

**POLICY**

It is the policy of the Board to provide appropriate procedures and curriculum to support employees who are legally responsible to report suspected cases of child abuse and children in need of protection to the proper authorities.

**Administrative Detail**

1. It is the responsibility of the appropriate Superintendent to administer this policy in accordance with the Child Abuse Procedures Manuals 502-A and B, and the Student Referral Action Form for Child Abuse 502-1.
2. It is the responsibility of the Superintendent to ensure the implementation of ongoing inservice programs for staff.
3. It is the responsibility of principals and supervisors to publicize this policy to staff, students and parents on an annual basis. In addition, principals and supervisors will ensure that a copy of the Child Abuse and Protection Procedures Manuals (502-A and 502-B) and multiple copies of the Student Referral/Action Form for Child Abuse 502-1 are available in staff rooms at all times.
4. This policy will be reviewed annually by the appropriate committee, with a report if necessary, to the Policy Management Committee.

## **STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL**

### **A. GENERAL**

Every citizen in the community shares a responsibility for children. School officials and teachers share in this collective community responsibility for creating safe and nurturing environments for children. Under the Child and Family Services Act, this responsibility includes the legal requirement to report to the local Children's Aid Society any suspected child abuse or other situation where a child may be in need of protection.

Teachers and other Board employees have a special opportunity to know and understand children during their most influential years of development. They are in a unique position to be able to see the early signs of child maltreatment, and to know or hear about the abuse and neglect that is often suffered by children.

School personnel demonstrate in many ways their commitment to the positive development of children who have learning problems or disabilities. A similar commitment is needed to prevent child abuse and neglect, and to identify those children who are victims of abuse or neglect or who may be at risk for such maltreatment.

### **B. DEFINITION**

1. The Children's Aid Societies in Upper Grand District School Board area include:
  - i) Dufferin County Child and Family Services (C&FS), and
  - ii) Family and Children's Services of Guelph and Wellington County (F&CS) .
2. **WHO IS A CHILD?**

A child is legally defined as a person under the age of 16 years or a person under 18 years of age who is subject to an order under the Child and Family Services Act requiring C&FS/F&CS involvement. [CFSA Revised 2000 s.37 (1).]\*

### **C. GROUNDS FOR REPORTING**

## STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL

The child suffers abuse or is in need of protection in any of the following circumstances: [(CFSA) s.37(2)]

\* Reference to The Child and Family Services Act, Revised 2000 [CFSA] is provided in this manual for information only, not to suggest verbatim quoting of the Act. Readers are directed to the section of the Act indicated for the actual wording.

- a) the child has suffered or there is a risk the child will suffer **physical** harm, either inflicted by the person having charge of the child or caused by that person's:
  - i) failure to provide for, care for, supervise, or protect the child
- ii) pattern of neglect in caring for, providing for, supervising, or protecting the child;
- b) the child has been or there is a risk the child will be **sexually** molested or exploited by the person having charge of the child, or by another person where the person having charge of the child:
  - i) knows or should know of the possibility of sexual molestation or sexual exploitation, and
  - ii) fails to protect the child;
- c) the child requires **medical** treatment to cure, prevent or alleviate physical harm or suffering, and the child's parent or the person having charge of the child:
  - i) does not provide the treatment,
  - ii) refused to provide the treatment,
  - iii) is unavailable to consent to treatment, or
  - iv) is unable to consent to the treatment;
- d) the child has suffered or there is a risk the child is likely to suffer **emotional** harm, demonstrated by serious anxiety, depression, withdrawal, self-destructive or aggressive behaviour, or delayed development and
  - i) there are reasonable grounds to believe that the emotional harm suffered by the child results from the

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

- actions, failure to act, or pattern of neglect on the part of the child's parent or person having charge of the child;
- ii) the child's parent or the person having charge of the child:
- does not provide services or treatment to remedy or alleviate the harm,
  - refuses to provide such services or treatment,
  - is unavailable to consent to such services or treatment,
  - is unable to consent to such services or treatment;
- i) there is a risk that the child's parent or person having charge of the child:
- does not provide services or treatment to remedy or alleviate the harm,
  - refuses to provide such services or treatment,
  - is unavailable to consent to such services or treatment,
  - is unable to consent to such services or treatment;
- e) the child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development, and the child's parent or the person having charge of the child does not provide, or refuses, or is unavailable or unable to consent to treatment to remedy or alleviate the condition;
- f) the child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody;
- f) the child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, and services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to those services or treatments;
- f) the child is less than 12 years old and has on more than

