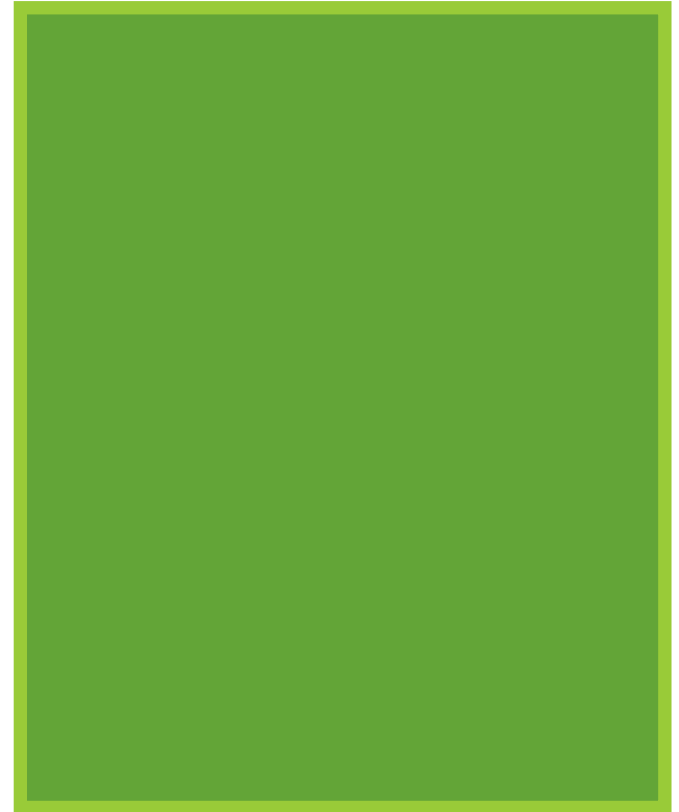
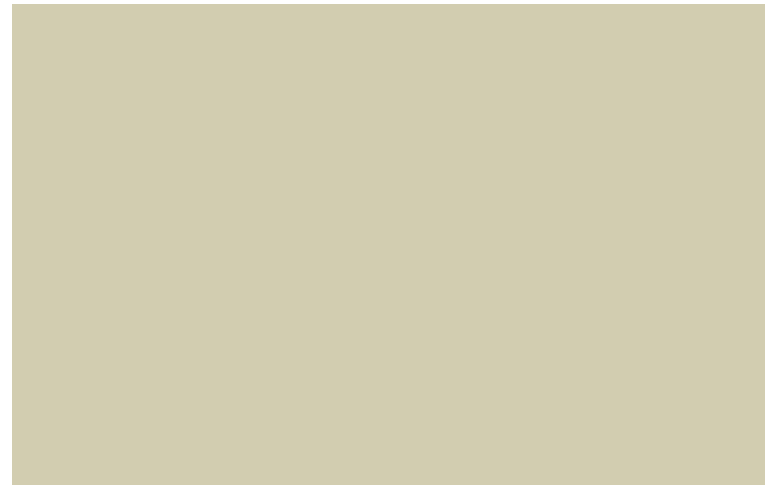


Protective Factors and Mandatory Reporting



Learn. Grow. Flourish.



Understanding
issues affecting
families



Remember

It takes a community
to raise a child.

You are not alone

Trauma

Children:

It is not only the Parent who is affected by traumatic events - Children are also affected by trauma

Sometimes I hear parents say: Oh the kids were asleep or outside/they were not there and don't know

