



Safeguarding Children Training Program Participant Handbook



Introduction- Taking care of yourself

The abuse and exploitation of children can be a very confronting topic to consider. It can be distressing. It is often a topic we would prefer not to think about.

Child abuse and exploitation may be an issue with which you are familiar, or this may be the first time you have had to think about it.

As you work through the modules contained in this workbook, you may begin to feel overwhelmed.

Remember

- You **are not** expected to become a child protection expert.
- You **are not** expected to have all the answers to the issues you may encounter when on assignment.
- You **are** expected to have an awareness of the issues of child abuse and exploitation, understand what is expected of you with regard to your own behaviour, and to use a common sense approach in the protection of children.
- There are a number of people available within Surf Life Saving with whom you can consult and seek support. Please make use of them. Child protection is a shared responsibility.

Be aware of how you are feeling.

Allow yourself to take breaks as you work through the material.

Workshop Overview

Module 1	Why is there a need to protect children?
Module 2	What is child abuse?
Module 3	What is the impact of child abuse?
Module 4	What are my responsibilities in protecting children from abuse?

Learning Outcomes

The following is a summary of the learning outcomes and key messages for each module.

Module 1 Why is there a need to protect children?

Participants will:

- consider their own knowledge, beliefs and ideas about child abuse; and
- develop an awareness and understanding of the size of the problem of child abuse.

Key messages

- All children have a right to grow up protected from harm.
- Child abuse is a complex problem affecting many thousands of children in Australia.
- Child abuse can occur in the community and within the context of organisations that provide services to children and families.
- The abuse of children by employees and participants of organisations has been of increasing concern in Australia.
- Children cannot stop child abuse. Adults can. The first step in stopping abuse is being aware of it.
- While there are many factors that contribute to the likelihood of abuse occurring in organisations, organisations can take steps to protect children and young people in their care.
- Child abuse is under-reported in both families and organisations.

Module 2 What is child abuse?

Participants will:

- be able to describe the various forms of child abuse; and
- be able to differentiate between community child abuse and organisational child abuse.

Key messages

- Child abuse takes many forms.
- Defining child abuse can help participants share a common understanding of what behaviour constitutes child abuse and can therefore help them act to prevent it occurring or to stop it when it occurs.
- There are four broad types of child abuse: physical abuse, emotional/psychological abuse, sexual abuse and neglect. Witnessing violence, bullying, sibling abuse and peer abuse are generally included within these types but are sometimes considered as distinct types.

Module 3 What is the impact of child abuse?

Participants will:

- be able to recognise common signs of abuse and exploitation; and
- be able to describe the impact of abuse on children.

Key messages

- Child abuse can have devastating long term consequences for children.
- Sometimes a child cannot tell us that they are experiencing abuse but there may be indicators or warning signs that a child or young person may be experiencing abuse.

Module 4 What are my responsibilities in protecting children from abuse?

Participants will:

- be aware of the background to and rationale of the *Member Protection Policy*;
- develop an understanding of their obligations under the *Member Protection Policy*;
- be familiar with understand how the *Code of Conduct for People in Positions of Authority in dealing with Children and Young People* provide guidelines for their behaviour with children;
- be able to differentiate between acceptable and unacceptable behaviour in relation to children;
- understand what constitutes a child protection concern; and
- be able to take appropriate action if they become concerned about the safety of a child.

Key messages

- You are responsible for and must be aware of your own actions and behaviour and use Surf Life Saving Australia's Member Protection Policy and Code of Conduct for People in Positions of Authority in dealing with Children and Young People to guide your interactions with children.
- The protection of children is everybody's responsibility. All coaches, officials and other involved persons participants may come into contact with children. As such all participants have the opportunity to contribute to the protection of children.
- The protection of children is complex and can present many dilemmas. Participants require support to address these issues.
- It is critical to believe children when they tell you about their experiences of abuse or exploitation.
- Reporting child abuse can be the first step in protecting a child from abuse. Failing to act can have devastating consequences for a child or young person.
- Proof is not required to make a report to statutory authorities about child abuse.

- It takes a lot of courage for a child or young person to disclose an incident of child abuse. Children rarely make up stories of abuse.
- Children or young people who disclose abuse need to be treated in a sensitive and respectful manner.

What do you know about the issue of child abuse and child protection?

You may have worked with children before and had previous training about the topic. You may know someone who has experienced abuse and violence. You may have read about it in the media. You may know very little about the topic at all.

Regardless of your level of experience, it is challenging to engage with the thought that children are most often abused by someone known to them - a parent or trusted adult, including people engaged in organisations to help and support children. This contradicts the popular view that families and organisations that work with children are nurturing, protective and safe places for them.

Despite the reality that child abuse, violence and exploitation is faced by millions of children around the world, it is an issue that very few Australians really comprehend.

Australian research shows that our community does not fully understand the extent of the problem of child abuse occurring in our own country. Community attitude tracking research undertaken by the Australian Childhood Foundation over a decade revealed that in Australia:

- child abuse rates thirteenth on a list of community concerns, rating below concern about the cost of petrol and perceived problems with public transport and roads;
- 43% of respondents felt so poorly informed on the issue so as to be unable to guess at the number of reported cases of child abuse, whilst those prepared to estimate, significantly underestimated the problem;
- 30% of respondents lacked the confidence to recognise the signs of child abuse;
- 25% of respondents had identified a child or young person who had been abused or neglected in the past five years;
- 77% of respondents appreciated the difficulty children would have in disclosing their abuse to someone, whilst 88% of respondents understood that children would be further traumatised if they were not believed and supported about such a disclosure; yet,
- a third of respondents believed that children make up stories about being abused and 1 in 5 respondents may not actually believe a child who disclosed abuse to them.

Test your knowledge

Myths and Realities about Child Abuse

How much do you know about the problem of child abuse? Take a few minutes to complete this questionnaire. Simply choose whether you think the following statements are Myth, Reality or Don't Know.

