



The 11 Victorian Child Safe Standards

Mandatory Child Safety Training

Presented By
Child Safety and Compliance Officer &
Communications Officer



Acknowledgement of Country

Community Languages Victoria would like to acknowledge the traditional owners of the land we are meeting on and pay respect to elders past, present and emerging leaders

Statement of Commitment

Community Languages Victoria is a Child Safe organisation, committed to providing a safe environment for all children. We have zero tolerance of child abuse and strive to embed Child Safe practices at all times and adhere by the 11 Victorian Child Safe Standards. If you have any concerns, please refer to our Child Safety Policy and Procedure

Impact & Self-Care

The topic of child abuse can be difficult and make you feel strong emotions.
Please let your trainer know if you need to chat after the session or during a break.

Lifeline: 13 11 14

Centre Against Sexual Assault (CASA) : 9635 3610

Beyond Blue: 1300 22 46 36

Blue Knot Helpline: 1300 657 380

In This Presentation

This training presentation explains the Child Safe Standards, your school's obligations to manage the risk of child abuse, and child abuse risks in the school environment

These slides also explain the role and responsibilities of the Principal and CSO in implementing the Child Safe Standards.

Further information on managing the risks of child abuse, child abuse risks in the school environment, and the school's current child safety standards is available in our CLV child safety material:

- Child Safety Policy
- Child Safety Code of Conduct
- Child Safety Reporting Obligations (including Mandatory Reporting)
- Reportable Conduct Scheme
- Risk Management

Who The Standards Apply To

All personnel in an organisation

Committee Members

Principal

Teachers

Volunteers

Contractors

Students on placement

PROTECT

Protecting children & young people
from abuse is our responsibility

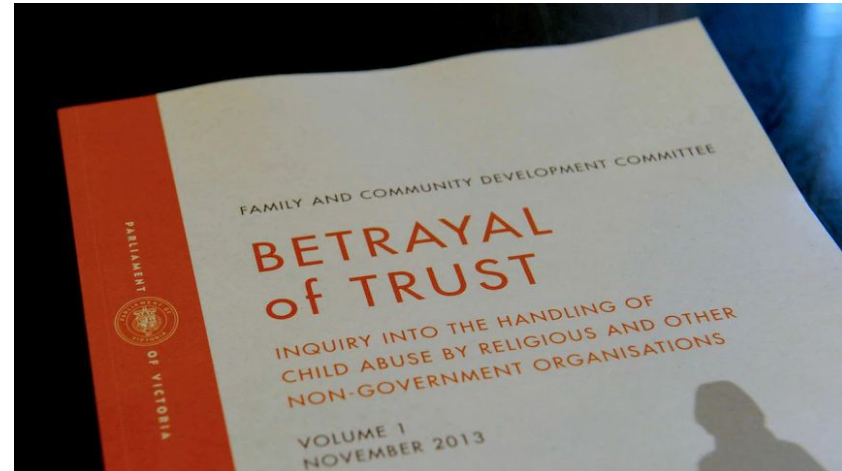


Child Safe Standards: Children have the right to feel safe and be safe from sexual, physical and emotional abuse.

Victorian organisations that provide services to children are required under the *Child Safety and Wellbeing Act* to ensure that they implement compulsory child safe standards to protect children from harm.

Betrayal of Trust Report

- The Victorian Government believes it is important that organisations are subject to a well-defined legal duty to prevent child abuse within organisations.
- **Betrayal of Trust** is a report on a Victorian Parliamentary inquiry into the handling of child abuse by religious and other non-government organisations. The Child Safe Standards form part of the Victorian Government's response to the Betrayal of Trust Inquiry.
- The aim of the child safe standards is to drive continuous improvement so that protecting children from abuse is embedded in everyday thinking and practice of leaders, staff and volunteers.
- Ministerial Order 870 – Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises is revoked on 30 June 2022.



Why Are the Standards Important?

- Child abuse is unacceptable. Ensuring children's safety is a top priority for the Victorian Government.
- The standards aim to create a culture where protecting children from abuse is part of everyday thinking and practice.
- They will strengthen existing approaches to preventing and responding to child abuse and provide consistency in managing these issues.
- We cannot presume that child abuse does not occur in our school.





