b>Identify Risks</b> <i>Something that could happen that results in harm to a child or young person</i>	<b>Analyse the Risk</b> <i>(Likelihood/Consequences)</i>	<b>Evaluate the Risk</b> <i>The level of risk</i>	<b>Manage the Risk</b> <i>Assess the options</i>	<b>Review</b> <i>Nominate who will review after the event/activity</i>



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## Chabad Record of a child abuse allegation, disclosure or concern within our organisation

### Section 1

Child or young person who is the subject of the concern or report

Full name \_\_\_\_\_ Age \_\_\_\_\_

Possible communication barriers

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### Parent(s)/caregiver(s)

Name \_\_\_\_\_

Address \_\_\_\_\_

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Telephone numbers

Home \_\_\_\_\_ Mobile \_\_\_\_\_

Work \_\_\_\_\_

Possible communication barriers

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Name \_\_\_\_\_

Address \_\_\_\_\_





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Telephone numbers

Home \_\_\_\_\_ Mobile \_\_\_\_\_

Work \_\_\_\_\_

Possible communication barriers

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**The report is based on**

a disclosure by the child or young person      Yes  No

an allegation by a parent/guardian      Yes  No

concerns or observations by staff or a volunteer      Yes  No

**Person(s) making this report, disclosure or allegation**

Name \_\_\_\_\_

Relationship to the child or young person (where applicable)

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Contact details

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Name \_\_\_\_\_

Relationship to the child or young person (where applicable)

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Contact details

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**Representative(s) receiving and coordinating Chabad Youth's response to the allegation**

Name \_\_\_\_\_

Title/role(s) \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Title/role(s) \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

**Section 2**

**Report or allegation of child abuse**

Allegation  Disclosure  Report or concern

Name(s) of alleged perpetrator(s) (if known)

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Connection of alleged perpetrator(s) to the child or young person  
(if known)

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Details of the alleged abuse – dates, times, location, a description of behaviour of the perpetrator, indicators of abuse, possible injuries:

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Witness details (if applicable)



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Other observations or comments by person making the report:

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### Section 3

#### Discussion(s) with the child's family/guardians

Details of any discussions with family in relation to this report – information provided, reactions, concerns and admissions:

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Family/guardian advised that notification will be made to child protection authorities?    Yes   
No

Other relevant information:

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### Section 4

#### Report to police

Is police notification required?    Yes     No

Date \_\_\_\_\_ Time \_\_\_\_\_

Name of officer notified \_\_\_\_\_



Station/department \_\_\_\_\_

Officer's position \_\_\_\_\_

Contact details \_\_\_\_\_

Advice provided:

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If the matter does not require police intervention – for instance, if it is a 'less serious' concern – it will be dealt with internally via our Chabad Youth's complaints resolution process.

Interim action taken (if any) to ensure the child or young person's safety:

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Interim action taken to address the support needs of the child or young person and their family (where appropriate):

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Interim action taken in relation to the alleged perpetrator (including support needs):

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Interim action taken to address the support needs of other personnel involved:

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### Chabad record of a child abuse allegation, disclosure or concern outside our organisation

#### Section 1

Child or young person who is the subject of the concern or report

Full name \_\_\_\_\_ Age \_\_\_\_\_

Possible communication barriers

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#### Parent(s)/caregiver(s)

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone numbers: Home \_\_\_\_\_ Mobile \_\_\_\_\_

Work \_\_\_\_\_

Possible communication barriers

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Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone numbers: Home \_\_\_\_\_ Mobile \_\_\_\_\_

Work \_\_\_\_\_



Possible communication barriers

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**The report is based on**

- a disclosure by the child or young person Yes  No
- a disclosure/admission by a parent/guardian Yes  No
- an allegation by a parent/guardian Yes  No
- concerns or observations by staff or a volunteer Yes  No

**Person(s) making this report, disclosure or allegation**

Name \_\_\_\_\_  
Relationship to the child or young person (where applicable)

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Contact details :

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Name \_\_\_\_\_  
Relationship to the child or young person (where applicable)

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Contact details

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**Representative(s) receiving and coordinating our organisation's response to the allegation**

Name \_\_\_\_\_  
 Title/role(s) \_\_\_\_\_  
 Date \_\_\_\_\_ Time \_\_\_\_\_  
 Name \_\_\_\_\_  
 Title/role(s) \_\_\_\_\_  
 Date \_\_\_\_\_ Time \_\_\_\_\_

**Section 2**

**Report or allegation of child abuse**

Allegation  Disclosure  Report or concern   
Name(s) of alleged perpetrator(s) (if known)

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Connection of alleged perpetrator(s) to the child or young person  
(if known)

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Details of the alleged abuse – dates, times, location, a description of behaviour of the perpetrator, indicators of abuse, possible injuries:

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Witness details (if applicable)

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Other observations or comments by person making the report:

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### Section 3

#### Discussion(s) with the child's family/guardians

Details of any discussions with family in relation to this report – information provided, reactions, concerns and admissions:

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Family/guardian advised that notification will be made to child protection authorities?

Yes  No

Other relevant information:

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### Section 4

#### Report to child protection authorities

Child protection authority notified: Yes  No

Date \_\_\_\_\_ Time \_\_\_\_\_

Name of person notified \_\_\_\_\_

Department/region \_\_\_\_\_

Person's position \_\_\_\_\_

Contact details \_\_\_\_\_

Advice provided:

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Interim action taken (if any) to ensure the child or young person's safety:

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Interim action taken to address the support needs of the child or young person and their family (where appropriate):

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Interim action taken to address the support needs of other personnel involved:

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### **Reporting an incident to Australian Childhood Foundation**

ACF requires that, in this report, the alleged perpetrator(s) are not identified by name.

Name of organisation \_\_\_\_\_

Address \_\_\_\_\_

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Contact person \_\_\_\_\_

Work telephone number \_\_\_\_\_





Mobile telephone number \_\_\_\_\_

Email address \_\_\_\_\_

**Nature of the alleged abuse**

Nature of the incident involving organisational personnel, including date(s), location (for example, on your premises or a vehicle), nature of the abuse and its duration:

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Did the allegation involve a single incident of abuse, or abuse on more than one occasion?

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How did your organisation become aware of the alleged incident(s)?

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Was the alleged incident reported to police?

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What other action(s) were taken by your organisation?

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**Characteristics of the child/children or young person(s) involved in the alleged abuses**



How many children were involved in the alleged abuse?

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Information on characteristics of the child/ren involved including their age, gender, any disability and any communication barriers:

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**Characteristics of the alleged perpetrator(s)**

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What is/are the alleged abuser(s)' occupation(s)/role(s) within your organisation?

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Is/are the alleged abuser(s) employed by your organisation or working in a volunteer capacity?

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What is/are the alleged abuser(s) gender and approximate age?

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For how long did the alleged abuser(s) work for your organisation?

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Is/are the alleged abuser(s) still employed or doing volunteer work with your organisation?

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**Implications for your organisation**

What implications does the alleged incident have for your organisation's operation?

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What implication does the alleged incident have for your organisation's procedures and/or policies?

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Did your organisation's policies and procedures assist in managing this situation? Provide comment.

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What changes (if any) will be made to your organisation's policies and procedures to reduce the likelihood of this situation arising again?

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