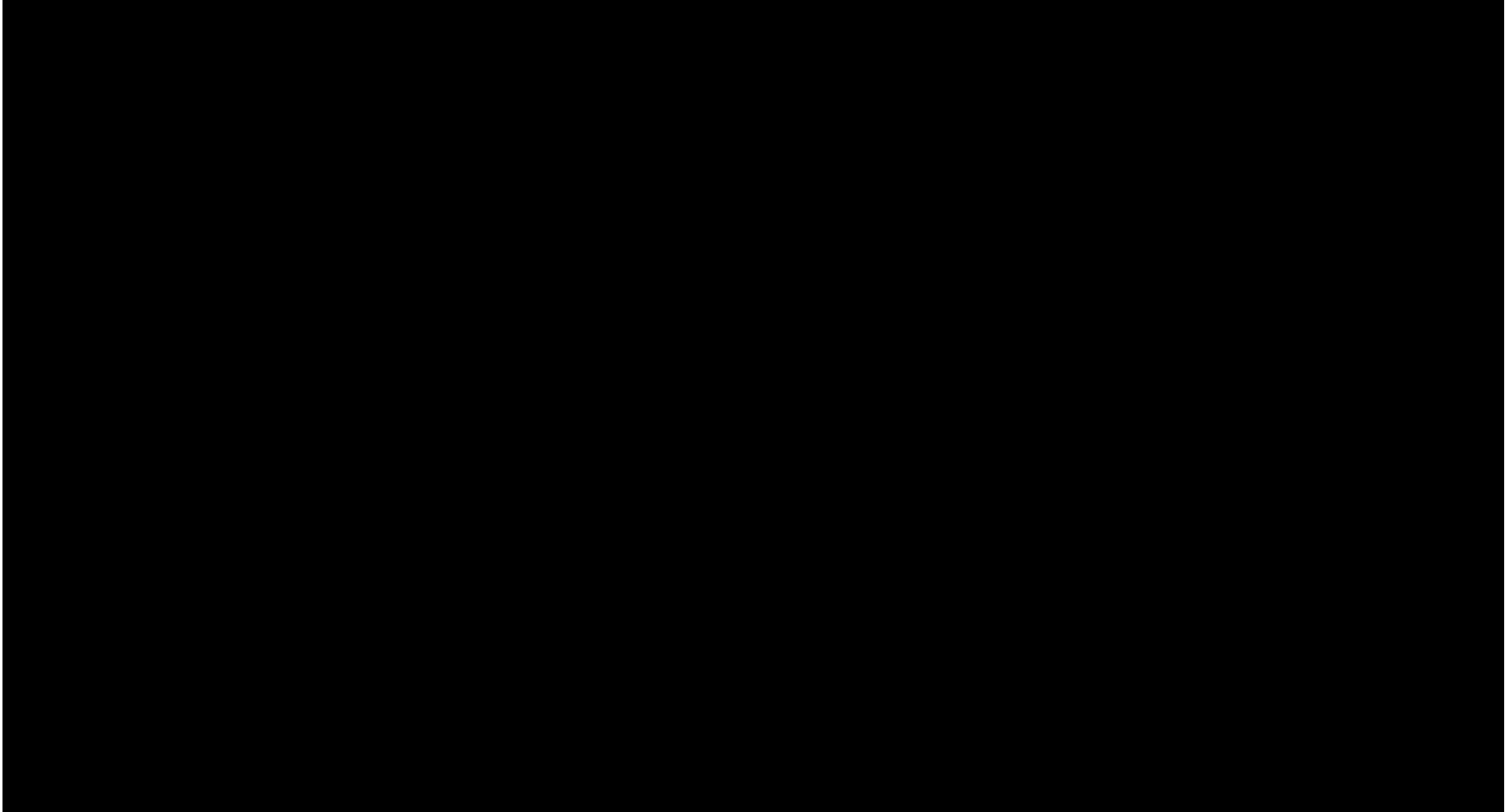
Also children can pretend to be asleep/or hiding and they really do know. They also have amazing radars and notice that you have changed or are different and know that something has changed.

In your experience, what does trauma mean?

Examples of Potential Impacts of trauma on children

http://statewidechildrenresourceprogram.weebly.com/uploads/2/6/2/2/26223486/child_development_trauma_impact_parents_v3_3.pdf





Supporting a family who is experiencing some difficulties

Some questions to ask:

- What can I do?
- What does the family need?
- Is there an imminent safety concern requiring an immediate response?

