



**LEO BAECK CENTRE FOR PROGRESSIVE JUDAISM
POLICIES AND PROCEDURES FOR SAFEGUARDING CHILDREN
UPDATED JULY 2020 for 2020 VERSION WITH ONLINE SECTION**

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DESIGNATED PERSON

Rabbi Jonathan Keren-Black has been selected to be the Designated Person to whom concerns should be addressed and who has responsibility for the implementation of our Policies and Procedures for Safeguarding Children. He can be reached through the office:

03 9819 7160, between 9am and 1pm Tuesday to Friday – office@lbc.org.au.

Should there be any concern relating to Rabbi Jonathan Keren-Black, these should be immediately referred to the current President, Gillian Lubansky, who can also be reached via the office.

The Board Member designated as responsible for Child Safety Measures is Karen Silberberg

Introduction

LBC is a religious and community centre for a portion of Melbourne's Progressive Jewish community. It has several hundred member households and is also attended by non-members for both religious and community events and functions. It provides a range of services and activities relevant to its community. These include religious services, formal and informal Jewish educational services for children and adults, and youth movement activities.

In recent years it has become evident that many children have been abused while in the care of organisations, including religious organisations. Details of such abuse has been ratified by State inquiries and during the 2015 Royal Commission into Child Abuse. There is clear evidence that not only were organisations found wanting in preventing the occurrence of child abuse but that, when abuse occurred, the child and family's reports were often denied, and at times the family was rejected by the organisation. There is also clear evidence that at times, senior people in positions of authority in these organisations dealt with perpetrators of abuse by moving them to other areas or at times to other countries rather than report to appropriate civil authorities. It is also clear that some organisations in which abuse occurred failed to have appropriate policies and procedures in place for the protection of children.

It is now recognized that all organisations such as LBC must have an appropriate Child Protection Policy and a procedural document. There is significant evidence to suggest that it is important for organisations to have clear policies, guidelines and procedures regarding the safety of children and the management of concerns, should they occur, in order to ensure the safeguarding of children in their care. Such documents also provide protection for staff who follow these guidelines.

The Rabbi and the Board and Management of LBC are committed to providing a safe and secure environment for children, with zero tolerance for any abusive behavior toward them from anyone involved with the LBC community.

As part of this commitment, all employees and volunteers must read this document and be familiar with its contents. This includes Rabbis, cantors, organists, teachers, mentors, event leaders, administrative staff, caretaking staff and board and committee members. Some will be required to take part in discussions and reviews pertaining to this document.

We regard LBC as a caring community. This document contains a set of guidelines, which we regard as essential for the wellbeing of our community. As such we consider it essential that all members, employees and volunteers understand its contents and sign an agreement to follow its guidelines.

Gillian Lubansky

Chair of LBC Board



Rabbi of LBC

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

LBC is committed to the welfare of all of its members. This document relates particularly to children and young people up to the age of 18. It is clear from the findings of the Victorian Inquiry into Child Protection and the Royal Commission into Institutional Responses to Sexual Abuse that children and young people are placed in danger if organisations which are responsible for them do not have clear guidelines and procedures for protecting them. The seriousness of this need is reflected in the Victorian Commission for Children requiring notification of any reported incidents related to child safety.

The Royal Commission and the Victorian Inquiry have brought to light the amount of abuse of children and young people which has occurred and also the terrible damage that such abuse, together with the failure of appropriate organisational responses, has done to children and young people. This damage often has had a devastating effect on these people's further development, quality of life and health. LBC is committed to providing a safe environment for children and young people. This is the main impetus for this protocol. In addition, our protocols must ensure that incidents concerning child safety be reported to the Children's Commission. The Commission's requirements for reporting and governance are a good guide for our approach to ensuring the safety of children and young people in our care.

It is of fundamental importance that all who are involved with children at LBC be aware of the potential risks to children in the care of organisations, which have been identified by the Royal Commission and the Victorian Inquiry and reportable to the Victorian Commission for Children.