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

**D. PREVENTION**

1. The goal of the Prevention Curriculum is to reduce the incidence of child abuse and to encourage the reporting of suspected abuse cases.
2. The curriculum will extend from primary through the senior division.
  - a) One of the following programs will form the basis of the personal safety programs for Grades K-6: "Feeling Yes, Feeling No" developed by the National Film Board, or "Touching" developed by the Community Child Abuse Council of Hamilton Wentworth. These programs can be supplemented by "Talking About Touching" developed by the Committee for Children as well as the Child Abuse Prevention Kits.
  - b) The personal safety program should be taught in each grade K-8 but must at least be taught in grades 1, 3, 5 and 7.
  - c) The Personal Safety and Sexual Assault Prevention Resource: Grades 7-12 developed for The Wellington County Board of Education will form the basis of the senior elementary and secondary prevention program.
  - d) The comprehensive K-12 curriculum will be implemented with an integrated approach. At the K-6 level it is part of the Health Education program. At the Grade 7-12 level it is integrated with Health, Family Studies and Guidance and with possible connections to all subject areas.
3. Schools are encouraged to enhance their program with resources such as guest speakers, puppet plays and theatrical performances.

## **STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL**

4. To create safe and nurturing environments for children, schools should take a comprehensive approach to school health problems such as personal safety. Community involvement is an important component of a comprehensive approach. Implementation might occur through a site-based action team, a committee of the School Council or a school health advisory committee.
5. Teachers should attend a training workshop prior to teaching about personal safety.
6. Parents must be informed of the content, activities and resources of the school prevention program. School Councils may consider holding a parent information session.

### **E. EARLY IDENTIFICATION**

Many children who are at risk or in need of protection can be identified early, and future situations of abuse can be prevented. Teachers and other Board employees are in a unique position to identify children and families who are at risk for future problems; because of their daily contact, they can get to know children very well and often hear details about the children's home environments.

#### **1. EARLY SIGNS OF RISK**

Physical and behavioural indicators that a child has been abused, or is at risk of abuse or neglect, are listed in 502 B (i) and (ii). It is the combination, duration, and frequency of such indicators that can alert staff to potential abuse. By being aware of such indicators, children at risk can be identified before more serious situations of abuse or neglect occur.

#### **2. FAMILY CHARACTERISTICS**

Some family characteristics are known to be correlated with risk of child maltreatment. These are described in 502-B (iii). Again, by understanding these characteristics, Board employees can be attuned to those children who are more likely than others to be harmed within their own families.

## STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL

### F. INTERVENTION

If staff have concerns about a particular child who may be at risk, they are asked to respond. Pay attention to the issues of concern, even if they can not be articulated clearly. Discuss the concerns with the school principal. Offer additional support to the child. The following resources can also be accessed:

a) **Internal Board Resources**

The school principal and staff may ask for support and consultation with Team Meeting members, Psychological Services, Social Work, Guidance, Child and Youth Counsellors, and/or Attendance and Counselling Services.

b) **Community Resources**

A variety of community services are available for consultation and referral in Dufferin and Wellington Counties, as listed in the Community Resource Guide. [See 502-B (iv)]. Some agencies, including Public Health and Community Alcohol and Drug Services, offer in-school services in some schools.

c) **Shared Services** [See 502-B (v)]

In rural Wellington County, several agencies can be accessed through a single Shared Services telephone number. Shared Services is a joint initiative among six organizations to provide a collaborative response to children at risk. Regular Shared Services team meetings ensure that families are served in a consistent way, with minimal fragmentation and duplication.

A similar service is being designed for Guelph. Those involved include Family and Childrens' Services, Community Mental Health Clinic, Community Alcohol and Drug Services, Upper Grand District School Board, and Wellington Catholic District School Board.

d) In Dufferin County, The Dufferin Child and Family Services agency is a multi-service agency that provides child protection services as a Children's Aid Society, children's mental health services, and most services to the

## **STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL**

developmentally challenged children and youth. This integrated agency assures consistent co-ordinated service delivery to children referred to it whether for protection, counselling or support. These services can all be accessed through a single telephone number. [See 502-B (iv)]

If staff or the school principal feels that a consultation with or referral to one of these agencies would be helpful, staff are asked to call. The call will be held in confidence. Staff need not divulge the name of the child in order to discuss a particular situation with a member of these agencies, or to present a case to the rural Wellington Shared Services team.