The 11 Child Safe Standards

- **Standard 1: Culturally safe environments** – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- **Standard 2: Leadership, governance, and culture** – Ensure that child safety and well-being are embedded in school leadership, governance and culture.
- **Standard 3: Child and student empowerment** – Children and young people are empowered about their rights, participate in decisions affecting them, and are taken seriously.
- **Standard 4: Family engagement** – Families and communities are informed and involved in promoting child safety and well-being.
- **Standard 5: Diversity and equity** – Equity is upheld, and diverse needs are respected in policy and practice.
- **Standard 6: Suitable staff and volunteers** – People working with children and young people are suitable and supported to reflect child safety and well-being values in practice.
- **Standard 7: Child-focused complaints processes** – Ensure that processes for complaints and concerns are child-focused.
- **Standard 8: Child safety knowledge, skills, and awareness** – Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training.
- **Standard 9: Physical and online environments** – Physical and online environments promote safety and well-being while minimising the opportunity for children and young people to be harmed.
- **Standard 10: Review of child safety practices** - Implementing the Child Safe Standards is regularly reviewed and improved.
- **Standard 11: Implementation of child safety practices** – Policies and procedures document how schools are safe for children, young people, and students.

New Laws 1st January 2023

- New laws started on 1 January 2023, including more substantial penalties for organisations that do not comply with the Child Safe Standards.
- The *Child Wellbeing and Safety (Child Safe Standards Compliance and Enforcement) Amendment Act 2021* gives the Commission and other regulators more powers to assess and enforce compliance with the Child Safe Standards.
- Some of the fundamental changes are:
 - New powers for officers, including the ability to inspect organisations' premises without notice, to assess compliance with the new Standards
 - New enforcement actions, including official warnings, court injunctions, enforceable undertakings, and the ability for a regulator to publish details about an organisation's non-compliance
 - The introduction of a range of criminal offenses and increased maximum penalties for non-compliance with notices and directions issued by the Commission.

National Principles



Legislation

- **Definition of Child (under Child Safety):** anyone under the age of 18 years old
- **Definition of Adult (under Child Safety):** anyone above the age of 18 years old
- **Failure to Disclose:** Any adult who holds a reasonable belief that a sexual offence has been committed by an adult against a child in Victoria must report that belief to police, unless they have a reasonable excuse for not reporting.
- **Failure to Protect:** The failure to protect offence came into effect on 1 July 2015 and applies to people within organisations who knew of a risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk, but negligently failed to do so.
- **Grooming:** Organisations that provide services or facilities to children that are subject to the Scheme must report allegations of grooming by their workers or volunteers to the CCYP (the Commission) and allegations must be investigated.
- **Duty of Care:** The organisation must protect children from all reasonable risks of injury or harm. Every individual in your school has a duty of care responsibility to make sure children are safe and that there is no harm.
- **Mandatory Reporting:** Some professionals have additional legal obligations to report. Mandated reporters include Doctors, nurses, midwives, teachers, early educators, the principal of a school, members of the police force, psychologists, school counsellors, and ministers of religion

Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

Minimum requirements

In complying with Child Safe Standard 1 an organisation must, at a minimum, ensure:

- 1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- 1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
- 1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
- 1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their Families.
- 1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Cultural Change

To engage in cultural change, organisations need to:

Embed child safeguarding into everyday thinking and processes

Have and promote a zero tolerance to child abuse

Ensure all staff and volunteers are aware of their obligations and have a culture of reporting

Child safety is a meeting topic at every meeting

Respect, embrace and support all children

Aim to continuously improve your child safeguarding approach

Have leaders who create, develop and support a culture of child safety

Involve all stakeholders (the community)

Child Safety Officer Role & Responsibilities

- Ensure the school's policies are known and used.
- Ensure the school's Child Safety Policy is reviewed annually and after an incident.
- Ensure the Child Safety Policy is available publicly and parents, carers and children understand it.
- Be alert to the specific needs of children including children with a disability.
- Encourage a culture of listening to children and asking for their opinion.
- Ensure all staff and volunteers have access to and understand the school's Child Safety Policy and Procedures.
- Make sure staff participate in training.
- Act as the first point of contact for child safety concerns or allegations of abuse within the school.
- Assist with internal and external reporting obligations.

Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture

Minimum requirements

In complying with Child Safe Standard 2 an organisation must, at a minimum, ensure:

- 2.1 The organisation makes a public commitment to child safety.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up.
- 2.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels.
- 2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.
- 2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.
- 2.6 Staff and volunteers understand their obligations on information sharing and record keeping.

Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

Minimum requirements

In complying with Child Safe Standard 3 an organisation must, at a minimum, ensure:

- 3.1 Children and young people are informed about all of their rights, including to safety, information and participation.
- 3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
- 3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.
- 3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.
- 3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.
- 3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.



Empowerment is about building up children and young people and changing the way organisations operate. It helps children and young people to have greater confidence and to seek out support when they need it.

**There is no
shortcut, or
one-size-fits-all
approach to
keeping children
safe from abuse.**

A graphic of a smartphone with a black border and a white screen. The screen displays text in a dark red, italicized font.

***Call
Victoria
Police on
000 if you
have
immediate
concerns
for a child's
safety***

Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing

Minimum requirements

In complying with Child Safe Standard 4 an organisation must, at a minimum, ensure:

- 4.1 Families participate in decisions affecting their child.
- 4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.
- 4.3 Families and communities have a say in the development and review of the organisation's policies and practices.
- 4.4 Families, carers and the community are informed about the organisation's operations and governance.

Standard 5: Equity is upheld and diverse needs respected in policy and practice

Minimum requirements

In complying with Child Safe Standard 5 an organisation must, at a minimum, ensure:

- 5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.
- 5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
- 5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.
- 5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

Different Types of Abuse

- **Physical Child Abuse**
- **Child Sexual Abuse**
- **Grooming**
- **Emotional Child Abuse**
- **Neglect**
- **Family Violence**

If physical and/or behavioural indicators lead you to suspect that a child has been or is being abused, or is at risk of abuse, you must respond as soon as practicable per the Four Critical Actions to take when responding to incidents, disclosures or suspicions of child abuse.

What is Child Abuse & Neglect?

Child abuse and neglect put children at risk for injury and even death. As a teacher, it is your responsibility to:

- (a) know the signs of abuse and neglect,
- (b) prevent child abuse through parent education, and
- (c) report suspected cases of child abuse or neglect.

At its most basic form, child abuse and neglect is defined under federal law as:

- Any recent act or failure to act which results in death, serious physical or emotional harm, sexual abuse or exploitation of a child
- An act or failure to act which presents an imminent risk of serious harm to a child

Categories of Offending

- **Intra-familial** – within the family. Most abuse occurs in this category.
- **Extra-familial** – external to the family - friends, carers, schools, sports groups, other families, and service providers.
- **Organisational** – Abuse may take place in your school– by someone employed by your school, someone who comes into the space, or by another child who takes part in the school.

