

PROCEDURE - CHILD PROTECTION: REPORTING CHILD ABUSE & NEGLECT

Child abuse is unacceptable in all circumstances and the school aims to provide the safest possible environment for children. These procedures provide clear guidelines and processes to identify and respond appropriately to concerns for abuse and neglect, and to understand our role in keeping children safe.

These procedures cover all staff, including the Board of Trustees. These procedures have been written with the United Nations Convention on the Rights of the Child in mind and in accordance with the following legislation: Care of Children Act, 2004; Crimes Act, 1961; Domestic Violence Act, 1995; Education Act 1989; Employment Relations Act, 2000; Health Act, 1956; Health and Disability Sector Standards Regulations, 2001; Health Information Privacy Code, 1994; Human Rights Act, 1993; Oranga Tamariki Act, 1989; Privacy Act, 1993; Vulnerable Children Act, 2014.

Guiding Principles

1. All children attending Pinehaven School have a right to feel safe and comfortable in that care, contact and environment.
2. The decisions and actions of Pinehaven School in response to any child protection concern will be guided by the principle of *"the welfare and best interests of the child"*.
3. These procedures confirm the commitment of Pinehaven School to the protection of children, and proceeds to:
 - a. outline the standards and principles by which all staff will abide
 - b. outline the action to be taken by staff where any form of abuse or ill-treatment is known or suspected
 - c. establish what action is required when allegations are made against staff
 - d. explore the implications for staff training
4. Pinehaven School will ensure that staff:
 - a. are carefully selected with the principles of this procedure in mind
 - b. are appropriately trained in issues of child protection
 - c. are aware of the Child Protection Procedures
5. All services provided by the school for the safety and wellbeing of children adhere to the principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi.

Definitions

The following definitions apply:

- "Child/ren" means any person under the age of 18 years.
- "Child Abuse" can involve ongoing, repeated or persistent abuse, or may arise from a single incident. Child Abuse may take many forms but it can be categorised into four different types:
 - i. Physical Abuse
 - ii. Sexual Abuse
 - iii. Emotional Abuse
 - iv. Neglect
- "Emotional Abuse" is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's self-esteem and emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children and their social competence undermined or eroded over time. A child can also experience emotional abuse by being exposed to a dysfunctional environment which includes seeing or hearing the ill treatment of others, including but not limited to being exposed to domestic violence.
- "Family Violence" can take many forms and may include, but is not limited to, actual physical violence (to a person, pet or property), threats of physical violence (to a person, pet or property), psychological,

economic or sexual abuse. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

- “Neglect” is characterised as the persistent failure to meet a child’s basic physical and/or psychological need. This can occur through direct and deliberate action or by omission or deliberate inaction to care for and/or protect the child. It may also include neglect of a child’s basic or emotional needs.
- “Oranga Tamariki - Ministry for Children” formerly known as Child Youth and Family. Oranga Tamariki is a Government Ministry dedicated to supporting children in New Zealand whose wellbeing is at significant risk of harm now, or in the future.
- “Physical Abuse” is a non-accidental act that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.
- “Sexual Abuse” is an act or acts that result in the sexual exploitation of a child, whether consensual or not. Sexual abuse can be committed by a relative, a trusted friend, an associate, or someone unknown to the child. Sexual abuse includes situations where the adult seeks to have the child touch them for a sexual purpose, and where they involve the child in pornographic activities or prostitution.
- “Staff” means any person working at Pinehaven School and includes but is not limited to teaching and non-teaching staff, those staff, paid or voluntary, employed directly by Pinehaven School, the Board of Trustees of Pinehaven School, as well as those professionals contracted or invited to provide services to children in the care of Pinehaven School.
- “Supervising adult” of a child or of children means a parent, guardian, relative, family friend or carer, and/or an adult acting as “parentis in loci”.