### **F. SUPPORTING THE CHILD**

1. In the course of communication between a child and a Board employee, the child may disclose that he/she or another child may be in need of protection. The disclosure may be about physical abuse, sexual molestation or exploitation, emotional abuse, risk of such abuse, the need for treatment to address a mental, emotional, or developmental condition, or abandonment. It is wise to treat all disclosures in a similar fashion, keeping in mind the specific reporting obligations under the Child and Family Services Act in relation to children under age 16, and to youth ages 16-18. When the disclosure involves an allegation that a Board employee is the offender, staff are obligated to report the suspicion to the appropriate Superintendent as well as to Child and Family Services/Family and Children's Services.
2. Staff should do the following five things if a child tells them that she/he has suffered, is suffering, or risks suffering abuse are:

First: **LISTEN**

Go with the child to a private place. Staff should ask the child to say what happened in his/her own words.

Second: **SUPPORT**

Support the child for disclosing. Help the child to understand that abuse is never a child's fault, and it can only stop through bringing it out into the open. Staff should reassure the child that they are sorry about what has happened and that you are glad that the child felt free to tell you

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

about it. They should assure the child that they will arrange the help that is needed.

However, it is not the responsibility of staff to determine the validity of the disclosure. Do not agree to “keep the secret”. Staff will place themselves in the dilemma of either adhering to the reporting laws and betraying the child’s confidence, or ignoring the law and keeping silent knowing the abuse is continuing. Staff must let the child know that in order to stop the abuse a report must be made.

## **STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL**

**Third: AFFIRM**

Affirm whatever feelings the child has and avoid telling the child how he/she should feel. Don't ask "why" questions; avoid a "who-done-it" approach. Staff must always avoid projecting their own reactions onto the child.

**Fourth: REFER**

i) It is the legal responsibility of staff to report any suspicions that a child may be in need of protection directly to C&FS/ F&CS. For referral procedures, see Section H, I, below. A written record of any disclosure should be kept. This recording should be done discreetly and should not interrupt the disclosure. Do not try to interpret what the child has said, but simply record the actual words spoken by the child. Staff must note that recording the disclosure can be an important part of the investigation process.

ii) Staff shall not rely on any other person to report on his or her behalf.

**Fifth: FOLLOW-UP**

Children who disclose problems to a staff member will need ongoing support. Even if staff are not aware of the details of any child abuse investigation, they can offer an invaluable service to the child involved. Their support can include ongoing reassurance, and the provision of a consistent and predictable environment.

Staff may notice changes in the child's behaviour or academic performance following a disclosure of abuse or other maltreatment. In response, they can show their understanding of the child's poor performance, and encouragement for appropriate work or behaviour.

Given the confidential nature of child abuse investigations, C&FS/ F&CS may not be able to share with the details of the investigation process or results with staff. However, don't hesitate to continue to talk with the C&FS/F&CS social worker to learn and share what staff members can, and to get ongoing guidance in providing support to the child.

Permanent physical damage as the result of child abuse is rare, but emotional

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

scars can last a lifetime. Children's emotional recovery depends in many ways on the ongoing support from people in their everyday lives.

3. After disclosing a situation of abuse, a child may later deny or minimize the seriousness of the abuse. This may be because of feelings of guilt or shame, or because of fear of the consequences of telling. When this happens, staff should continue to support the child, and not to try to determine the relative truth of the disclosure. The investigation is the responsibility of C&FS/F&CS and Police Services.

**H. RESPONSIBILITY TO REPORT**

**1. GENERAL RESPONSIBILITY TO REPORT**

- a) All persons who have reasonable grounds to suspect that a child may have suffered abuse, may be in need of protection, or may be at risk of abuse or needing protection (as described in Section C 3, above) shall forthwith report that suspicion and the information upon which it is based to C&FS/F&CS.
- b) A person with additional suspicions that a child may have suffered abuse, may be in need of protection, or may be at risk of abuse or needing protection, shall make a further report to C&FS/F&CS, even in the person has made previous reports with respect to that same child.
- b) A person with a duty to report, as described above, is personally required to make that report directly to C&FS/F&CS, and not to rely on any other person to make that report on his/her behalf.

**2. SPECIAL RESPONSIBILITY IMPOSED ON PERSONS  
WORKING WITH CHILDREN TO REPORT**

- a) Persons with professional or official duties with respect to children have a special duty to report any suspicions that a child has been abused, is in need of protection, or is at risk of abuse or needing protection. Those with this special responsibility include teachers,

## **STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL**

teaching assistants, principals, psychologists, child and youth counsellors, social workers, noon hour supervisors, attendance counsellors, guidance counsellors, administrative staff, bus drivers, caretakers, and other board employees who care for children on a daily basis.

- a) The obligation to report pertains to suspected abuse, lack of protection or risk of protection issues by a Board employee (see Section I 3).