1 in 10



CHILDREN

will be sexually
abused before the
age of 18

70%

of child sexual
abuse victims
will not tell



90%

of child sexual
abuse victims
know their abuser



1 in 7



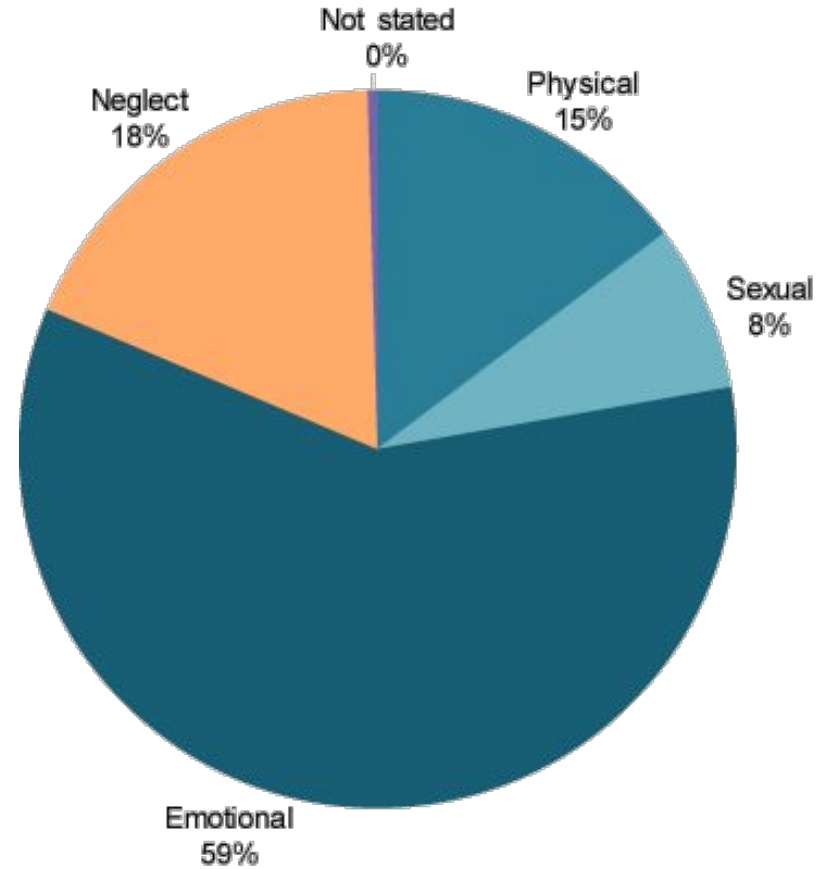
CHILDREN

will be physically abused
or neglected before the
age of 18


Child Abuse Statistics

1 in 4 girls experience sexual abuse

1 in 7 boys experience sexual abuse



Types of Child Abuse



*Trigger warning.
This section includes explicit
descriptions of abuse and
may be distressing to read.*

Physical Abuse

- Physical abuse occurs when a child suffers or is likely to suffer significant harm from an injury.
- The injury may be inflicted intentionally or may be the inadvertent consequence of physical punishment or physically aggressive treatment of a child.
- This may take the form of punching, beating, shaking or otherwise harming a child.



Indicators of Physical Abuse

Physical Indicators

- evidence of physical injury that would not likely be the result of an accident
- bruises or welts on facial areas and other areas of the body, such as back, bottom, legs, arms and inner thighs
- burns from boiling water, oil or flames or burns that show the shape of the object used to make them, such as from an iron, grill, or cigarette
- fractures of the skull, jaw, nose and limbs, especially those not consistent with the explanation offered, or the type of injury possible at the child's age of development
- cuts and grazes to the mouth, lips, gums, eye area, ears and external genitalia
- bald patches where hair has been pulled out
- multiple injuries - old and new
- effects of poisoning
- internal injuries.

Behavioural Indicators

- disclosure of physical abuse - by the child, friend, family member
- inconsistent or unlikely explanation for cause of injury
- wearing clothes unsuitable for weather conditions to hide injuries
- wariness or fear of a parent, carer or guardian and reluctance to go home
- unusual fear of physical contact with adults
- fear of home, specific places or particular adults
- unusually nervous, hyperactive, aggressive, disruptive and destructive to self or others
- overly compliant, shy, withdrawn, passive and uncommunicative
- change in sleeping patterns, fear of the dark or nightmares and regressive behaviour, such as bed-wetting
- no reaction or little emotion displayed when being hurt or threatened
- habitual absences without reasonable explanation, where regular attendance is expected
- complaining of headaches, stomach pains or nausea without physiological basis, poor self-care or personal hygiene.

Emotional Abuse

- Emotional abuse can result in damage to the child's physical, social, intellectual or emotional development.
- This may involve:
 - Being repeatedly rejected, name called or being put down.
 - Being frightened by threats.
 - Continual coldness so that their self-esteem, physical and emotional growth are affected.
- A child can also experience emotional abuse by being in a home or place where there is violence.



Neglect

- Neglect is the failure to provide for the child's basic needs for life:
 - Food
 - Clothing
 - Shelter
 - Medical attention
 - Supervision or care
- To the extent that the child's health and development are, or are likely to be, placed at risk.



Indicators of Neglect

Physical Indicators

- appearing consistently dirty and unwashed
- being consistently inappropriately dressed for weather conditions
- being at risk of injury or harm due to consistent lack of adequate supervision from parents
- being consistently hungry, tired and listless
- having unattended health problems and lack of routine medical care
- having inadequate shelter and unsafe or unsanitary conditions.

Behavioural Indicators

- being left with older children or persons who could not reasonably be expected to provide adequate care and protection
- gorging when food is available or inability to eat when extremely hungry
- begging for, or stealing food
- appearing withdrawn, listless, pale and weak
- aggressive behaviour, irritability
- little positive interaction with parent, carer or guardian
- indiscriminate acts of affection and excessive friendliness towards strangers
- exhibits significant delays in gross and fine motor development and coordination
- poor, irregular or non-attendance at the service (where regular attendance is expected)
- refusal or reluctance to go home
- self-destructive behaviour
- taking on an adult role of caring for parent.