Roles and Responsibilities of Staff

1. Pinehaven School recognises that all staff have a full and active part to play in protecting children at school from harm.
2. Pinehaven School is responsible for ensuring that all staff understand and adhere to these procedures and have undertaken the appropriate child protection training.
3. It is the primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators of neglect, potential or actual abuse and to report any concerns, suspicions or allegations of suspected abuse immediately and ensure that the concern is taken seriously.
4. Each member of staff must:
 - a. be aware of, and alert to, potential indicators of abuse or neglect
 - b. record a factual account of any concerns they have, or that are brought to their attention
 - c. appropriately seek advice and support from the Principal who will then contact external agencies if appropriate
 - d. work in cooperation with the parents and caregivers, unless this compromises the safety of the child.
5. The statutory responsibility to investigate allegations of child abuse rests with Oranga Tamariki and the NZ Police. No member of Pinehaven School, including staff, the Board of Trustees, and the Principal, are permitted or mandated to investigate allegations of abuse.
6. The role of the **Principal** (delegated to Deputy Principal in absence of Principal) is to:
 - a. ensure that the needs and rights of children come first - the safety and wellbeing of each child is the paramount consideration.
 - b. receive information that suggests potential or actual risk of harm to a child who attends Pinehaven School, irrespective of whether the alleged abuse is current, past or likely to occur. The Principal will advise and support staff and, on the basis of the initial detail, will make a decision as to what further action should take place.
 - c. make any referrals to the Social Worker in School or Oranga Tamariki or the NZ Police as appropriate.
 - d. ensure that all allegations are managed appropriately.
 - e. ensure that there is no internal investigation without appropriate consultation and a decision whether a response from Oranga Tamariki or the Police is required.

- f. ensure that allegations or complaints are appropriately referred to the Teachers' Council of Aotearoa New Zealand.
 - g. ensure that all staff are aware of, and have access to, full copies of the procedures for reporting child abuse.
 - h. ensure that all staff are recruited and employed in accordance with the guidelines identified in the appointments procedures to identify those people safe to work with children.
 - i. ensure that all staff receive child protection training.
 - j. ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken, including when it has been decided not to make a notification to Oranga Tamariki or the Police. These records will be kept separate from student's records for the purpose of confidentiality.
 - k. establish a close link with the relevant local agencies to ensure clear and effective communication and be a recognised contact within Pinehaven School for agencies to contact regarding concerns.
 - l. ensure that all staff are supported appropriately when dealing with child protection concerns.
 - m. maintain a current awareness of the children identified on the Risk Register, and regularly highlight these children to the appropriate staff.
10. The role of the **Board of Trustees** is to:
- a. ensure that the needs and rights of children come first as the safety and wellbeing of each child is the paramount consideration in all circumstances.
 - b. support the Principal to ensure that all allegations are managed appropriately.
 - c. ensure that no investigation occurs without appropriate consultation and a decision whether a response from Oranga Tamariki or the Police is required.
 - d. support the Principal to ensure that allegations or complaints are appropriately referred to the Teachers' Council of Aotearoa New Zealand and any other agencies as appropriate.
 - e. inform the Principal immediately should any member of the Board of Trustees be aware of a concern for the wellbeing and safety of a child who attends Pinehaven School.
 - f. the Chair of the Board of Trustees will be directly informed of any allegations of abuse against the Principal.

Child Protection Procedures

Identification of abuse

1. Any member of staff may directly witness child abuse or have allegations, made by a child or an adult, relayed to them. There may also be disclosures of abuse that have occurred prior to attending Pinehaven School. Sustained abuse and neglect of children, wherever it occurs, can have major long term effects on all aspects of children's health, development and well-being and their ability to sustain stable and meaningful relationships in the future.
2. Staff should be alert and aware of the fact that child abuse can occur in many different settings and forms and may come to light in a variety of different ways. These can include, but are not limited to:
 - Direct or indirect disclosure by the child;
 - Direct or indirect disclosure from someone known to the child;
 - Suspicions of abuse by those involved with the child;
 - Allegations and/or direct observations or signs displayed in the child's physical or emotional behaviour;
 - Direct witnessing of abuse.
3. The signs and indicators of abuse to a child may not be immediately obvious or identifiable. Appendix One sets out a non-exhaustive list of signs and indicators to help identify abuse.
4. If a member of staff is unsure if they ought to report an incident or if they are unsure about what might constitute child abuse, they should ask for advice and guidance from the Principal. At any

time, staff may seek advice from Oranga Tamariki (0508 326 459) regarding child protection concerns.