1. Children are more likely to be abused by people they know than by strangers.
Reality Myth Don't Know
2. The number of children being abused and neglected is increasing.
Reality Myth Don't Know
3. If children don't witness family violence they are not affected by it.
Reality Myth Don't Know
4. Child abuse can have long term damaging consequences for children that last into adulthood.
Reality Myth Don't Know
5. Boys are rarely victims of sexual abuse.
Reality Myth Don't Know
6. Children with a disability are more likely to become victims of abuse than non-disabled children.
Reality Myth Don't Know
7. Children are sometimes to blame for their abuse.
Reality Myth Don't Know
8. Children make up stories about abuse.
Reality Myth Don't Know
9. Children who disclose about their abuse and later retract their story were lying about the abuse.
Reality Myth Don't Know
10. It is not always obvious that a child is being abused.
Reality Myth Don't Know
11. If abuse happened once it is likely to happen again.
Reality Myth Don't Know
12. It's not my responsibility to interfere in how children are treated by others.
Reality Myth Don't Know

When you have finished the questionnaire, turn the page and check your answers.

Check your answers - Myths and Realities about Child Abuse

1. Children are more likely to be abused by people they know than by strangers.

Answer - Reality

Across the world, children are more commonly abused by people they know, such as family members, relatives, neighbours and other trusted adults such as professionals that work with them or community leaders. Incidents of physical violence are most likely to happen at home. Violence by strangers is rare. Most sexual abuse is perpetrated by people known to children rather than by strangers. It is not helpful for children to be told that they are in most danger from strangers because they can be left without adequate skills to protect themselves from trusted adults.

2. The number of children being abused and neglected is increasing.

Answer - Reality

Collecting reliable data on issues related to child protection is difficult. Child abuse and exploitation are most often hidden from the public eye and shrouded in secrecy. Much of it is never disclosed. As such, official data underestimates the true scale and extent of the problem. However, researchers and workers in the child protection field agree that whilst improved community awareness is leading to more children being reported in recent years, it remains extremely likely that the real numbers of children being abused globally is increasing.

3. If children don't witness family violence they are not affected by it.

Answer - Myth

Children do not need to see violence between adults in their family to know that it is happening and be affected by it. Children see the aftermath of violence in their home. They see the impact of the violence on victim of the assaults. Relationships between children and their parents are significantly affected by the violence that occurs between the adults.

4. Child abuse can have long term damaging consequences for children that last into adulthood.

Answer – Reality

Child abuse is very serious. Many children suffer long term harm, both physical and emotional. Some children die. The effect on children can vary depending on factors like the type of abuse, the duration and frequency of abuse and the relationship they have with the person who abused them. Research is consistently showing that the majority of adults who experience problems like depression, drug abuse, unemployment, relationship difficulties, homelessness and crime have been abused as children.

5. Boys are rarely victims of sexual abuse.

Answer - Myth

Most, but not all, victims of child sexual abuse are girls. In approximately one quarter of all child sexual abuse cases reported the victim is a boy. There is evidence to suggest that sexual abuse of boys is not reported as readily, and in some cultures not even understood, so the proportion of sexual abuse happening to boys may be much higher.

6. Children with a disability are more likely to become victims of abuse than non-disabled children.

Answer - Reality

Evidence suggests that disabled children are more likely to be abused than their non-disabled peers. Children with disabilities are particularly vulnerable to physical violence and sexual, emotional and verbal abuse, and in some instances, the disability is itself caused by maltreatment. Children with disabilities are less likely than other children to be in school. They may also have trouble using the health services they need, whether because those services are inaccessible, or due to discrimination or exclusion. In the developing world, where disability is poorly understood and support is under-resourced, children with a disability are at extraordinary risk of neglect and ostracism by the family as a result of issues such as the perceived shame caused to the family by the disability, or the inability of the child to feed or care for himself.

7. Children are sometimes to blame for their abuse.

Answer – Myth

Children are never to blame for the abuse they suffer from adults. Adults are always responsible for their own behaviour to children. No matter how children behave, an adult never has any right to abuse a child.

8. Children make up stories about abuse.

Answer - Myth

Children rarely lie about abuse. Children's disclosures of abuse may vary in their content because of their reluctance and fear to tell what has happened.

9. Children who disclose about their abuse and later retract their story were lying about the abuse.

Answer – Myth

Children who disclose experiences of abuse can subsequently become aware of very worried and fearful about the consequences of them talking about what is happening. For example, their parents may be very upset or in conflict with each other, or with the friend or relative the allegation is about. Children may fear the parent they have disclosed about will be removed from the family or that they, themselves, may be removed from the family. Adults may pressure children to retract using threats and other forms of pressure. The shocked and angry reactions of some adults when they hear about abuse can make it very difficult for children to continue to speak out.

10. It is not always obvious that a child is being abused.

Answer – Reality

In fact, the effects of child abuse are rarely easy to identify, and people who abuse can go to great lengths to conceal it. Many of the common signs and symptoms of abuse can be confused with normal, everyday happenings. Children are often forced not to tell by threats, or led to believe that they will not be believed or will be blamed and punished. Adults need to be aware of the possibility that changes in a child's behaviour may be caused by child abuse.

11. If abuse happened once it is likely to happen again.

Answer – Reality

Abuse is seldom a one off incident. It is usually repeated over periods of months and years. The person being abusive may move on to abuse other children.

1. It's not my responsibility to interfere in how children are treated by others.

Answer – Myth

Children cannot stop child abuse. Adults can. All children have the right to be protected from violence, exploitation and abuse, regardless of their socio-economic background, gender, race, ethnic origin, religion or culture. Child protection is the collective responsibility of individuals, families, organisations, communities and governments. It is not your responsibility alone.

