

# ABUSE PREVENTION POLICY

Silver Lake Mennonite Camp

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# ABUSE PREVENTION POLICY

## RATIONALE

We at Silver Lake Mennonite Camp believe that God calls us to live peaceably with one another, respecting and honoring one another. We believe we are to live a life that avoids the exploitation of vulnerable people through the use of any force or power. We at Silver Lake Mennonite Camp wish to provide all campers, staff, volunteers and guests with a safe and comfortable camp environment in which they are able to experience the grace and mercy of God. In the implementation of this policy we wish to outline how we will prevent various forms of abuse and how we will proceed if abuse is alleged or suspected. As such, this policy is part of the overall risk management that we do at Silver Lake Mennonite Camp.

## DEFINITIONS

(\* designates definitions taken from the A Draft Copy of "Directions for Preventing and Managing Abuse Within The Church" from Waterloo North Mennonite Church, 2000)

**ABUSE\*** constitutes *Child Sexual Abuse, Emotional Abuse, Physical Abuse, Physical Neglect, Sexual Assault* and *Sexual Harassment*, and includes physical, emotional or sexual harm as defined in Child and Family Services Act, R.S.O. 1990, c. C.11, as amended (see Appendix A for the Child and Family Services Act downloaded November 2001).

**ASSISTANT DIRECTOR** one who has been hired by Silver Lake Mennonite Camp to carry out the duties of Assistant Director.

**CAMP** hereafter refers specifically to Silver Lake Mennonite Camp.

**CAMPER** refers to anyone who is enrolled in the summer camp program of Silver Lake Mennonite Camp. This includes those enrolled in the canoe program and the Camper in Leadership Training Program (CILTs).

**A CHILD (OR CHILDREN)** constitutes anyone under the age of 16.

**CHILD PROTECTIVE AGENCY** includes either Family and Children's Service or the Ontario Provincial Police.

**CHILD SEXUAL ABUSE\*** occurs when anyone engages in sexual contact or sexualized behaviour with a child. It includes any form of physical contact for a sexual purpose or any other behaviour involving contact which may be considered sexual behaviour directed towards a child. Child Sexual Abuse does not include normal affectionate behaviour towards children and excludes normal health and hygiene care (see Appendix B for Indicators of Abuse).

**CILTs** refers to those campers who are enrolled in the Camper In Leadership Training program or the Camper In Leadership Training Volunteer Practicum.

<b>DIRECTOR</b>	one who has been hired by Silver Lake Mennonite Camp to carry out the duties of Director.
<b>EMOTIONAL ABUSE*</b>	occurs when anyone attempts to control another person through the use of derogatory language, threats, or intimidation (see Appendix B for Indicators of Emotional Abuse).
<b>PHYSICAL ABUSE*</b>	occurs when anyone inflicts physical harm on another person, or uses force that is unwarranted by the situation (see Appendix B for Indicators of Abuse).
<b>PHYSICAL NEGLECT*</b>	means to fail to meet the physical needs of a child in one's care. It constitutes harm or threatened harm to a child's health or welfare by failing to provide adequate food, clothing, shelter, or medical care or failing to intervene to eliminate a risk when able to do so (see Appendix B for Indicators of Neglect).
<b>SEXUAL ASSAULT*</b>	is a criminal act involving unwanted or forced sexual contact and/or activity.
<b>SEXUAL HARASSMENT*</b>	is any behaviour which subjects a person to unwanted verbal or physical attention of a sexual nature. Sexual harassment may involve one incident or a series of incidents that consist of verbal, emotional, mental, or physical conduct, or any combination thereof. It includes a wide range of behaviour, from innuendo to lewd comments, to sexual jokes, to unwanted or inappropriate touching, to overt demands of sexual favors.
<b>STAFF</b>	refers to anyone who is in the employ of the camp.
<b>VOLUNTEERS</b>	refers to anyone who has been accepted as a volunteer at the camp.

## **RELATIONSHIP POLICY**

The Silver Lake community is built on relationships; relationships between campers, campers and staff, staff and volunteers, and among the staff make up a web of relations that form SLMC's community. All people at Silver Lake, regardless of who they are (e.g. camper, staff, volunteer, guest, parent, etc.) have a right to experience Silver Lake as a safe place that is free from any form of harassment or abuse.

## **GUIDELINES FOR STAFF, VOLUNTEERS, CILTS AND GUESTS RELATING TO CAMPERS**

Silver Lake is a place made up of people of various ages and positions. Those considered adults (those over 18 which include staff, volunteers and guests) as well as CILTs (considered adults in this section) who find themselves on the edge of adulthood hold considerable power (due to their age and size) over the younger children (campers). Such power can never be used to belittle, intimidate, threaten, hurt, or demean another person.

