



Welcomes and introduction to film [15-20 mins]

[Slide 1 showing - 'Polly and Me']

Invite people to introduce themselves, what agency or community they are from and why they decided to come to the workshop.

■ Slide 2 ■

Why we are showing this film?

Currently research shows that very few policies or initiatives are having any impact on reducing child abuse and neglect in Australia.

Some of the issues contributing to this are:

- Programs that are effective are not funded on a long-term basis
- There can be poor communication and collaboration between services
- The families that are targeted to be the recipients of services and initiatives often feel stigmatized and therefore will not engage
- There is often little if any consultation with families in the target groups
- There is very little research in Australia that is broad and so there is little good evidence to identify what works and what doesn't and why
- Key players in the field do not always work in partnership

[Show slides 3-8]



■ Slide 3 ■

What is child abuse and neglect

Bromfield and Price Robertson (2009) define child abuse as any non-accidental behaviour by parents, caregivers, other adults or older adolescents that is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm to a child or young person.

Child abuse is commonly divided into five main subtypes:

physical abuse; emotional maltreatment; neglect; sexual abuse; and exposure to family violence.

■ Slide 4 ■

More than 190,000 children come to the attention of child protection authorities annually in Australia. It is hard to estimate a real figure for the number of Australian children who are abused and neglected as there is no reliable national data.

■ Slide 5 ■

Prevalence of child abuse and neglect in Australia:

physical abuse is between 5% and 10%; neglect is 12%; emotional maltreatment is 11%; witnessing family violence is between 12% and 23%.

Rates of sexual abuse:

1 in 4 girls and 1 in 7 boys will be sexually assaulted before they turn 18.

■ Slide 6 ■

In 2007-2008 there were 55,120 substantiated reports of child abuse and neglect in Australia.

■ Slide 7 ■

Current statistics used to estimate the prevalence of child abuse and neglect are conservative as they are based on the number of children who come into contact with child protection authorities not numbers of children abused.

■ Slide 8 ■

There are many children who do not come into contact with child protection authorities because:

- Their abuse is hidden
- No-one believes them
- No-body knows what to do



What we are hoping to achieve from this workshop?

Polly and Me has been made with the goal of acting as a catalyst to highlight child abuse and neglect as a national problem that is having a devastating impact on thousands of Australian children and families as well as impacting Australians socially and economically.

This workshop is an opportunity for you to review issues related to child abuse and neglect and reflect on the current situation in your workplace or community using information from best practice research and the workshop activities.

[Show pre-film slides 9-11, 5 mins]



■ Slide 9 ■

This film has two powerful roles:
It symbolises how isolated children can feel when
they are in abusive and neglectful environments.

■ Slide 10 ■

They think:
No-one sees them
No-one hears them
No-one knows what is happening to them

They are alone.

■ Slide 11 ■

This film also highlights many of the aspects
of child abuse and neglect that thousands of
children in Australia live with each day.



■ Slide 12 ■

WARNING

Viewer discretion advised

This film contains mature themes, including scenes of violence, sexual abuse, drug and alcohol use, neglect, and coarse language. POLLY AND ME is based on true stories and may severely disturb some viewers.

If you have been a victim of violence and abuse we advise that you exercise caution. You may choose not to watch this film.

A list of HELP lines is provided after the closing credits if you need assistance.

Dreadful as it looks, the actress in the film was not exposed to any of the portrayed trauma and abuse. It is clever film technology.

[Show Polly and Me film]

After film mini session [15 mins]

Ask people to form into groups of three.

Each person then takes a turn to talk about how they feel after watching Polly and Me and what stood out for them most about the film.

Use a timer to give each person three minutes.

This is their time to talk and reflect without being interrupted and to have the full attention of the other two people.

1 person from each mini session will then feedback to the whole group.





The Tangled Web of Child Abuse and Neglect

Activity 1 [10-15 mins]

Resources – Large ball of black wool; a ball of wool in another colour, chair with model of 'child and parent', butchers paper with heading – *Complexity of Child Abuse and Neglect*

Ask all the participants to stand in a circle. The facilitator will be holding the ball of black (or another dark colour) wool. A chair will be in the middle of the circle and a representation of a family will be placed on the chair.

The facilitator will start with identifying an issue from the film. They will hold the start of the ball in their hand and then throw the ball of wool to the next person who calls out an issue. The next person in turn will hold onto their strand of wool and throw the ball to another person who calls out an issue from the film.

As the group continues to identify issues in the film a web of wool will spread between all the participants and over the 'family' in the middle.

The facilitator will initiate a discussion about how

it must feel for the child and family in the middle with so many challenges everywhere they turn.

Then throw another colour and add in issues that may not be as visible in the film such as class, race, religion, language barriers or other wider issues the group may identify.

Discuss how this adds even more layers to the complexity of child abuse and neglect.

If possible take a picture of this web and print it up so it can be displayed during the workshop.

Mini session

Resources – Butchers paper and markers

Participants break into same or different groups of three.

They then take 2 mins each to discuss what they think about the complexity of Child Abuse and Neglect after this activity.

Was there anything new they discovered, did it give them a different perspective?

Ask for comments from the whole group. Write up onto butchers paper.

Impacts of Child Abuse and Neglect

Activity 2 [20 mins]

Materials – 2 large pieces of butchers paper with one of the questions below written on each.

