



# Assessment Cover Page

This cover page must be completed and attached to each assessment task.

If you require assistance or support in completing this module please contact donna@tillyschildcare.com.au. Please note that it is your responsibility to request any support or guidance you need from the college using the above contact details.

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_

Mode of study undertaken: Face To Face      Traineeship      **Correspondence**

**Module Name: Identify and respond to children and young people at risk**

**Assessment Code: CHCPRT001**

Due date: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Received by: \_\_\_\_\_

----- OFFICE USE ONLY BELOW -----

**Marked: Yes / No**      Date: \_\_\_\_\_

**Follow Up Required: Yes / No**

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date follow up returned to college: \_\_\_\_\_ **Marked: Yes / No**

**Final Result: COMPETENT / NOT YET COMPETENT**

Feedback: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# CHCPRT001 Identify and Respond to Children and Young People at Risk of Harm

September 2021 Self-Paced

## CONTACT DETAILS

**First Name:** \_\_\_\_\_ **Surname:** \_\_\_\_\_ **Title:** Mr/Mrs/Ms/Miss

**Address:** \_\_\_\_\_

**Suburb:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Postcode:** \_\_\_\_\_

**Gender:** Male/Female (please circle) **Date of Birth:** \_\_\_\_\_

**Phone Home:** \_\_\_\_\_ **Mobile:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Unique Student Identifier number (USI) Number:** \_\_\_\_\_ apply at [www.usi.gov.au](http://www.usi.gov.au)

**Course Start Date:** \_\_\_\_\_ **Workplace:** \_\_\_\_\_

Tillys College of childcare is collecting this information for the purposes of enrolment and administration only. This information will not be used for any other purposes. We may be required to provide some information to various State and Commonwealth Government Departments for their data collection purposes or obligations under State legislation.

## Statistical Information

**Secondary Education** – Please tick appropriate box

**School level completed**

- Did not go to school
- Completed Year 8
- Completed Year 9
- Completed Year 10
- Completed Year 11
- Completed Year 12

**Currently at School** Yes/No (please circle)

<p><b>Employment Status</b> – Please tick appropriate box</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Full-time employee</li> <li><input type="checkbox"/> Part-time</li> <li><input type="checkbox"/> Casual employee</li> <li><input type="checkbox"/> Volunteer</li> <li><input type="checkbox"/> Employer</li> <li><input type="checkbox"/> Unemployed – seeking full-time work</li> <li><input type="checkbox"/> Unemployed – seeking part-time work</li> <li><input type="checkbox"/> Not employed – not seeking employment</li> </ul>	<p><b>Indigenous Status</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aboriginal</li> <li><input type="checkbox"/> Torres Strait Islander</li> <li><input type="checkbox"/> Aboriginal &amp; Torres Strait Islander</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><b>Which country where you born?</b></p>  <p><b>Main language spoken at home?</b></p>
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<p><b>Prior Education</b></p> <p>Do you have prior education? Yes/No</p> <p>If yes please tick appropriate box and state course code and name:</p> <p>_____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Certificate I</li> <li><input type="checkbox"/> Certificate II</li> <li><input type="checkbox"/> Certificate III</li> <li><input type="checkbox"/> Certificate IV</li> <li><input type="checkbox"/> Diploma or Advanced Diploma</li> <li><input type="checkbox"/> Bachelor Degree</li> </ul>	<p><b>Disabilities</b></p> <p>Do you have a disability? Yes/No</p> <p>If yes, please tick appropriate box below</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hearing/Deaf</li> <li><input type="checkbox"/> Physical</li> <li><input type="checkbox"/> Intellectual/Learning</li> <li><input type="checkbox"/> Mental Illness</li> <li><input type="checkbox"/> Acquired brain impairment</li> <li><input type="checkbox"/> Vision</li> <li><input type="checkbox"/> Medical Condition</li> <li><input type="checkbox"/> Other (please specify) _____</li> </ul>
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**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# CHCPRT001

## Identify and respond to children and young people at risk

### Theory Assessment Task

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#### Unit Purpose

The assessment tasks within this unit provide you with the opportunity to demonstrate evidence of the required knowledge and skills to address duty of care requirements as well as work within an ethical framework, and apply relevant legislation, policies and procedures in responding to children and young people.