### **Staff Awareness and Responsibilities**

- In every instance, the campers are our number one priority and are to be treated with respect. Insults, name calling or purposely do things to belittle campers are unacceptable.
- Staff need to be aware of their campers' health, hygiene as well as physical safety and emotional well being.
- Adults should never be alone with a camper and should follow the two-person rule. In impossible circumstances the adult should have at least two campers with them. Private conversations between campers and adults should always be done in a public place.
- Adults must not put themselves in situations where their actions can be misinterpreted. Adults should also be mindful of how their interactions with one another can be misinterpreted by campers.
- Adults are not sex educators. Camper's questions about sexuality should be handled discreetly without explicit detail.
- Sexually explicit conversations should be avoided. Though campers may engage in such conversations, it is not the role of the staff to contribute to these conversations or add to these discussions. Never tell the campers jokes with sexual content or sexual innuendos. When such conversations occur, adults should try to divert the dialogue.
- Adults should never be alone with a camper and should follow the two-person rule. Private conversations between campers and adults should always be done in a public place.

### **Discipline**

- No adult member should ever physically hit a camper. Discipline may not include any form of physical or emotional punishment, denial of needs (sleep, food, shelter, clothing), or verbal abuse. If you need to reprimand a camper or impose limits or consequences for misbehaviour, do so in the presence of another staff member.
- Whenever possible, adults should respect the camper's desire for privacy and the camper's personal boundaries.

### **Showing Affection**

- Make a point of showing affection to all your campers in places where others can see. If you are comfortable with others watching what you are doing with campers, you are probably okay.
- Touch children in safe places on their bodies, avoiding private places. The back, the head and the shoulders are acceptable. The buttocks, the breasts, the thighs and the groin are not acceptable.
- While it is unavoidable, try not to be alone with a camper. If this is not possible, always let a fellow staff member know where you will be, why and for how long. If you are waiting for a camper and another staff member is not present have another camper wait with you.

### Special Circumstances

- Whether on-site or off-site (e.g. outtrips) campers (this includes CILTs and Canoe Trippers) are to stay in cabins or tents with the same gender. There shall be no female campers with male campers.
- During McIver Nights (in the CILT program), groups of a minimum of three CILTs is required. At least two in the group must be female.
- Staff are not to enter into a physical relationship with any CILT while the CILT is in session, working as a volunteer counselor or during the time that the staff member is a paid employee of the camp.

### Reporting

- If anyone knows or suspects that any of the above guidelines have been broken, they must report such incidents immediately to one of the Directors.
- The Directors will follow the guidelines for response outlined in Section C of the Abuse Prevention Policy, "Response To Accusations Of Abuse".

### GUIDELINES FOR ADULTS RELATING TO OTHER ADULTS

As members of the Silver Lake Mennonite Camp, every adult (staff, volunteer, visitor or CILT) has the right to be work and live in an environment free from harassment. Workplace harassment may include:

- Unwelcome remarks, jokes, innuendos, or taunting about a person's body, attire, race or gender;
- Jokes of sexual nature;
- Leering or other gestures;
- Insulting gestures;
- Emotional or Physical Abuse (see Section B on Definitions);
- Physical Neglect or Sexual Assault (see Section B on Definitions);
- Sexual Harassment (see Section B on Definitions);

### Reporting

- If anyone has been victim of workplace harassment or knows or suspects that any of the above guidelines have been broken, they must report such incidents immediately to one of the Directors. If the person reporting the incidents feels uncomfortable telling the Director, they should contact the current Board Vice-Chair (James Berg: 905-468-3509);
- The Directors (or the Board Vice-Chair) will follow the guidelines for response outlined in Section C of the Abuse Prevention Policy, "Response To Accusations Of Abuse";

### GUIDELINES FOR CAMPERS RELATING TO CAMPERS

Silver Lake Mennonite Camp has a zero tolerance for any form of bullying. Bullying as defined on the website [www.nobully.org.nz](http://www.nobully.org.nz) is "**when someone keeps doing or saying things to have power over another person**. Some of the ways they bully other people are by: calling them names, saying or writing nasty things about them, leaving them out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do." This also includes teasing and taunting.

Our zero tolerance policy on bullying will be reviewed with each cabin at the beginning of each camp session. At this time campers should be encouraged to report any bullying that they are subjected to or witness.

In the event of a report, the staff member must complete an incident report and return it to the Directors. If there is any physical or sexual abuse must report the incident to one of the Directors immediately who will then follow the procedures outlines in Section C of the Abuse Prevention Policy. If the bullying is in the form of verbal or emotional abuse the staff will

use the three-strike system. The first strike is a warning to the camper, the second is a call to the camper's parent/guardian(s) and the third is a call home asking the parent/guardian(s) to come to camp and take their child home. No refunds are given to campers who are sent home due to bullying or any other form of abuse. Staff members are to document any steps taken in the event of bullying.

