

Ceci pourrait mener à quelque chose de grand



This could be the start of something big

# How to use this Powerpoint

- Completion of this Powerpoint complies with National Standard C4: Agency staff\*\* receive training every two years on Child Protection, including identifying child abuse or neglect; legal definitions of abuse; responsibilities/requirements for reporting suspected child abuse and/or neglect; managing disclosures; understanding inappropriate behaviour; and compliant victimization.
- To be compliant with Standards, your supervisor must document, in your personnel file, that you reviewed the entire Powerpoint.
- The explanation of each slide is captured in the "notes" section. To see the notes, click on "View" and "Notes Page" in the Presentation Views.
- Some of the information may cause you to feel upset or disheartened or may trigger you if you have been victimized yourself. Please get the support you need to process this information safely.

\*\*this PowerPoint presentation has been designed for staff who are not in direct contact with children. While it may serve as a point of reference for Service Delivery Staff it is not the intent of Standard H3 to have Service Delivery Staff trained through this means. Training is available from provincial child welfare offices, Canadian Centre for Child Protection, Canadian Child Welfare Research Portal: <http://www.cecw-cepb.ca/faqs> and the Red Cross, either free or for a minimal fee and delivery can therefore be customized specific to agency needs.



Awareness of the strategies child sex offenders use is a critical step to protecting children in our mentoring programs.

In this Powerpoint, strategies and other indicators of which you need to be aware will be shared, followed by a definition of child abuse, a description of child abuse indicators and an explanation of your duty to report. An explanation of reporting and investigation protocols related to our sexual misconduct insurance policy will conclude the Powerpoint.

As you progress through these slides, remember that, if you were to review abuse rates in Canadian society and compare those with the number of disclosures received by Big Brothers Big Sisters, it appears that children are safer in our programs than they are in society. Our policies and protocols are helping Big Brothers Big Sisters agencies keep children and youth safe while they participate in our programming. It is easy to lose sight of that, but maintaining balance, maintaining perspective, will help you keep a clear focus on delivering quality mentoring programs in a safe way.

## Agenda

- Understanding inappropriate behaviour and victimization
- Understanding legal definitions of abuse and signs of child abuse and neglect
- Understanding your responsibilities for reporting
- Managing disclosures

This presentation will:

- Build on what we have learned from our history and from the literature to understand inappropriate behaviour and victimization
- Explain the legal definitions of abuse, identify the indicators of child abuse and neglect and outline your responsibilities for reporting, and
- Outline the steps to managing a disclosure at your agency.



## Understanding Inappropriate Behaviour

Before accepting an applicant as a volunteer in one of our mentoring programs, there are a few opportunities to assess their readiness and suitability: their inquiry and application, their in-person interview, their reference checks, their vulnerable sector and criminal record checks and pre-match training. These opportunities afford you insight into their previous behaviour, attitudes towards and motivations for working with vulnerable children and their ability to engage appropriately with children and youth. Cross-referencing information obtained from references is essential to gain comfort around issues like ability to follow through on commitment, be persistent, be responsive with direction, understand boundaries and engage in a safe, healthy way with a vulnerable child.

“Despite the fact that decades of research have demonstrated that people cannot reliably tell who’s lying and who isn’t, most people believe they can.”

- Dr. Anna Salter

A note about deception: As the quote illustrates, most people, regardless of their training, whether as police officer, lawyer, therapist or social worker, have no better than a chance ability to detect deception. Most people THINK they can detect deception in others, but it’s just not true.

What is important to remember is that people actively choose their behaviour; they choose what to say, they choose how to say it and they choose when to say it. Volunteer applicants are almost always charming and pleasant during an interview or training, but it is critical to remember that those are strategies of social interaction. Public behaviour cannot be used to predict private behaviour; you know that from your own life. How you, your partner, your parents and children behave in your public lives is not always reflective of your private behaviour.

Offenders will behave in an often helpful, nice and ingratiating manner during agency interactions in an attempt to disarm agency staff. Remember, you are the connection between the offender and the child. You must believe that the applicant is a good person before you introduce him\* to a child. Once you trust the applicant, you will unknowingly do part of his work for him. When you explain the volunteer enrolment process to parents, when speaking about the quality, credible work performed by Big Brothers Big Sisters across the country, you are encouraging parents to trust the volunteer. In essence, you have helped the offender gain access to the child.

\*A note about language: upon review of all of the allegations within our system, all but two of the offenders are men. All but one of the victims are boys. That isn’t to say that women have not been found guilty of sexually perpetrating against children; they have, just not in our programs. For ease of communication, these slides will use the masculine gender when referring to victims and offenders.