Responding to Child Abuse/Suspected Child Abuse

1. Everything must be done to ensure the ongoing safety of the child or young person concerned, along with the ongoing safety of any other child who is in close connection to the alleged offender. The child is the primary concern and all other concerns (including the guilt or innocence of the alleged offender) must be secondary. This does not mean that the alleged offender is to be considered guilty without due investigation, but that the child's concerns, and safety, come first. In no way must any child be left in a harmful, or potentially harmful, situation.

Handling disclosures from a child

1. Disclosure of abuse may come directly from the child. In such circumstances it is important to respond in a calm, caring and sensitive manner. It is important that staff take what the child says seriously. This applies irrespective of the setting, or the member of staff's own opinion on what the child is saying. The child is never to blame in situations of abuse and should be reassured they have done nothing wrong, either in relation to the abuse itself or in reporting it.
2. Children need to know that staff are listening and taking seriously the information divulged. Children need staff to respond positively to ensure their future protection. It is important to record what is said at the time, if appropriate, or as soon as possible following the disclosure. It may not be appropriate to enquire into further details at this stage. The child also needs information and an explanation of what will, or is likely to, happen next.
3. If a child discloses information regarding actual or suspected child abuse staff must:
 - stay calm
 - listen and hear
 - give time to the child to say what they want
 - reassure them that it was right to tell
 - tell the child that they are being taken seriously and that they are not to blame
 - explain that they have to pass on what the child has told them as soon as they are aware that the child is making a disclosure
 - give an age appropriate explanation to the child of what the child can expect to happen next
 - record in writing what was said as soon as possible, using the child's own words where possible.

Staff must not:

- make the child repeat the story unnecessarily
 - promise to keep secrets
 - enquire into the details of the alleged abuse
 - ask leading questions
4. Under no circumstances should a member of staff attempt to conduct an investigation or deal with concerns of abuse by themselves.

Child-on-Child Harmful Behaviours

1. It is important to be aware that children can harm other children. These behaviours are outside of what may be considered the normal range, and can extend to bullying, violence or sexual assault. Therefore, when a child alleges inappropriate harmful behaviour by another child then the child protection procedures outlined in this policy must be considered for both the children.

Suicidal Concerns/Self-Harming Behaviours

1. It is important to be aware that children can harm themselves or attempt suicide. When a child identifies thoughts of suicide, or self-harming behaviour, this must be taken seriously and the Principal notified immediately. If an immediate response is required to ensure the child's safety, contact ICAFS at Hutt Hospital.

Reporting procedures

1. All staff must report concerns or allegations of child abuse to the Principal at the first possible opportunity to best ensure the safety of the child. A decision will be made as to whether to notify Oranga Tamariki. If an immediate response is required to ensure the child's safety, staff should contact Oranga Tamariki and/or the NZ Police directly.
2. All concerns or allegations of sexual abuse must be reported to Oranga Tamariki and/or the NZ Police.
3. When reporting an incident staff should:
 - Inform the Principal as soon as possible (or the Deputy Principal, or Oranga Tamariki in their absence)
 - Record in writing all conversations and actions taken and keep these records securely in a specified Child Protection file
4. Effective documentation, including referrals and notifications, must include:
 - A record of facts, including observations, with locations, times and dates
 - What was said and by whom, using the person's words
 - What action has been taken, by whom and when
5. All decisions, including if the concern does not require notifying Oranga Tamariki or the Police, must be recorded in writing and kept securely in a Child Protection file with the reasons clearly identified and explained.