Children cannot stop child abuse. Adults can.

“Everyone in contact with children has a role to play in their protection. They can only do so confidently and effectively if they are aware and have the necessary understanding and skills.”

(Tearfund and NSPCC, 2003)

As a result of their developmental infancy and reliance on adults to meet their basic needs, children are among the world’s most vulnerable citizens. In developing countries additional risks are faced by children as a result of their gender, socio-economic circumstances and some cultural and religious practices.

The abuse and exploitation of children happens at the hands of adults and others who are more powerful. The protection of children is also in the hands of adults and those with power to make a difference. We can uphold the principles of the Convention on the Rights of the Child and protect children by:

- ✓ Asking what is in the best interests of a child?
- ✓ Creating child safe and friendly environments where children can thrive.
- ✓ Speaking respectfully with children.
- ✓ Listening to the views of children.
- ✓ Being role models for safe and respectful interactions with children.
- ✓ Providing opportunities for children to participate and contribute.
- ✓ Encouraging children to speak up if they have a problem.
- ✓ Responding to concerns about the safety or wellbeing of a child.
- ✓ Working with others to share knowledge and experience in child protection.

Impact of abuse, violence and exploitation of children

“...You can't forget something like that. I'll still be dealing with things later down the track. It's always going to be in the back of your mind. I don't think it will ever go away...”

(16 year old Belinda)

In order to achieve good health and social and emotional well-being, children need supportive and nurturing environments. Child exploitation and abuse traumatises children and adversely affects their development and well-being. At its core, child exploitation and abuse undermines a child’s right to grow up safely.

Research clearly indicates that children who have been abused or neglected often have poorer outcomes on many indicators of health and well-being including social, emotional, physical, and psychological functioning (Lamont, 2010). These can include:

- Permanent physical damage
- Developmental trauma
- Anxiety
- Depression
- Developmental problems such as delayed emotional and social development and learning difficulties
- Low academic achievement
- Self harming and suicidal behaviour
- Aggression and acting out behaviour
- Difficulties making and maintaining positive relationships

Without support, these consequences can last a lifetime. With support and assistance children can recover from the devastating consequences of abuse and neglect.

Term	Definition
Child Abuse	Child Abuse is the mistreatment by an adult of a Child or Young Person that has harmed, is harming or is likely to harm or endanger that Child or Young Person's physical or emotional health, development or wellbeing. For the avoidance of doubt, this includes but is not limited to Emotional or Psychological Abuse, Bullying, Grooming, Sexual Exploitation, Neglect and Child Harassment.
Child / Young Person	A Child or Young Person is a person under the age of eighteen years.
Emotional or Psychological Abuse	Emotional or Psychological Abuse occurs when a Child or Young Person does not receive the love, affection or attention they need for healthy emotional, psychological and social development. Such abuse may involve repeated rejection or threats to a Child or Young Person. Constant criticism, teasing, ignoring, threatening, yelling, scapegoating, ridicule and rejection or continual coldness are all examples of emotional abuse. Specific to swimming, overtraining can constitute Emotional or Psychological Abuse. These behaviors continue to an extent that results in significant damage to the Child or Young Person's physical, intellectual or emotional wellbeing and development.
Family Violence	Family Violence occurs when Children or Young People are forced to live with violence between adults in their home. It is harmful to Children and Young People. It can include witnessing violence or the consequences of violence. Family Violence is defined as violence between members of a family or extended family or those fulfilling the role of family in a Child or Young Person's life. Exposure to Family Violence places Children and Young People at increased risk of physical injury and Harm and has a significant impact on their wellbeing and development.
Grooming	Grooming is a term used to describe what happens when a perpetrator of abuse builds a relationship with a child with a view to abusing them.
Neglect	Neglect is the persistent failure or deliberate failure or denial to provide the child with the basic necessities of life. Such Neglect includes the failure to provide adequate food, clothing, shelter, adequate supervision, clean water, medical attention or supervision to the extent that the child's health and development is, or is likely to be, significantly harmed. Categories of neglect include physical neglect, medical neglect, abandonment or desertion, emotional neglect and educational neglect. The issue of neglect must be considered within the context of resources reasonably available.
Physical Abuse	Physical Abuse occurs when a person subjects a child to non-accidental physically aggressive acts. The abuser may inflict an injury intentionally or inadvertently as a result of physical punishment or the aggressive treatment of a child. Physically abusive behavior includes (but is not limited to) shoving, hitting, slapping, shaking, throwing, punching, biting, burning, excessive and physically harmful overtraining, and kicking. It also includes giving Children or Young People harmful substances such as drugs, alcohol or poison. Certain types of punishment, whilst not causing injury, can also be considered physical abuse if they place a child at risk of Harm.
Sexual Abuse	Sexual Abuse occurs when an adult or a person of authority (e.g. older) involves a Child or Young Person in any sexual activity. Perpetrators of Sexual Abuse take advantage of their power, authority or position over the Child or Young Person for their own benefit. It can include making sexual comments to a child, engaging Children and Young People to participate in sexual conversations over the internet or on social media, kissing, touching a child's genitals or breasts, oral sex or intercourse with a child. Encouraging a child to view pornographic magazines, websites and videos is also sexual abuse. Engaging Children and Young People in sexual conversations on the internet is also considered Sexual Abuse.