Hopefully not

Talk to both adults and the children

Conversations are warm, friendly, inclusive, respectful and caring

You are best to say less than more – be a listener

You may not have an understanding of what is happening

Are there barriers for families to access the help they need?

Remember anyone of us could be just one step away from a similar situation.



PROTECTIVE Factors for children



Families are protective for children

Children have a sense of belonging within families

Children who are connected with the communities

Children's needs – including emotional needs are provided for

Improving the parent- child relationship so children know they have supportive parents

Ask a child -what are the child's wishes, needs, worries

Children need to have nurturing, affectionate and secure relationships with adults

Can anyone give an example of how they have supported a child during a difficult time – personally or professionally?

Building Emotional Intelligence: What to say to children when they are anxious



It's difficult to know exactly what to do when your little person is flooded with anxiety. Different things will work for different people

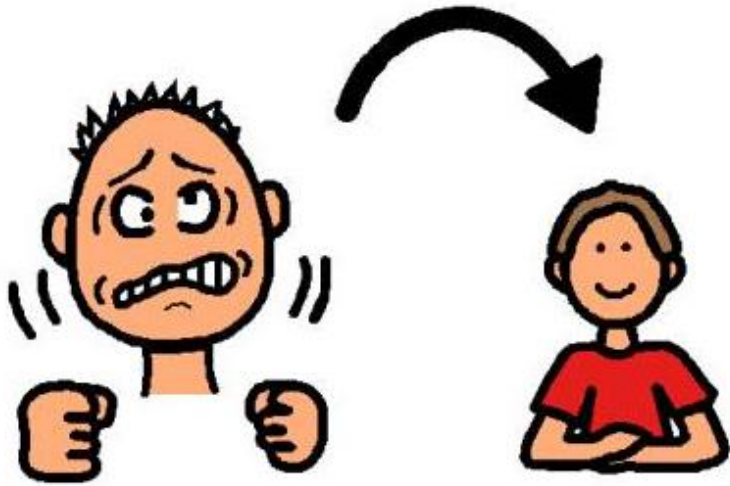
When anxiety takes hold:

- **'You're safe. I'm here and I'm not going anywhere.'**
- **'Do whatever you need to do. Even if it's nothing.'**

Anxiety is from a fight or flight response

- **'Let's go for a walk and see if we can find your strong breaths.'**

Feeling
calm?



And when they're calm ...

- 'I know how I feel when I feel anxious or worried about things, but I'd really like to understand what your worry feels like for you. Can you teach me?'
- 'You don't have to do this by yourself. Is there something I can do to help you feel less alone? Hold your hand? Touch your back?'
- 'I love you – all of you, and everything you do.'

Safe expression of difficult feelings



Help children develop a language and awareness around feelings so they can gain more control (often called 'mastery') over their feelings and their behaviour and develop the ability to make positive conscious choices:

What are effective ways of encouraging children to develop mastery and self-regulate?

Predictability enhances safety

Predictable people and places help children feel safe

Help to establish a sense of psychological safety by encouraging:

- Predictable daily routines (mealtimes, playtimes, bedtimes, story times)
- Clear boundaries about safe behaviour
- Parents and children to establish or adapt and re-establish nurturing routines as quickly as possible in new environments. What is a ritual or a routine that children or families can carry with them through unsettling changes?

How can you establish these boundaries with children?

Seven Elements of Resilience

- **Competence:** A child's competence is built through opportunities to fully develop and master specific skills or strengths.
- **Confidence:** Children need to have a general belief in themselves and their abilities.
- **Connection:** Strong relationships serve as a safety net for all individuals, particularly children.
- **Character:** Although the lines between right and wrong are still blurry in the early years, children are beginning to develop an internal moral code to guide them... as they make increasingly complex decisions.
- **Contribution:** Having opportunities to make a positive impact are essential to children's sense of worth.
- **Coping:** Children need to develop internal coping responses that allow them to navigate challenges without turning to destructive behaviours or relying solely on others to help them through difficult times.
- **Control:** From their first assertive "NO!," young children declare their control over their own lives.