## PREVENTATIVE MEASURES

### With Staff

a) **Screening** – Every person seeking to become a staff member (herein known as “the applicant”) of the camp must fill out an *employment application form*. The intent of the employment application form includes obtaining descriptions of youth or child related work and any other volunteer work done in the previous five years. The applicant must also provide the camp with a *current police record check*<sup>1</sup>, *two references* that may be contacted as well as a third *written reference* that must be returned to the camp office. The intent of the police record check is to obtain information regarding any prior criminal convictions (the information gathered from the police record check is confidential with only the directors having access to such information). The intent of the references is to determine whether the applicant is suitable to work in a camp setting with campers. The directors will contact at least one of the two references and review the written reference (see Appendix C for written reference form and questions for the phone reference). The applicant must also participate in an *interview* with at least one of the current directors of the camp. This interview is done in-person or over the phone.

b) **Staff Code of Behaviour** – Every staff member of the camp must complete a *staff service agreement* form where he/she agrees to adhere to all camp guidelines which include the Relationship Policy (Appendix D).

c) **Staff Orientation Training** – Each year during Staff Orientation a session will be held dealing with issues of abuse, disclosure and appropriate touch. This session will include reviewing this policy.

### With Campers

d) **Relationship Policy** (Appendix D) - Staff are to model and teach this policy.

e) **Two Adult Rule** – Staff, CILTs, volunteers and guests should never be alone with a camper and should follow the two-person rule. In impossible circumstances the staff member should have at least two campers. Private conversations between campers and staff should always be done in a public place.

f) **Releasing A Child** – No camper will be released into the custody of someone other than their legal guardians unless it has been pre-arranged through the directors.

### With CILTs

g) **Screening** - Every individual interested in being in the CILT II volunteer practicum program must fill out a *CILT II volunteer practicum application form*. The intent of the employment application includes obtaining descriptions of youth or child related work and any other volunteer work done in the previous five years. The applicant to the CILT II volunteer practicum program must also provide the camp with a

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<sup>1</sup> Silver Lake Mennonite Camp has an agreement with the Ontario Provincial Police (Orillia Detachment) to perform a police records checks on behalf of staff, CILTs and volunteers who are 18 years of age or older. The individuals must complete and return a signed form to the camp which the directors will submit to the Ontario Provincial Police to receive the current police records check. Those under the age of 18 years of age must obtain a current police record check themselves. The cost is free for volunteers, \$10.00 for those with no convictions and \$20.00 for those with prior convictions.

*current police record check* as well as *two references* that may be contacted as well as a third *written reference* that must be returned to the camp office. The intent of the police record check is to obtain information regarding any prior criminal convictions. (the information gathered from the police record check is confidential with only the directors having access to such information). The intent of the references is to determine whether the applicant is suitable to work in a camp setting with campers. A director will contact at least one of the two references and review the written reference (see Appendix C for written reference form and questions for the phone reference). The applicant to the volunteer practicum program must also participate in an *interview* with at least one of the current directors. This interview is done in-person or over the phone.

h) ***CILT II Practicum Agreement*** - Every CILT involved in the CILT II volunteer practicum program must complete a *CILT II practicum service agreement* where he/she agrees to adhere to all camp guidelines which include the Relationship Policy (Appendix D).

i) **Training in the CILT Program** – The CILT I and CILT II programs will each offer a session dealing with issues of abuse, disclosure and appropriate touch. These sessions may include reviewing this policy.

#### With Volunteers

j) **Background Checks** – The volunteer applicant will be asked on the volunteer application form to provide a *current police records check* to the camp.

#### With Guests

k) All visitors to the camp property must sign-in at the main sign in the parking lot. While on-site all visitors must wear a "Visitor Tag" unless accompanied by a staff member.

## DEALING WITH DISCLOSED OR SUSPECTED ABUSE

### Our Responsibilities

As camp professionals we have an ethical responsibility to report ***suspected*** child abuse cases -- this is part of our commitment to providing a nurturing and caring environment for children. Professionals who work closely with children (teachers, doctors, daycare workers, camp workers, etc.) also have a ***legal responsibility*** to report suspicions of child abuse. This means that according to the law we do not need to know that abuse has occurred to report a suspected abuse, we only need to have a reasonable suspicion. It is important to realize that we are not responsible to carry out an investigation of abuse -- this is left up to child abuse authorities and the police.

If you suspect that one of your campers has been abused it is important that you tell the Director or Assistant Director **immediately**. It is also important that this report be dealt with **confidentially**--for the sake of the child and alleged abuser(s) involved. Upon hearing your suspicions, the Director will contact a Child Protective Agency and communicate our concerns. They will act on the advice of this worker in determining if a formal report should be made.

### Hearing or Witnessing Abuse

This section is taken directly from the Silver Lake Mennonite Camp Staff Manual and although this material is specifically designed for disclosure with a camper, the same steps should be followed for anyone who discloses abuse.

a) ***Give priority to the campers concerns:*** Assure the camper that you believe that what is being said to you is very important and represents a legitimate problem.