What types of conduct are reportable to the Commission for Children?

There are five types of 'reportable conduct' listed in the *Child Wellbeing and Safety Act 2005*:

- sexual offences (against, with or in the presence of a child).
- sexual misconduct (against, with or in the presence of a child).
- physical violence (against, with or in the presence of a child).
- behaviour that is likely to cause significant emotional or psychological harm.
- significant neglect.

A child is someone under the age of 18 years and reportable conduct concerns someone who is 18 years or older.

What are sexual offences?

In Victoria, it is an offence to engage in certain sexual behaviours against, with or in front of a child. Many of these behaviours are reportable conduct under the Reportable Conduct Scheme. This includes:

Sexual Assault. In Victoria, it is an offence to engage in certain sexual behaviours against or in front of children and young people. These offences are generally criminal in nature. They include:

- Kissing as a sexual act.
- Fondling of breasts or genitalia, masturbation, oral sex
- Sexual penetration
- Exploitation through prostitution
- Possession of child abuse material.
- Exposing a child or young person to or involving them in pornography.
- Grooming a child in order to commit a sexual offence. This may involve:
 - Offering to babysit a child or take them on outings.
 - Isolating a child from other adults or children.
 - Insisting on physical affection such as hugging, kissing or wrestling.
 - Showing inappropriate interest in a child's sexual development.
 - Inappropriate sexual discussion with a child.
 - Taking photos of the child.
 - Exposing genitals to a child.
 - Offering drugs or alcohol to a child.
 - Asking the child not to tell anyone about these actions or conversations.

Such behaviours are aimed at enlisting the confidence of the child or young person and perhaps parents and in normalising the notion of sexual contact in the minor. These actions are of particular concern where there are clear guidelines regarding what is appropriate in that paragraph.

What is Sexual Misconduct?

This occurs when a worker departs from the accepted standards of his or her role and the misconduct is intentional or seriously negligent. It can occur through physical actions and personal or online communications. Examples are:

- Developing an intimate relationship with a child or young person, for example, through regular contact without the knowledge or approval of the organisation's (LBC's) management.
- Inappropriately discussing sex and sexuality with a child.
- Other overtly sexual acts that could lead an organisation to take disciplinary or other action; for example voyeuristic behaviour.

What is Physical Violence?

This involves acts that cause physical injury or pain. Examples of excessive violence include:

- Hitting/kicking/punching.
- Pushing/grabbing/shoving/throwing/shaking.
- Using an object to hit or strike.
- Using inappropriate restraint/excessive force.
- Causing a child to believe that physical force will be used against them.

This does not include lawful behaviour such as:

- Reasonable steps taken to protect a child from immediate harm such as taking a child's arm to stop them from entering ongoing traffic.
- Medical treatment given in good faith in appropriately applying first aid.

Behaviour that causes emotional or psychological harm to a child or young person.

Examples might include:

- Exposure to violence or threats of violence.
- Exposure to persistent hostility and rejection.
- Humiliation and belittling.
- Scapegoating.

It would not be reportable conduct if:

- A person takes reasonable steps to protect a child or young person from harm.
- A person with responsibility for discipline takes lawful and reasonable disciplinary action such as requiring time out for a child if this is in line with organisational policy.
- Appropriate and required medical treatment is given by a person qualified in first aid.

What is Neglect? This is the failure to meet the basic needs of a child such as their wellbeing or safety. The consideration of possible neglect takes into account:

- If there was a failure to meet the child's basic needs.
- That the failure was deliberate or reckless.
- If the worker or volunteer could have met the child's needs but failed to do so.
- If the neglect was significant and:
- If there was a sufficient connection between the child and the worker or volunteer who failed to meet their needs.

Examples of Supervisory neglect include:

- Leaving a child unsupervised for an extended period.
- Exposing a child to inappropriate material or environments such as drug use or pornography.
- Leaving a child in the care of an inappropriate person.
- Exposing the child to hazards such as walking the street alone.