#### Elements

The following elements define the essential outcomes of this unit:

- Element 1 Implement work practices which support the protection of children and young people*
- Element 2 Report indications of possible risk of harm*
- Element 3 Apply ethical and nurturing practices in work with children and young people*

#### Assessment Requirements

- 001: Child Protection Legislation
- 002: Child Protection Policy
- 003: Child Abuse Indicators and Outcomes
- 004: Who Abuses Children
- 005: Disclosure and Mandatory Reporting
- 006: Examining Risks and Acting Ethically
- 007: Simulated Case Study: Poppy

## Authenticity Requirements

Copying or passing off someone’s work as your own is a form plagiarism and may result in a participant's exclusion from a unit or the entire course.

The following activities will be considered plagiarism:

- Presenting any work by another individual as one's own intentionally or unintentionally
- Handing in work copied from another student.
- Presenting the work of another individual or group as their own work.
- Handing in work without the adequate acknowledgement of sources used, including work taken totally or in part from the internet.

**You must SIGN this document**

## Student Declaration

You must sign your completed tasks and acknowledge the authenticity of your work prior to submission.

<p>I understand my responsibility to provide assessment responses with my own materials and thoughts, except where specifically acknowledged or taken from other sources. The material contained in these tasks is my own work.</p> <p>I understand that at any time if it is shown, that in an assessment task, a student has significantly misrepresented material, any assessment outcome awarded to that student on the basis of this material may be revoked including any qualification outcomes and/ or statement of attainment</p>		
Name:	Signature:	Date:

## Assessment Instructions

Students are required to complete a range of assessment tasks throughout the training period to demonstrate competency in each relevant unit. To facilitate the appropriate learning and practice of developing skills ALL workplace assessment tasks MUST be completed within a regulated children's service. Workplace supervisors must authenticate these tasks have been completed, under supervision and to an acceptable workplace standard for organisation policies and procedures.

## Attempting assessment tasks

Students are required to provide appropriate responses to the indicated questions for each task.

## Assessment Outcomes

The Early Childhood Education and Care training packages are vocational qualifications that are competency based. For each assessment undertaken you will be assessed as *Satisfactory*, *Not Yet Satisfactory* or *Incomplete*. Where students are assessed as '*Not Yet Satisfactory*' or '*Incomplete*' the trainer/assessor will provide the student with feedback and guidance regarding what needs to be completed for resubmission.

## Student Appeals

Students have the right to appeal an unfavourable decision or finding during assessment. All student appeals must be made in writing using the Appeals Form and specify the particulars of the decision or finding in dispute. Appeals must be lodged within 28 days of the decision or finding.

## Respecting the Rights and Privacy of Children and Families

This unit has been assessed using a combination of theory tasks, workplace tasks and workplace simulation. To honour the rights of the child and the family to privacy a decision has been made to use a workplace simulation to identify, document and report a suspected risk of significant harm to a child or young person. The right of parents to privacy and respect in relation to their child should be observed – it is considered inappropriate for a student (who is not known to the parent/child) to engage in a discussion of the child's needs.

This decision reflects the National Quality Standard:

- QA5 Relationships with children.
  - 5.2.3 The dignity and rights of every child are maintained at all times.
- QA6 Collaborative partnerships with families and communities.
  - 6.1 Respectful supportive relationships with families are developed and maintained.

# Task 1 - Protective practices for staff and professional boundaries when working with children and young people.

To complete this task, refer to Attachment - Legal Issues and Professional Boundaries for Adults Working or Volunteering with Children and Young People.

Complete the task below – identifying **one** violation for each boundary that could relate to your workplace (childcare).

Boundary	Violation
Communication	
Physical Contact	
Personal disclosure	
Targeting individual students	
Place	

## Task 2 – Mandatory Reporting

To complete this task, refer to Attachment - Child Protection Policy.