- b) ***Listen openly and calmly:*** Although a camper's disclosure of abuse will probably upset you very much, it is important to put your own feelings aside while you are with the camper. Condemning the abuser is not acceptable because most abused children are the victims of a relative or close family friend, and therefore, despite the abuse, care deeply for their abuser. Also, if the camper knows you are angry, he/she may not want to continue to open up to you. Be attentive to the camper and actively listen to what he/she needs to say. Try not to ask any questions beyond *"Is there anything more you would like to tell me?"* The camper will tell you what he/she wants to disclose. Any questions or suggestions on your part could end up hindering an official investigation.
- c) ***Reassure the camper:*** Tell the camper that he/she did the right thing in telling you. Also let the camper know that you can't keep the disclosure a secret, but that you need to tell someone who is trained to help children with this type of problem. The three most important messages for the camper are:
1. "It's not your fault;"
  2. "You are not alone -- other children go through this also;"
  3. "There are people who can help you."
- d) ***Write down the facts:*** As soon as possible after the camper talks to you, record what was said. Do your best to record the facts and not your interpretations or speculations. Also record the date and place of the camper's disclosure to you. Transfer this record to a *"Report of Suspected Child Abuse Form"* (Appendix E) making sure this record is kept confidential from other staff and campers. Give this form to the Director or Assistant Director immediately. These reports will be placed in the Incident and Accident Report Book by one of the Directors. The contents of this Report Book must be kept confidential and in a safe place.
- e) ***Report to the child abuse authorities immediately:*** The Director or an Assistant Director will call Child Protective Agency (see Appendix D) to report the disclosure of abuse or suspicion of abuse (if the abuse happened away from camp, contact the Child Protective Agency in the area the abuse took place).

## Response To Accusations Of Abuse

The following are the steps to be taken in the event that an accusation is made by anyone on-site against a staff member, CILT II, volunteer, camper or guest. These steps are informed by the following principles: protection and safety of the person alleging abuse, confidentiality, fair process for the accused, compliance with the laws of Ontario.

1. Make certain that the person alleging abuse is in safe environment.
2. Upon hearing a disclosure or suspicion of abuse one is to report accusation or suspicion IMMEDIATELY to the Director (in the case that the Director is off-site notify one of the Assistant Directors). The individual who heard the disclosure, suspects or witnessed abuse must fill out a *"Report of Suspected Child Abuse or Neglect"* (Appendix E) and give it to the Director. This disclosure is confidential.
3. The Director or the Assistant Director, (in the case that the Director is not on-site) will inform the local Child Protective Agency (see Appendix D) of the alleged abuse and follow instructions given by this agency.
4. The Director will receive guidance from Child Protective Agency as to how the parents or guardians of the person alleging abuse will be contacted.
5. If the accused is a staff member the Director or one of the Assistant Directors will remove the alleged offender from any situation involving children and suspend them from their duties at camp pending an investigation. The Director will complete a written agreement with the accused that they are "suspended with pay" pending an investigation. The accused will be asked to leave camp property.

6. If the accused is a CILT II, volunteer, or guest, the Director or one of the Assistant Directors will remove the alleged offender from any situation involving children and suspend them from their duties at camp pending an investigation. The Director will complete a written agreement with the accused that they are "suspended from camp activities" pending an investigation. The accused will be asked to leave camp property.
7. If the accused is a camper, he/she will be removed from active participation in the camp program and two staff members will be assigned to watch over the accused. The Director will notify the accused parents and ask them to come and pick up their child. The Director or an Assistant Director must be present during the release of the accused camper to their parent or legal guardian.
8. When deemed appropriate the Director will inform the rest of the staff in a general nature of the situation as to prevent false rumours or gossip. The staff will be asked to keep all information confidential.
9. All actions will be documented on a report sheet similar to the one found in Appendix E. All documentation should be kept in the Incidents and Accidents Binder in a secure and confidential place.
10. The Director will notify the Board chair, the insurance company and our lawyer when he/she deems it appropriate.
11. The Board, the Director, the lawyer and the insurance company will designate one person to speak to the media should the media become involved.
12. The camp will not initiate an investigation but rather co-operate the Child Protective Agency and any law enforcement agency in their investigation.
13. At any time the Director will consult those within the professional or church communities in how to deal with both the victim and the accused.
14. Provide follow-up or on-going support of the camper and the accused as appropriate with Christian ministry.
15. The "suspension" of the accused will only be lifted when the investigation is completed and the accusations are proved false. At this point the camp will attempt to incorporate the accused person back into their previous position, if that person so desires.

