

# CENTRE FOR COMMUNITY WELFARE TRAINING



Identify and Respond to Children and Young People at Risk  
CHCPRT001

Assessment Booklet

## Acknowledgements

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Released for use:	February 2019
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## **Student Information**

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As a registered training organisation ACWA/CCWT abides by the standards of the Australian Skills Quality Authority to ensure the provision of quality training and assessment services.

A copy of our **Student Handbook** can be downloaded from our website: [ccwt.edu.au](http://ccwt.edu.au):

If you don't have access to the website please speak with your trainer or contact ACWA's/CCWT's VET Administrative Officer 9281 8822.

The Student Handbook contains information on our:

- Record Keeping and Privacy Policy
- Assessment Policy
- Legislation and Regulations that guide our work
- Access, Equity and Support Services Policy
- Complaints, Grievances and Appeals Policy
- Recognition of Prior Learning (RPL) Policy
- Participant Conduct Policy
- Fees, Charges and Refunds Policy
- Replacement Certificates
- Code of Practice (excerpt)
- Your Health and Safety

The Student Handbook also contains an Assessment Extension Request Form and the Assessment Appeals Form.

## **Course Description**

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This course is based on the requirements of CHCPRT001 Identify and respond to children and young people at risk, a unit of competency from the Community Services Training Package (CHC08).

This course is designed for those wishing to develop a greater understanding of what constitutes risk of harm to children and young people. The course gives participants the opportunity to explore and discuss some of the complex issues surrounding the recognition of, and response to, abuse, neglect and risk of harm. The course also explores relevant child protection legislation and looks at ethical practices when working with children and young people. Participants will have the opportunity to explore their reporting responsibilities through the use of relevant case studies.

It is a requirement of the course that evidence will be collected in relation to the competence of each participant.

## **Target Group**

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Mandatory reporters and their immediate supervisors/managers.

## **Pre-requisites**

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There are no pre-requisites for entry to this course.

## **Assessment Methods**

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You will demonstrate competency by responding to:

- Disclosure scenarios
- Reporting responsibilities case studies
- Ethical dilemma case study
- Questions

A submission of a Third Party Report is also required.

This course and its assessment strategies are regularly evaluated. Your feedback is valued and your comments will be taken into account when the course and/or assessment strategies are reviewed.

## Unit of Competency

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

The following information is provided to help you identify what you will be assessed against.

ELEMENT	PERFORMANCE CRITERIA
1. Implement work practices which support the protection of children and young people	<p>1.1 Identify children and young people at risk of harm by observing signs and symptoms, asking open and non-leading questions, being aware of protective issues and using child protection procedures where appropriate</p> <p>1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures</p> <p>1.3 Routinely employ child focused work practices to uphold the rights of children and young peoples to participate in age-appropriate decision-making</p> <p>1.4 Employ communication and information gathering techniques with children and young people in accordance with current recognised good practice</p> <p>1.5 Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements</p>
2. Report indications of possible risk of harm	<p>2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics.</p> <p>2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures</p> <p>2.3 Ensure writing in reports is non-judgemental</p> <p>2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report</p>
3. Apply ethical and nurturing practices in work with children and young people	<p>3.1 Protect the rights of children and young people in the provision of services</p> <p>3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people</p> <p>3.3 Develop ethical and nurturing practices in accordance with professional boundaries when working with children and young people</p> <p>3.4 Recognise indicators for potential ethical concerns when working with children and young people</p>

#### PERFORMANCE EVIDENCE

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
  - complying with regulations, legislations and duty of care responsibilities
  - employing child-focused work practices to uphold the rights of children and young people
  - maintaining confidentiality
  - providing appropriate responses in the protection of children and young people
- read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements.

## KNOWLEDGE EVIDENCE

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality
- child protection legislation in the relevant state or territory
- United Nations Convention on the Rights of the Child
- impact of risk of harm
- duty of care responsibilities
- trauma-informed care
- ethical considerations including:
  - approaches that incorporate the conventions on the rights of the child, and human rights
  - obligations as defined by the job specification and employing organisation
  - obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
  - principles of ethical decision-making
- overview of legal system and how it pertains to the job role, in particular:
  - child protection system, including reporting protocols, responses to reporting and interagency policies
  - state/territory requirements and processes for notifying suspected abuse and reporting process
  - statutory and policy requirements relating to job role
  - organisation standards, policies and procedures.