## Inappropriate Behaviour

- Lacks intimate relationships or friendships with adults
- Very keen to move quickly with the enrolment process, impatient/ very cooperative with agency
- Expresses an interest to be matched with more than one child at a time
- Overinvestment in children

A committee of experts in child sexual abuse (a lawyer representing a metro child welfare agency, a lawyer representing survivors of sexual abuse, a CEO of a child welfare agency, a therapist specializing in working with survivors and offenders, a risk management specialist, an insurance specialist, a researcher in child development, the Director of Child Protection from Big Brothers Big Sisters of America, and two police officers leading Sex Crimes Units from two metro centres) conducted a review of randomly selected sexual misconduct files. They were asked to identify trends related to volunteer characteristics, child and family characteristics and agency behaviours. The following is what they found related to volunteers.

Remember that any one indicator is not THE indicator that the applicant is an offender; you are looking for trends.

Many of the offenders lacked intimate relationships or friendships with adults. They would use language like: "I'm just out of relationship", "I'm between relationships", "I'm taking a break from dating and relationships" and "I'm just not that interested in dating right now" when asked to describe if they were in a relationship. Most also lacked friendships with adults. They would say things like "Kids understand me better", "I really don't have any friends; I'm a bit of a loner."

Many of the applicants were very keen to move quickly through the enrollment process and seemed impatient with any delays in the process. They would often show up at the agency unannounced, call frequently asking for a status update, and show up early to meetings or appointments. They would show up to the interview with references and criminal record check in hand. Sometimes, they would express annoyance or irritation with delays in the process, sometimes to the point of writing letters of concern.

Many of the applicants were also VERY cooperative with the agency, in the sense that they offered to be matched with the "most troubled kids" or "the boys who have been waiting the longest". In addition, they often volunteered to sit on committees, the Board of Directors, help at special events, or arrange activities for unmatched children. This cooperation, often viewed as sacrifice, was really the first of many steps taken by the applicant to ingratiate himself with the agency or the program staff; in essence he was grooming the agency.

Many of the applicants expressed an interest to be matched with more than one child at a time. They would say things like "I have lots of time now" or "This isn't taking as much time as I thought" and request a second or a third match. Offenders have an ideal victim in mind, they have a preferred age range for their victims. By being matched with more than one child at a time, they are creating a pipeline of potential victims. Perhaps the first child wasn't compliant. Perhaps the first match is about to age out of the offender's preferred age range. By being matched to more than one child, there is always another child being prepared for victimization.

Many, if not all, of the applicants demonstrated an overinvestment in children, in various ways, however, most often, by engaging in extensive volunteer activity involving children. Often the applicants worked in ways that brought them into contact with children (eg. as a teacher, police officer, doctor, youth pastor, camp counsellor, etc.) or volunteered in environments that accomplished the same end (eg. Scouts, sports, camp, children's hospitals, etc.), and often, it was both.

## Inappropriate Behaviour

- Most hobbies are solo
- Found own Little Brother
- Requested a boy who was quiet and didn't lie
- History of moving, job transitions (lives alone or with parents)
- Abdicates personal responsibility

Very often, when asked about hobbies or interests, the applicants indicated activities that were individual in nature, such as fishing or hiking or camping. They would say that "they liked to get away".

Often, the applicant "found" their own Little Brother, that is, for example, a teacher would apply to be a Big Brother and tell the agency that he had a special relationship already with a student in his classroom and that he'd like the agency to match them. Basically, the applicant was approaching the agency to "legitimize" their relationship which would allow them unquestioned access to a child, outside of the context of their original relationship. In the example of the teacher, it allowed them access to the child outside of school.

Almost always, the applicant requested a boy who was quiet and who didn't lie. This may seem counterintuitive...if you or I were an offender, you may think you would want to be matched with a child who was known to lie. You might think then that no one would believe him should he disclose abuse. However, child sex offenders have a certain type of child to whom they are attracted...and innocence is often one of the qualities they look for. A child who is known to lie is not an "innocent". (SAY MORE?) In addition, many of the applicants specified that they be matched to a boy between 8 and 10 years old. Not always, but often.

These applicants have a history of transitions...of moving often and changing jobs frequently. For students, they often would change faculties or programs or even colleges.

Whether they lived alone or with their parents (they rarely live with a partner or a roommate), they very often live in family neighbourhoods. Many of the offenders were fairly young; one would think that they would want to live in communities where other young people are or where there is nightlife. Not so, these men. They lived in communities where there were lots of children and often the children would visit the applicant; the applicant would say things like "all the boys stop by my house to play games", "the boys are always over swimming in my pool", "my house seems to be the place where the boys come to hang out".