## Appendix A: Child And Family Services Act

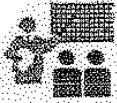
### **Child and Family Services Act CFSA s.72 (1)**

Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
  - a. failure to adequately care for, provide for, supervise or protect the child, or
  - b. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
  - a. failure to adequately care for, provide for, supervise or protect the child, or
  - b. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
5. 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 does not provide, or refuses or is unavailable or unable to consent to, the treatment.
6. The child has suffered emotional harm, demonstrated by serious,
  - a. anxiety,
  - b. depression,
  - c. withdrawal,
  - d. self-destructive or aggressive behaviour, or
  - e. delayed development,

and there are reasonable grounds to believe that the emotional harm suffered by the child results from the \ actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 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, services or treatment to remedy or alleviate the harm.
8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and that 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, services or treatment to prevent the harm.
10. 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.
11. 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.
12. 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, 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 treatment.
13. The child is less than 12 years old and has on more than 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.

## Appendix B: Possible Indicators Of Abuse



## POSSIBLE INDICATORS OF PHYSICAL ABUSE

PHYSICAL INDICATORS IN CHILDREN	BEHAVIOURAL INDICATORS IN CHILDREN	BEHAVIOURS OBSERVED IN ADULTS WHO ABUSE CHILDREN
<ul style="list-style-type: none"> <li>• injuries on questionable sites (see diagram, p. 52)</li> <li>• bruise patterns, clustered bruising, or welts (e.g., from a wooden spoon, hand/finger print marks, belt)</li> <li>• burns from a cigarette; patterned burns (e.g., iron, electric burner); burns suggesting that something was used to restrain a child (e.g., rope burns on the wrists, ankles, neck); hot water immersion burns</li> <li>• head injuries: nausea, absence of hair in patches, irritability</li> <li>• skull fractures: possible swelling and pain, vomiting, seizures, dizziness, unequal pupil size, bleeding from scalp wounds or nose</li> <li>• fractures, dislocations, multiple fractures all at once or over time; pain in the limbs, especially with movement; tenderness; limitation of movement; limping or not using a limb; any fractures in children under 2</li> <li>• fractures of the ribs: painful breathing, difficulty raising arms</li> <li>• <i>distorted facial appearance</i> with swelling, bleeding, bruising</li> <li>• human bite marks</li> <li>• lacerations and abrasions inconsistent with normal play</li> <li>• evidence of recent female genital mutilation (e.g., difficulty voiding, chronic infections, "waddling")</li> </ul>	<ul style="list-style-type: none"> <li>• cannot recall or describe how observed injuries occurred</li> <li>• avoids or offers inconsistent, incomplete explanations; is distressed explaining injuries or denies injury</li> <li>• wary of adults generally, or of a particular gender or individual</li> <li>• may cringe or flinch with physical contact</li> <li>• may display over-vigilance, a frozen watchfulness, or vacant stare</li> <li>• extremes in behaviour: extremely aggressive or passive, unhappy or withdrawn, extremely compliant and eager to please or extremely non-compliant (provokes punishment)</li> <li>• tries to take care of the parent</li> <li>• may be dressed inappropriately to cover injuries</li> <li>• is afraid to go home, runs away</li> <li>• is frequently absent, with no explanation, or shows signs of healing injury on return</li> <li>• poor peer relationships</li> <li>• evidence of developmental lags, especially in language and motor skills</li> <li>• academic or behavioural problems</li> <li>• self-destructive behaviour (e.g., self-mutilation, suicide threats or attempts)</li> <li>• discloses abuse</li> </ul>	<ul style="list-style-type: none"> <li>• gives harsh, impulsive or unusual punishments</li> <li>• shows lack of self-control with low frustration tolerance; is angry, impatient</li> <li>• may provide inconsistent explanations as to how the child was injured</li> <li>• socially isolated, little support or parenting relief</li> <li>• may have little knowledge of child development and/or have unrealistic expectations of the child</li> <li>• may often express having difficulties coping with the child or makes disparaging remarks, describes child as different, bad, or the cause of own difficulties</li> <li>• may demonstrate little or no genuine affection, physically or emotionally for the child</li> <li>• may state that the child is accident-prone or clumsy</li> <li>• may delay seeking medical attention</li> <li>• may appear unconcerned, indifferent, or hostile to child and injury</li> </ul>