## Possible Pathways

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This unit of competency can be used as either an elective or a compulsory unit for many qualifications in the Community Services Training Package.

## Submitting your Assessment Work

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The due date for assessment submission is: \_\_\_\_\_

If you have any difficulties completing your assessment work please contact your assessor, or email: [assessment@acwa.asn.au](mailto:assessment@acwa.asn.au)

Assessments can be submitted by:

- Emailing completed assessments to:  
[assessment@acwa.asn.au](mailto:assessment@acwa.asn.au)

You will need to attach your completed assessment coversheet, the answers to your assessment (in one word file) and your third party report. A copy of the coversheet and Learning and Assessment Guidelines will be emailed to the email address you provided at registration.

- Posting to the VET Administration Officer  
PO Box 2107  
Strawberry Hills NSW 2012

Please make sure that you:

1. Forward the assessment coversheet that was provided during training with each assessment submission; and
2. Copy all your assessment work prior to sending it to CCWT. Sometimes assessments do go missing in the post.
3. Complete the Post Training and Assessment Evaluation form that will be emailed to you within a week of the training.

If due to unforeseen circumstances you are unable to submit your assessment by the due date, please complete the Extension Request Form which is in the Student Handbook and submit this to ACWA/CCWT.

**PLEASE NOTE: Your assessment should be submitted in type written format in a clear font (eg. Arial, Calibri, Times New Roman, Century Gothic), using a minimum 11 size font. Please note clearly each individual assessment task that you are responding to using the number listed in the booklet. If you are experiencing difficulties please contact our VET Administration Officer on the contact details provide above or phone 02 9281 8822.**

## Seeking Assistance

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If you are worried or unsure about the assessment process it is important to ask for help. CCWT's trainers and assessors are there to provide you with assistance.

If you have any questions about completing your assessment work please contact ACWA/CCWT on 9281 8822 and ask to speak to the VET Administration Officer.

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## Assessment Activities

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### Assessment Requirements

There are six different assessment activities.

**You must complete:**

- Activity 1: One Responding to Disclosure Scenario from a selection of three scenarios
- Activity 2: One Case Study from a selection of three case studies
- Activity 3: One Case Study – there are no choices to select from
- Activity 4: All 11 questions
- Activity 5: Ethical dilemma case study
- Activity 6: Third Party Report

On successful completion of this training and assessment, participants will be awarded a statement of attainment for the unit CHCPRT001 Identify and respond to children and young people at risk.

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### Activity 1: Responding to Disclosure Scenarios

#### Candidate Instructions

- Please select one disclosure scenario from the three disclosure scenarios provided.
- Read the scenario and imagine that you will be communicating with the child and/or parent in the scenario. Keep this communication in mind when responding to the questions located at the end of the scenarios.
- To achieve competency, you must provide accurate and sufficient responses to each of the questions following the last scenario.
- Your responses must be presented in a typed, double spaced format. Clearly written bullet points are acceptable.
- You are required to respond in accordance with:
  - ▶ Child focused work practice principles;
  - ▶ Your organisation's child protection policies and procedures;
  - ▶ The *Children and Young Persons (Care and Protection) Act 1998* and;
  - ▶ The *Mandatory Reporter Guide (MRG)*.

## Scenario 1: Jessica and Paul

Rebecca is a 21year old Australian born woman who has been in a de-facto relationship for the past five years with Mark. They have two children, Jessica who is 4 years old and Paul who is 18 months old.

Both Rebecca and Mark are unemployed and are receiving Centrelink benefits. Rebecca is also reliant on public transport to access services.

There has been a history of ongoing domestic violence associated with excessive alcohol and drug use by both Rebecca and Mark. This has sometimes resulted in police intervention. Rebecca has stayed for short periods, on a number of occasions, at a women's refuge to 'get a break' from the situation at home.