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**What is the meaning of significant risk of harm as describes in the Child Protection Policy?**

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## Task 3 – Indicators of Significant Risk of Harm

To complete this task, refer to Attachment - Child Protection Policy.

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**List three Indicators of significant risk of harm that you would need to use to make a notification to Childs story or the help line.**

I.

II.

III.

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## Task 4 – Scenarios

To complete this task, read the following scenarios and answer the questions for each scenario.

1. Raphaella
2. Ace – Child protection collection form, Child Story-MRG  
<https://reporter.childstory.nsw.gov.au/s/>





## 2). Ace

Ace is a 3-year-old boy who has attended your service days per week since he was 9 months old. You have always observed Ace to be a very bright and happy child who is affectionate with both the children and the educators at the service.

Recently, Ace, has become very clingy with his mother when she leaves the service, grabbing her legs and crying for her to take him with her. Ace's mother is bewildered at this change in his behaviour as he previously used to wake up each morning asking, "kindy day" and expressing delight when she confirmed it was a kindy day. She also stated that he doesn't like going anywhere without her and turned on such a fit when she went to go to the hairdressers last week that she ended up taking him with her.

Although toilet trained for the last six months, ace has started to have "accidents" and refuses to use the toilet. His mother has reported to you that he is chronically constipated

And that it hurts him to empty his bowels, so she has put him back in nappies. One day, while you are outside cleaning out the guinea pig cage, Ace comes and stands next to you and watches. He sits on your lap and you start to talk about the guinea pigs and what pets you would like to own. In the course of your conversation, Ace tells you that he doesn't want to go to his grandmother's house anymore, even though she has chickens. He tells you that his uncle makes him pat his bunny every time he goes there and that he doesn't like it.

You ask him if the bunny scratches him or bites him, and Ace tells you that it can't, but it really hurts him. This doesn't seem to make sense, so you get a piece of paper and have Ace draw a picture of the bunny, Ace draws a picture of a man's genitalia surrounded by pubic hair and tell you "that's the bunny"

### Ace Reflective Questions + Child Protection Collection Form

Please complete the questions below in relation to the Ace scenario and reflecting on your slide show information to assist you complete these. You may use point form to record your answers.

1. Who, in your service would you discuss your concerns with?
  
2. Describe how you would respond to Ace during his disclosure?
  
3. How would you continue to support Ace and maintain his trust?
  
4. Would you tell the family about Aces disclosure to you and why?
  
5. What would your responsibility be as a Mandatory reporter?

Please complete the Child Protection Collection Form below in relation to the Ace scenario and reflecting on your slide show information to assist you complete this task, then complete Child Story MRG online and attach a copy of the MRG report with your assessment.



## Child Protection Collection Form

Complete the child Protection collection form before completing Childs Story (MRG) online  
Print a copy of the MRG report and return it with your assessment

### Tillys Play & Development Centre - Child Protection collection Form (Ace)

Childs Name:

Date:

Address:

DOB:

Completed by:

Person's name on the intake line: .....

What action does the centre need to take (if any)

.....

....

.....

....

**Information collected:**

## Task 5 – Child Safe standards

**What is the OCG?** Please summarise your information and describe it briefly

**What are four of the NSW Child Safe standards?**

1.

2.

3.

4.

**When sharing information with parents you should always consult with relevant authorities to understand what information can be shared as this can impact on ongoing investigations.**

**Complete the following information:**

- You may be advised not contact the parent or carer (for example, in situations where.....

**OR**

- To contact the parent or carer and provide.....

# 001 Child Protection Legislation

## CHCPRT001 Identify and respond to children and young people at risk

*Element 1 Implement work practices which support the protection of children and young people*

*Performance Evidence*

*Knowledge Evidence*

### Question 1

To complete this task refer to the slideshow.

What is the name of the child protection legislation for your *State/Territory*?

