

## CHCECEXXX Understand, identify and report child abuse and neglect

<b>Unit code</b>	CHCECEXXX
<b>Unit title</b>	Understand, identify and report child abuse and neglect
<b>Unit mapping information</b>	CHCECEXXX Understand, identify, respond to and report child abuse and neglect supersedes and is not/equivalent to CHCPRT025 Identify and report children and young people at risk
<b>Modification history</b>	
<b>Unit outcomes</b>	<p>This unit describes the knowledge and skills to understand the different forms of child abuse and neglect. It identifies key types, and indicators of, child abuse and neglect and examines factors and contexts that increase children's vulnerability. It distinguishes harmful sexual behaviours from developmentally appropriate sexual behaviours, and describes the process and indicators of grooming. It also outlines appropriate actions educators should take when child safety concerns arise and examines common barriers to reporting. Educator self-care and reflective practice are integrated throughout.</p>
<b>Knowledge</b>	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"><li>• identify the different types of child abuse and neglect</li><li>• recognise common signs of child abuse and neglect</li><li>• describe the prevalence of child abuse and neglect</li><li>• recognise the impacts of child abuse and neglect on children and young people</li><li>• define grooming and identify grooming behaviours</li><li>• describe and correct common misconceptions about child abuse and neglect.</li></ul>
<b>Skills</b>	<p>Learners must demonstrate the following skill outcomes:</p> <ul style="list-style-type: none"><li>• differentiate between developmentally appropriate sexual behaviours and harmful sexual behaviours</li><li>• respond appropriately to child safety concerns</li></ul>

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	<ul style="list-style-type: none"> <li>• apply trauma-informed and culturally safe practice knowledge when responding to child safety concerns</li> <li>• identify documentation and reporting requirements related to child safety concerns</li> <li>• recognise the importance of personal self-care and reflective practices when engaging in child safety work.</li> </ul>
<b>Application of Knowledge &amp; Skills</b>	The individual applies knowledge and skills to identify the signs of child abuse, neglect and grooming, understand their prevalence of child abuse and neglect, and know how to respond when they have concerns about a child's safety. They integrate knowledge of developmentally appropriate sexual behaviours to be able to determine when sexual behaviours are potentially harmful.
<b>Pre-requisite unit</b>	Nil
<b>Competency field</b>	Early Childhood Education and Care
<b>Unit sector</b>	Children's Education and Care
<b>Foundation skills</b>	
<b>Range of conditions</b>	
<b>Assessment Requirements</b>	
<b>Performance evidence</b>	<p>Learners must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• respond to signs of child abuse and neglect, in scenarios and case studies, for children in each of the following age groups: <ul style="list-style-type: none"> <li>○ infants (birth to 18 months)</li> <li>○ toddlers (18 months to 3 years)</li> <li>○ preschoolers (3 to 6 years).</li> </ul> </li> <li>• responses will collectively include: <ul style="list-style-type: none"> <li>○ identifying signs of different types of child abuse and neglect</li> <li>○ identifying signs of grooming behaviour</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>○ differentiating between developmentally appropriate and potentially harmful sexual behaviour</li><li>○ describing how to respond to a child safety concern.</li></ul>
<b>Knowledge evidence</b>	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"><li>● Types of child abuse including:<ul style="list-style-type: none"><li>○ sexual abuse</li><li>○ physical abuse</li><li>○ emotional abuse</li><li>○ physical neglect</li><li>○ emotional neglect</li><li>○ exposure to family and domestic violence</li><li>○ child sexual abuse material</li><li>○ sexual exploitation</li></ul></li><li>● harmful sexual behaviour</li><li>● multiple contexts abuse can occur including:<ul style="list-style-type: none"><li>○ online</li><li>○ institutional settings</li><li>○ non-institutional settings</li></ul></li><li>● recognising signs of abuse and neglect</li><li>● key factors for reducing risk including<ul style="list-style-type: none"><li>○ quality relationships</li><li>○ supervision</li><li>○ staff training and awareness</li></ul></li><li>● Prevalence of child abuse and neglect including:<ul style="list-style-type: none"><li>○ quality of child abuse and neglect data</li><li>○ underreporting of child abuse and neglect</li><li>○ lack of data for the ECEC sector</li></ul></li><li>● Everybody has a duty to recognise indicators of abuse and neglect</li><li>● Signs of child abuse and neglect including:</li></ul>

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	<ul style="list-style-type: none"><li>○ escalating child safety concerns</li><li>● responding to concerns or allegations related to those in trusted positions including:<ul style="list-style-type: none"><li>○ prioritising the safety of the child</li><li>○ challenges associated with power imbalance</li><li>○ maintaining professional boundaries</li><li>○ escalating concerns promptly</li><li>○ acting within organisational policy, legal obligations and reporting frameworks</li></ul></li><li>● supporting children and families affected by child safety concerns including:<ul style="list-style-type: none"><li>○ children who have experienced harm or who have harmed other children</li><li>○ using age-appropriate language</li><li>○ responding to a child or family member's fear or shame</li><li>○ connecting children and families with services</li><li>○ post-report safety planning</li><li>○ promoting recovery resilience and trust in safeguarding system</li></ul></li><li>● reporting child safety concerns including:<ul style="list-style-type: none"><li>○ what to report</li><li>○ reporting requirements</li><li>○ immediate and acute safety responses</li><li>○ responding to disclosure and concerns</li><li>○ mandatory reporting</li><li>○ reportable conduct</li><li>○ common barriers to reporting</li><li>○ Reporting layers and jurisdictional requirements</li></ul></li><li>● educator wellbeing including:<ul style="list-style-type: none"><li>○ acknowledging the emotional impact of child safety work</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>○ proactive wellbeing</li><li>○ supervision, peer support and self-care</li><li>○ reflective practice</li><li>○ seeking professional support.</li></ul>
<b>Assessment conditions</b>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>● suitable ....</li><li>● workplace or simulated conditions that</li><li>● scenarios ...</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Unit mapping information</b>	No equivalent unit.
<b>Links</b>	Companion volumes, including implementation guides, are found on the national training register -