In the past, Rebecca's parents and two older siblings have offered Rebecca ongoing practical support, in the form of food and clothing for the children. At Mark's insistence, Rebecca has dramatically reduced contact with all of her previous friends and her relationship with her parents and siblings has disintegrated to a point where Rebecca is completely isolated from her family.

### Your Role

You are employed as a Family Worker at the Mayside Family Support Service and are familiar with Rebecca and her circumstances. Over the past two years you have provided Rebecca with short-term episodic case management, financial assistance and encouraged her to attend activities that the service provides, including a mothers' playgroup.

### Your Observations

At the mother's playgroup session today you notice that Rebecca is moving very cautiously and carefully and despite the very hot day is dressed in clothing that covers her arms and legs.

Whilst Rebecca attends to the basic needs of her children she has limited interaction with them and often tries to divert any affection and attention they show towards her. You notice that Jessica is unusually quiet and withdrawn and becomes very agitated when her mother moves from her line of vision. You try to initiate a conversation with Jessica whilst playing with building blocks, something she has always enjoyed but now shows little interest in. After some time, Jessica tells you that her Mum is always crying at home and that there is never any food to eat. She adds '*Daddy is naughty, he hits mummy.*'

You openly discuss with Rebecca what Jessica has told you. Rebecca acknowledges that Mark has become more violent lately. She strongly denies that the children are directly exposed to the violence, or that their safety is at risk. She tells you that Mark is a good father and loves the children a lot.

## **Scenario 2: Ernesto**

Juan who is 48 years old and Adrianna, who is 43 years old, both migrated to Australia from Spain twenty-five years ago. They have three children, the eldest, Isabelle, is now married and living interstate, Pedro, who is 21 years old, is living independently, and Ernesto who is 9 years old.

Juan and Adrianna have recently separated and have filed for divorce. Both parents have agreed to joint custody of Ernesto, and he resides with Adrianna during the week and spends weekends with his father. The family are financially secure and Juan is a successful businessman with his own import and export business which requires regular trips overseas. Adrianna works part-time at the local preschool and volunteers in the community. They own a number of houses, rental properties and business premises. Both parents live in separate homes, which are located within easy walking distance.

Despite having few relatives living in Australia, the family has developed strong social networks and are considered upstanding members of the community. As Catholics, all members of the family regularly attend church and actively participate in religious activities. Ernesto attends a private Catholic School and both his parents are very active members of the school community.

### **Your Role**

You are employed at the after school centre which is based at the school that Ernesto attends. You have developed a good relationship with Ernesto over the past two years.

### **Your Observations**

On Monday, you are approached by Mr. Davies, a staff member from the school. Mr Davies tells you that he is concerned about the way Ernesto has recently been acting in lessons and proceeds to tell you about what happened yesterday. He explained that Ernesto has been withdrawn in class and appears to be nervous whenever he is near him. Mr. Davies said that he has asked Ernesto if there was anything wrong, and Ernesto said that everything was fine. He tells you that Ernesto had drawn pictures during group activities of naked figures engaged in sexual activities. He asked Ernesto to tell him about his drawings and Ernesto responded by folding the drawings up and placing them in his bag.

During the lunch break you seek out Ernesto and ask him to come and see you. You explain to Ernesto that Mr. Davies has been worried about him, and you ask if there is anything Ernesto would like to talk to you about. At first Ernesto strongly denies that there is anything that is worrying him. Whilst he tells you this he diverts his eyes, and you notice his eyes welling up with tears. You ask him what's upsetting him and remind him that normally he is very comfortable in talking with you. After a long pause he haltingly tells you that his father has been doing rude things to him and it hurts. He tells you that when his father comes in to say good night to him, his father touches him and makes him touch his father. He also tells you that sometimes his father makes him watch dirty movies with him.

### **Scenario 3: Crystal, Hope, Dominic and Tye**

Dianna is a 30 year old Aboriginal woman and has 4 children, including 2 girls, Crystal who is 13 years old and Hope who is 10 years old, both fathered by Jason. Dianna and Jason separated when Hope was 3 years old and he now lives interstate and has no contact with Dianna or either of the girls.

Dianna then had 2 boys, Dominic who is 5 years old and Tye who is 3 years old with her current partner Thomas, who is also Aboriginal. Thomas regularly visits his extended family across the country, sometimes for months at a time.