Examples of Physical Neglect include:

- Failing to acknowledge the seriousness of a medical condition or illness and not seeking and following appropriate medical advice.
- Failing to meet the child's physical needs.

Examples of Emotional neglect or abuse include:

- Rejecting, abandoning, belittling and name-calling.
- Shaming, isolating and demeaning.
- Encouraging maladaptive behaviours such as stealing or inappropriate sexual behaviour.

(See Appendix A for possible manifestations in the child of abuse and neglect)

Implications of discovery of possible abuse.

The items under sexual assault would be deemed criminal in nature as would physical assault resulting in injury. Allegations relating to these areas are to be reported to police as well as to the Children's Commission. Allegations in all areas discussed above must be reported to the Children's Commission whose workers will clarify any doubts re whether or not to report to police. Allegations are to be reported if there is a reasonable belief that a staff member or volunteer has been involved in a reportable offence. This forms part of the Victorian Children's Commission's **Reportable Conduct Scheme** which requires the heads of organisations with a high degree of responsibility for children to:

- Have systems in place to prevent the abuse of children and young people, and where abuse occurs to ensure that allegations can be brought to the attention of appropriate persons for investigation and response.
- Ensure that the Commission is notified of a reportable allegation and given updates on the organisation's response to that allegation.
- Report to Victoria Police as soon as they become aware that a reportable allegation may involve criminal conduct. Under the Crimes Act of 1958, it is a criminal offence to fail to disclose such information to the Victoria Police.

Mitigating potential risks to child safety.

A second fundamental part of minimising potential risk to children at LBC is that all those involved with children understand LBC's strategies and protocols regarding child safety.

The emerging area of online education and contact.

Where lessons occur in an online environment, the same Child Protection principles will apply as in a conventional physical classroom. The online system should be set up as far as possible to protect children from potential abuse. One to one chat should be disabled, and each session, including chat, should be set to record to the cloud automatically if possible. (Parents/guardians who have recorded reservations about their children being photographed must be notified of these recordings, that they will not be used publicly, and their options).

Educators must not disable the recording. Educators should not privately message children through a chat function or their email or any other means. Any written communication with children during a session must occur in the group chat window so that everyone in the classroom can read it, and it is recorded. Any email communication with students must copy in their parents, unless parents give express written permission that they do not wish to be copied in. In that case, any communication with a young person must be CC-ed to the Sh'ma Team Leader, or the Rabbi, for record-keeping.

It is to be noted that recordings on the system may only be automatically kept for a short period of a couple of weeks, so any issues must be dealt with immediately and the recordings saved to permanent storage for reference and review.

Child-Safety Standards.

It is important and required that organisations such as LBC promote child safety, prevent abuse of children and young people and respond to instances of suspected abuse. The Victorian Children's Commission recommends consideration of seven standards:

1. Strategies to embed an organisational culture of child safety.
2. A child-safe policy or statement of commitment to child safety.
3. A child-safety code of conduct.
4. Screening, supervision, training and other human resources practices that reduce the risk of child abuse.
5. Procedures for responding to and reporting suspected child abuse.
6. Strategies to identify and reduce or remove risks of child abuse.
7. Strategies to promote child participation and empowerment.

This document is LBC's response to recommendation 2 (above) and its dissemination and review with staff and volunteers as well as its placement on the LBC website. The sections below are consistent with recommendations 4 to 7.

Code of Conduct

LBC has a zero-tolerance policy regarding the breaching of this policy or of any inappropriate conduct with regard to children. Knowledge and understanding of this policy and its application are considered to be a collective responsibility applying without exception to all those who deal with children at LBC. This includes Rabbis and Cantors, teachers, tutors, madrichim and volunteers, and others who deal with children at LBC. This also extends to LBC Board members as they have a significant influence on the culture of our organisation.

All are to follow this policy document with regard to their relationships with children and the management of situations where there are concerns about a child's safety. Children are to be treated with respect at all times.

Breaches of guidelines.