### **3. PROTECTION FROM LIABILITY [CFSA Revised 2000 s. 72(7)]**

Should civil action be brought against a person who made a report, the person will be protected unless the person acted maliciously or without reasonable grounds for the belief or suspicion.

### **4. PENALTY FOR FAILURE TO REPORT [CFSA Revised 2000 s. 85(1)(b)]**

- a) Failure to report one's reasonably-held suspicion of child abuse constitutes an offence under the Child and Family Services Act. Professionals who fail to report their suspicion of child abuse are liable, on conviction, to a fine of up to \$1,000.00.
- b) The failure of an employee to comply with the reporting requirements of the Child and Family Services Act, Revised 2000 and/or with the Board's reporting requirements under this Policy [F3(a) and D1] shall be investigated by the appropriate Superintendent.
- c) Employees may be subject to disciplinary action for failure to comply with these reporting requirements.
- d) Professional educators are also reminded of their obligations as members of the Ontario College of Teachers to report suspected cases of child abuse.

### **5. PROFESSIONAL CONFIDENTIALITY [CFSA Revised 2000 s. 72(1)]**

## **STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL**

(7)]

- a) The professional's duty to report overrides the provisions of any other provincial statute, specifically, those provisions that would otherwise prohibit disclosure by the professional.
- b) The professional must comply with the reporting law even though the reported information may be confidential or privileged.
- c) Nothing in this section abrogates any privilege that may exist between a solicitor and his or her client.

### **I. REPORTING PROCEDURES**

#### **1. STUDENTS UNDER THE AGE OF 16**

- a) If staff are unsure about whether or not they have 'reasonable grounds' to make a report, they are encouraged to seek further advice. General calls to clarify a course of action can be made directly to a social worker, team leader, or manager within C&FS/F&CS. Staff can also consult the principal, the school's Child and Youth Counsellor and/or Counselling and Attendance Services for guidance and support. All such cases must be treated with special sensitivity to protect the identity of the suspected victim. Names should only be provided when an actual referral is being made to C&FS/F&CS.
- b) If a staff member has reasonable grounds to suspect that a child is being or has been abused, or that there is a risk that a child will suffer abuse, or if a child is in need of protection, they must immediately notify C&FS/F&CS. The staff member who has the suspicion retains primary responsibility for reporting and may not delegate the reporting to any other person.
- c) After the staff member has made a report to C&FS/F&CS they must immediately notify the principal or teacher-in-charge, unless that person is the alleged offender. If the alleged offender is the principal or teacher-

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

in-charge notify the appropriate Superintendent.

- d) The staff member making the report will complete the Student Referral/Action Form for Child Abuse 502-1. (It is recommended that this form be completed prior to making the report to C&FS/F&CS because much of the information they require is on the form.) After making the referral this report must be signed by the principal or teacher-in-charge and retained in the student's OSR.
- e) When it has been determined that a report should be made, C&FS/F&CS shall be immediately contacted:
- i) **In Guelph, call 824-2410 or 1-800-265-8300 (24 hours)**
  - ii) **In Rural Wellington, call Shared Services\* at 843-2629 or 1-800-471-1731 (after hours call Guelph office)**
    - \* **Shared Services is a single point of intake system for Family & Children's Services, the Community Mental Health Clinic, and Community Alcohol and Drug Services.**
  - iii) **In Dufferin County, call (519) 941-1530 (24 hours)**
- f) In no case shall any Board staff notify the alleged victim's parent or guardian that a report of suspected abuse has been made **UNLESS SUCH NOTIFICATION IS APPROVED IN ADVANCE BY THE C&FS/F&CS ASSIGNED SOCIAL WORKER / INVESTIGATOR OR THE APPROPRIATE SUPERINTENDENT.**
- g) The principal shall take direction from C&FS/F&CS in an emergency situation.
- h) The Student Referral/Action Form 502-1 will be used to document any further referrals and/or ongoing contact with C&FS/F&CS in relationship to this child. This form will be placed in the student's OSR Documentation File.

2. **STUDENTS 16 YEARS AND OLDER**

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

The information below must be obtained through C&FS/F&CS directly before making any referral of a youth to another community agency.

- a) For students who are 16-18 years of age and subject to an order under the Child and Family Services Act, follow Reporting Procedures as outlined for Students Under the Age of 16 (F1).
- b)
  - i) For students who are 16 years of age and over and not subject to an order under the Child and Family Services Act **abuse is treated as a situation of assault and should be reported to the local Police Services**, but only with the youth's knowledge, consent and co-operation. See 502-B (iv) for resources to access.
  - ii) If there is/are child/ren within the same family who may be at risk of the abuse or may be in need of protection, also follow Reporting Procedure as outlined for Students Under the Age of 16 (F1).