Sexual Abuse

- Sexual abuse occurs when a person uses power, force or authority to involve a child in any form of sexual activity.
- Behaviors sex offenders engage in may include:
 - touching or fondling.
 - obscene or suggestive phone calls/texts.
 - exhibitionism and or voyeurism.
 - pornographic images.
 - penetration with penis, finger or other object into the mouth, anus or vagina.



Indicators of Sexual Abuse

Physical Indicators

- Vaginal or anal bleeding, discharge or discomfort.
- Presence of STI's.
- Pregnancy or missed periods.
- Constant complaints of headaches and/or abdominal pain.



Behavioural Indicators

- Discloses sexual abuse (intentional or unintentional).
- Sophisticated or unusual sexual behaviour or knowledge.
- Soiling and/or wetting.
- Persistent habit disorders (eg. sucking, biting, rocking, etc).
- Sleep disorders.
- Inhibition to play.
- Difficulties relating to peers/adults.
- Self-destructive behaviour.

Family Violence

- Family violence is any **threatening, coercive, dominating or abusive behaviour** that occurs between people in a family, domestic or intimate relationship, or former intimate relationship, that **causes the person experiencing the behaviour to feel fear.**
- Family violence is not an argument once in a while, it is a **continuous pattern of abusive behaviour** perpetrated by one person towards another, often using multiple tactics.
- Family violence is not just physical or sexual abuse. It can include many types of abuse all of which are unhealthy and harmful.



Grooming

- An individual persuading a child they have a special relationship with them, and inappropriately:
- Spending special time with a child.
- Giving gifts to a child.
- Showing special favours to one child but not others.
- Allowing the child to step out of boundaries or rules.
- Testing and breaking of professional boundaries.



Sexual Grooming (Video)



Indicators of Grooming

Behavioural Indicators

- developing an unusually close connection with an older person
- displaying mood changes, such as hyperactive, secretive, hostile, aggressive, impatient, resentful, anxious, withdrawn, or depressed
- using street or different language, such as copying the way the new 'friend' may speak, talking about the new 'friend' who does not belong to his or her normal social circle
- possessing gifts, money and expensive items given by the 'friend'
- being excessively secretive about their use of communications technologies, including social media
- being dishonest about where they've been and whom they've been with.

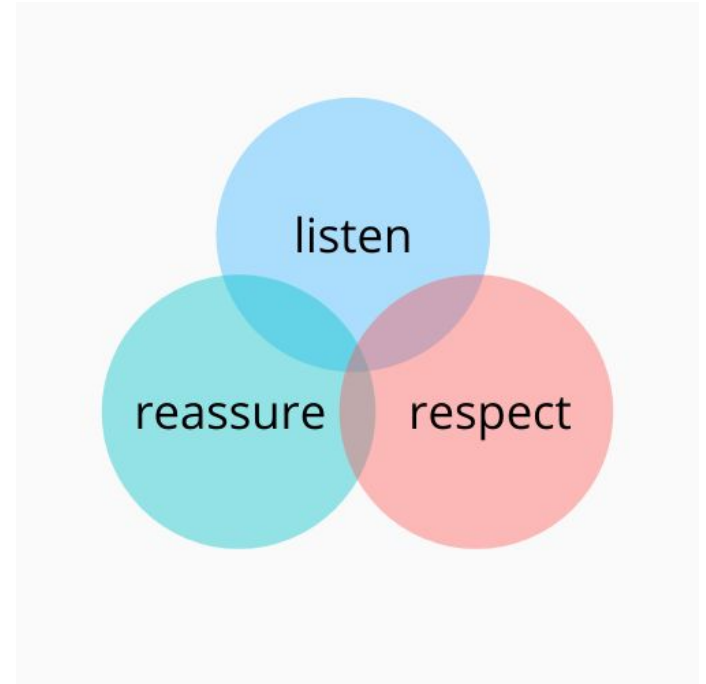
What is a Disclosure?

- An adult or child discloses concerns about the behaviour of another adult towards a child or a child at risk
- You notice signs of potential abuse of a child at risk.