All breaches will be reviewed by a standing committee comprising at least two of the Rabbi, the Chair of the congregation and an appointed specialist. In some circumstances this review could lead to dismissal and/or reporting to relevant authorities as may be required by law.

Sexual misconduct.

LBC forbids sexual conduct occurring within the Centre or as part of external LBC activities. This includes both contact and non-contact sexual conduct.

Sexual behaviour between an adult staff member and a person under the age of 18.

Sexual behaviour refers to interactions which would be considered as sexual within the community and according to the *Child Wellbeing and Safety Act 2005*. They include:

- Contact behaviour such as sexual intercourse, kissing, fondling, sexual penetration and exploitation through child prostitution.
- Non-contact behaviour such as flirting, sexually suggestive communications or behaviour, inappropriate communications via electronic means or hard copy material, and exposure to pornography and nudity.

It is of great importance that there be **appropriate boundaries within relationships**. Such boundaries are important as inappropriate touching may be, or may be experienced as, sexual contact. This is of obvious importance for the child who is the subject of this experience. Boundaries are also important for the protection of the adult staff member whose actions may be misconstrued. **These boundaries involve:**

Physical contact.

Touching of a child may be appropriate or inappropriate depending on the age of the child, the nature of the touching and the circumstances in which it occurs. Handshakes or high fives would generally be deemed to be appropriate. Sexualised touching such as fondling would always be deemed as inappropriate.

Unacceptable physical contact includes:

- Touching of genitals, breasts or buttocks unless for reason of a medical emergency.
- That which would be seen by reasonable people as having a sexual connotation or purpose.
- That which is intended to cause physical pain or distress to the child.
- That which is not required by the child and his or her developmental competences (e.g. assisting with toileting for a child who is toilet trained).
- That which occurs against the wishes of a child unless in order to prevent imminent harm or injury. This includes the use of physical restraint.

Guidelines for age-related appropriate touching are:

- In general:
 - Assistance with toileting to the age of 5.
 - Assistance with changing of clothes in children to the age of 6.

- Comforting of a distressed child to the age of 12. For older children in this range, one should ask permission, e.g. as to whether they want a hug.
 - Physical contact is not normally required in children above the age of 12.
 - It is important to understand each child's developmental needs. An older child with special needs may require physical assistance. A younger child may be able to self-manage toileting and/or dressing.
- During Activities. Certain activities, e.g. sports activity coaching may require a degree of physical contact. This should be done in an appropriate manner and, advisably, when others are around.

It is an overriding principle that touching only occurs if it directly relates to the child's needs.

Communication.

Communications with children should be:

- Clear and respectful. Adults should ensure that their communications are not discriminatory, racist or sexist.
- Free of belittling or shaming.
- Non-threatening.
- Avoiding of sexual comments or swearing.

Regarding teachers, staff and volunteers:

- Personal details should not be given to a child.
- If communication via email or texting is required the parent or guardian or the Rabbi's office must be copied in on the communication.
- Email communication to students must be via an LBC email account and the email must be copied and filed.
- Parents or guardians must be party to information shared with children on social media.
- Staff and volunteers must not become 'friends' with children on social media sites.

Gift giving, Favouritism

Gift giving by adults who have responsibility for children at LBC is prohibited except for attendance at a function such as a bar or bat mitzvah where a gift is congruent with the occasion. Gifts are to be proportionate, i.e. similar for each child.

Outside Contact.

This refers to direct contact between LBC staff, teachers or volunteers and children with whom they are involved in this capacity, which occurs outside of LBC and its programs. Such contact, including babysitting must not occur except in particular circumstances such as if the staff member is a relative or a close friend of the family. If not, there must be discussion with the Rabbi in order to determine whether or not such contact would be appropriate.

Transport

Where possible, LBC adult members should avoid transporting children, other than their own, to and from LBC events and programs, except with the agreement of the parents of those children.