State/Territory	Legislation

**Q2. Understand your *State/Territory* child protection Government Agency/Department and your responsibilities as a Mandatory Notifier.**

- Name the Government Agency/Department responsible for child protection and 'At Risk' of harm reporting in your State/Territory?
- As an employee of a Children's Service are you a Mandatory Notifier in your State/Territory?

State/Territory	Name of Government Agency/Department Responsible for Child Protection and 'At Risk' of Harm Reporting in your State and or Territory	Are employees of Children's Services Mandatory Notifiers in your State/Territory?

## Question 3

To complete this task refer to the slideshow.

3. *Guide to the National Quality Framework*

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**What is the aim of National Quality Standard - Element 2.2.3 Child Protection ?**

**Management, educators, family day care educators, assistants and other staff members, must be aware of**

## Question 4

To complete this task refer to the slideshow

4. *Education and Care Services National Regulations.*

- *Part 4.2 – Children’s Health and Safety. Division 1-Health, safety and wellbeing of children. Regulation 84 Awareness of child protection law.(p.39)*
  - *Part 4.6—Collaborative partnerships with families and communities. Division 1 – Management of services. Regulation 157 Access for parents. (p.70)*
  - *Part 4.7—Leadership and service management. Division 1 – Management of services. Regulation 160 Child enrolment records to be kept by approved provider and family day care educator.(p.71)*
- 

**a) According to *Regulation 84 Awareness of child protection law*, what must the approved provider of an education and care service advise the nominated supervisor and staff members in relation to child protection?**

5. The existence and

6. Any obligation that

**b) According to *Regulation 157 Access for parents*, there are *three* circumstances when an educator is *NOT* required to allow a parent to enter the children's service. Complete the sentences.**

<ul style="list-style-type: none"><li>• When permitting the parent's entry would</li></ul>
<ul style="list-style-type: none"><li>• When permitting the parent's entry would</li></ul>
<ul style="list-style-type: none"><li>• When the provider, supervisor or family day care educator is aware that the parent is</li></ul>

**c) According to *Regulation 160 Child enrolment records to be kept by approved provider and family day care educator*, what records must be kept in relation to court orders relating to a child? Complete the sentences.**

<ul style="list-style-type: none"><li>• Details of any court orders</li></ul>
<ul style="list-style-type: none"><li>• Details of any other court orders</li></ul>





## 002 Child Protection Policy

### CHCPRT001 Identify and respond to children and young people at risk

#### Question 1

To complete this task you may refer to Attachment - Child Protection Policy or use your own knowledge to match the correct child protection Term to the definition.

- a) The following definitions have been mixed up. Match the correct child protection term to its definition

Child Protection Term	Define these terms.
<b>a). Reasonable Grounds.</b>  <i>Correct definition:</i>	1. Keep Them Safe legislation reinforces the principles that care and protection of children and young people is a shared responsibility. This responsibility rests firmly with parents, families, members of the community and those who work with children.
<b>b). Parent.</b>  <i>Correct definition:</i>	2. An individual aged 16 years and above, but under the age of 18 years.
<b>c). Risk of Significant Harm.</b>  <i>Correct definition:</i>	3. Refers to the need to have an objective basis for suspecting that a child or young person may be at risk of significant harm, based on: <ul style="list-style-type: none"> <li>- Firsthand observations of the child, young person or family.</li> <li>- What the child, young person, parent or another person has disclosed.</li> </ul>
<b>d). Keep Them Safe – Shared Responsibility.</b>  <i>Correct Definition:</i>	4. Will assist mandatory reporters in NSW to determine whether they should: Make a report to the Community Services Helpline; Make a referral to a Regional intake and Referral Service, or to other support agencies; or to document and continue the relationship.
<b>e). Child.</b>  <i>Correct Definition:</i>	5. Defined as a person having the parental responsibility for the child or young person. Someone other than the biological parent – such as persons exercising parental responsibility within the kinship group of the child or young person.