Break into two groups:

Group 1 – What impact does abuse and neglect have on a child?

Write impacts onto butchers paper.

Group 2 – How will abuse and neglect impact on a child as they get Older?

Write impacts on butchers paper.

Ask each group to give their feedback and then the butchers paper can be stuck up on a wall.

[Show slides 13, 14 and 15]

Then facilitate an open group discussion allowing participants time to reflect on and discuss what they noticed, what they didn't, what surprised them, what they learnt and what may have made them think in a new or different way about the impacts of child abuse and neglect on a child and their life.



■ Slide 13 ■

I live with:

- Drug and alcohol use
- Prostitution
- Poverty
- Hunger
- Being left alone at home
- Fear
- Loneliness
- Domestic violence
- Isolation (not much school)
- Sexual abuse

This is abuse and neglect.



■ Slide 14 ■

What does this mean for me?

- I am scared to go to sleep
- I feel bad about myself
- I get into trouble at school
- I get angry easily
- I sometimes feel very frightened and try hard not to be seen
- I play with syringes and cigarettes
- I don't know who I can trust
- I don't know if my Mum will be happy, sad or angry
- I feel sad a lot



■ Slide 15 ■

I am likely to have the following challenges

- further abuse in relationships
- drug and alcohol problems
- mental health problems
- criminal behaviour
- high risk sexual behaviours
- schooling problems; drop out of education
- unemployment
- health problems
- homelessness
- I may abuse my children



Brain development in an abused child [5 mins]

[Show slides 16-17]

What happens in a child's brain?

From birth a child's brain is literally programmed by what it experiences. It is often described as having high levels of plasticity, which means a child's brain is able to re-organise its pathways very easily as a response to the environment it is being raised in.

While genetics provide the initial foundation, a child's early experiences and relationships determine the quality of the 'wiring' being developed in the brain.

For optimal brain development babies and children need loving, stimulating, safe and healthy environments. The quality of the relationship a child has with his/or caregiver 'literally sculpts the brain' (Professor Oberklaid)

The successful development of higher order skills is dependant on good lower level brain 'wiring'.

The successful development of a child into a healthy well functioning adult is disrupted when 'wiring' of the brain becomes disordered through experiences of abuse, neglect and what has been termed, 'toxic stress'.

Activity 3 [15 mins]

Resources: 2 A3 photocopies of each master copy - 'Child Experiencing Abuse and Neglect'
'Child Experiencing Love and Care'

Break into two groups and give each group one of the photocopied sheets.

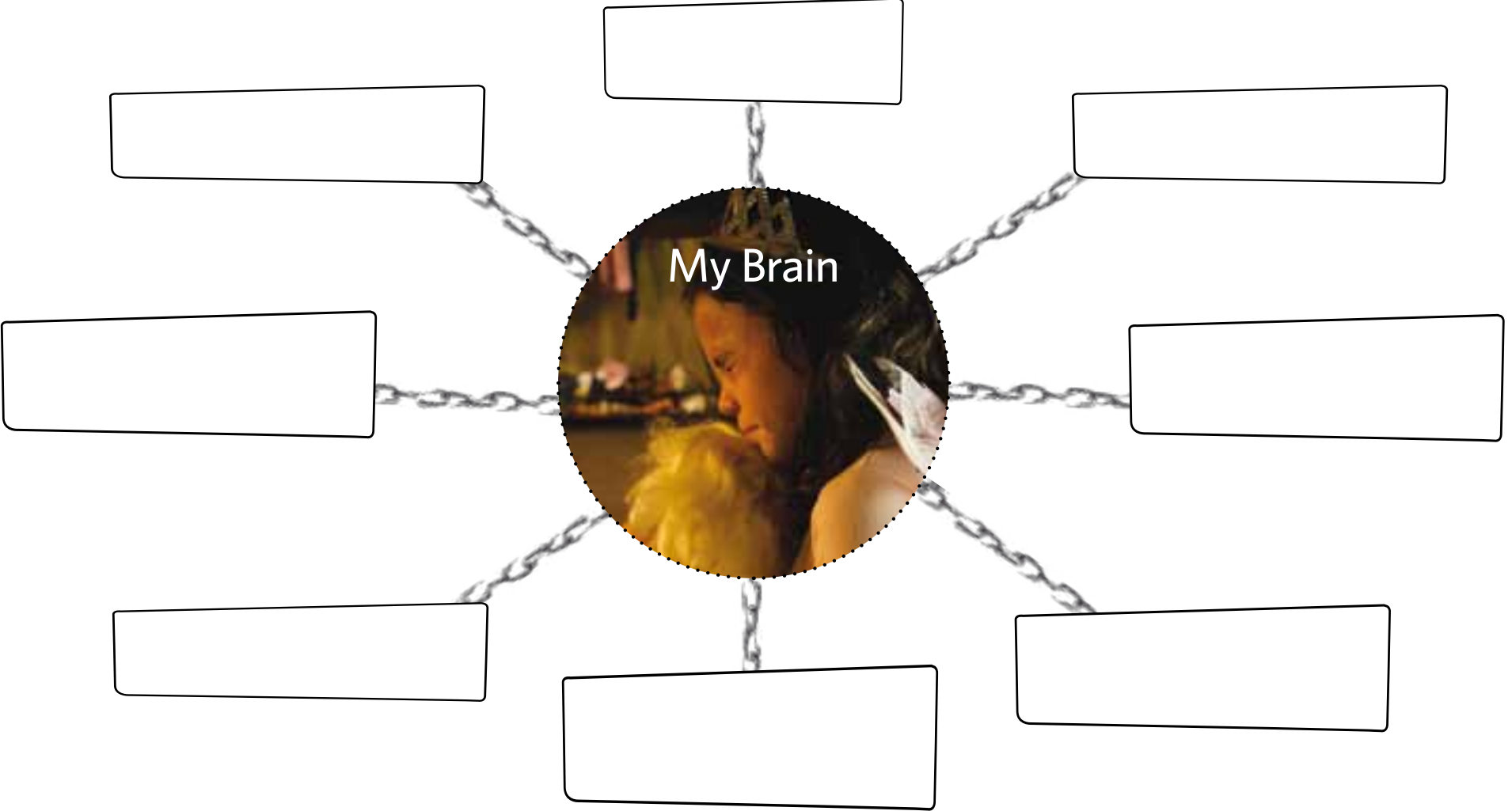
Each group labels their diagram with some of the pathways developing in the brain of their child.