Keeping the child's family informed and involved

1. Although the parent or caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. This may happen when:
 - the parent or caregiver is the alleged offender
 - it is possible that the child may be intimidated into silence
 - there is a strong likelihood that evidence will be destroyed
 - the child does not want their parent or caregiver involved and they are of an age when they are competent to make that decision

Confidentiality and Information Sharing

1. The safety of a child is paramount. At times a child is unable to speak for or protect themselves. Therefore Pinehaven School has a greater responsibility to know when and how to share appropriate information with external agencies to protect the safety and wellbeing of children.
2. Under the Privacy Act 1993, the giving of information to protect children is not a breach of confidentiality. Wherever possible the family/whānau should be kept informed of what information has been shared and to which agency, and for what purpose.
3. Under the Oranga Tamariki Act 1989, if a member of staff raises a legitimate concern in good faith about suspected child abuse, which proves to be unfounded on investigation, no civil, criminal or disciplinary proceedings may be brought against that staff member.
4. Should Pinehaven School be contacted with a request for information or access to interview a child then the following procedure will be followed:
 - Confirm identity and credentials of person requesting information
 - Notify the Principal
 - Identify specific information required and purpose
 - Check that school holds the information requested
 - The Principal is to identify a way forward and provide permission to share information
 - The Principal or delegated member of staff will sit in the room during the interview.
 - Depending on the reason for the request, and risk to children as judged case by case, inform the family/whanau that information has been requested, by whom and seek permission. If this is a child protection issue, permission from the family/whanau is not required.
 - Document all steps in the process. Ensure that all documentation is placed on the child's child protection file.

Safe Recruitment of Staff

1. Pinehaven School is committed to applying employment and selection processes which emphasise the importance of child protection, regardless of whether this position is paid or voluntary, permanent, part time or casual.
2. All appointments will be conditional on the completion and outcome of safety checks, including a Police check.
3. Further information regarding safety checking and the recruitment of staff is found in the Pinehaven School Employment Policy.

Child Protection Training of Staff

1. All staff and volunteers who work with, or who have contact in the course of their work with, children will be given appropriate training covering basic awareness of child protection. This will include an overview of signs and indicators of abuse, as well as the procedure for responding to actual or suspected abuse. This training will include:
 - Roles and responsibility of staff regarding child protection
 - Recognising and responding to the signs and indicators of actual or suspected abuse
 - Ensuring staff receive a copy this procedure, can understand it, and can follow them
2. All new staff will receive child protection training, and will be given a copy of this procedure, as part of the induction process.
3. All other staff will receive updated child protection training every three years as a minimum.

Safe Practices

1. A relationship between an adult and a child cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
2. Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Staff who work with children must therefore act in a way that is considered to be safe practice.
3. It is imperative that in all dealings with children, a balance is struck between the rights of the child and the need for intervention. When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Staff should always use their professional judgement, observe and take note of the child's reaction or feelings and use a level of contact and/or form of communication which is acceptable to the child or young person for the minimum amount of time necessary.
4. Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phone, text messaging, emails, digital cameras, videos, web-cams, websites, social networking and blogs. Staff should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child other than that which might be appropriate as part of their professional role. Staff should ensure that all communications are transparent and open to scrutiny.
5. Any sexual activity between staff and a child will be regarded as a criminal offence and will always be a matter for disciplinary action.

Dealing with allegations made against members of staff regarding inappropriate actions with children

1. Pinehaven School has a duty of care to the children it provides services to. A failure to report a significant concern about a child is a breach of that child's human rights.