INDICATORS OF ABUSE

<p>Indicators of emotional abuse</p> <p>Emotional abuse/psychological abuse may cause delays in physical, emotional or cognitive development. For example:</p> <ul style="list-style-type: none"> • Delays in physical development • Failure to thrive • Speech disorders 	<p>Behavioural indicators of emotional abuse</p> <ul style="list-style-type: none"> • Stealing food • Staying at school or other activities outside hours and not wanting to go home • Lacks trust in other people • Reluctance to attend an activity at a particular club or organisation • Tired, lethargic, falling asleep at inappropriate times • Abuse of alcohol or drugs • Aggressive behaviour • Poor peer relationships • Indiscriminate with affection • Lack of social skills • Distress, e.g. frequent crying or apathy • Demonstrating fear, of parent, caregiver or other adult • Attention or risk taking behaviour
<p>Indicators of neglect</p> <p>When a child has been neglected, you may notice that they:</p> <ul style="list-style-type: none"> • Suffer from frequent hunger or malnutrition • Have poor hygiene • Wear inappropriate clothing • Remain unsupervised for long periods of time • Lack proper medical attention • Experience abandonment by parents/carers • Fail to thrive. 	<p>Behavioural indicators of neglect</p> <ul style="list-style-type: none"> • Stealing food or clothing • Spending time at school or other external activities beyond the usual hours • Reluctance to attend an activity at a particular club or organisation • Tired or falling asleep at inappropriate times • Abuse of alcohol or drugs • Aggressive behaviour • Poor peer relationships • Indiscriminate with affection • Desire for adult affection • Poor emotional response / lack of expression or enthusiasm • Anxiety about being left • Frequent rocking and sucking behaviour

Indicators of physical abuse

Bruises, burns, sprains, dislocations, bite marks, cuts, welts, scratches
Fractured bones
Poisoning
Internal injuries
Shaking injuries
Strangulation marks
Ingestion of alcohol and drugs
Dislocations
Head injuries

Behavioural indicators of physical abuse

Expressing little or no emotion when hurt
Offering unlikely explanations for injuries
Wearing long-sleeved clothes on hot days (possibly to hide bruising or other injuries marking the body)
Demonstrating fear of particular care givers, other adults or children
Demonstrating a fear of their parents or a fear of going home
Being fearful when other children cry or shout
Being excessively friendly to strangers
Being passive and compliant
Being nervous, hyperactive, aggressive, disruptive
Telling someone that physical harm has occurred.

Indicators of sexual abuse

Many of the physical indicators of sexual abuse are only identifiable via a medical examination. For example:

- Sexually transmitted diseases
- Semen in the vagina
- Vaginal or anal injury or scarring
- Injury to the penis or scrotum
- Abrasions tears and
- Bruises to the vagina or anus
- Chronic urinary tract infections or difficulty urinating
- Bleeding from the anus or vagina

Often the first indication the child gives is when they tell a person whom they trust that they have been sexually abused.

Behavioural indicators of sexual abuse

- Persistent and age-inappropriate sexual activity
- Sexual aggression towards younger or more naive children
- Sexual invitations or gestures to older people
- Sexual interaction involving animals or toys
- Sexual promiscuity or prostitution
- Regressive behaviour, such as bedwetting and speech loss
- Challenging and aggressive behaviour
- Fear of people of a particular type or gender
- Suicidal and self-harm behaviour including self-mutilation, drug or alcohol abuse
- Risk taking behaviour such as lighting fires
- Cruelty to animals
- Criminal activity
- Frequent rocking, sucking and biting behaviour

Service	Description	Contact
1800 RESPECT	A national sexual assault, family and domestic violence counselling line for anyone who has experienced-or are at risk of-physical or sexual violence. This service is designed to meet the needs of people with disabilities, Indigenous Australians, young people, and callers from culturally and linguistically diverse backgrounds.	1800 RESPECT (1800 737 732) 24 hours a day, 7 days a week 1800 RESPECT
Lifeline	A generalist and crisis telephone counselling, information and referral service, provided by trained volunteers who are supported by professional staff.	13 11 14 Lifeline
MensLine Australia	An Australian Government initiative providing telephone counselling and a referral service for men. It is operated by Care Ring (Personal Emergency Services Inc), and is a resource for men who need advice on a large range of issues (e.g., relationship support, parenting skills) and for those at risk of committing suicide.	1300 78 99 78 MensLine Australia
Child Abuse Prevention Service (CAPS)	Workers offer information, referral and ongoing support to those affected by child abuse, concerned about the welfare of a child, or needing family or parenting support.	1800 688 009 Child Abuse Prevention Service
Domestic Violence Helpline	Telephone counselling for victims of domestic violence and their concerned friends. Also provides information about services for those affected by domestic violence or who are troubled by their own behaviour.	1800 800 098
Child Wise-National Child Abuse Prevention Helpline	Support service for individuals, organisations, professionals and parents requiring assistance on child protection. A compassionate and professional team of trained counsellors can assist with any enquiry or report relating to child sexual abuse.	1800 99 10 99 Mon-Fri: 9am - 5pm Child Wise Helpline

Grooming behaviours include:

- gaining the child's trust by making promises and giving gifts
- lavishing a child or young person with attention and praise so they enjoy spending time with the perpetrator
- engaging with the child in various forms of close physical contact so that they become comfortable with close physical contact e.g. by roughhousing, tickling, patting
- gaining the trust of the child's carers/parents
- assisting and ingratiating themselves with the family and the child e.g. offering to babysit, financial assistance, tutoring.
- trying to isolate the child or young person from their parent/s or carer, creating a situation where the child or young person wants to spend time with the perpetrator
- spending time exclusively with the child
- providing cigarettes, drugs or alcohol to a child or young person
- making sexual comments or jokes
- using pornography to open sexual discussions with children and young people

Other manipulative behaviour that is often used in addition to grooming behaviour:

- using their role, position of authority or uniform to encourage or force the child to comply with the adult's wishes
- using threats and fear to force the child to comply
- using guilt and shame tactics to stop the child from telling
- using physical force to overpower the child

Listen to and believe children

“...I did, but I didn’t want to tell. I wanted to but I didn’t want to....I was thinking, if I told and he found out, I would be in trouble...”
Sam (8 years)

Children must often overcome many hurdles in order to disclose their abuse – fear of being further abused, fear of being blamed, fear that they will be in trouble. Many children have been threatened if they tell anyone about their abuse. Others are repeatedly told that they will not be believed if they tell. As a result many children never disclose to anyone about the abuse they are experiencing. They remain frightened, alone and unprotected.