<p><b>f). Harm.</b></p> <p><i>Correct Definition:</i></p>	<p>6. Details about the identity of a child/family may only be discussed with the family and the authorities involved with the child/family. Where there is suspected/alleged abuse educators must not disclose or make use of the information in a manner that breaches privacy legislation.</p>
<p><b>g). Young Person.</b></p> <p><i>Correct Definition:</i></p>	<p>7. A person under 16 years.</p>
<p><b>h). Confidentiality.</b></p> <p><i>Correct Definition:</i></p>	<p>8. Refers to the risk of harm that is sufficiently serious to warrant a response by a statutory authority, irrespective of a family's consent. The risk is not minor or trivial and is likely to have a substantial and demonstrably adverse impact on the child's or young person's safety, welfare or wellbeing.</p>
<p><b>i). NSW Mandatory Reporter Guide.</b></p> <p><i>Correct Definition:</i></p>	<p>9. Physical and/or psychological damage or injury experienced by a child or young person as a consequence of one or more of physical, psychological or sexual abuse, ill-treatment or neglect. The current and future impact of the harm needs to be considered in making the decision about substantiation of harm.</p>

## 003 Child Abuse Indicators and Outcomes

### CHCPRT001 Identify and respond to children and young people at risk

*Element 1 Implement work practices which support the protection of children and young people*

*Element 3 Apply ethical and nurturing practices in work with children and young people*

*Performance Evidence*

*Knowledge Evidence*

### Question 1

To complete this task refer to the slideshow

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**A range of other life experiences and family circumstances, both positive and negative, impact on a child's vulnerability or resilience in the face of maltreatment.**

**a) How is resilience defined?**

- The ability to cope, even

**b) List *three* risk factors that may contribute to poor outcomes for children.**

Low socio economic

**Becoming “trauma-informed” means recognising that people often have many different types of trauma in their lives. People who have been traumatised need support and understanding from those around them.**

c) Provide a definition of **two types of Trauma** in the table below.

Type	Definition
Trauma.	
Simple Trauma.	
Complex Trauma.	
Trauma Informed Care.	

The consequences of abuse and neglect include a range of health and social problems.

d) Describe the possible primary consequences of **two** abuse and neglect that impact on young children in the following areas?

<ul style="list-style-type: none"><li>• <b>Attachment problems:</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Mental health problems:</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Learning and developmental problems:</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Behavioural problems:</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Lifespan:</b></li></ul>

## 004 Who Abuses Children

### CHCPRT001 Identify and respond to children and young people at risk

*Element 1 Implement work practices which support the protection of children and young people*

*Element 3 Apply ethical and nurturing practices in work with children and young people*

*Knowledge Evidence*

### Question 1

To complete this task refer to the slideshow:

- *What are the causes of child abuse?*

- 
- a) List **four** contributing factors which can affect the consequences of child abuse and neglect on children and adolescents

The child's level
The severity, frequency and

b) List **three** of the characteristics of people that could abuse children.

Very high expectations of the

c) What are **three** community attitudes that may encourage child abuse?

Acceptance of the use of

## 005 Disclosure and Mandatory Reporting

### CHCPRT001 Identify and respond to children and young people at risk

*Element 1 Implement work practices which support the protection of children and young people*

*Element 2 Report indications of possible risk of harm*

*Element 3 Apply ethical and nurturing practices in work with children and young people*

*Performance Evidence*

*Knowledge Evidence*

### Question 1

To complete this task, refer to the slideshow.

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**Children will only disclose abuse to a person they trust. Early Childhood professionals have a responsibility to protect children and young people from abuse. Think about what you should do if a child discloses abuse.**

List **five** ways that you should respond if a child discloses abuse.




## Question 2

To complete these tasks, refer to the slideshow.

- *Mandatory Reporting of Child Abuse and Neglect.*
- 

a) What is mandatory reporting?

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## Question 3

To complete task refer to the slideshow.

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List **three** of the common concern's educators face around notification/reporting.


## Question 4

To complete this task refer to

- *Attachment - Child Protection Policy.*
- 

List **four** points relating to how to record information in an exact and non-judgmental manner.