## POSSIBLE INDICATORS OF EMOTIONAL ABUSE

PHYSICAL INDICATORS IN CHILDREN	BEHAVIOURAL INDICATORS IN CHILDREN	BEHAVIOURS OBSERVED IN ADULTS WHO ABUSE CHILDREN
<ul style="list-style-type: none"> <li>• child fails to thrive</li> <li>• frequent psychosomatic complaints - headaches, nausea, abdominal pain</li> <li>• wetting or soiling</li> <li>• dressed differently from other children in the family</li> <li>• has substandard living conditions compared to other children in the family</li> <li>• may have unusual appearance (e.g., bizarre haircuts, dress, decorations)</li> </ul>	<ul style="list-style-type: none"> <li>• developmental lags</li> <li>• prolonged unhappiness, stress, withdrawal, aggressiveness, anger</li> <li>• regressive behaviours and/or habit disorders (e.g., toileting problems, thumb-sucking, constant rocking)</li> <li>• overly compliant, too well mannered</li> <li>• extreme attention-seeking behaviours</li> <li>• self-destructive behaviour (e.g., suicide threats or attempts, substance abuse)</li> <li>• overly self-critical</li> <li>• such high self-expectations that frustration and failure result, or avoids activities for fear of failure</li> <li>• sets unrealistic goals to gain adult approval</li> <li>• fearful of the consequences of one's actions</li> <li>• runs away</li> <li>• assumes parental role</li> <li>• poor peer relationships</li> <li>• discloses abuse</li> </ul>	<ul style="list-style-type: none"> <li>• consistently rejects the child</li> <li>• consistently degrades the child, verbalizing negative feelings about the child to the child and others</li> <li>• blames the child for problems, difficulties, disappointments</li> <li>• treats and/or describes the child as different from other children and siblings</li> <li>• identifies child with a disliked/hated person</li> <li>• consistently ignores the child, actively refuses to help the child or acknowledge the child's requests</li> <li>• isolates the child, does not allow the child to have contact with others both inside and outside the family (e.g., locks the child in a closet or room)</li> <li>• corrupts the child, teaches or reinforces criminal behaviour, provides antisocial role modeling, exploits the child for own gain</li> <li>• terrorizes the child (e.g., threatens the child with physical harm or death, threatens someone or something the child treasures)</li> <li>• forces the child to watch physical harm being inflicted on a loved one</li> <li>• withholds physical and verbal affection from the child</li> <li>• makes excessive demands of the child</li> <li>• exposes the child to sexualized/violent media (e.g., videos, TV)</li> </ul>



### POSSIBLE INDICATORS OF NEGLECT

PHYSICAL INDICATORS IN CHILDREN	BEHAVIOURAL INDICATORS IN CHILDREN	BEHAVIOURS OBSERVED IN ADULTS WHO NEGLECT CHILDREN
<ul style="list-style-type: none"> <li>• infants or young children may display: abnormal growth patterns, weight loss, wizened "old man's" face, sunken cheeks, dehydration, paleness, lethargy, poor appetite, unresponsiveness to stimulation, very little crying, delays in development (which may be suggestive of failure to thrive syndrome)</li> <li>• inappropriate dress for the weather</li> <li>• poor hygiene, dirty or unbathed state</li> <li>• severe/persistent diaper rash or other skin disorder not attended to</li> <li>• consistent hunger</li> <li>• untreated physical/dental problems or injuries</li> <li>• lack of routine medical, dental care</li> <li>• signs of deprivation (e.g., diaper rash, hunger), which improve in a more nurturing environment</li> </ul>	<ul style="list-style-type: none"> <li>• does not meet developmental milestones</li> <li>• appears lethargic, undemanding, cries very little</li> <li>• unresponsive to stimulation</li> <li>• uninterested in surroundings</li> <li>• demonstrates severe lack of attachment to parent, unresponsive, little fear of strangers</li> <li>• may demonstrate indiscriminate attachment to other adults</li> <li>• may be very demanding of affection or attention from others</li> <li>• older children may engage in anti-social behaviours (e.g., stealing food, substance abuse, delinquent behaviour)</li> <li>• shows poor school attendance or performance</li> <li>• assumes parental role</li> <li>• discloses neglect (e.g., states there is no one at home)</li> <li>• independence and self-care beyond the norm</li> </ul>	<ul style="list-style-type: none"> <li>• maintains a chaotic home life, with little evidence of regular, healthful routines (e.g., consistently brings the child to care very early, picks up the child very late)</li> <li>• overwhelmed with own problems and needs, puts own needs ahead of those of the child</li> <li>• may indicate that the child is hard to care for, hard to feed, describes the child as demanding</li> <li>• may indicate that the child was unwanted, continues to be unwanted</li> <li>• fails to provide for the child's basic needs</li> <li>• fails to provide adequate supervision: may be frequently unaware of or has no concern for the child's whereabouts; leaves the child alone, unattended, or in the care of others who are unsuitable</li> <li>• cares for or leaves the child in dangerous environments</li> <li>• may display ignoring or rejecting behaviour to the child</li> <li>• has little involvement in the child's life: appears apathetic towards child's daily events; fails to keep appointments regarding the child; unresponsive when approached with concerns</li> <li>• may ignore child's attempts at affection</li> </ul>