Dominic has been diagnosed with type 1 diabetes. He requires twice daily doses of insulin injected into the skin of the abdomen before breakfast and before his evening meal. Crystal knows how to measure his blood sugar levels and inject his insulin, and often does this for him.

In the course of your work you have learned that Dianna has a bipolar disorder, for which she usually gets help and takes medication.

Dianna and her children are located several hours away from their nearest relatives.

### **Your Role**

As a youth worker you have contact with Crystal, who sporadically attends the activities that you run.

### **Your Observations**

Today, you noticed that Crystal was not her usual self and you asked her what was happening. She tells you that Thomas had left yesterday to visit family in Western NSW and she doesn't know how long he will be away for. Crystal tells you that in the past when Thomas has gone away, her mum stops taking her tablets and goes 'really crazy'. She says that when this happens she has to do everything around the house, like looking after her brothers and sister, doing the cooking, washing and cleaning. She tells you that she can't go to school when her mum is like this, as she can't leave Tye alone with her mother and there's just too much to do at home.

Crystal tells you that she finds it hard to understand why her mother behaves the way she does when she is not taking her medicine, and gets really scared. She is always so relieved when Thomas comes back because he makes sure that her mum takes her medicine and everything goes back to normal.

## Questions for the Activity 1 Scenarios

1. Describe your communication with the child and/or parent. Be sure to cover the following areas:
  - 1.1. What would be your non-verbal response including facial expression and body language?
  - 1.2. What would be your verbal responses to the child and/or parent? Include in your response any information you might give the child and/or parent about your reporting responsibilities. (Make sure that you quote the responses that you might give to the child and/or parent, in your own words)
  - 1.3. What would you refrain from doing?
  - 1.4. Provide two examples of questions that it would **not** be appropriate to ask the child? For example, leading questions, questions that are not relevant to the situation.
  - 1.5. How would your communication be age appropriate? That is, how would you adjust your communication according to the age or specific circumstances (culture, disability etc.) of the child and/or parent?
2. Use the MRG and select the most appropriate decision tree/s to assess whether this scenario meets the threshold for risk of significant harm.

Complete the MRG in line with work practices including non-judgmental reporting of information.

Submit a copy of the MRG/MRGs (if you used more than one) that you used.
3. **Assume** that the scenario that you selected **does** meet the threshold for risk of significant harm. Identify:
  - 3.1. Who you would make the report to?
  - 3.2. When would you make the report?
  - 3.3. What records would you keep?

## Activity 2: Case Studies

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### Candidate Instructions

- Select **one** reporting case study from the following three reporting case studies provided.
- To achieve competency, you must provide accurate and sufficient responses to each of the questions located at the end of the final case study.
- Your responses must be presented in a typed, double spaced format. Clearly written bullet points are acceptable.
- You are required to respond in accordance with:
  - ▶ Child focused work practice principles;
  - ▶ Your organisation's child protection policies and procedures;
  - ▶ The *Children and Young Persons (Care and Protection) Act 1998* and;
  - ▶ The *Mandatory Reporter Guide* (MRG).

## Case Study 1: Antonia and Francesca

You are working with Carla, who is a sole parent with two children: Antonio who is aged 7 months and Francesca, who is aged 3 years. You have been working with Carla for over two months and have developed a good rapport. Carla has a history of substance abuse, and has been 'cut off' by her family. You admire the way she has coped with the many pressures she has faced, and feel positive about your work together, which has focused on helping her access childcare and developing strategies for addressing the children's emotional and practical needs.

You arrive on time for your planned visit with Carla. You have not seen her for two weeks. You can hear children crying as you approach the house. You knock on the door, and through the window you can see Francesca come to the door. She cannot reach the door handle to open the door.

You go around to the back of the house, and you are able to enter by the back door. Francesca runs to you, and is very distressed. You find Antonio lying on the floor in the hall. He looks as though he has been crying for some time and is now exhausted. He is hot and sweaty. His nappy is smelly, falling off and the contents are leaking onto the carpet. You notice that he has severe nappy rash with open blisters. You note that there are pile of dirty nappies on the floor near his cot. Along with clothes and empty food containers, cigarette butts are scattered around the lounge room, and there are several empty bottles of beer on a coffee table.