No individual employed by or engaged in volunteering for LBC is to transport an individual child except in an emergency (see below). If the use of personal cars is required, then there should either be two adults in the car, or if there is only the adult driver there must be more than one child in the car which should be part of a convoy. Where possible parents should be approached to assist. In an emergency it may be necessary for one adult to transport one child. In such circumstances a parent or guardian or failing that another LBC member should be notified. Adult drivers must have a valid licence and have progressed past 'P' plate status.

Photography

It is necessary to have a policy regarding photographs and videos in order to protect the privacy and integrity of children. The following guidelines must be followed.

Consent should be gained from a parent or guardian. This may be a general consent obtained from parents or guardians at the beginning of a year or an activity. In giving consent, it is important that parents or guardians understand that photos may appear in the synagogue newsletters including posting on social media, or be used for publicity purposes, but that surnames will not be used without explicit permission. If parents or guardians do not give consent for photography, this should be communicated to the Coordinator or Team Leader of any adult who may be in a position to photograph the child (and see note about online classes, page 8 above).

The child must be suitably clothed and in an appropriate pose. No sexualised poses are permitted. If any image inadvertently reveals private body parts it must be deleted.

No cameras, cameras on phones, or any type of recording equipment is to be used in changing areas, showers or toilets.

Any image of a single child should be taken in the presence of another adult.

Images of children should not contain identifying data such as surname, address, phone number or email address.

Those taking images at LBC events in an official role must have appropriate permission from the Rabbi or a Board member who is designated to oversee child safety matters. Those at LBC who take photographs involving children regularly on behalf of LBC must have Working with Children Checks. Anyone taking photos involving children at LBC may be asked to explain their purpose including how the images will be used. LBC retains the right to refuse photography if deemed inappropriate.

Alcohol and Drugs

No alcohol or illicit drugs are allowed at LBC events for children apart from wine used in religious rituals where parents are present and a grape juice alternative is always to be provided.

Peer-to-peer relationships

Part of LBC's commitment to the safety and welfare of children in its care, requires there to be appropriate boundaries and interactions in peer-to-peer relationships. There is likely to be physical interaction between peers as well as the development of personal relationships. LBC requires the following with regard to such relationships and interactions:

- Interactions must be age-appropriate, non-violent and non-sexual.
- There must be no sexual harassment.
- There must be no sexting or sexualized bullying.
- LBC adults must work to ensure that there is no sexual pressure on, or coercion or sexual assault of peers.
- LBC members are to foster a culture of mutual respect.

Adult to Adult relationships.

The relationships between LBC adults, including the Rabbi, cantors, teachers, leaders and volunteers significantly influences the culture to which children are exposed. In the context of LBC programs and activities involving children, adults involved must:

Not exhibit sexualised contact with other adults.

Not engage in physical confrontations with other adults.

Communicate in a respectful manner even if as part of a disagreement.

Not criticize other adults in their interactions with children.

Bullying

Bullying is a pattern of aggressive behaviour intended to make others uncomfortable, scared or hurt. Bullies behave this way to get control. They feel a sense of power from taking advantage of and disparaging those they target. If not properly dealt with, bullying, whether open or secretive, can cause lasting emotional, psychological and sometimes physical damage. Bullying is not "just a phase," or "a natural part of growing up" – it is always unacceptable.

There are four types of bullying:

1. **Physical** – a person is harmed or their property is damaged.
2. **Verbal** – a person's feelings are hurt through insults and name-calling.
3. **Social** – a person is shunned or excluded from groups and events.
4. **Cyber** – use of the Internet, mobile devices or other digital technology to harm others.

LBC has a Bullying Policy. It is incumbent on adult members of LBC to ensure that the culture of the Centre and the supervision provided prevents the occurrence of bullying.

Hiring of Staff and volunteers.

Advertising.

- There should be broad advertising of vacant permanent positions.
- Advertisements should contain clear job descriptions and criteria for selection.
- Advertisements are to state clearly LBC's commitment to providing a safe and secure environment for children. As such it is to be clear that applicants will:
 - Be required to have Working With Children Checks.
 - Be asked questions, if interviewed, regarding child safety issues.
 - Be required to provide the names and contact details of at least 2 referees who are unrelated to them, and which are contacted before appointment.