## POSSIBLE INDICATORS OF SEXUAL ABUSE

PHYSICAL INDICATORS IN CHILDREN	BEHAVIOURAL INDICATORS IN CHILDREN	BEHAVIOURS OBSERVED IN ADULTS WHO ABUSE CHILDREN
<ul style="list-style-type: none"> <li>• unusual or excess itching or pain in the throat, genital or anal area</li> <li>• odour or discharge from genital area</li> <li>• stained or bloody underclothing</li> <li>• pain on urination, elimination, sitting down, walking or swallowing</li> <li>• blood in urine or stool</li> <li>• injury to the breasts, genital area: redness, bruising, lacerations, tears, swelling, bleeding</li> <li>• poor personal hygiene</li> <li>• sexually transmitted disease</li> <li>• pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• age-inappropriate sexual play with toys, self, others</li> <li>• re-enactment of adult sexual activities</li> <li>• age-inappropriate explicit drawings, descriptions</li> <li>• bizarre, sophisticated or unusual sexual knowledge</li> <li>• sexualized behaviours with other children, adults</li> <li>• reluctance or refusal to go to a parent, relative, friend for no apparent reason; mistrust of others</li> <li>• recurring physical complaints with no physical basis</li> <li>• unexplained changes in personality (e.g., outgoing child becomes withdrawn, global distrust of others)</li> <li>• nightmares, night terrors and sleep disturbances</li> <li>• clinging or extreme seeking of affection or attention</li> <li>• regressive behaviour (e.g., bed-wetting, thumb-sucking)</li> <li>• resists being undressed, or when undressing, shows apprehension or fear</li> <li>• engages in self-destructive and self-mutilating behaviours (e.g., substance abuse, eating disorders, suicide)</li> <li>• child may act out sexually or become involved in prostitution</li> <li>• discloses abuse</li> </ul>	<ul style="list-style-type: none"> <li>• may be unusually overprotective, over-invested in the child (e.g., clings to the child for comfort)</li> <li>• is frequently alone with the child and is socially isolated</li> <li>• may be jealous of the child's relationships with peers or adults</li> <li>• discourages, disallows child to have unsupervised contact with peers</li> <li>• states that the child is sexual or provocative</li> <li>• shows physical contact or affection for the child that appears sexual in nature</li> <li>• relationship with the child may be inappropriate, sexualized or spousal in nature</li> <li>• may abuse substances to lower inhibitions against sexually abusive behaviour</li> <li>• permits or encourages the child to engage in sexual behaviour</li> </ul>



## POSSIBLE INDICATORS OF WITNESSING DOMESTIC VIOLENCE

PHYSICAL INDICATORS IN CHILDREN	BEHAVIOURAL INDICATORS IN CHILDREN	BEHAVIOURS OBSERVED IN ADULTS
<ul style="list-style-type: none"> <li>• child fails to thrive</li> <li>• frequent psychosomatic complaints (e.g., headaches, stomachaches)</li> </ul>	<ul style="list-style-type: none"> <li>• aggressive, acting-out</li> <li>• temper tantrums</li> <li>• re-enactment of parental behaviour</li> <li>• exhibits withdrawn, depressed, and anxious behaviours (e.g., clingy, whining, excessive crying, separation anxiety)</li> <li>• cuddles or manipulates in an effort to reduce anxiety</li> <li>• overly passive, patient, compliant, and approval seeking</li> <li>• fearful (e.g., of self/family members being hurt/killed, of being abandoned, of the expression of anger by self or others)</li> <li>• low tolerance for frustration</li> <li>• sleep disturbances (e.g., insomnia, resists bedtime, fear of the dark, nightmares)</li> <li>• bed-wetting</li> <li>• self-destructive behaviour (e.g., eating disorders, substance abuse, suicide threats or attempts)</li> <li>• hovers around the house or avoids home</li> <li>• clumsy, accident-prone</li> <li>• problems with school (e.g., poor concentration, academics, attendance)</li> <li>• high/perfectionist self-expectations, with fear of failure resulting in high academic achievement</li> <li>• assumes responsibility to protect/help mother/siblings</li> <li>• poor peer relationships</li> <li>• runs away from home</li> <li>• involvement in crime or delinquency (e.g., stealing, assault, drugs, gangs)</li> <li>• homicidal thoughts/actions</li> <li>• child may act out sexually, become involved in prostitution</li> <li>• discloses domestic violence</li> </ul>	<ul style="list-style-type: none"> <li>• abuser has poor self-control, social skills and/or communication skills</li> <li>• abuser controls using threats and violence (e.g., terrorizes with threats of harm or death to others or to something the person treasures)</li> <li>• exposes the child to physical/emotional harm inflicted on parent/partner</li> <li>• excessive monitoring of partner's activities</li> <li>• abuser publicly degrades, insults, blames or humiliates partner</li> <li>• jealous of partner's contact with others</li> <li>• isolates the child/family members from friends, other family and supports</li> <li>• parent/partner neglects children due to inaccessibility to resources, depression or focus on self-survival</li> <li>• expresses strong belief in traditional male/female roles</li> <li>• abuser makes excessive demands of partner</li> <li>• substance abuse</li> <li>• discloses domestic violence</li> <li>• victim appears fearful</li> </ul>

(Source: Rimer & Prager, 1998, p. 54)



Appendix C: Staff Reference Forms

**PHONE REFERENCE QUESTIONS**

Applicant: \_\_\_\_\_  
Reference Contacted: \_\_\_\_\_  
Date and Time of Contact: \_\_\_\_\_  
Person Contacting the Reference: \_\_\_\_\_  
Method of Contact: \_\_\_\_\_

1. How long and in what capacity have you known this individual?
  
2. If he/she was your employee, what were his/her specific tasks?
  
3. Describe this individual's strengths and weaknesses.
  
4. This individual will be working with children ages 6-14 some of which will have special needs. Do you think he/she is suitable for this role?
  