You notice that Antonio seems to have lost weight since the last time you saw him. There is no formula for Antonio so you give him water, which he drinks thirstily. Francesca also tells you that she is thirsty. You also realise that one of the electric burners at the front of the stove has been left turned on, and Francesca has a burn on her hand.

Carla returns. She bursts into tears when she sees you and seems overwrought as you explain about Francesca's burn. She says, *'You won't tell DoCS will you? My best friend is sick, I had to go and phone to see how she is. I can't make calls out on my phone, and it's not safe to take the children with me, Francesca could run on the road. It's just this once, truly.'*



## Case Study 2: Tina

As part of your role you have been responsible for organising activities for adolescents in early high school. Tina, aged 13 years has been attending these activities for the past 6 months. Tina has two brothers, Tom who is 11 years old and Jeremy, who is 5 years old. Her mother has cognitive and mobility disabilities arising from a car accident several years ago.

You know that last year Tina had left home to live with her grandmother for six months, due to a lot of conflict that was happening between Tina and her father. Tina had confided to you that the conflict was due to her father pushing her mother around. Tina moved back home as her father had told her that things were better at home now.

Tina gets on well with the other young people, and is renowned for her sense of humour.

Tina has just attended a camp that you have organised. Tina had been very withdrawn during the camp, maintaining her distance from the other young people and staff. At the end of the camp she has been helping to pack up. You ask her what she has most enjoyed about the camp, and she pauses before saying, *'It's just so good to have a break from home. I just find it really gets me down.'*

You ask, *'What is it good to have a break from?'* She says, *'I know mum can't help it, she really can't, but she just drives everyone crazy. We used to make a bit of a joke of it, but there's nothing to laugh about these days. Dad gets so angry with her, he really puts her down, and more and more he doesn't stop there.'*

You ask, *'What do you mean?'* She says, *'He hits her, and he doesn't know when to stop, especially when he's been drinking. He used to just have a few at the end of the day to unwind, but now he just drinks all night. She'll have a go at him, and he explodes. Last week she ended up in hospital because she had concussion. He just told the hospital staff that she's fallen over because her balance is so bad. I thought she might say something to someone, but she won't. That's why I had to go back, last year, because if I'm there sometimes I can stop things happening. It's so scary for the little ones too, I try to get them out when they start. Sometimes we hang around the shops for hours because we're not sure whether it's OK to go home. Then when we go home Dad is furious with me, behaving like I've run away.'*

Then she says, *'But it could be worse you know. At least we're all together, not like some other kids. It's just good to have a break every now and again.'*

### **Case Study 3: Chloe**

Chloe is an 18 month old girl who has been coming to the centre where you work for 2 months. Chloe's mother, Tracey, is a sole parent who separated from her partner not long before Chloe started coming to the centre.

Tracey does not stay long when she drops Chloe off, and you do not know much about her home situation. When she filled in the information sheets when Chloe began coming to the centre she gave only minimal information.

More often than not Chloe has come without a change of clothes or nappies, or with dirty clothes left in her bag. Often she seems to have arrived with her night nappy still on, and she always has a nappy rash.

Staff have also found that she is generally very hungry when she arrives, and have started feeding her as soon as she arrives. They have expressed concern about what will happen to Chloe during the forthcoming holiday break.

Chloe has few words, and sometimes seems withdrawn, or overwhelmed by other children. Her play is disorganised and she does not often display pleasure. She rarely cries loudly, but will sometimes be miserable and difficult to comfort. She does not approach staff, or reach up to be cuddled or reassured.

When Tracey comes to collect Chloe, she does not greet Chloe, or show an interest in her activities. She has sometimes expressed irritation with her, and has yelled at her, even though to an observer she has only been doing what would be expected of a child her age. Chloe shows no reaction when her mother comes to collect her. It has been suggested by staff that Chloe may have a developmental disability.

On several occasions when Tracey was due to collect Chloe she has arrived late, with no explanation or apology. On the last occasion she was almost an hour late. You are concerned that Tracey may be under stress and need support, because of the issues you have noted about Chloe's care.