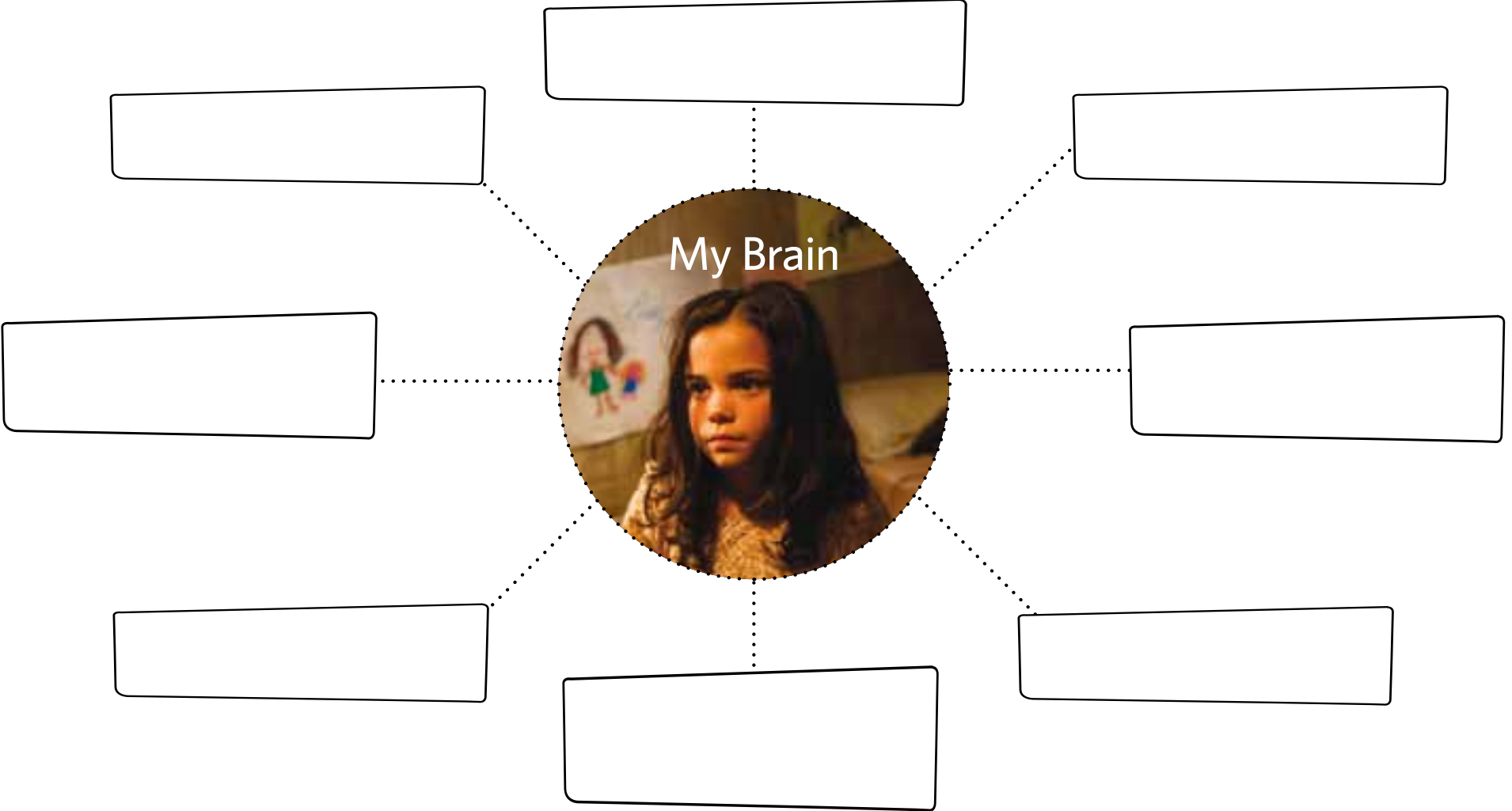
Come back together as the big group. Each group share their information and discuss.

[Show slides 18 and 19]

and compare with the groups diagrams.