Position Description.

This is to include:

- That there is a requirement to sign an undertaking to read and adhere to this child safety policy and procedures document.
- That employees are required to renew Working With Children Checks as required.
- That the names and contact details of three referees are to be provided.

Qualifications.

If formal qualifications are required for a position, then LBC will require the presentation of relevant documentation such as certificates and transcripts together with a full resume.

Checking of references. (See Appendix C)

At least 2 of the three referees required are to be contacted and questioned regarding the nature and appropriateness of the applicant's interaction with children. The list in appendix 3 is for guidance regarding referee checks.

Interviews. (See Appendix B)

All employees and volunteers to be involved with children will take part in an interview process the nature of which will depend on the situation. Broadly speaking:

- Permanent employees will have a formal interview with the Rabbi and another appropriate member of Staff or the Board.
- Volunteers who are not known to the Rabbi or to the Board will require an interview with a person who will be working with them if appointed.
- Anyone appointed will be given an induction which will include discussion of this document.

Application of the information and guidelines in the protocol.

Ensuring a child-safe environment.

In order that the protocol achieve the aim of protecting children who are in the care of LBC the following need to be instituted:

Staff and volunteers must be conversant with the protocol and key aspects of it must be discussed with them.

The designated Board member and the Rabbi will review this document on an annual basis and amend it as necessary. Employees and volunteers will receive notice of the name and contact details of the nominated independent expert and contact details for the Rabbi at the beginning of each year together with a reminder that this document has been provided previously and that it is available on the LBC website. They will also be notified of any changes regarding these personnel should they occur in the interim period.

The Board is given a copy of the suggested revised policy each year and the proposed changes are discussed and explained. If no changes are needed, then a section is chosen to be discussed so that Board time is dedicated to the protocol annually.

The protocol is provided to parents at the start of each religious school year. At that time it is also conveyed to the children in an age-appropriate manner at a session to which their parents or guardians are invited.

It is particularly important that the children, and parents or guardians, know who to speak to if they are concerned. This is the Rabbi or the President, as shown on page 1.

Responding to child abuse concerns and allegations.

The website for the Victorian Commission for Children and Young Persons is ccyp.vic.gov.au and the site for their information sheets is <https://ccyp.vic.gov.au/child-safety/resources/reportable-conduct-scheme-information-sheets/>. LBC's response is based on the information sheets.

LBC employees and volunteers must report any reasonable belief of child abuse, misconduct toward a child, grooming behaviour or knowledge of transgression of guidelines by staff or

volunteers to the Rabbi as Designated Person, or to the President of the Board if the concern is about the Rabbi, or the Rabbi is away. The President would then proceed as the Designated Person.

Reportable behaviours and guidelines are those discussed above and in Appendix A (below). Reporting must occur whether it is felt that abuse has occurred at LBC or from some outside perpetrator.

The Rabbi (or President) must make an initial determination as to whether the report is based on a reasonable belief. The Commission regards a “reasonable belief” as something more than a suspicion. It requires some objective basis for the belief but not necessarily the degree of certainty required for proof.

The Rabbi (or President) must report any reasonable belief of reportable conduct or misconduct that may possibly be reportable conduct to the Victorian Commission for Children. If a reasonable belief concerns potentially criminal conduct then police must be notified.

If police are notified, they will indicate whether or not the Rabbi (or President) should continue investigating the concerns or whether this is solely a police investigation.

If this is deemed a non-criminal concern then the Rabbi (or President) will continue with their investigations and provide a report to the Commission in 30 days. This time may be extended by agreement with the Commission. The responsibilities of the Rabbi (or President) are outlined in Information Sheet 3 of the Commission guidelines and the investigation process in Information Sheet 4. Further reporting requirements are discussed in Information Sheet 5.