5. Recognizing that we are trying to create a safe and nurturing environment in which children can explore and grow, are you aware of any reasons that would disqualify the applicant from working in our program?
  
6. Is there anything else that you'd like to add?

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position

## REFERENCE FORM

Applicant's Name:

Reference's Name:

Phone Number:

The applicant mentioned above is seeking summer employment at Silver Lake Mennonite Camp, a Christian camp that works with children between the ages of 6 and 16. We would appreciate if you would take some time to complete this form to help us in our hiring process. Your responses will be treated confidentially.

To the best of your ability, please evaluate the applicant by placing a check in the appropriate box. Please find room at the bottom for additional comments.

	Excellent	Above Average	Average	Below Average	No Basis for Judgement
Communication Skills					
Organization Skills					
Emotional Stability					
Integrity					
Spiritual Maturity					
Relational Skills					
Self Discipline					
Dependability					
Initiative					
Creativity					
Willingness to Improve Self					
Time Management					
Self Confidence					
Ability to work on a team					
Openness to faith discussions					
Ability to hear criticism					

Additional Comments:

over

How long and in what capacity have you known the applicant?

What do you see as this person's strengths?

Where do you see areas in which the applicant can grow?

How does this person deal with stressful or challenging situations?

How would you feel about this person working with children in a camp setting?

Are you aware of any reason why this person should not work with children? If yes, why?

Are there other comments that you would like us to know about the applicant?

Thank you for your time. Please mail this reference form to the address at the bottom of the first page and mark on the envelope "Staff Reference".

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please note: The content of this reference form is important in assisting us in ensuring a safe and positive environment for campers and that any comments will be kept confidential to the application process.

## Appendix D: Important Contacts

**Lawyer:** Tom Jutzi (519)-885-6602 (home)  
(519)-579-3661 x 355 (office)

**Family and Childrens' Service:**

**Bruce CAS**  
5 McGivern Street (POB 279)  
Walkerton, ON N0G 2V0  
Bus: (519) 881-1822  
(800) 461-1993  
Fax: (519) 881-0350  
[brucas@cas.gov.on.ca](mailto:brucas@cas.gov.on.ca)

**Grey CAS**  
1290 3rd Ave E  
Owen Sound, ON N4K 2L5  
Bus: (519) 376-7893  
(800) 263-0806  
Fax: (519) 376-8934

**Waterloo F&CS**  
200 Ardelt Avenue (at Hanson Ave)  
Kitchener, ON N2C 2L9  
Bus: (519) 576-0540  
Fax: (519) 570-0160  
[fcswaterloo@golden.net](mailto:fcswaterloo@golden.net)

**Insurance Company:** Robertson Hall Insurance (Ken Hall)  
(519)-680-3111 (phone)  
(519)-685-2931 (fax)  
[insurance@robertsonhall.com](mailto:insurance@robertsonhall.com)

**Ontario Provincial Police:**

Warton Detachment (519)-534-1323

Appendix E: Report Of Suspected Child Abuse

**REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT**

Campers Name: \_\_\_\_\_ Age: \_\_\_\_\_  FEMALE  MALE

Mother/Guardians Name: \_\_\_\_\_ Phone: \_\_\_\_\_

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

Father/Guardians Name: \_\_\_\_\_ Phone: \_\_\_\_\_

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

Reason for this report (give detailed description of evidence observed):	Dates
_____	_____
_____	_____
_____	_____

If camper's explanation was sought or offered, five details, including what was said, where and when.	Dates
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Have you spoken to anyone else about this? (who was spoken to, what was said, when)	Dates
_____	_____
_____	_____
_____	_____

Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

**Give this form immediately to the Director.**

Was Children's Aid Society notified?  YES  NO Society Contacted: \_\_\_\_\_

Person spoken to: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Phone: \_\_\_\_\_

Other comments: \_\_\_\_\_  
\_\_\_\_\_

Director's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## FOLLOW-UP ACTIONS TAKEN FOR REPORTED SUSPICIONS OF CHILD ABUSE OR NEGLECT

Date: \_\_\_\_\_ Staff Member: \_\_\_\_\_

Action Taken: \_\_\_\_\_

Comments: \_\_\_\_\_

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Date: \_\_\_\_\_ Staff Member: \_\_\_\_\_

Action Taken: \_\_\_\_\_

Comments: \_\_\_\_\_

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Date: \_\_\_\_\_ Staff Member: \_\_\_\_\_

Action Taken: \_\_\_\_\_

Comments: \_\_\_\_\_

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