## 006 Examining Risks and Acting Ethically

### CHCPRT001 Identify and respond to children and young people at risk

*Element 1 Implement work practices which support the protection of children and young people*

*Element 2 Report indications of possible risk of harm*

*Element 3 Apply ethical and nurturing practices in work with children and young people*

*Performance Evidence*

*Knowledge Evidence*

### Question 1

Reflect and read Jock scenario 1 to answer the following questions.

#### Scenario I

Jock (3.3 years) attends childcare five days per week. Jock is the oldest of four children. He has a 2 year old brother, Tom and twin sisters aged 3 months. Jock has no contact with his father however his brother, Tom, sees their father intermittently. Jock's mother, Ella lives with her current partner, Pete, who is the father of the twins. The family live in a 3 bedroom rental property, although there is a large yard, it is unfenced on one side and is overgrown making it unsuitable for the children to play outside.

Ella and Pete use illicit drugs and Pete has regular episodes of binge drinking. Ella and Pete have a history of domestic violence. Pete is unemployed but occasionally works as a labourer. Often there is little or no food in the house. Pete spends his time at home drinking beer, smoking and watching sport or adult movies. The family are known to police because of domestic violence. The children have been in temporary care on various occasions and are well known to government welfare offices. The family are also known to a number of community support agencies who regularly assist with food and clothes for the children.

Ella's parents and sister (Sue) regularly have the children stay overnight on the weekends. The family have all but given up on Ella because of her drug abuse but try to maintain contact because of the children.

Jock and Pete don't get along. Jock is frightened of Pete because he taunts him and calls him names such as stupid, idiot, brat and sooky. Pete also threatens Jock and handles him roughly. Pete has very little patience with the children and the episodes of domestic violence are often triggered by Pete's intolerance of the twins crying, or Jock or Tom making noise while playing.

Jock tends to assume a protective role with Tom and the twins. He also tries to protect Ella when she and Pete are arguing. Jock tells his mother he is going to kill Pete. Jock is very self-sufficient and often takes whatever food he can find in the house for himself and Tom.

At child care Jock tends to be a loner. He finds it difficult to share and likes to spend his time doing puzzles, drawing, playing with construction sets and looking at books. Tom also attends the centre and jock insists on checking on him several times a day.

Jock and Tom often arrive at the centre in the same clothes as the previous day and without breakfast. The educator caring for Jock suspects the boys sleep in their clothes and rarely have a bath or brush their teeth. The staff are also very concerned about the care and wellbeing of the twins whom they suspect spend most of their time unattended on their cot.

**Scenario II**

It is 9.45am and Jock and Tom arrive at the centre with Pete. The children are wearing the same clothes they have worn for the previous 2 days. Tom's nappy is soaking and his pants are wet. Pete signs the children in and then calls out to Tom's educator, Kim, who is in the hallway. "Here's a couple more little brats for you".

Kim takes Jock and Tom to her room and then calls the Director and the Supervisor in Jock's room. Another Educator goes to the kitchen to organise some breakfast for the children. Tom is bathed and changed and the Educator notes that he has quiet severe nappy rash. It is a warm day and Jock is wearing a long-sleeved top and jeans. Jock is persuaded to remove his top and put on a t-shirt.

As they are eating breakfast Kim asks Jock what he had for dinner last night. Jock tells Kim he had some biscuits. Tom notices that Jock has bruises of different colours on both of his upper arms. He also has a purple-reddish bruise on his forehead.

**Scenario III**

It is 4.45pm and the Director receives a telephone call from Jock's mother, Ella. She tells the Director she is trying to contact her mother or sister to come and collect the children. Ella is difficult to understand, she is slurring her words and repeats herself. The director asks if she is okay, to which she responds, "Yeah, yeah, okay, not okay, whatever". The Director asks for the location of the twins. Ella laughs and says "In their cot, so they keep quiet". Ella then says "Can you ring Mum and get her to get the kids, she will do it if you ask. She thinks I'm no good." Ella then hangs up.