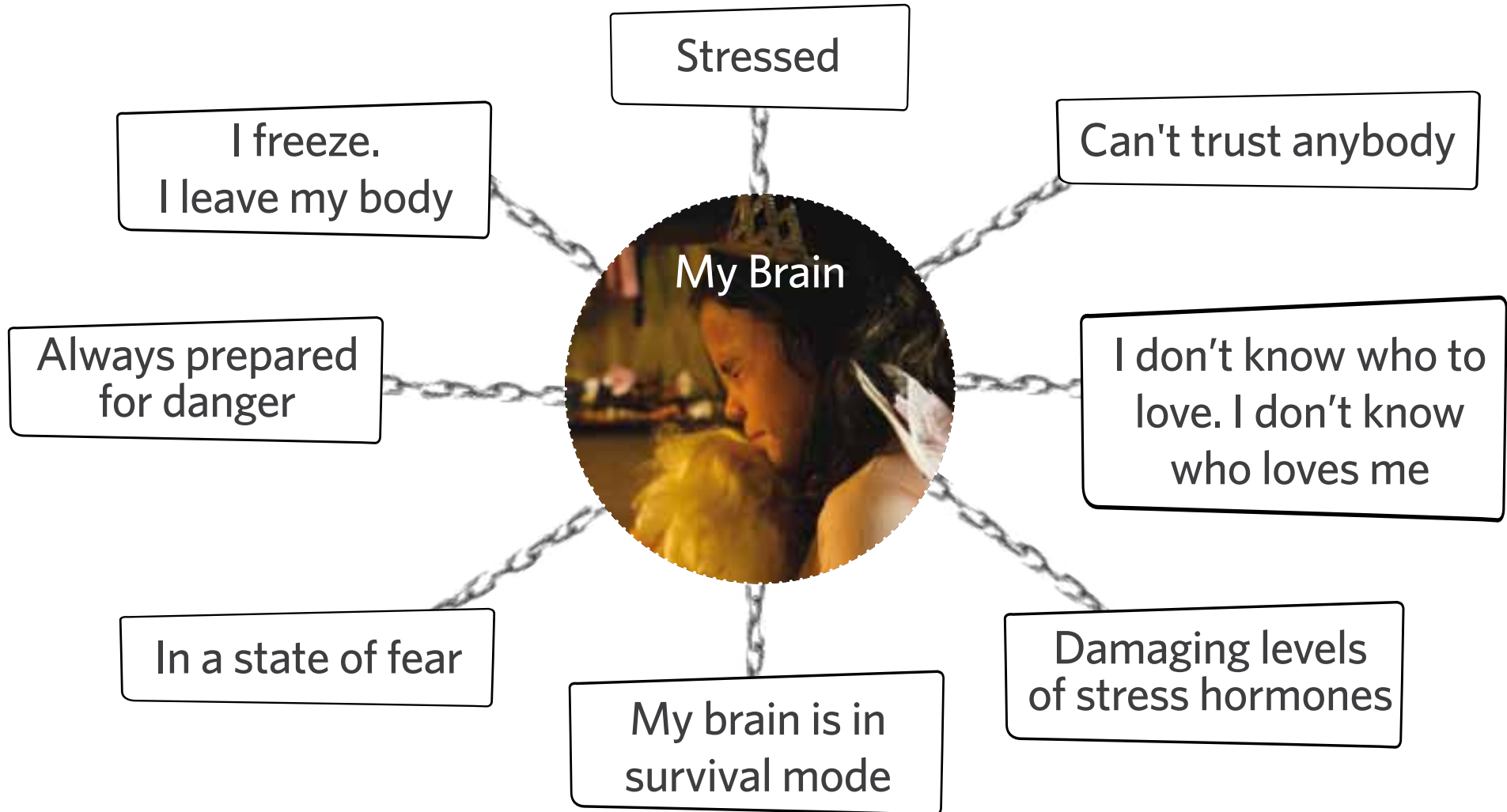






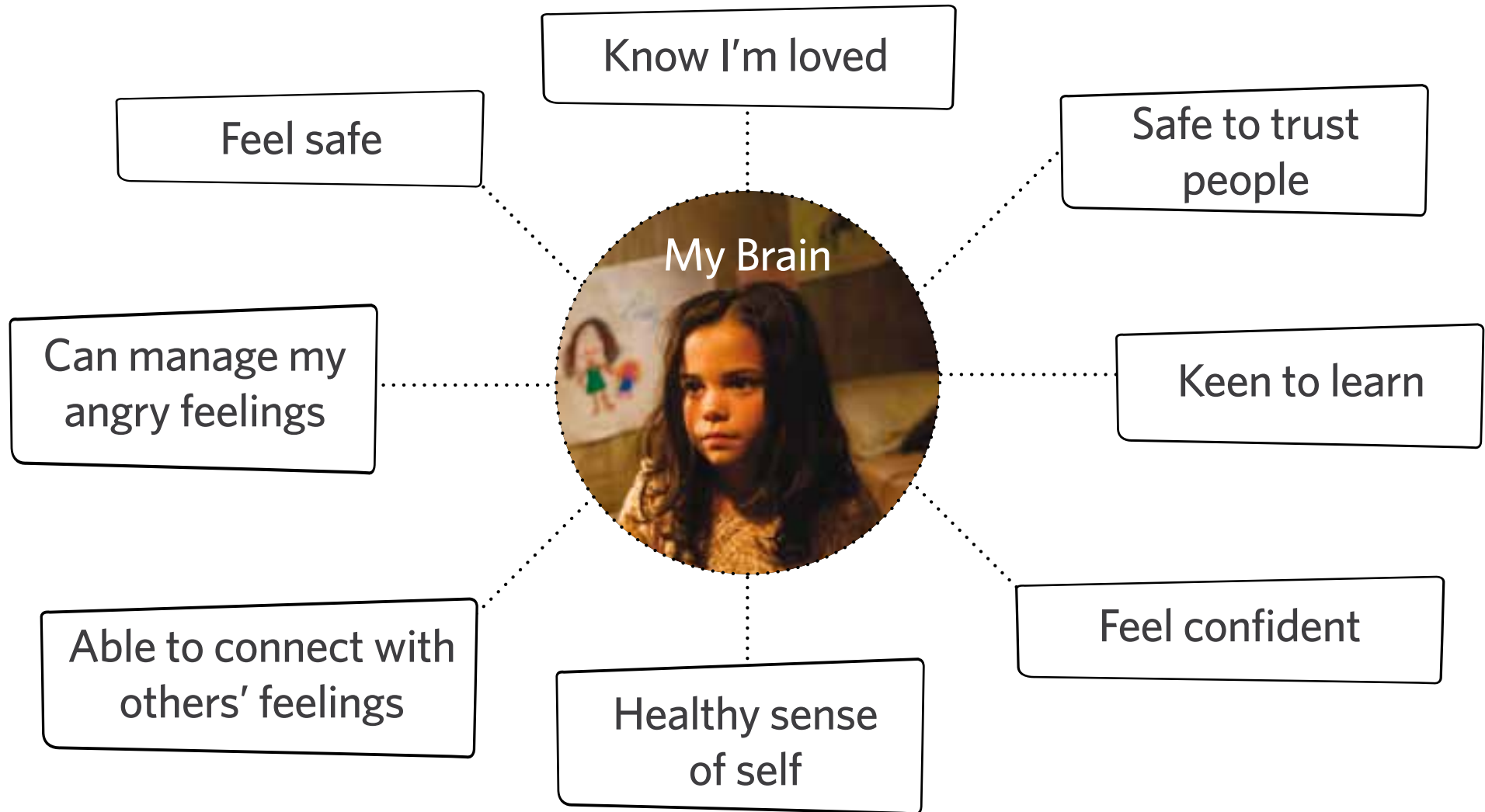
■ Slide 18 ■

This is what is happening in my brain



■ Slide 19 ■

This is what should be happening in my brain



Factors that Contribute to Child Abuse and Neglect

Activity 4 [15-20 mins]

Resources – A copy of one of each master for each group.

Break the participants into three groups:

- One group represents the family
- One group represents the community
- One group represents the larger society

Each group answers the same question:

'What are some of the issues in families / communities / the larger society that contribute to abuse and neglect?'

Report back

Each group report back to the larger group.
Stick sheets onto a wall if possible.

[Show slides 20, 21 and 22]

and open up for general discussion



What are some of the issues in families that contribute to abuse and neglect?



[Master copy]

.....

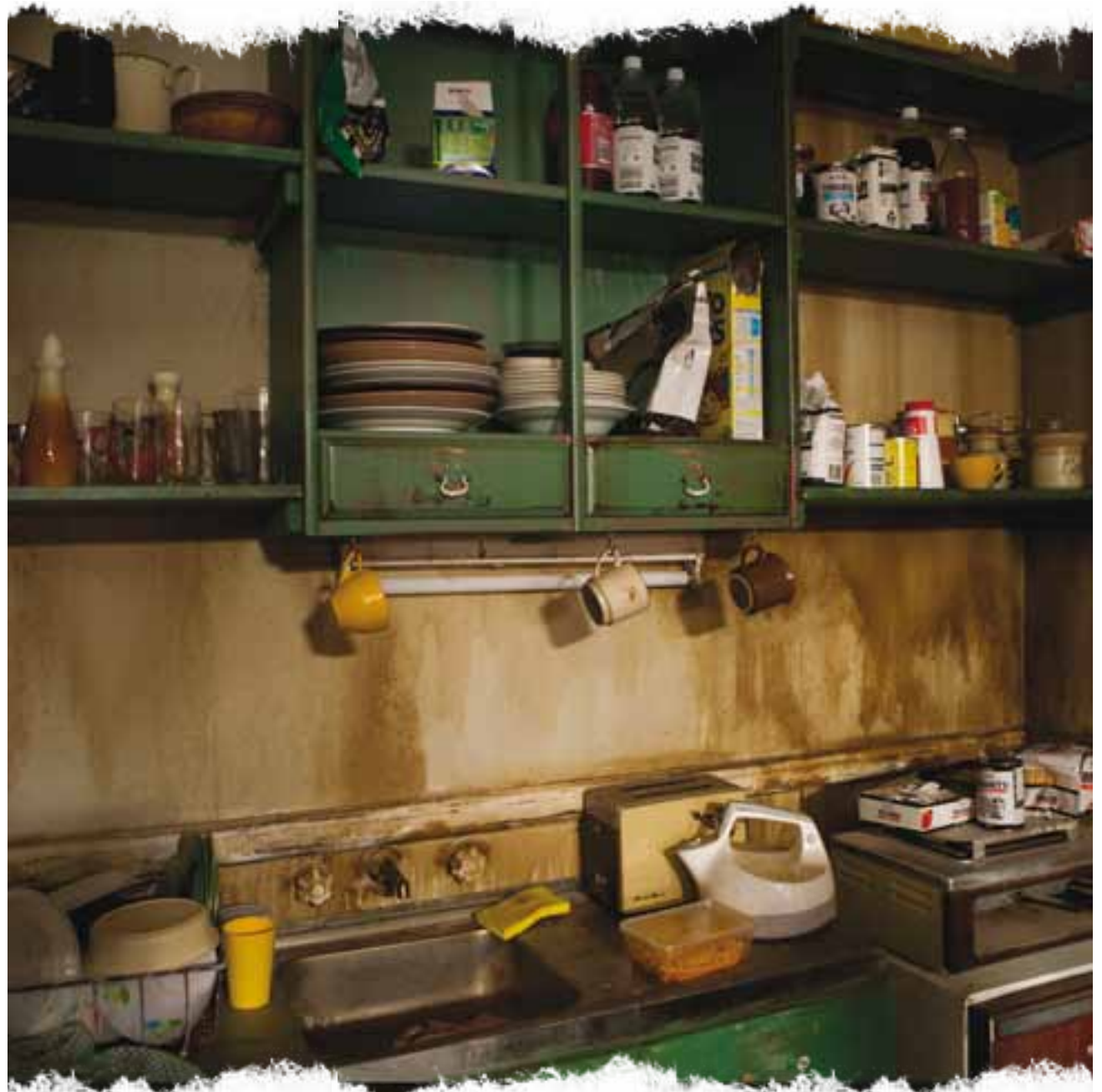
What are some of the issues in communities that contribute to abuse and neglect?