The welfare of an alleged victim needs to be paramount. This includes consideration of

- How the matter is discussed with the child. It is important that the child is allowed to tell his or her own story. There should be encouragement for the child to do so, but avoidance of leading or suggestive comments or questions. Any investigation must be left to those with the expertise and authority to do so such as the police or DHHS Child Protection Workers.
- The extent to which the child is kept informed and consulted regarding the reporting process. This would depend on the child’s age and level of development. It is important that older children do not feel disempowered by feeling pushed aside in the process. Younger children are more accepting of adults taking charge. The question of

notification of parents or guardians is complex. It should be discussed with the Rabbi (President) and the independent expert. Whether we involve the parents depends in part on whether suspected abuse may have occurred at LBC or possibly outside LBC, where the possibility of parental abuse needs to be clarified.

Confidentiality.

LBC will keep information regarding alleged perpetrators and victims confidential apart from any reporting to appropriate authorities where necessary.

Records of information.

It is imperative that detailed notes be made regarding any report. This should include the recording of what the allegedly abused child and / or witnesses say with regard to the nature and circumstances of the abuse. Original notes as well as a more formal summary should both be kept. As far as possible, a child's actual words should be reported.

Reports and notes should be securely stored at LBC and only available to members of the standing committee / or if no standing committee, the Rabbi and/or the Board President, and the Board member who is designated as responsible for Child Safety issues. They would also be made available to appropriate authorities as required.

Dissemination of information.

This document and the issue of child protection should be discussed with all new staff and volunteers at the time of their interview/appointment/commencement. The document must be distributed to all staff, volunteers and Board members who will be asked to attend a briefing meeting about it soon after appointment/election/commencement. The aim of the meeting is to make sure that all are fully aware of and understand matters important to child safety at LBC. Feedback from participants should be taken into consideration in evaluating this policy. They should be invited to attend the annual staff or Board briefing meetings.

Appendix A. Indicators of Child Abuse

(From Spiritgrow's policy pp 6-8)

Sexual Abuse

Physical Signs	Behavioural Signs
<p>Child/youth tells someone they trust that they have been abused</p> <p>Presence of sexually transmitted disease, pregnancy, or vaginal or anal bleeding or discharge may indicate sexual abuse</p>	<p>Displaying sexual behaviour or knowledge which is unusual for their age.</p> <p>Complaining of headaches or stomach aches</p> <p>Experiencing problems with school work</p> <p>Showing behaviour such as frequent rocking, sucking and biting</p> <p>Experiencing difficulties in sleeping</p> <p>Having difficulties in relating to adults and peers</p>

Physical abuse

Physical Signs	Behavioural Signs
<p>Bruises, burns, sprains, dislocations, bites and cuts</p> <p>Fractured bones especially in infants where a fracture is unlikely to occur accidentally</p> <p>Poisoning</p> <p>Internal injuries</p>	<p>Showing weariness or distrust with adults</p> <p>Wearing long sleeved clothes in hot weather (this may be to hide bruising or other injuries)</p> <p>Demonstrating fear of parent and/or of going home</p> <p>Becoming fearful when other children cry or shout</p> <p>Being excessively friendly to strangers</p> <p>Being very passive and compliant</p>

Emotional or psychological abuse

Physical Signs	Behavioural Signs
Possible delays in emotional, mental or even physical development	<ul style="list-style-type: none"> • Displaying low self esteem • Tending to be withdrawn, passive or tearful • Displaying aggressive or demanding behavior • Being highly anxious • Showing delayed speech • Acting like a much younger child e.g. soiling/wetting pants • Displaying difficulties in relating to adults and peers

Neglect

Physical Signs	Behavioural Signs
<ul style="list-style-type: none"> • Frequent hunger • Malnutrition • Poor hygiene • Inappropriate clothing for season (eg: long sleeves may be to hide bruising) • Left unsupervised for long periods • Abandoned by parents • Excessive avoidance of spending time at home 	<ul style="list-style-type: none"> • Stealing food • Staying at school outside school hours • Often being tired and falling asleep during activities • Abusing alcohol or drugs • Displaying aggressive behavior • Not getting on well with peers

Appendix B. Interview Questions

A sample of interview questions

In addition to the questions one would normally ask volunteers and staff, below are some sample interview questions. Case studies or scenarios can provide examples of the candidate's thought process and reveal values and beliefs about the treatment of children.