All of the applicants had a history of abdicating personal responsibility; everyone else was always responsible for the loss of a relationship, the loss of a job, a poor mark, an eviction, the failure of a friendship, a failed bid at a promotion, etc. There is little to no expressed insight for personal responsibility and no accountability taken for poor decisions.

These are some of the characteristics you may uncover during the interview and enrolment process. However, there are others that become evident after a match has been made. Those characteristics are explained in the next slides.

## Another Point



The challenge here is that many volunteers we want in our programs may have some of the characteristics of offenders, for example, experience working with children. Experience working with children, in any environment, is valuable to volunteering as a mentor, however, the challenge lies in assessing how MUCH experience is TOO much experience. Keep in mind that you are trying to identify trends and a lack of balance. For example, volunteering only with children or vulnerable people and working only with children without having any adult relationships or friendships would be something that you should explore in greater detail.



## Match Characteristics of Concern

Once an offender is in our programs and has access to a child, the grooming process takes very little time. One small boundary violation after another and soon, often within weeks or a few months, the abuse begins.

## Who do they target?

- “I would probably pick the one who appeared more needy, the child hanging back from others or feeling picked on by brothers and sisters.”
- “I would find a child who doesn’t have a happy home life, because it would be easier for me to gain their friendship.”
- “Look for a kid who is easy to manipulate. They will go along with anything you say.”

The quotes on this and the next slide are taken from a book written by Anna Salter. They are statements made by confirmed pedophiles describing the kinds of victims they target. It is remarkable that the youth they target look very similar to the children and youth served in Big Brothers Big Sisters programs.

- “Choose children who have been unloved. Try to be nice to them until they trust you very much...Use love as bait...”
- “Choose a kid who has been abused. Your victim will think that this time is not as bad.”
- Children who “seemed to lack confidence or had low self esteem”.

## What's happening in those matches?

- Multiple matches at the same time
- Complained about Little Brother in specific ways
- Failed to set limits
- Most activities were private

In this presentation, we have reviewed some of the characteristics of offenders, before they are matched in our programs. This and the next slide highlight some of the most common characteristics you might find within mentoring relationships:

**Multiple matches at the same time:** Offenders will often ask to be matched to more than one boy at a time and the review of the files shows that agencies often complied. These men were matched with many boys, often in short relationships which overlapped; that is, the start date of the second match began before the first match ended...and so on. What were these men doing? They could have recognized that the first boy was not a good victim. The first boy could have been aging out of the man's preference. Or, the men could have been preparing or grooming the boys in the second, third and fourth relationships to be abused.

The offenders often complained about their Little Brothers in specific ways. They would say things like "he's always late", "he's not grateful enough", "he doesn't call me often enough". These kinds of comments are not uncommon in most mentoring relationships as expectations for the relationships are often not in tune with what children and youth are able to provide. However, in these abusive relationships, the comments FEEL different; they feel like comments that would be made by one party in a dating relationship.

The offenders often failed to set limits: he would buy gifts early in the process (and the gifts were often significant like a computer or a trip or a bicycle); he would side with the child against his parent, his teacher or the agency (in an attempt to isolate the child from other adult supports); and he often questioned the agency's rules around overnights or trips or maximum contact. Very often, the offender would ignore the agency's rules, even if reprimanded, and would continue to have overnights or trips.

In addition, the match activities took place almost exclusively in private. Although they may have started in public, they very quickly began to take place in remote areas or at home, where very few people or no people were around.

- Spoke poorly about the child's parent
- Noticeable change in child's behaviour
- Child tried to limit contact with mentor
- Parent (or someone else) expressed reservations

The offenders often spoke poorly about the child's parent and her parenting skills. He would call her a bad parent or tell the agency that she won't cooperate. Particularly if she tried to limit contact, or question activities, he would make things difficult for her with the agency staff. Often, he would tell the agency if she began to date. He would do this in an effort to isolate the Little Brother from any other contact with men.

Almost always, there was a noticeable change in the child's behaviour that was recorded in the case notes. Every time, this behaviour was explained away and attributed to something else: a problem with school, a phone call from the child's father, difficulties at home. Although those explanations often made sense, it seemed that program staff were reluctant to explore the possibility that the behaviour change could have been the result of anything related to the match relationship. Even when the behaviour change was consistently observed immediately following a match activity, the behaviour was attributed to something else.

In many ways, the child tried to limit contact with his mentor. A child has very limited control over his own life, however, within the constraints, the case files noted many attempts to limit contact: the Little Brother joined other clubs, like after-school programs, sports or Scouts; the Little Brother didn't show up for the visits or didn't return calls; the Little Brother would make plans with friends that interfered with pre-scheduled visits; and sometimes, the Little Brother would even explicitly says, in various ways, "I don't want to be with this guy".