3. **WHEN THE ALLEGED OFFENDER IS AN EMPLOYEE OF THE UPPER GRAND DISTRICT SCHOOL BOARD**

- a) If an employee of the Board has reason to suspect another Board employee of child abuse, it is the individual's responsibility to follow reporting procedures as outlined in #1 or #2 of this section and to immediately inform the Superintendent of the alleged offender. In order to ensure the integrity of the investigation the reporting person shall in no case notify the alleged offender that a report has been made to the C&FS/F&CS prior to discussion with the appropriate superintendent. (See Section F, 3d)
- b) The principal, or designate, or supervisor of the employee must not,

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

under any circumstances, attempt to question the alleged offender until after the investigation is completed by C&FS/F&CS and the police.

- c) It should be noted that, pursuant to s.72(1) of the Child and Family Services Act, 2000, S.O. 1094, c.SS as amended, the professional's legal obligation to report child abuse takes precedence over any other statutory obligation, including obligations found in the Teaching Profession Act and the Regulation made thereunder.

## STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL

### J. INVESTIGATION

1. Upon receipt of an allegation of abuse in accordance with the protocol for investigation of abuse cases, the C&FS/F&CS assigned social worker will consult with the appropriate police services to jointly plan the investigation process.
2. The initial interview of the alleged child victim may be conducted by a C&FS/F&CS social worker, or a police officer, or both, as predetermined by the C&FS/F&CS social worker and police officer.

#### 3. **ACCESS TO THE CHILD**

- a) The requirements of Section 72 of The Child and Family Services Act (2000) take precedence over existing legislation and school policies which prohibit interference with the child by the police or other professionals without prior parental consent.
- b) **Parental/Guardian consent is not a requirement to interview the child** and, in fact, parental involvement before seeing the child might jeopardize the C&FS/F&CS and police investigative process and diminish efforts to protect the child.

#### 4. **INVESTIGATION ON SCHOOL PREMISES**

- a) There are five situations where access to the child at school will or may be necessary in abuse investigations:
  - i) Where intrafamilial abuse is disclosed at school and reported by school personnel to C&FS/F&CS;
  - ii) Where extrafamilial abuse is disclosed at school and reported by school personnel to the C&FS/F&CS;
  - iii) Where abuse by a person outside the school is alleged and reported to the C&FS/F&CS; or
  - iv) Where the abuse disclosure/allegation involves a Board employee as the alleged offender, and the team of C&FS/F&CS and Police decide that it is appropriate to interview the child at the school;
  - v) Where the abuse disclosure involves peers as

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

alleged offenders.

- b) In situations where the alleged abuse is made by a person outside the school, and the team of C&FS/F&CS and Police decide to interview the child at the school, the principal or designate will be notified in advance of the investigator(s) arriving at the school.
- c) The principal, or designate, **may** be present at the interview unless the child refuses or the interviewer(s) confirm(s) that such attendance would not be in the best interests of the child.
- d) Where the offender identified in a disclosure is the parent or guardian of the victim, in no case shall the principal notify the alleged victim's parent or guardian of the interview of the child **UNLESS SUCH NOTIFICATION IS APPROVED IN ADVANCE BY THE C&FS/F&CS ASSIGNED SOCIAL WORKER/INVESTIGATOR.**

Where the offender identified in a disclosure is someone other than the parent or guardian of the alleged victim, the principal shall discuss the situation with the Superintendent before exercising the principal's discretion to notify the alleged victim's parent or guardian of the interview of the child. In appropriate circumstances, the principal's statutory duty to care for pupils' health will permit the principal to notify the alleged victim's parent or guardian, in the absence of advance approval by the C&FS/F&CS assigned social worker/investigator.

- e) The investigator(s) should provide to the principal sufficient information, as the investigation progresses to its conclusion, to enable school personnel to support the child and to continue the ongoing relationship between home and school. In particular, the investigator(s) should inform the principal as soon as possible:
  - i) when the parents will be notified, by the interviewer, that the child has been interviewed;
  - ii) when the school personnel may resume contact with one or both parents if previously requested to abstain;
  - iii) if the child is placed in the care of C&FS/F&CS;