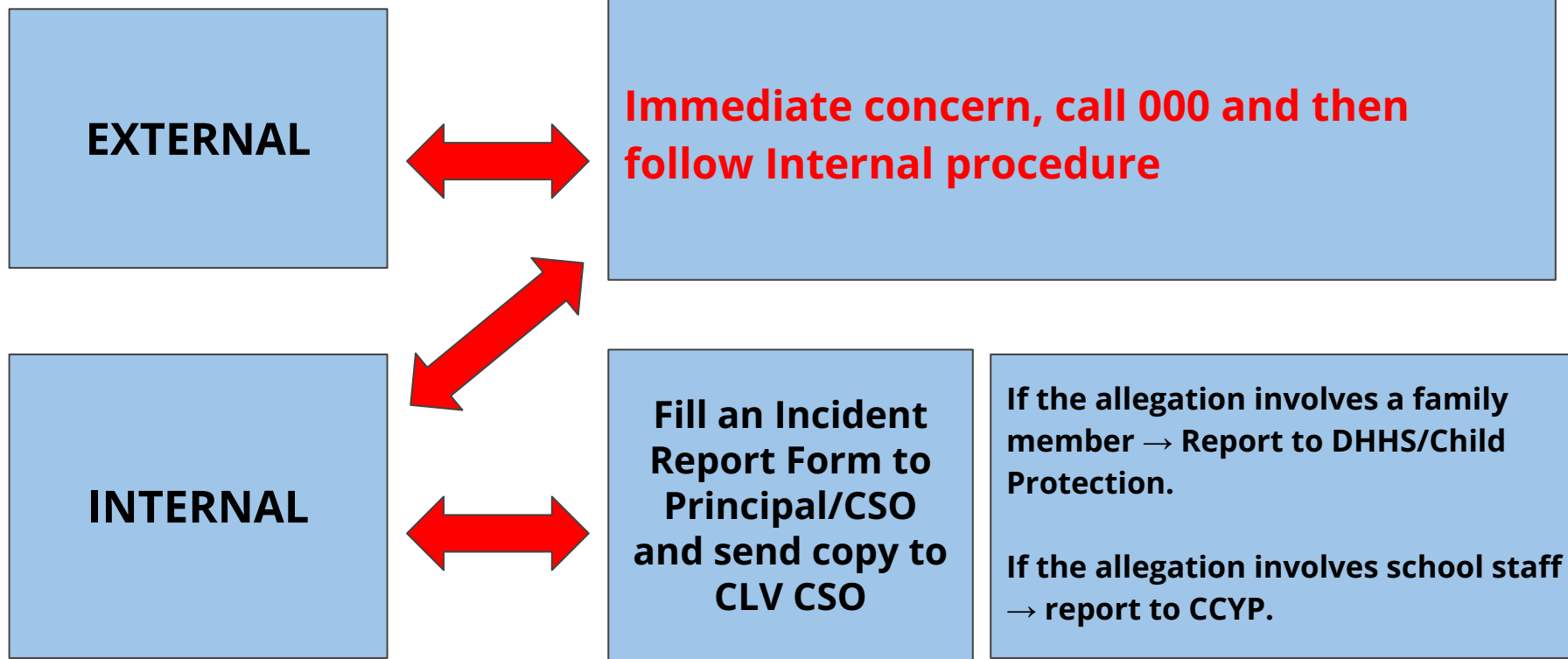


Responding to Disclosures

- Listen to the child
- Remain calm
- Believe the child
- Tell them they did the right thing
- Ask only enough questions to know that you must report (you are not the investigator)
- Report



Who Do We Report To?



What is the Reportable Conduct Scheme?

- It requires organisations to report abuse allegations to The Commission for Children and Young People (CCYP).
- This is required if the allegations are made against school staff, volunteers or contractors.
- An additional layer of investigations.
- Covers broad range of behaviours that may not result in criminal investigation but still requires investigation.
- Builds capacity of organisations to conduct investigations.
- Police investigations of criminal conduct take priority; such matters need to be reported to Police as per usual.
- It includes allegations against school staff, volunteers or contractors in their professional and in their personal life.

What is the Reportable Conduct Scheme?

There are 5 types of reportable conduct:

- **Sexual offences** committed against, with or in the presence of a child
- **Sexual misconduct** committed against, with or in the presence of a child
- **Physical violence** against, with or in the presence of a child
- Any behaviour that causes **significant emotional or psychological** harm to a child
- **Significant neglect** of a child.

CCYP website: <https://ccyp.vic.gov.au/reportable-conduct-scheme/>

Responsibilities for Head of Organisation



Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Minimum requirements

In complying with Child Safe Standard 6 an organisation must, at a minimum, ensure:

- 6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and Wellbeing.
- 6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks.
- 6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.
- 6.4 Ongoing supervision and people management is focused on child safety and wellbeing.