2. All staff have a responsibility to understand what constitutes appropriate behaviour in relation to children. All staff have a responsibility to maintain appropriate standards of behaviour and to report lapses in these standards by others.
3. Anyone who has reason to make a complaint will be made aware of the school's complaint process. There is potential that an issue raised as a complaint may also constitute an allegation of abuse. Any such complaint that raises a child protection issue will be referred directly to the Principal.
4. Making a disclosure or a complaint against someone in a position of power and authority is difficult and it must be clearly communicated with the complainant, whether that be the child themselves, a member of staff, or any other person, that their concern is being taken seriously and will be responded to in accordance with this policy
5. Allegations, suspicions or complaints of abuse against staff, volunteers or representatives of other agencies must be taken seriously and reported to the Principal who will deal with them immediately, sensitively and expediently within the procedures outlined in this policy. Concerns may be raised a number of ways e.g.:
 - Directly by staff hearing or observing issues of concern or behaviour of concern
 - Direct disclosure by the child
 - Indirect disclosure e.g. through written or art work or through friends
 - Complaint from a parent or caregiver or whanau member
 - Reports by other colleagues or agencies
 - As an anonymous report
6. If the allegation is against the Principal then this must be reported directly to the Chair of the Board of Trustees.
7. It is **NOT** the responsibility of staff to investigate allegations of child abuse. Allegations against staff will be discussed with the Board of Trustees where a decision will be made if a notification to Oranga Tamariki and/or the Police is appropriate. All concerns or allegations of sexual abuse must be reported to Oranga Tamariki and /or the NZ Police.
8. In all child protection cases Pinehaven School will cooperate fully with both Oranga Tamariki and the Police in their investigations and assessments.
9. If the Police decide to undertake a criminal investigation then the member of staff may be suspended. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice an official Police or Oranga Tamariki investigation.
10. Even if there is insufficient evidence to pursue a criminal prosecution, then an internal disciplinary investigation may still be undertaken subject to internal disciplinary procedures.
11. A complaint or allegation against a member of staff may require a report to Teachers' Council of Aotearoa New Zealand.
12. A person tendering his or her resignation, or ceasing to provide their services, will not prevent an allegation of abuse against a child being followed up in accordance with these procedures.

This procedure has been reviewed in line with self-review guidelines.

Signature: _____ Principal

Date: _____

Note on following pages:

Appendix 1 - Indicators of Abuse

Appendix One: Indicators of Abuse

The [indicators](#) for child abuse and neglect fall into three general categories:

Physical indicators: Injuries to a child that are severe, occur in a pattern or occur frequently. These injuries range from bruises to broken bones to burns or unusual lacerations and are often unexplained or inconsistent with the explanation given.

Behavioural indicators: The child's actions, attitudes, and emotions can indicate the possibility of abuse or neglect. Behavioural indicators alone are much less reliable than physical indicators, as a child's behaviour may be the result of a variety of other problems or conditions. When observing changes in behaviour, look for the frequency and pattern of the new behaviour, as well as a child's age and stage of development. For example, it is normal for younger children to be wary of adults, as they may have been taught not to talk to strangers. Look for a combination of physical and behavioural indicators.

Caregiver indicators: Caregivers who abuse, neglect or exploit children are either unable or unwilling to provide care and protection in an appropriate way. Those who are unable to provide care and protection may be physically unable due to their own medical or health condition. They may be overly stressed, tired, or working under the influence of drugs or alcohol which limits their abilities. Caregivers who are unwilling to provide children with the appropriate level of care and protection are more aware that what they are doing is wrong but continue to act in that way. These caregivers may not view the child as someone who has feelings and emotions and often have the need to control others or have displaced aggression towards weaker persons.

The indicators alone do not prove child abuse or neglect. Likewise, the absence of indicators does not exclude the possibility that abuse is occurring. If you have any concerns about the wellbeing of a child or young persons, seek advice from your Principal or Oranga Tamariki.

Emotional Abuse Indicators

- o Physical Indicators
 - Bed wetting or bed soiling with no medical cause
 - Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
 - Non-organic failure to thrive
 - Pale, emaciated
 - Prolonged vomiting and/or diarrhoea
 - Malnutrition
 - Dressed differently to other children in the family
- o Behavioural Indicators:
 - Severe developmental lags with obvious physical cause
 - Depression, anxiety, withdrawal or aggression
 - Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
 - Overly compliant
 - Extreme attention seeking behaviours or extreme inhibition
 - Running away from home, avoiding attending at school
 - Nightmares, poor sleeping patterns
 - Anti-social behaviours
 - Lack of self esteem
 - Obsessive behaviours
 - Eating disorders
- o Caregiver Indicators:
 - Labels the child as inferior or publicly humiliates the child (e.g. name calling)
 - Treats the child differently from siblings or peers in ways that suggest dislike for the child

Actively refuses to help the child
 Constantly threatens the child with physical harm or death
 Locks the child in a closet or room for extended periods of time
 Teaches or reinforces criminal behaviour
 Withholds physical and verbal affection
 Keeps the child at home in role of servant or surrogate parent
 Has unrealistic expectations of child
 Involves child in adult issues such as separation or disputes over child's care
 Exposes child to situations of arguing and violence in the home