It is important to have a system for recording and filing responses or summaries of interviews in accordance with privacy laws.

- What do you find most rewarding about working with children and young people?
(Provide an example.)
- What do you find most challenging about working with children and young people?
- Can you give an example of a challenging situation with a child or young person that you feel you have handled well? What happened and what you have learnt from it?
What would you do differently if the same or a similar situation arose again?
- Can you tell me about a situation when you had to deal with a child who:
Was angry and lashing out physically at you or another program participant?
Was distressed and required comforting?
Was uncooperative and refused to participate in an organisational activity?
How would you deal with a young person or child who was yelling at you?
Disobeying you?
- Provide an example of a particular responsibility you have had to take on, and how you managed it.
- Have you undertaken any child protection training? If so in what context? What are the key messages from the training you undertook?
- Are there any children or young people you particularly don't like to work with, and why?
- Are there any children or young people you particularly like to work with, and why?
- What sort of situations make you feel angry? How do you deal with your feelings of anger or frustration?
- Have you ever lost your temper when working with children or young people? What happened? What was the trigger? What was the outcome?

- How would you handle a child who appears sad and refuses to participate in activities?
- How would you handle a situation where a child is injured during the course of an activity e.g. football match?
- Describe how you deal with stress.
- What would you do if a young person disclosed, or you observed or you suspected that a young person was being abused at home by a family member?
- What would you do if you thought another adult's behaviour in relation to children was inappropriate, suspicious or outside the boundaries of their role?
- How do you think your peers, supervisors and referees would describe your previous work with children and young people?
- Have you ever had any disciplinary action taken against you in relation to working with children and young people?

Appendix C. Reference checks.

(based on material written by Katherine Levi)

Sample question for reference checks

Verification of facts:

- How long have you known the applicant?
- What was your relationship to the applicant during the time you worked together?
- Nature of reference (personal/professional)
- Nature of the work that the applicant undertook

Verification of information in Resume and information provided at interview point:

- Applicant's position title in your organisation?
- Dates of employment?
- Main duties and responsibilities?
- Assessment of their performance in that role?
- Weaknesses and strengths?
- Willingness to seek to consult with manager or senior personnel and seek assistance in challenging situations?

Suitability to work with children and young people

(if you don't ask all these questions, still ensure you use the final one).

- What experience does the applicant have in working with children and young people? Consider the length of time they worked with children, age range of children, skills and abilities of children.
- Do you have any concerns about the applicant working with children at LBC? (Describe the role they have applied for.)
- Are you comfortable in knowing that at times the applicant may be working alone (as the sole adult) with children?
- In your opinion, are there any challenges that the applicant would face in working with or engaging with children?
- Are there any age groups he/she may not be suited to work with? If yes, why?
- Does the applicant use appropriate language when communicating with children?
- Have you observed the applicant disciplining a child for misbehaviour? If yes, please describe the scenario and the appropriateness of the discipline in this context.

- Can you tell me about a situation when the applicant had to handle a child who was angry and lashing out physically? Was distressed and required comforting? Was uncooperative and refused to participate?
- How did the applicant relate to the children/young people parent's in the context of their work?
- Does the applicant become angry easily?
- How does the applicant deal with pressure?
- How does the applicant deal with a child/young person/staff member or parent who is demanding? Can you give an example?
- Do you know of any instances when the applicant has demonstrated any inappropriate physical contact with children?
- Do you know of any instances where the applicant acted outside the boundaries of their defined role?
- Have there been any findings against the applicant in relation to allegations of inappropriate behaviour towards children or young people?
- Why did the applicant leave your organisation?
- Would you be willing to re-employ the applicant in your organisation or another organisation?
- **Is there anything I haven't asked which you think might be important for me to know before employing this applicant to work in a role that has contact with and responsibility for children? (essential question).**