The reactions of adults make a major difference to the short and long term effects of abuse on children.

It is critical to believe children when they tell you about their experiences of abuse or exploitation.

Believing starts with listening and keeping an open mind to what children tell you. Children rarely lie about abuse and neglect. Speaking out is rarely easy for them.

Here are a few simple ways that you can make a difference to a child who tells you about his/her abuse:

Do

- Believe the child
- Be calm, supportive and reassuring
- Reassure the child that the abuse is not their fault
- Concentrate on the child’s feelings rather than on questions and answers
- Explain what you are going to do now that you have been told

Don’t

- Make promises that you cannot keep
- Promise secrecy
- Push the child to give details of the abuse

After a child has disclosed to you, it is often useful to write down what the child said to you, in the child’s words. This type of information is extremely helpful when the circumstances for the child are investigated. Record this information, including the date and time, as soon as possible after you have attended to the child’s need for support and protection.

Reporting a Child Protection Concern

Child Protection Concerns include:

- Disclosures of actual harm, abuse or exploitation of a child;
- The potential risk of harm, abuse or exploitation of a child;
- Breaches of the protection policies or Code of Conduct by staff or volunteers.

A reasonable belief

You do not have to prove that the abuse/breach of code of conduct is happening.

It is not your job to investigate child abuse.

You must report a child protection concern if you form a reasonable belief that it is occurring or is at risk of occurring. A reasonable belief is defined as an inclination to believe something rather than not believe something.

Trust your judgement.

Don’t ignore your concerns.

Who do I report my concerns to?

You **must** notify your Child Protection Officer of your child protection concerns. Depending on your Core Partner, there may be others to whom you must also report.

Legislation

Mandatory Reporting

Contact the government department in your state or territory to find out about relevant mandatory reporting legislation in your jurisdiction.

Tasmania:

Department of Health & Human Services

http://www.dhhs.tas.gov.au/children/child_protection_services

Victoria:

Department of Human Services

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

Western Australia:

Department for Child Protection

<http://mandatoryreporting.dcp.wa.gov.au/Pages/Home.aspx>

South Australia:

Department for Families and Communities

<http://www.families.sa.gov.au/pages/protectingchildren/ReportingChildAbuse>

Australian Capital Territory:

Office for Children, Youth and Families

http://www.dhcs.act.gov.au/ocyfs/services/care_and_protection

New South Wales:

Department of Family and Community Services

http://www.community.nsw.gov.au/docs_menu/preventing_child_abuse_and_neglect/reporting_suspected_abuse_or_neglect.html

Northern Territory:

Office of Children and Families

http://www.childrenandfamilies.nt.gov.au/Child_Protection/

Queensland:

Department of Communities, Child Safety and Disability

<http://www.communities.qld.gov.au/childsafety/protecting-children/reporting-child-abuse>

CODE OF CONDUCT FOR PEOPLE IN POSITIONS OF AUTHORITY WHEN DEALING WITH CHILDREN AND YOUNG PEOPLE

For clarity and emphasis regarding this Code of Conduct, Persons in Positions of Authority includes:

- any adult in SLS
- any Child or Young Person in SLS who is in a position of providing guidance and advice (authority) to other Children or Young People or adults.

ADHERING TO ROLE BOUNDARIES

Persons in Positions of Authority should act within the confines of their duties at all times, subject to a direction by a relevant Senior Person.

With the exception of parents/carers of their own Children or Young People and/or Persons in Positions of Authority who are expressly authorised by the relevant parents/carers of Children and Young People to engage in specific activities with their Child/ren and Young People, Persons in Positions of Authority should not:

- provide unauthorised transportation
- engage in activities with Children and Young People who are Members outside of authorised SLS services, programs, events or activities
- seek contact with Children and Young People who are Members outside authorised SLS services, programs, events or activities
- accept an invitation to attend any private social function at the request of a Child or Young Person who has participated, or is participating, in authorised SLS services, programs, events or activities.

For the purpose of this provision, express authority should be specific authority for particular activities.

If any Persons in Positions of Authority 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 the SLS Entity's usual service, they should at the earliest opportunity:

- refer the matter to an appropriate support agency, as well as to the relevant SLS Entity
- refer the Child or Young Person to an appropriate support agency
- contact the Child or Young Person's parent or guardian as appropriate (which may be undertaken in consultation with the relevant SLS Entity)
- seek advice from a Senior Person.

Do's	Don'ts
<ul style="list-style-type: none">• Make it clear to the Child or Young Person what your role is within the Club and to them (i.e. As a coach my role is to train, instruct and guide you and not to be your best friend or counsellor).• When making physical contact with a Child or Young Person, seek a Child or Young Person's permission to touch or interact when demonstrating an activity. At all times you are to avoid any intimate part of a Child or Young Person's body e.g. genitals, backside or breast area.• Stick to contacting a Child or Young Person via their parents or guardians rather than contact the child directly.	<ul style="list-style-type: none">• Adopt an ongoing <u>welfare role</u> with a Child or Young Person that is beyond the scope of your role, or that is the responsibility of another member (e.g. a counsellor).• <u>Massage/stretching</u> of Children or Young People, if not your specified role within the Club. If authorised to conduct such activity you must first, ask the child or Young Person's permission and ensure it is always within line of sight of other adults. Massage/stretching can only be done with the prior authorisation of a parent or guardian and where ever possible in their presence.• Try to <u>engage in activities with Children and Young People outside your specified role</u>, such as watching a Child's Basketball game, playing virtual video games together or attending their birthday party.• Use personal rather than Club approved equipment, unless authorised by the Club.