Neglect Indicators

- o Physical Indicators:
 - Dressed inappropriately for the season or the weather
 - Often extremely dirty and unwashed
 - Severe nappy rash or other persistent skin disorders
 - Inadequately supervised or left unattended frequently or for long periods
 - May be left in the care of an inappropriate adult
 - Does not receive adequate medical or dental care
 - Malnourished - this can be both underweight and overweight
 - Lacks adequate shelter
 - Non-organic failure to thrive
- o Behavioural Indicators:
 - Severe developmental lags without an obvious physical cause
 - Lack of attachment to parents/caregivers
 - Indiscriminate attachment to other adults
 - Poor school attendance and performance
 - Demanding of affection and attention
 - Engages in risk taking behaviour such as drug and alcohol abuse
 - May steal food
 - Poor social skills
- o Caregiver Indicators:
 - No understanding of basic hygiene
 - Puts own need ahead of child's
 - Fails to provide child's basic needs
 - Demonstrates little or no interest in child's life - does not attend school activities, social events
 - Leaves the child alone or inappropriately supervised
 - Drug and alcohol use
 - Depression

Physical Abuse Indicators

- o Physical Indicators:
 - Bruises, welts, cuts and abrasions
 - Burns - small circular burns, immersion burns, rope burns etc
 - Fractures and dislocations - skull, facial bones, spinal fractures etc
 - Multiple fractures at different stages of healing
 - Fractures in very young children
- o Behavioural Indicators:
 - Inconsistent or vague explanations regarding injuries
 - Wary of adults or a particular person
 - Vacant stare or frozen watchfulness
 - Cringing or flinching if touches unexpectedly
 - May be extremely compliant and eager to please
 - Dresses inappropriately to hide bruising or injuries
 - Runs away from home or is afraid to go home
 - May regress (e.g. bedwetting)
 - May indicate general sadness
 - Could have vision or hearing delay

- o Caregiver Indicators:
 - Is violent to other children or animals
 - Inconsistent or vague explanations regarding injuries
 - May appear unconcerned about child's wellbeing
 - May state the child is prone to injuries or lies about how they occur
 - Delays in seeking medical attention
 - May take the child to multiple medical appointments and seek medical treatment without an obvious need

Sexual Abuse Indicators

- o Physical Indicators:
 - Unusual or excessive itching or pain in the genital or anal area
 - Torn, stained or bloody underclothing
 - Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
 - Blood in urine or stools
 - Sexually transmitted infections
 - Pregnancy
- o Behavioural Indicators:
 - Discomfort in sitting or fidgeting as unable to sit comfortably
 - Age-inappropriate sexual play or language
 - Bizarre, sophisticated or unusual sexual knowledge
 - Refuses to go home, or to a specific person's home, for no apparent reason
 - Fear of a certain person
 - Depression, anxiety, withdrawal or aggression
 - Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
 - Overly compliant
 - Extreme attention seeking behaviours or extreme inhibition
 - Dresses inappropriately to hide bruising or injuries
 - Eating disorders
 - Compulsive behaviours
- o Caregiver Indicators:
 - May be unusually over-protective of the child
 - Accuses the child of being sexually provocative
 - Misuses alcohol or drugs
 - Invades the child's privacy (e.g. during dressing, in the bathroom)
 - May favour the victim over other children

Family Violence Indicators

- o Indicators in the Child:
 - Physical injuries consistent with the indicators of Physical Abuse
 - Absenteeism from school
 - Bullying or aggressive behaviour
 - Complaints of headaches or stomach aches with no apparent medical reason
 - Talking or describing violent behaviours
- o Indicators in the Victim:
 - Physical Injuries including: bruising to chest and abdomen, injuries during pregnancy
 - Depression and/or anxiety
 - Inconsistent explanations for injuries
 - Fearful
 - Submissive
- o Indicators in the Offender:
 - Isolates and controls partner and children
 - Threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
 - Minimises and denies own behaviour, or blames victim for the perpetrators own behaviour