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

- iv) of the existence and terms of any court orders regarding access by the parent(s) to the child;
  - v) if the investigation is delayed;
  - vi) whether C&FS/F&CS will remain involved with the child and the family following the investigation;
  - vii) of any other information which the investigator(s) deem(s) to be advisable to assist the school in supporting the child. This information will be subject to the conditions of confidentiality required of C&FS/F&CS.
- f) Principals who feel that they need more information should contact the social worker and/or the C&FS/F&CS supervisor directly.
- g) It is the Principal's responsibility to keep appropriate staff updated on the progress of the investigation.
- h) Where the investigation warrants ongoing communication between C&FS/F&CS and the school, the signing of the reciprocal Form 14 by parent(s) and school personnel is required. A sample of Form 14 is attached to this policy. Blank copies of Form 14 are to be available in all Principals' offices. Also attached is the copy of the Consent of Information form acceptable in Dufferin county.
5. In an emergency resulting in a court order, schools must provide C&FS/F&CS access to other relevant information with respect to an investigation. (The Municipal Freedom of Information and Protection of Privacy Act would permit the disclosure of information if the Board was presented with at warrant.)

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

**Upper Grand District School Board  
500 Victoria Road North, Guelph, Ontario N1E 6K2**

**502-1**

**Student Referral/Action Form for Child Abuse/Child Protection**

**School \_\_\_\_\_ Current Date \_\_\_\_\_**

**Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_**

**Age \_\_\_\_\_ Grade \_\_\_\_\_ Gender \_\_\_\_\_ Date of Referral \_\_\_\_\_**

**Home Address: \_\_\_\_\_ Time of Referral \_\_\_\_\_**

**Parent Name(s)**

**Siblings and Date of Birth:**

**INDICATORS/SIGNS OF ABUSE**

*physical, emotional, sexual, neglect*

*no reference should be made to the alleged offender*

**Action of Board Employee:**

**Contacted or Consulted: \_\_\_\_\_ at:**  
*name*

**Child & Family Services (D)**

**Family & Children's Services (G/W)**

**on**

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

*date*

**F&CS/C&FS ACTION:**

**No action to be taken at this time; continue to monitor; return concern to C&FS/F&CS if it reoccurs.**

**Investigation to be initiated by C&FS/F&CS**

---

**Signature of Principal/Supervisor**

Date/Time

Record of subsequent '*contacts*':

From \_\_\_\_\_ to \_\_\_\_\_ on

**Result:**

Record of subsequent '*contacts*':

From \_\_\_\_\_ to \_\_\_\_\_ on

**Result:**

**PRINCIPALS: *This form will be kept in the OSR Documentation File***

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

Record of subsequent '**contacts**':

From \_\_\_\_\_ to \_\_\_\_\_ on

**Result:**

The legal authority for the collection of this information is pursuant to the current Education Act. The purpose for this collection is for the improvement of the instruction of the student. Users of this information may be Supervisory Officers, the Principal and Teachers of the student's school. A copy of this referral will be kept confidential for a minimum of three years after which it will be documented on a Destruction Notice Form and shredded. In the event that the report becomes outdated or that the student leaves the Upper Grand District School Board, this report will be removed from the Documentation Folder of the OSR and shredded. Inquiries relating to this information may be made to the Principal.

**PRINCIPALS: *This form will be kept in the OSR Documentation File***

**PRINCIPALS: *This form will be kept in the OSR Documentation File***

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

**INDICATORS OF CHILD ABUSE 502-B (i)**

*Neglect*

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• consistent hunger, malnutrition; underweight; dehydration</li> <li>• poor hygiene; dirtiness; skin disorders associated with improper hygiene</li> <li>• inappropriate dress; exposure symptoms, e.g. sunburn, frostbite, recurrent colds</li> <li>• consistent fatigue, listlessness</li> <li>• unattended health problems</li> <li>• inadequate supervision; child left in the care of another child too young to protect him/her; abandonment</li> </ul>	<ul style="list-style-type: none"> <li>• begging, stealing food</li> <li>• theft in general</li> <li>• verbal evidence that there is no caretaker, no one at home; arriving early, staying late at school</li> <li>• falling asleep in class</li> </ul>

**Comment -**

Neglect is harder to pinpoint and more often ignored than physical abuse. The indicators are less dramatic, and the effects on the child appear to be less damaging. Further, neglectful parents or guardians may strike us as ‘sad’ or ‘ignorant’ rather than malicious. But, in fact, neglected children are very seriously at risk. Their situation may be chronic and long-term. Physical debilitation can jeopardize every facet of the maturation process: self-confidence, social relations, school performance. It is a particularly difficult situation for a teacher to be clear about, because the child will probably accept the standards of care that he/she receives as normal, and have no ‘incidents’.