.....



[Master copy]

What are some of the issues in the wider society that contribute to abuse and neglect?



[Master copy]

■ Slide 20 ■

Some of the issues in a family that can contribute to abuse and neglect

- Caring for a child or children with disabilities
- Family isolation – migrants; refugees; geographical; social
- Parents' lack of understanding of children's needs and child development – poor parenting capacity
- Domestic violence and family violence
- Poverty and other socioeconomic disadvantage, such as unemployment
- Substance abuse in the family
- Young parents and teenage parents
- Poor attachment between parent and child
- Parent's own experiences of childhood abuse and neglect
- Parents' mental health issues



■ Slide 21 ■

Some of the issues in the community that can contribute to abuse and neglect

- Lack of local services
- Poor housing
- Under-resourced schools
- Poor transport
- Lack of local community activities
- Community violence
- Sub-standard or absence of, community resources such as parks and sporting facilities
- High unemployment and lack of employment opportunities
- Poor access to professional services
- Poor social support systems and social networks
- Community does not have a child friendly focus
- Poor inter-agency partnerships
- Lack of community engagement with it's children and young people
- Poor opportunities for young people to be heard or contribute to community development and decision making



■ Slide 22 ■

Some of the issues in the larger society that can contribute to abuse and neglect

- Economic and social policy agendas that promote individual interests over community well being
- Social programs measured in economic terms as opposed to social capital terms
- Lack of a coordinated services approach to child and family well being
- Lack of effective partnering between government and non-government sectors
- Poor recognition and understanding that child abuse and neglect is not solely a family issue but has a much wider social context
- Poor commitment to community development agendas
- Lack of adequate universal services for all families
- Lack of access for 'real' youth participation and collaboration in the functioning of the wider society
- Lack of community-change interventions that target social attitudes, behaviors and networks' (Chalk and King 1998:260)



How to support a child who tells you they are being abused or neglected [10 mins]

[Show slides 23 and 24]

Present information and open up discussion with participants

If a child discloses abuse or neglect to you:

- Always believe the child or young person
- Don't make promises you can't keep
- Reassure the child or young person it is right to tell
- Don't be scared of saying the wrong thing
- Maintain a calm appearance
- Try to provide a comfortable, private space
- Let the child or young person take his or her time
- Let the child or young person use his or her own words
- Accept the child or young person will tell you as much or as little as they want to
- Tell the child or young person what you plan to do next
- Do not confront the perpetrator
- Contact the appropriate authorities

(Sources: Bussey, 1996; Office for Children, Youth and Family Support, 2006; QLD Dept of Communities, 2004; Victorian Dept of Human Services, 2006)



How to support yourself [5 mins]

[Show slide 25]

Hearing a disclosure from a child or young person can be very distressing and can evoke strong feelings. You may find yourself feeling overwhelmed.

It is important that you try and remain calm while you are with the child or young person.

If you are distressed and the child becomes aware of this you can explain that you are upset because adults are meant to care for children and you are sad because some adults hurt children.

You need to get support for yourself afterwards from a supervisor at work, a counsellor or someone with experience in this area.



Costs of child abuse and neglect [5 mins]

[Show slides 26-29]

■ Slide 26 ■

The cost to the child are loss of hope, dignity, choice, opportunity, safety, love, security, connection and wonder.

■ Slide 27 ■

It is not only children who suffer the consequences of abuse and neglect.

You are affected as well.

A community is diminished when so many of it's children are abused and neglected.

■ Slide 28 ■

There are also social and financial costs resulting from this abuse.

■ Slide 29 ■

In Australia:

\$2 billion was spent on child protection and out of home care services (2007-2008).