Yesterday, a parent told you that they saw Tracey put Chloe in her car seat, but did not do up the straps. The parent tried to talk with Tracey about it, but Tracey swore at her and drove off, with Chloe still unrestrained.

You have made a number of attempts to talk to Tracey. Each time you have approached Tracey she has said she has to leave because of urgent commitments.

Today, when Tracey arrives with Chloe, Chloe appears to be listless and less responsive than usual.

## Questions for the Activity Two Case Studies

1. How would you respond to this situation? Ensure your response covers the following and reflects your role in your organisation:
  - 1.1. What would be your duty of care responsibilities to the child or children in this case study?
  - 1.2. What would you do immediately?
  - 1.3. What legislation would be relevant in this situation?
  - 1.4. How does your response reflect child focused work practices?
2. Use the MRG and select the most appropriate decision tree/s to assess whether this scenario meets the threshold for risk of significant harm. Submit a copy of the MRG/MRGs (if you used more than one) that you used.
3. Who would you talk to about this situation, if you felt unsure about what to do?

## Activity 3: Case Study

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### Candidate Instructions

- Respond to the case study on the following page as if you are the worker involved in the situation.
- To achieve competency, you must provide an accurate and sufficient response to the case study.
- Your response must be presented in a typed, double spaced format. Clearly written bullet points are acceptable.
- You are required to respond in accordance with:
  - ▶ Child focused work practice principles;
  - ▶ Your organisation's child protection policies and procedures;
  - ▶ The *Children and Young Persons (Care and Protection) Act 1998* and;
  - ▶ The *Mandatory Reporter Guide* (MRG).

## Case Study: Thomas and Maria

Thomas is 3½ years of age and attends the Rainbow Childcare Centre, 3 days a week. Thomas's mother Maria is a single parent and usually collects Thomas from the centre.

Yesterday, Maria had sent a note with a neighbour Joan. Joan is listed as an emergency contact. Joan said that Maria was unwell and will be in bed all day. This is not the first time that Joan has collected Thomas.

The following day when Maria brings Thomas to the centre, you observe that she appears to be stressed, telling Thomas to *'hurry up and put your bag in the locker'*. You approach Maria and ask if everything is OK and Maria bursts into tears, saying she is exhausted and feeling very stretched caring for Thomas. She says that Thomas has been *'playing up'* at home – that he won't listen to her and is wetting the bed most nights. You observe that Maria's eyes have dark circles under them and are blood shot.

You ask if you can call someone to come and get her. Maria says *'No, I'll be OK, I'm just going to catch the bus home and go back to bed'*. Maria also adds that she will make an appointment with the doctor if she's not feeling better by the end of the day.

## Questions

1. Use the MRG and select the most appropriate decision tree/s to assess whether this scenario meets the threshold for risk of significant harm. Submit a copy of the MRG/MRGs (if you used more than one) that you used.
2. Assume that this scenario, **does not** meet the threshold for risk of significant harm. List:
  - 2.1. Two types of ongoing monitoring and additional support that you, or your organisation could provide.
  - 2.2. Two referrals that you could make to support Thomas and his mother.
3. Explain how the provision of on-going monitoring, additional supports and referrals reflect the ethical framework in place in your workplace eg your organizational or other relevant professional code of practice or ethics.

## Activity 4: Questions and Answers

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### Candidate's Instructions

- There are eleven questions for you to answer.
- You are required to respond in accordance with:
  - ▶ Your organisation's child protection policies and procedures;
  - ▶ The *Children and Young Persons (Care and Protection) Act 1998*;
  - ▶ The *Children's Guardian Act 2019* and;
  - ▶ The *Mandatory Reporter Guide (MRG)*.
- Your responses must be presented in a typed, double spaced format. Clearly written bullet points are acceptable.
- To achieve competency you will need to answer each of the questions correctly and sufficiently.
- You will also need to include a copy of the child protection policy that you used for your responses when submitting your assessment.