Code of Conduct

A Code of Conduct prescribes the behaviour expected of our staff and volunteers

- Clear about their roles and responsibilities regarding child protection.
- All staff, volunteers and board members of school are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.
- Modelling appropriate adult behaviour
- Listening to children and responding to them appropriately
- Aware of their obligations to immediately report suspected abuse to **Call the police on 000 if you have immediate concerns for a child's safety.**

Staff and volunteers **MUST NOT:**

- Put children at risk of abuse
- Develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children) (grooming)
- Use inappropriate language in the presence of children
- Ignore or disregard any suspected or disclosed child abuse.
- Seek to use children in any way to meet the needs of adults
- Use physical discipline

Standard 7: Processes for complaints and concerns are child-focused

Minimum requirements

In complying with Child Safe Standard 7 an organisation must, at a minimum, ensure:

- 7.1 The organisation has an accessible, child-focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.
- 7.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe.
- 7.3 Complaints are taken seriously and responded to promptly and thoroughly.
- 7.4 The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement.
- 7.5 Reporting, privacy and employment law obligations are met.

Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

Minimum requirements

In complying with Child Safe Standard 8 an organisation must, at a minimum, ensure:

- 8.1 Staff and volunteers are trained and supported to effectively implement the organisation's Child Safety and Wellbeing Policy.
- 8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.
- 8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.
- 8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.

Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Minimum requirements

In complying with Child Safe Standard 9 an organisation must, at a minimum, ensure:

- 9.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.
- 9.2 The online environment is used in accordance with the organisation's Code of Conduct and Child Safety and Wellbeing Policy and practices.
- 9.3 Risk management plans consider risks posed by organisational setting, activities and the physical environment.
- 9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.

Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved

Minimum requirements

In complying with Child Safe Standard 10 an organisation must, at a minimum, ensure:

- 10.1 The organisation regularly reviews, evaluates and improves child safe practices.
- 10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.
- 10.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families, and children and young people.

Standard 11: Policies and procedures document how the organisation is safe for children and young people

Minimum requirements:

In complying with Child Safe Standard 11 an organisation must, at a minimum, ensure:

- 11.1 Policies and procedures address all Child Safe Standards.
- 11.2 Policies and procedures are documented and easy to understand.
- 11.3 Best practice models and stakeholder consultation informs the development of policies and procedures.
- 11.4 Leaders champion and model compliance with policies and procedures.
- 11.5 Staff and volunteers understand and implement policies and procedures.

Scenarios

- **Scenario 1:** Eleni has just arrived at school and still in her car in the car park. She notices a family leaving the school and walking towards their car. They are having an argument and voices are raised. The mum hits the 7 year old on the back and yells at him to get into the car.
- **Scenario 2:** A young teen comes to you visibly upset and angry. He tells you that older boys in the toilet were trying to touch him. He gets embarrassed when you ask him what he means.
- **Scenario 3:** A **new volunteer** seems to be spending a lot of time with one particular child. They seem to really like this child and have brought him small presents on occasions and someone saw them coming from an area that they shouldn't have been in.

Scenarios

- **Scenario 4:** Mae is a teacher and Li is one of her students. Over the past 3 weeks Mae has noticed a change in Li's behaviour. Usually, Li is happy and chatty but she has recently become withdrawn and silent. When Li's mother, Jo, comes to collect her one day, she is distracted, jumpy and irritable. Mae observes that Jo is sweating, her pupils are dilated and she appears intoxicated. Mae is concerned for Jo's wellbeing and for Li's welfare.
- **Scenario 5:** Alecia, age 6, has had a severe cough for at least two weeks. It has gotten so bad that her whole body seems to seize up when she coughs. She wheezes and seems exhausted. You are very concerned about her health and have expressed your concerns to her mom. Mom just keeps saying, "It's getting better. The doctor will just tell me it's a cold and there's nothing they can do. It's a waste of time."



Questions?

Next Steps

Where To Go For Support



General Inquiries	Mr Fahry Abubaker abubaker.fahry.f@communitylanguages.org.au Mob: 0422 178 062
Funding Application	community.languages@education.vic.gov.au
Child Safety	Ms Neda Erjaei erjaei.neda@communitylanguages.org.au Mob: 0413 858 842
Professional Learning Activities	Ms Heba El-Hakim heba.elhakim@communitylanguages.org.au Mob: 0430 744 094