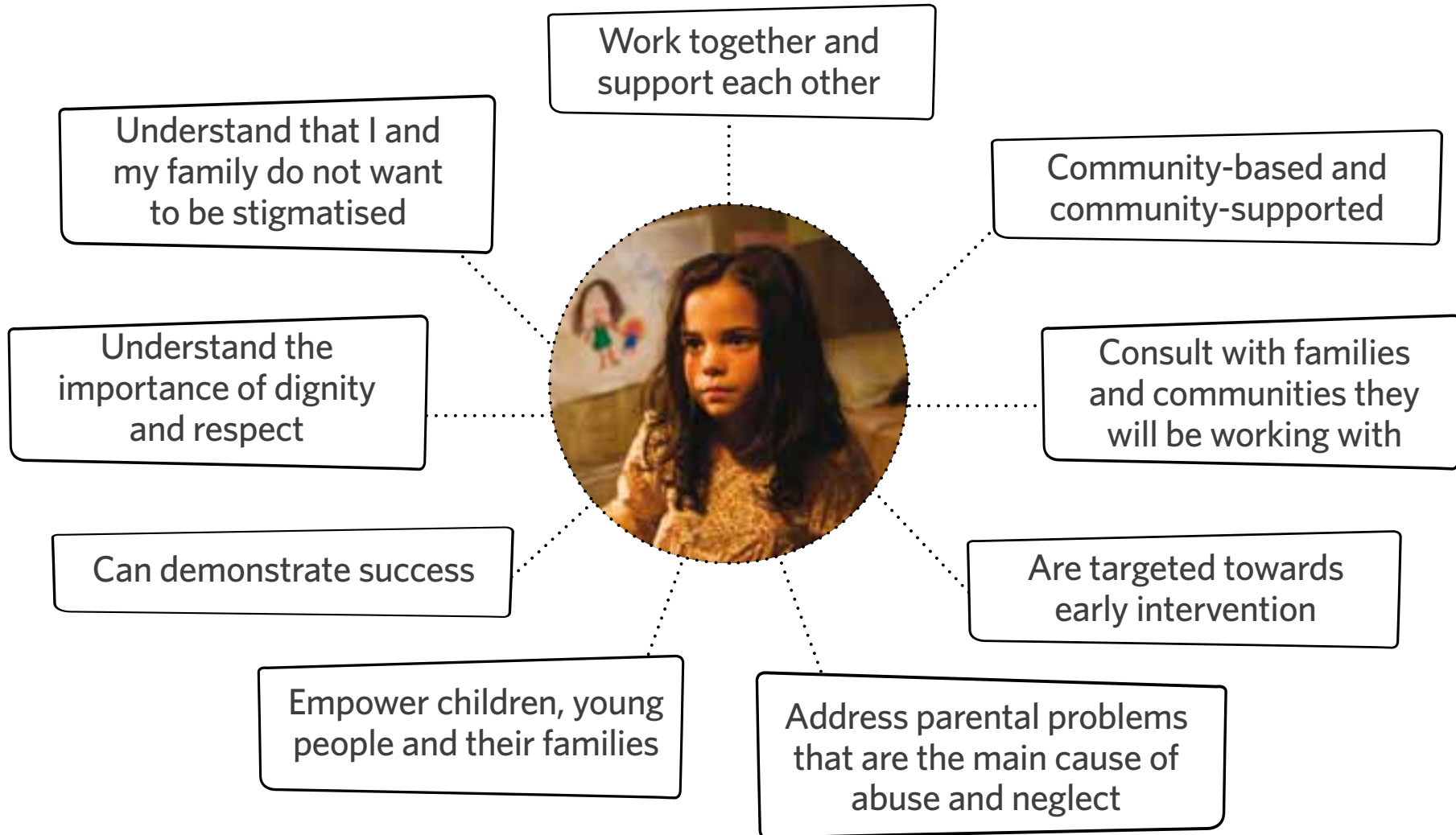
Access Economics estimates that the community pays between \$13 to \$38 billion over a lifetime to support children who were abused in 2007 alone.



GETTING CONNECTED TO END CHILD ABUSE AND NEGLECT [15 mins]

I am a child. I cannot change this. I need your help. [Show slide 30]

This is what I need [Show slide 31] then show slides 32-33



■ Slide 32 ■

You can make connections with children and families experiencing abuse and neglect.

■ Slide 33 ■

You can make connections with each other to help end child abuse and neglect.

■ Slide 34 ■

THAT CONNECTION CAN BRING

Achievement - Where there is failure

Protection - Where there is abuse

Courage - Where there is fear

Caring - Where there is neglect

Dreams - Where there are nightmares

Hope - Where there is despair

Dignity - Where there is humiliation

Research shows that the best way to prevent child abuse and neglect is by building communities that support and value children and families. Communities who openly respect the rights, needs and views of children, and that have services and systems that work in a coordinated way, have fewer incidences of child abuse and neglect. (NAPCAN)

■ Slide 35 ■

I can be reached.

My life can change.

The cycle of abuse can stop with me.

Leave this slide up while people do the audit activity.



Activity: 5 [30 mins]

Resources – Child Abuse and Neglect Audit sheets.

In service areas, community areas or areas of interest complete the audit activity.

This final activity provides you with the opportunity to evaluate the work of your community or organization in keeping children and young people safe.