- Offer overnight/weekend/holiday care of Children and Young People as respite to parents or extra tuition or coaching.

UNIFORM AND IDENTITY CARD/PASS/BADGE/WWCC

Persons in Positions of Authority other than parents/carers of Children and Young People or Participants should have available their uniform or identification tag/badge/pass (where issued and/or available) only while involved in delivering services, programs, events or activities or as required by their role, such as when representing an SLS Entity at designated events and functions, or to and from that work.

Do's	Don'ts
<ul style="list-style-type: none"> • Try to be identifiable in your role when delivering services, programs, events or activities. • If you are off-duty, make that clear to the Child or Young Person and refer them to someone who is on duty and representing SLS entity 	<ul style="list-style-type: none"> • Wear your uniform when not delivering services, events or activities as required by your role

USE OF LANGUAGE AND TONE OF VOICE

Language and 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—therefore, avoid language that is intended to be, or is received or likely to be received by the individual it is directed at or any other person as:
 - discriminatory, racist or sexist
 - derogatory, belittling or negative, for example, by calling a Child or Young Person a 'loser' or telling them they are 'too fat'
 - threatening or frightening
 - profane or sexual.

Similar language and tone of voice should be used in all Member-to-Member transactions.

Do's	Don'ts
<ul style="list-style-type: none"> • Talk to the Child or Young Person in a professional manner and with respect • Use language that is encouraging and supportive and that supports a fun and inclusive environment • Pick up and address when negative language or tone is being used by a Child or Young person, parent / guardian or other Member and reinforce that is not appropriate and not right. 	<ul style="list-style-type: none"> • Make inappropriate comments about a child/young person's appearance, including excessive flattering comments • Have inappropriate conversation or enquiries of a sexual nature (e.g. questions about a Child or Young Person's sexuality or his/her sexual relationship with others) • Use pet names • Make jokes or innuendo of a sexual nature • Use obscene gestures and language • Discuss personal lifestyle details of self, other staff or Children and Young People • Single out a Child or Young Person or denigrate them in front of peers or other members

SUPERVISION OF CHILDREN AND YOUNG PEOPLE

Persons in Positions of Authority responsible for supervising Children and Young People in relation to whom SLS Entities have a direct role in providing activities, events, programs and services must strive to ensure that those Participants:

- engage positively within the delivery of the service, program, event or facility
- behave appropriately towards one another
- are in a safe environment and are protected from external threats.

Except for the parents/carers of Children and Young People, Persons in Positions of Authority are required to avoid unsupervised situations with Children and Young People to whom we provide services, events, programs and/or activities and (where possible) to conduct all activities and/or discussions with service and program Participants in view of other Persons in Positions of Authority.

Do's	Don'ts
<ul style="list-style-type: none">• Try not to be alone with a child. If you find yourself in a situation where you are alone with a child you should wait with the child in an area that is open and light until the parent arrives, and use your mobile to inform another Person in Position of Authority of the situation.	<ul style="list-style-type: none">• Allow a child to leave with an adult or persons in position of authority without the prior authorisation of the child's parent or guardian.

USE OF ELECTRONIC COMMUNICATIONS

Other than between Children and Young People, wherever possible, social media messages (such as text, email, Facebook or Instagram, Snapchat, WhatsApp) sent to a Child or Young Person by a Persons in Positions of Authority should be copied to their parent or carer.

Where a parent is not included in a communication that communication should:

- be restricted to issues directly associated with delivering services, activities or programs, such as advising that a scheduled SLS event (such as training) is cancelled
- limit personal or social content to what is required to convey the service-related message in a polite, friendly manner. In particular, do not communicate anything that a reasonable observer could view as being of a sexual nature
- not promote unauthorised social activity or arrange unauthorised contact
- not request a Child or Young Person to keep a communication a secret from their parents or carers
- not be delivered with Children or Young People using internet chat rooms or similar forums such as social networking sites, game sites or instant messaging (such as Facebook or Instagram, Snapchat, Whisper, WhatsApp).

All Persons in Positions of Authority who deliver services, programs, events and activities are required to follow the 'acceptable use' policy in relation to browsing websites on SLS Entities' computers.

Persons in Positions of Authority are also required to ensure appropriate monitoring of Children and Young People when they use relevant SLS Entities' electronic communication equipment to ensure that they do not inadvertently place themselves at risk of Abuse or exploitation via social networking sites, gaming sites or web searches, or through inappropriate email communication.

Do's	Don'ts
<ul style="list-style-type: none">• Try to communicate through the parent/guardian rather than the child• If communication with a child is necessary, restrict communication to issues directly associated with delivering services, activities or programs that are SLS related such as advising that training is cancelled.	<ul style="list-style-type: none">• Befriend the Child or Young Person on social media.• Ask a Child or Young Person to not tell their parents or carers when you have communicated with them.• Send photos or videos to directly to a child or onto another person without the prior authority of their parent or guardian.

- Try to communicate in group text rather than texting a child individually
- Inform the parent or guardian or Persons in Position of Authority within your club if a child communicates with you, outside your role and kindly advise the child that that behaviour is inappropriate.
- Upload or publish still/moving images or audio recordings of children or young people without the prior authorisation of their parent or guardian.

GIVING GIFTS TO CHILDREN AND YOUNG PEOPLE

Other than parents/carers of Children and Young People giving gifts to their own child or children, the giving of gifts by Persons in Positions of Authority to Children and Young People to whom services are provided is subject to:

- obtaining prior authorisation from a Senior Person permitted to authorise gift-giving from an SLS Entity
- parents or other responsible adults being made aware of any gift given.