*Physical Abuse*

Physical Indicators	Behavioural Indicators

**PRINCIPALS: *This form will be kept in the OSR Documentation File***

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

<p>Unexplained bruises and welts, especially those:</p> <ul style="list-style-type: none"> <li>• on face, back buttocks, thighs</li> <li>• in stages of simultaneous healing</li> <li>• in the shape of an instrument such as a belt, hair brush</li> <li>• appearing after the child’s absence, weekend, vacation</li> </ul> <p>Unexplained burns:</p> <ul style="list-style-type: none"> <li>• cigarette burns (hands, feet, back, buttocks)</li> <li>• immersion burns (sock-like or glove like in shape)</li> <li>• burns patterned like electric burner, iron, etc.</li> <li>• rope burns (arms, legs, torso)</li> </ul> <p>Unexplained fractures, especially:</p> <ul style="list-style-type: none"> <li>• to skull or facial structure</li> <li>• in stages of simultaneous healing</li> <li>• multiple or spiral fractures</li> </ul> <p>Inappropriate dress, especially long sleeved clothing in hot weather (guardian may be concealing marks)</p>	<ul style="list-style-type: none"> <li>• reports of injury by parents</li> <li>• extreme wariness of parents</li> <li>• extreme wariness of adults in general</li> <li>• wariness of physical contact, especially when initiated by an adult</li> <li>• resistance to being touched</li> <li>• extreme watchfulness, sometimes described as ‘frozen watchfulness’</li> <li>• apprehensiveness when other children cry</li> <li>• fear of going home</li> <li>• unexplained prolonged absence (guardian may keep child at home while injury heals)</li> <li>• unlikely or inconsistent explanations for bruises, etc.</li> <li>• denial that bruises exist</li> <li>• extremes of behaviour</li> <li>• extreme aggressiveness; extreme withdrawal</li> <li>• extreme fearfulness; fearlessness (recklessness)</li> <li>• extreme attention seeking; attention avoidance</li> <li>• extreme tearfulness: no expectation of comfort</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**INDICATORS OF CHILD ABUSE 502-B(ii)**

***Sexual Molestation***

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
----------------------------	-------------------------------

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

<ul style="list-style-type: none"> <li>• difficulty in walking or sitting</li> <li>• torn, stained or bloody underwear</li> <li>• pain or itching in genital area</li> <li>• bruises or bleeding in genital, vaginal or anal areas</li> <li>• venereal diseases, especially in pre-teens</li> <li>• pregnancy</li> </ul> <p>(usually no physical indicators)</p>	<ul style="list-style-type: none"> <li>• fear of male/female parent or guardian; fear of all males/females</li> <li>• wariness of physical contact, especially when initiated by an adult</li> <li>• fear of night, the dark</li> <li>• sophisticated or bizarre sexual behaviour or knowledge</li> <li>• seductive behaviour for approval</li> <li>• unwillingness to change for physical education, or to participate in active sports or games</li> <li>• speech disorders (may relate to forced oral sex)</li> <li>• reports sexual contact with parent or guardian</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Comment -**

Sexual molestation is a specific form of physical abuse, but also of emotional abuse. Although one or more indicators may be present, in many cases there are no physical indicators when a child is being sexually abused. Behaviour listed under these two categories may also be indicative of molestation. Sexually maltreated children are especially likely to display symptoms of wariness, watchfulness and extremes of behaviour described in relation to physical abuse, and or any of the symptoms of emotional maladjustment (see next section).

***Emotional Abuse***

<b>Behavioural Indicators</b>
-------------------------------

**Comment -**

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

- developmental lags: physical, mental or emotional
- habit disorders: sucking, biting, rocking, etc.
- conduct disorders: antisocial and destructive behaviour
- speech disorders: sleep disorders: inhibition of play
- extreme passivity or extreme aggressiveness
- extreme infantile behaviour
- extreme adult behaviour: appearing to 'take over' and care for parents
- hysteria: obsession: phobias: hypochondria
- extreme depression: attempted suicide

It has been suggested that teachers are the people best able to identify emotionally abused children, since we are most likely to witness the behavioural consequences. 'Disturbed' children are usually disturbed for a reason. One of the recurring reasons is abuse. It is worth re-viewing the possibility of abuse in cases of behavioural problems that are acted out in the school.

Categorization of abuse and the indicators of abuse are necessarily over-simplifications. They may also invite over-reaction, if every bruise and every moment of 'antisocial' behaviour begins to suggest an abusive home. It is important to exercise careful judgement in interpreting what we see and hear.

In some cases, mostly of younger children, the child may talk about his/her experiences of abuse, or allude to them indirectly. It is important not to dismiss these 'stories', but to consider that they may be true.