It is designed to assist you to identify the strengths of your organization or community, areas that need further development and an opportunity to identify what actions you can take to bring about the changes you would like to see happen.

When participants have completed the activity, come back together in the big group and ask for any comments people would like to make about how the activity went for them, what did they find useful and how will they use it when they return to their community or workplace.



Child Abuse and Neglect Audit

Directions:

Please read each statement in the tables below before circling the number from the list which best reflects your organisation's practices.

You are then required to provide a total for each box. Each total will assist you to determine how effective your organisation's practices are with respect to keeping children safe. Numbers you are required to circle indicate the following:

1. My organisation/community rarely or never does this.
2. My organisation/community sometimes/often does this.
3. My organisation/community almost always works in this way.





1. Understanding Child Abuse and Neglect

In my organisation/community people have a good understanding of the current situation in Australia in regards to child abuse and neglect	1-2-3
In my organisation/community people understand the contributing factors to child abuse and neglect	1-2-3
In my organisation/community people understand the complexity of abuse and neglect	1-2-3
In my organisation/community people understand the effect of abuse and neglect on a child's brain development	1-2-3
In my organisation/community people understand the inter-generational cycles of abuse and neglect	1-2-3
There are opportunities in my organisation/community to continually review and consolidate learning.	1-2-3
Total:	
<input type="checkbox"/> Total of 9 = Explore opportunities to review current practices <input type="checkbox"/> Total of 10-15 = Good practices with room for some improvements <input type="checkbox"/> Total of 16-18 = Excellent practices	

2. Empathy with the child or young person

In my organisation/community people have a working understanding of the impacts of child abuse and neglect on a child physically and emotionally	1-2-3
In my organisation/community people have a working understanding the impacts of child abuse, neglect and trauma on a child or young person's brain development	1-2-3
In my organisation/community people have a working understanding of how the impact of abuse and neglect interferes with a child's ability to function at school	1-2-3
In my organisation/community people understand the importance of therapeutic intervention in their work with children and young people	1-2-3
In my organisation/community people do their best to keep this knowledge at the centre of their practice	1-2-3
In my organisation/community people do not personalise a child or young person's behaviour, difficulties, 'successes' or 'failures'	1-2-3
Total:	
<input type="checkbox"/> Total of 9 = Explore opportunities to review current practices <input type="checkbox"/> Total of 10-15 = Good practices with room for some improvements <input type="checkbox"/> Total of 16-18 = Excellent practices	



3. Engaging with a child/young person and their family

In my organisation/community people understand the importance of building a relationship with children and their families as a respectful basis for working with them	1-2-3
In my organisation/community people understand the need to work in partnership with children and families	1-2-3
In my organisation/community people understand the importance of a child and family's sense of dignity and are respectful in all their interactions with them	1-2-3
In my organisation/community people have an understanding that families who feel stigmatised will not engage with services or programs willingly	1-2-3
In my organisation/community people understand that consulting with children and families makes case work more effective	1-2-3
Total:	
<input type="checkbox"/> Total of 9 = Explore opportunities to review current practices <input type="checkbox"/> Total of 10-12 = Good practices with room for some improvements <input type="checkbox"/> Total of 13-15 = Excellent practices	

4. Engaging with community

In my organisation/community people value building connections with the local community	1-2-3
In my organisation/community people actively develop relationships with the local community	1-2-3
My organisation/community reflects the diversity of the local community	1-2-3
My organisation/community programs and activities reflect the needs of the local community	1-2-3
My organisation/community is well utilised and well known in the local community	1-2-3
My organisation/community has good inter-agency partnerships and works together with these partners to ensure best possible outcomes for children and families	1-2-3
Total:	
<input type="checkbox"/> Total of 9 = Explore opportunities to review current practices <input type="checkbox"/> Total of 10-15 = Good practices with room for some improvements <input type="checkbox"/> Total of 16-18 = Excellent practices	

5. Professional practice

In my organisation/community policies reflect best practice and research	1-2-3
My organisation /community is child centred in all its practices	1-2-3
In my organisation/community people have opportunities to reflect on their practice	1-2-3
My organisation has flexible practices and is committed to responding effectively to the needs of children and families	1-2-3
My organisation/community seeks feedback from children, families and the local community as a way of measuring effectiveness and ensuring relevancy	1-2-3
In my organisation community policies and procedures reflect and actively promote non-discriminatory practice at every level	1-2-3
Total:	
[] Total of 9 = Explore opportunities to review current practices	
[] Total of 10-15 = Good practices with room for some improvements	
[] Total of 16-18 = Excellent practices	

Please take some time to reflect on the data you have generated then outline what you believe are key strengths in your organisation or community, areas of challenge and some actions for improvement.



Current strengths:

Current challenges:

Actions for change:

[illegible]

■ Slide 36 ■

What else can you do to help children like me?

Raise awareness:

In your workplace and community about the importance of child friendly communities.

Support organisations:

Who advocate for preventing child abuse and neglect (like NAPCAN).

Be generous and donate:

Your time, ideas, resources and skills to campaigns, programs and community activities that support children and families.

Be informed:

About which organisations, programs and strategies are preventing child abuse and decide to back one.



Finishing:

[Have slide 37 showing]

Thank you for listening to my story.
Thank you for helping me to find a way out.

Thank people for their participation.

Go around the group and ask people to use two
to three words to describe how the workshop
has been for them.

FINISH