Do's

- If giving a gift to a child or young person, make sure all children and young people are receiving a gift and it is done in the presence of their parents or guardians and with their prior authorisation

Don'ts

- Give out personal gifts or special favours
- Single out a child with a gift or special favours
- Give our personal gifts to a child without the presence of another Person's in Position of Authority and without prior authorisation of their parent or guardian

PHOTOGRAPHS OF CHILDREN AND YOUNG PEOPLE

Subject to all relevant SLSA policies (including this Policy):

- Children and Young People to whom a service is delivered are to be photographed while involved in a relevant SLS service, activity, event or facility only if:
 - prior approval has been granted by the relevant Child and Young Person or the parents/guardian of the relevant Child and Young Person and by the relevant SLS Entity
 - the context is directly related to participation in SLS
 - the Child or Young Person is appropriately dressed and posed
 - the image is taken in the presence of other Persons in Positions of Authority
- except in the case of Children and Young People and/or their parents/carers distributing photos of themselves or their own children to each other or to others, images are not to be distributed (including an attachment to an email) to anyone outside Persons in Positions of Authority other than the child photographed or their parent/carer, without knowledge and approval of a Senior Person
- Under no circumstances is any child to be filmed or have their photo taken in changerooms, bathrooms, showers any area that private activities (showering, changing clothes, use of bathrooms) are undertaken. This amounts to all SLS members and participants being aware that 'camera and video devices including phones are not to be used at any time in these environments.
- 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
- images (digital or hard copy) are to be destroyed or deleted as soon as they are no longer required
- images are not to be exhibited on SLS Entities' websites without parental/carer knowledge and approval, or such images must be presented in a manner that de-identifies the Child or Young Person. Any caption or accompanying text may need to be checked so that it does not identify a Child or Young Person if such identification is potentially detrimental.

Do's	Don'ts
<ul style="list-style-type: none"> • Ask permission from the Child's parent or guardian before taking any photos or videos • If you see someone acting suspicious, say something • Delete any photos as soon as they are no longer required • Ensure the context you are taking photos or videos is directly related to their participation in SLS 	<ul style="list-style-type: none"> • Use any camera/video device including phones in changerooms, bathrooms • Forward, share or send on any photos or videos of a Child or Young Person • Publish a photo or video onto social media without the prior approval of the Child or Young Person's parent or guardian

PHYSICAL CONTACT WITH CHILDREN AND YOUNG PEOPLE

Any physical contact with Children and Young People must be appropriate to the delivery of SLS services, events, programs or activities, such as when fitting sporting equipment like goggles, and appropriately correcting technique 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 Persons in Positions of Authority.

Under no circumstances should any Persons in Positions of Authority have contact with Children or Young People participating in a SLS service, program, activity or event that:

- involves touching:
 - of genitals
 - of buttocks
 - of the breast area

unless that is part of delivering medical or allied health services to which:

- the relevant Persons in Positions of Authority are qualified to deliver
- the relevant medical intervention has the express prior consent of the relevant Children or Young Person and the parents/guardians of the relevant Children or Young Person involved
- would appear to a reasonable observer to have a sexual connotation
- is intended to cause pain or distress to the Child or Young Person—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 or Young Person 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 or Young Person or to others, in 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 a Senior Person as soon as possible
- Persons in Positions of Authority are required to report to a Senior Person 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, Persons in Positions of Authority and any other Participants.

Do's	Don'ts
<ul style="list-style-type: none"> • If physical contact must be made with a Child or Young Person, seek a Child or Young Person's permission to touch or interact when demonstrating an activity. At all times you are to avoid any intimate part of a Child or Young Person's body e.g. genitals, backside or breast area. 	<ul style="list-style-type: none"> • Initiate, permit or request inappropriate or unnecessary physical contact with a child or young person (e.g. massage, kisses, tickling and wrestling games) or facilitating situations which unnecessarily result in close physical contact with a child or young person. • Single out the same child or young person when performing demonstrations.

- Do not presume that physical contact is acceptable to a particular child or young person. Even non-intrusive touch may be inappropriate if a child or young person indicates he/she does not wish to be touched.
- Respect and respond to signs that a child or young person is uncomfortable with touch.
- Try to use verbal directions rather than touch (e.g. ask a child or young person to move in a particular way, rather than physically place the child or young person in the required position).
- Try to discourage younger children from inappropriate expectations of hugs or cuddles. This should be done gently and without embarrassment or offence to the child. Offer a high five for example.
- Where a child or young person is showing inappropriate or excess touch with another child or young person, kindly and appropriately tell the child to stop and raise the concern with a Persons in Position of Authority.
- Use non-intrusive gestures to comfort a child or young person who is experiencing grief and loss or distress, such as a hand on the upper arm or upper back
- Use non-intrusive touch (e.g. congratulating a child or young person by shaking hands or a pat on the upper arm or back). Try to accompany such touch with positive encouraging words.
- Inflict corporal punishment (physical discipline, smacking, long runs in hot weather, no water breaks etc)

SEXUAL MISCONDUCT AND RELATIONSHIPS

Under no circumstances is any form of sexual behaviour to occur between, with, or in the presence of, Children or Young People participating in any SLS environment. Engaging in sexual behaviour while participating in SLS services, events, programs or activities is prohibited even if the Children or 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 between adults and Children and Young People, sexual innuendo, inappropriate text messaging, inappropriate photography or exposure to pornography or nudity.

Consensual intimate relationships (whether or not of a sexual nature) between a Persons in Positions of Authority and an adult Participant should where possible be avoided as they can have harmful effects on the Participant involved and on other Members and on our organisation’s public image.

These relationships can also be perceived to be exploitative due to the differences in authority, power, maturity, status, influence and dependence between the Persons in Positions of Authority and the Participant.

The Persons in Positions of Authority may wish to seek advice or support from the Member Protection Information Officer or equivalent if they feel harassed. The Reporting and Formal complaints procedure is outlined in APPENDIX C of the SLSA Member Protection Policy 6.05.