### Questions

1. Name four articles in the United Nations Convention on the Rights of the Child that are relevant to protecting children and young people.
2. What are your **organisation's** requirements for reporting:
  - 2.1. Children and young people who are at risk of significant harm?
  - 2.2. Allegations or convictions of reportable conduct?
3. What are the **legal** requirements within your work role for reporting:
  - 3.1. Children and young people who are at risk of significant harm?
  - 3.2. Allegations or convictions of reportable conduct?
4. In NSW, what are the grounds for which a child or young person is deemed to be at risk of significant harm under Section 23 from the *Children and Young Persons (Care and Protection) Act 1998*?
5. What strategies do you use, or could you use, within your current role to work collaboratively with relevant agencies?
6. What are the potential consequences for the child or young person if either risk of significant harm is not reported, or if support is not provided if risk of harm is present?
7. What information should you gather when you suspect a child or young person is at risk of significant harm?
8. Identify the two relevant sections from the *Children and Young Persons (Care and Protection) Act 1998* that provide for the exchange of information about children, young people and/or their families.

9. As provided for by the two sections that you identified in question 8:
  - 9.1. With whom can you exchange information about a child, young person, and/or their family?
  - 9.2. What must this information exchange about a child, young person and/or their family relate to?
10. Provide one example of an instance where you supported a child or young person you were working with to participate in decision-making at an age-appropriate level. Do not provide any identifying information.
11. Provide one example of how you applied nurturing and trauma informed practices when working with a child or young person. Do not provide any identifying information.

**Please remember to submit a copy of  
policy/procedure that you have used to respond  
to these questions.**

## **Activity 5: Ethical Dilemma Case Study**

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### **Anka**

Anka is 12-years-old Aboriginal girl, and has a younger brother and sister aged 8 and 4 years.

Anka and her siblings recently returned home to their mother's care after she spent 12 months addressing issues with alcohol. Anka spent the time away with her aunty, while the younger children were with their grandmother.

The children were returned home with an agreement from Anka's mother that she would remain abstinent.

Today, Anka tells you in passing that she had to take her younger siblings to school today because her mother slept in after a big night out for her birthday the previous night.

When you ask more about this Anka says that her mother had a few drinks but it was only because it was her birthday and it won't happen again. She becomes distressed and says that you have no idea how awful it was being separated from her brother and sister and if anyone asks her she'll tell them that her mother only drank soft drink and was just tired because she had a late night.

### **Questions**

1. What are the competing interests or tensions in this situation?
2. What principles of ethical decision making would you use in this situation?
3. What codes of practice would give you guidance? Who would you consult with about this situation?



## Activity 6: Third Party Report

**Candidate's Instructions :** Ask your supervisor to fill in the following third party report form. This information is used as one source of evidence of your competence.

<b>Candidate's Name:</b>	
<b>Workplace:</b>	
<b>Supervisor's Name:</b>	
<b>Supervisor's Qualifications:</b>	
<b>Supervisor's Contact Details:</b>	
<b>How long have you been supervising the candidate?</b>	
<b>Unit of competency:</b>	CHCPRT001 Identify and respond to children and young people at risk
<p><b>To the Supervisor</b></p> <p>Your staff member is undertaking assessment for the unit of competency listed above. To assist them in demonstrating their skills and knowledge could you please fill in this report. We value your contribution and your objectivity and accuracy is appreciated.</p>	

Does the candidate in the workplace:	Yes	No	Unsure
Identify children and/or young people at risk of harm by observing indicators and asking open and non-leading questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure decisions and actions taken when working with children and/or young people are within their own level of responsibility, work role and legislative requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain confidentiality as appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uphold the rights of children and young people, including participation in age appropriate decision making?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promptly reports risk of <b>significant</b> harm to the Child Protection Helpline and comply with organisational reporting requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comply with organisational reporting requirements in relation to risk of harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately and non-judgementally records relevant specific and general circumstances surrounding risk of harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the candidate in the workplace:	Yes	No	Unsure
Comply with your organisation's child protection policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use child focused work practices that uphold the rights of children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply ethical practices in their work with children and/or young people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participate in supervision sessions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use information technology in accordance with work health and safety guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please provide further comments and examples to support your responses.**

*I certify that this is a true and honest report of the candidate's skills.*

**Signed by the supervisor:**

**Date:**

*I have been provided with feedback on the information in this report.*

**Signed by the candidate:**

**Date:**



### ***Contact ACWA/CCWT***

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