Why are some children more resilient than others?



What do children think?

25/8/2020

Talking about things.

Internet safety
- cyberbullying
- scams

Sunscreen

Taking care of needs eg. food

Keeping me away from germs eg. Covid

Decide if you like what's happening

How can we keep children safe?

How can we protect children?

Warnings about danger.

Reading to take my mind off things

Movies - exaggerate/O.T.T.

stranger danger

Make sure electrical cords are tidy

Are things true or pretend?

Prevent exposure to dangers
Stories with messrs
eg. Hansel and Gretel
Cinderella

TYPES OF ABUSE

Harm to a child or young person can be caused by:

physical abuse: punching, slapping, kicking, shaking, biting, applying physical 'discipline' or 'punishment' causing harm or injury

emotional or psychological abuse: constant criticism, scapegoating, name-calling, belittling, excessive teasing, ignoring, punishing normal behaviour, exposure to domestic and family violence, withholding praise and affection

neglect: failing to meet the child's basic needs for adequate supervision, food, clothing, shelter, safety, hygiene, medical care, education, love and affection and failure to use available resources to meet those needs

SIGNS OF ABUSE

Some general indicators that a child or young person may have been harmed or is at risk of harm include:

- showing wariness and distrust of adults
- excessive rocking, sucking and biting
- difficulty sleeping, often being tired and falling asleep
- running away
- destroying property
- hurting or mutilating animals
- creating stories, poems or artwork about the abuse
- difficulty with concentrating and being withdrawn or being overly obedient

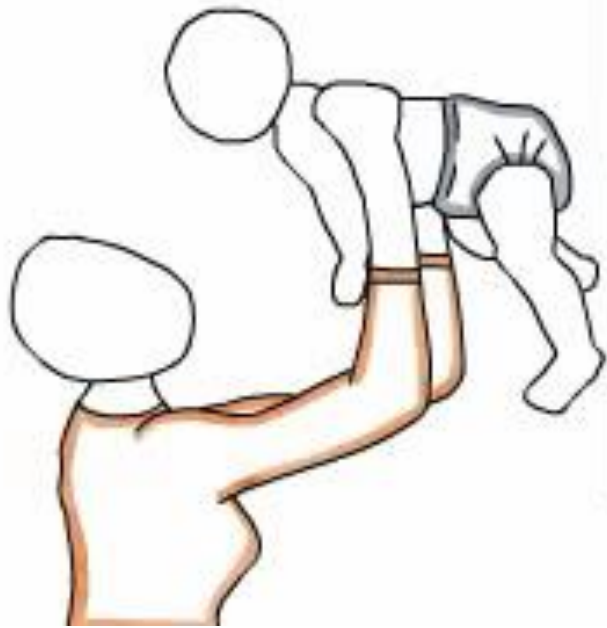
PROTECTING CHILDREN FROM ABUSE

- Teach children about being safe in a way that does not frighten them
- Teach children that parts of their bodies covered by underwear are private
- Encourage children to tell someone they trust if anyone tries to touch their private parts
- People who work with children have an obligation to keep them safe.
- Most adults who work with children must have a blue card from the Commission for Children and Young People and Child Guardian.

IF YOU SUSPECT HARM

- If you suspect that a child has been harmed, or is at risk of being harmed, here are some important things to remember
- be alert to any warning signs that a child is experiencing
- observe the child and make written notes as soon as you begin to have concerns - pay attention to changes in their behaviour, ideas, feelings and the words they use
- assure the child that they can come and talk to you when they need to, and listen to them when they do
- when a child is being abused it does not go away and usually becomes more serious over time
- seek expert advice by contacting the Department of Child Safety

Mandatory Reporting



stronger  families

REPORTING

Duty of Care

If abuse occurs while the child is in our care we must notify Child Safety and OECEC.

If abuse occurs outside our care report to Child Safety or Police Department.

You can call Child Safety anonymously for guidance.