Do’s	Don’ts
<ul style="list-style-type: none"> • Avoid at all cost any consensual intimate relationships between Persons in Positions of Authority and an 	<ul style="list-style-type: none"> • Undress in front of or exposure yourself in any way to a Child or Young Person.

adult participant or younger person. This may be a 17 year old coach and a 15 year old participant.

- Advise a Person in Position of Authority if you are aware of, or are involved in a relationship with a Person in Position of Authority or you are a Person in Position of Authority whom is having a relationship with a fellow member

- Use any sexual innuendo towards or to a Child or Young Person.
 - Flirt with or make any sexual connotations towards a Child or Young Person.
 - Do any of the above-mentioned actions in person or online.
-

OVERNIGHT STAYS AND SLEEPING ARRANGEMENTS FOR CHILDREN AND YOUNG PEOPLE

Overnight stays are to occur only with the authorisation of appropriate SLS Entity Senior Persons and of the parents/carers of the Children and Young People involved.

Practices and behaviour by Persons in Positions of Authority during an overnight stay must be consistent with the practices and behaviour expected during delivery of SLS services, programs, events and activities at other times.

Standards of conduct that must be observed by Persons in Positions of Authority during an overnight stay include but are not limited to:

- 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 and Young People to be exposed to pornographic material, for example, through movies, television, the internet or magazines
- not leaving Children and Young People 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 unless authorised to do so by a relevant SLS Entity, as appropriate
- the right of Children and Young People to contact their parents, or others, if they feel unsafe, uncomfortable or distressed during the stay must be respected. As a representative of SLS you are required to facilitate contact with parents whenever a child feels distressed or unsafe.
- parents expecting that their Children and Young People can, if they wish, make contact.

Do's	Don'ts
<ul style="list-style-type: none">• Make sure there are appropriate levels of supervision. General rule is a minimum of two adults with a ratio of 1:8.• Plan appropriate accommodation. If children share a room they should be the same age and sex.• Plan for emergencies. If you need to administer first aid, do so only if you are qualified and in the presence of others.• Keep parents informed and let them know: aim of the trip, destinations and venues, competition details, supervision levels, roles and responsibilities of accompanying adults and the estimated time of arrival and departure.• Keep children informed and let them know: what's expected of them; roles and responsibilities of adults accompanying them; their rights and who to talk to if they have any concerns.	<ul style="list-style-type: none">• Adults should not share rooms with children. If an adult presence is required, there should always be more than one child in the room with the adult.• Never be alone in a room with a child• In an emergency, do not remove a child's clothing unless you have their permission and at least one other person is with you.

CHANGE ROOM ARRANGEMENTS

Other than in the case of parents/carers of their Child (ren) and Young Person/People, Persons in Positions of Authority 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, Persons in Positions of Authority:

- should avoid one-on-one situations with Children and Young People in a change room area
- are not permitted to use the change room area to, for example, undress, while Children and Young People are present unless they are also competing in a SLS event or are participating in a SLS training environment
- need to ensure adequate supervision in public change rooms when they are used
- need to provide the level of supervision required for preventing Child Abuse by members of the public, adult service users, peer service users or general misbehaviour, while also respecting a child's privacy.

In addition, females should avoid entering male change rooms and males should avoid entering female change rooms in any circumstance (other than an emergency). If a female has to enter a male change room or a male has to enter a female change room, adequate supervision is required.

Do's	Don'ts
<ul style="list-style-type: none">• Before entering change rooms knock or announce that you will be coming in.• Try to have at least one other adult with you in a change room with children.• Try to get changed in an individual closed cubical	<ul style="list-style-type: none">• Undress in the presence of children and young people• Isolate yourself and a child from others in the change room.

POSITIVE GUIDANCE

Children or Young Persons participating in SLS events, services, programs and activities should be made aware of the acceptable limits of their behaviour so that a positive experience can be provided for all Participants. There are times, however, when Persons in Positions of Authority will 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 other SLS personnel.

Persons in Positions of Authority should use strategies that are fair, respectful and appropriate to the developmental stage of the Children and Young People involved. Children and Young People need to be provided with clear directions and given an opportunity to redirect their misbehaviour in a positive manner.

USE, POSSESSION OR SUPPLY OF ALCOHOL OR DRUGS

While on duty or carrying out their roles, a Member including but not only Persons in Positions of Authority must not:

- use, possess or be under the influence of an illegal or illicit 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 any SLS service, program, event or activity.

Use of legal drugs other than alcohol is permitted, provided such use does not interfere with Persons in Positions of Authority's ability to care for Children and Young People involved in SLS services, programs, events or activities.

Responsible service and consumption of alcohol should apply to any alcohol consumed. Responsible services might include ensuring that light alcohol and soft drinks always being available. Wherever possible, food might be made available to be consumed when alcohol is available, or transport policies may be adopted.

All SLS Entities must adhere to strict guidelines regarding the responsible service and consumption of alcohol and act in accordance with relevant liquor licence laws and regulations.

TRANSPORTING CHILDREN

Children Young People are to be transported by Persons in Positions of Authority [other than by their parent(s)/carer(s)] only in circumstances that are directly related to the delivery of SLS services, events, programs or activities. For example, Children and Young People should not be given casual lifts unrelated to SLS services, events or activities by Persons in Positions of Authority.

Children and Young People are to be transported by Persons in Positions of Authority only with prior authorisation from a relevant SLS Entity Senior Person and from the Child or Young Person's parent/carer. 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 Persons in Positions of Authority

Do's	Don'ts
<ul style="list-style-type: none">• If you regularly take children home from practice, vary the order in which you drop the children off so that you're not always alone with the same child.• Have a Person in Positions of Authority ask the child whether they feel comfortable travelling with you.• Tell the child's parents the route you'll be taking and the estimated time of arrival.	<ul style="list-style-type: none">• Allow a child to sit in the front seat. Make sure the children sit in the back seats.