**EARLY IDENTIFICATION INDICATORS**

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

**Family Characteristics**

The following family characteristics are known to be correlated with risk of child maltreatment:

- child born to teen parent(s)
- parent(s) with mental illness, substance abuse problems
- parent(s) under severe stress
  - parents(s) socially isolated
- family with a history of violence, and/or family values that condone violence in response to conflict
  - parent(s) endorse the use of physical discipline, and lack alternatives to physical discipline in responding to negative child behaviour
- poor attachment in relationship between parent and child
  - poor parent awareness of child development
- negative perception of child by parent(s)
  - a previous pattern or incident(s) of maltreatment within the family

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

**RESOURCES - SUPPORT SERVICES 502-B (iv)**

**SCHOOL SERVICES:**

**At each secondary school there are resources for the student to access, e.g. Guidance Counsellors, Student Health Services, Team Meetings, Psychological Services support.**

**POLICE SERVICES**

Dufferin:	<i>Shelburne O.P.P.</i>	925-3838
	<i>Shelburne Town Police</i>	928-3312
	<i>Orangeville Police Services</i>	941-2522
Guelph/Wellington:	<i>Guelph Police Services</i>	824-1212
	<i>Palmerston and Harriston Police</i>	338-2411
	<i>Ontario Provincial Police</i>	1-800-265-2525

**COMMUNITY SERVICES**

*The youth can also be encouraged to access other community services, or referrals can be made directly, with the youth's knowledge, consent and co-operation. Some of the available services include the following:*

Dufferin:	<i>Dufferin Child &amp; Family Services</i>	941-1530
	<i>Child Protection</i>	
	<i>Children's Mental Health</i>	
	<i>Children's Developmental Services</i>	
	<i>Community Mental Health Clinic</i>	941-0465
	<i>Adult Mental Health</i>	
	<i>County Alcohol &amp; Drug Services</i>	942-2361
	<i>Distress Centre</i>	1-888-826-3760

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

Dufferin:	<i>Family Transition Place</i>	<i>941-HELP or 1-800-265-9178</i>
	<i>Family Counselling &amp; Support Services</i>	<i>1-800-307-7078</i>
	<i>Dufferin County Social Services</i>	<i>941-6991</i>

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

**RESOURCES - SUPPORT SERVICES 502-B (v)**

Guelph/Wellington:

*Community Mental Health Clinic, Guelph* 821-2060  
*Rural Wellington Shared Services* 843-2629 or  
1-800-471-1731

*Community Alcohol and Drug Services*  
*Guelph* 836-5733  
*Rural Wellington Shared Services* 843-2629 or  
1-800-471-1731

*Family Counselling & Support Services* 824-2431

*Women-In-Crisis - Guelph* 836-5710 or  
1-800-265-7233

*Rural Women's Shelter Program*  
*Fergus* 843-6834  
*Rockwood/Erin* 856-2191  
*Drayton* 638-5960

*Wellington County Social Services:* 837-2670 or  
1-800-265-7294

*Wellington Advisory Groups*  
*North Wellington* 848-2667  
*Centre Wellington* 843-7000  
*East Wellington* 833-9696

## **STUDENTS CHILD ABUSE AND PROTECTION 502-A PROCEDURES MANUAL**

Form 14s or **Consent to the Disclosure, Transmittal or Examination of a Clinical Record** are Ministry of Health documents for the exchange of clinical (health, mental health, and psychological) information.

### **Forms 14s are currently used to:**

- C exchange information on pupils referred to the Community Mental Health Clinic (C.M.H.C.)
- C request information from other school boards and outside agencies
- C request medical information
- C maintain in the Ontario Student Record (O.S.R.) any third party reports provided through the parent

## **SIGNING AUTHORITY - OTHER THAN PARENTS**

- C In the case of a Child and Family Services and Family and Children's Services (C&FS/F&CS) involvement, this document should be signed by the duly appointed Supervisory officer or officially appointed designate
- C in remarriage where the child has not been legally adopted, the NATURAL parent should give written permission
- C in the situation where the child is residing with relatives, for example, and where legal guardianship has not been court approved, the parent is the **only** duly authorized person to give written consent
- C note that the provision requiring parents' consent only applies to the student who has not yet attained the age of eighteen; at that age the student makes the decision and does the signing

C

the one exception is an emergency situation, at the discretion of the Psychological Services consultant and the Principal, counselling services may be

**STUDENTS CHILD ABUSE AND PROTECTION 502-A  
PROCEDURES MANUAL**

provided to a student briefly without a signed parent permission form. However, it is **strongly** recommended that permission from the parent be obtained.