The Director immediately telephones the child protection hotline and provides them with details of her conversations with Ella. The Director is extremely concerned for the welfare of the twins. The Director then telephones Ella's mother who agrees to collect the boys and keep them with her for a few days. Ella's mother tells the director that she and her husband are going to seek custody of the boys and her daughter, Sue, is going to seek custody of the twins.

As the Director is heading down to speak to Jock and Tom's teachers Pete arrives at the centre.

He bangs on the door and yells out, "I'm here for my kids" Pete is obviously drunk or high on drugs. The Director speaks to him through the intercom and tells Pete that Ella's mother is collecting the children. "No way is that interfering bitch getting them. I'll kill them first" Pete bangs and kicks the door.

Several more parents have arrived to collect their children. The Director rings one of the parents and asks if he will direct the other parents to wait in the car park. She reassures the parents that all the children are safe and Pete cannot get into the building.

The Police are called and arrive 5 minutes later. After a brief altercation Pete is taken to the police station.

By now there are around a dozen parents who have witnessed the whole scene. As the parents file in to collect their children they are all talking about the incident. Some parents ask the Director about Jock and Tom. Other parents comment that Ella is a bad mother and doesn't deserve to have children. The Director thanks the parents for waiting for the situation to be resolved.

Several of the staff later comment to the Director that the children "would be better off without Ella and Pete" The Director acknowledges that the situation is very stressful and reminds the team.

- a) List **two** social and family factors that may contribute to Jock being a child at risk of harm.


- b) List two behaviours being demonstrated by Jock that may indicate that he is a child at risk of harm.

- 
- 

## Question 2 -

Reflect on the Jock scenario and answer the following question.

What is the important information that the staff should document in relation to the children?

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## Question 3 – Jock Scenario

- a) With reference to the Code of Ethics identify the key ethical principles demonstrated by the Director in *relation to children*.

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**b) With reference to the Code of Ethics identify the key ethical principles demonstrated by the Director in *relation to families*?**

**c) Why is it important for the Director to remind staff that they must act in an ethical manner?**

**d). Explain why the staff's comments are unethical and inappropriate?**

## 007 Simulated Case Study: Poppy

### CHCPRT001 Identify and respond to children and young people at risk

*Element 1 Implement work practices which support the protection of children and young people*

*Element 2 Report indications of possible risk of harm*

*Element 3 Apply ethical and nurturing practices in work with children and young people*

*Performance Evidence*

*Knowledge Evidence*

### Question 1

To complete this task refer to your reading:

- *Child Protection Policy.*

#### Scenario: Poppy

It is 8:45am and Hilla, a Trainee, is changing Poppy's nappy. Poppy (15 months) is quiet big for her age but tends to be rather clumsy. She often falls over as she prefers to run rather than walk! Poppy doesn't like to have her nappy changed and tends to squirm around on the change table making change time a real challenge!

Hilla is concerned when she sees that Poppy has what looks like four fingerprint bruises on the back of her upper thighs and a single small circular bruise, bluish in colour, on the front of each thigh. The largest bruise is about the size of a 5-cent piece. The other bruises are smaller in size. On closer examination Hilla also finds that Poppy has what looks like similar older fingerprint bruising on the inside of her upper arms which is yellowish in colour.

Poppy's mother has not been well for quite some time and the family are struggling financially because Poppy's father was made redundant and has been unable to find work. There are two older brothers in the family. On reflection Hilla has noticed that both Mum and Dad have been rather tense and quite abrupt with Poppy. Yesterday Poppy was crying when she arrived with Dad. He commented that Poppy was 'Being a pain'.

Hilla finds it hard to think that the injuries to Poppy were made by her parents. Hilla knows that Mum and Dad adore Poppy. Perhaps Poppy bumped herself? After all, she is rather clumsy.

- a) **With reference to the Child Protection Policy, what should Hilla do if she has some concerns or suspects risk of significant harm?**

- b) **Assume the role of Hilla and with your understanding of the Child Protection Policy and documentation requirements, record Hilla's concerns about Poppy. Please use point form**