In almost all of the matches reviewed, someone – a parent, a group home staff, a foster parent - expressed reservations of some sort. There would be questions around too much contact or the type of match activities. In all cases, the reservations were ignored, minimized or explained away as normal.

Offenders in the Big Brothers Big Sisters' program are not unique; in fact, the offenders in our programs look a lot like offenders in mainstream society.



## Intuition is Important

In almost all cases, at some point, whether during volunteer enrolment or during the match, the agency expressed some concern and documented it in the file. But that concern was not acted upon or it was disregarded/explained away. Intuition is important. We all feel an initial reaction to people, whether it's positive or negative. Often those initial reactions are inaccurate, no matter how much training or experience we have. Regardless, intuition or gut reactions are important for one main reason...and that reason is that it helps us identify where we need to explore more. It's a subjective response to guide us where we need to delve more objectively.



## Understanding legal definitions of abuse and signs of child abuse and neglect

Now that you have a sense of some of the indicators to attend to during the mentor enrollment process and match support and supervision, it is important that you also understand the legal definitions of abuse and signs that a child or youth may be being abused or neglected.

## Physical Abuse

**PHYSICAL ABUSE** is the intentional application of force to any part of a child's body such that injuries are sustained.

It may be a single incident or a series or pattern of incidents.

### INDICATORS OF Physical Abuse

#### Child's Appearance

- bruises and welts (on the face, lips, or mouth; in various stages of healing; on large areas of the torso, back, buttocks, or thighs; in unusual patterns, clustered, or reflective of the instrument used to inflict them; on several different surface areas)
- human bite marks
- burns (cigar or cigarette burns; glove or sock-like burns or doughnut shaped burns on the buttocks or genitalia indicative of immersion in hot liquid; rope burns on the arms, legs, neck or torso; patterned burns that show the shape of the item used to inflict them)
- fractures (skull, jaw, nose; spiral fractures of the long (arm and leg) bones; fractures in various stages of healing; multiple fractures; any fracture in a child under the age of two)
- lacerations and abrasions (to the mouth, lip, gums, or eyes; to the external genitalia)
- head injuries (absence of hair due to pulling, subdural haematomas)

#### Child's Behaviour

- wary of physical contact with adults; fearful of adults, not trusting
- runs away from home
- demonstrates extremes in behaviour (extreme aggressiveness or withdrawal)
- seems uptight, anxious; seems sad, unhappy, poor self-esteem
- frequently absent, returns with healing signs of abuse
- takes role of parent, adult in family
- poor social relationships with peers; evidence of developmental lags
- reports injury by parents; seems frightened of parents
- apprehensive when other children cry
- short attention span

#### Caretaker's Behaviour

- uses harsh discipline inappropriate to child's age, transgression and condition
- offers illogical, unconvincing, contradictory, or no explanation of child's injury; attempts to conceal child's injury or to protect identity of person responsible
- significantly misperceives child (sees him as bad, evil, a monster)
- angry, impatient, shows lack of self-control; seems unconcerned about child
- lack of knowledge of child development, unrealistic expectations of child behaviour
- appears to be very alone

SOURCE: Adapted from [Definitions](#), National Clearinghouse; [Indicators of Child Abuse and Neglect](#), National Clearinghouse p.1.

## Sexual Abuse

**SEXUAL ABUSE** includes any sexual touching, sexual intercourse or sexual exploitation of a child by a caretaker who could be a parent, guardian, another relative or any other person.

Sexual exploitation includes child pornography and online exploitation.

### **INDICATORS OF Sexual Abuse**

#### **Child's Appearance**

- has torn, stained or bloody underclothing
- experiences pain or itching in the genital area; has bruises or bleeding of external genitalia, vagina or anal regions
- has venereal disease
- has swollen or red cervix, vulva, or perineum
- has semen around mouth or genitalia or on clothing

#### **Child's Behaviour**

- states he/she has been sexually assaulted
- appears withdrawn or engages in fantasy or infantile behaviour
- has poor peer relationships
- is unwilling to participate in physical activities
- is engaging in delinquent acts or runs away
- sad, unhappy, poor self-esteem

#### **Parent/Guardian's Behaviour**

- is experiencing marital difficulties
- one parent is frequently absent from the home
- extremely protective or jealous of the child, discourages social contact

SOURCE: Adapted from Definitions, National Clearinghouse; Indicators of Child Abuse and Neglect, National Clearinghouse. p.3.

## Emotional Abuse

**EMOTIONAL ABUSE** consists primarily of verbal attacks on a child's sense of self. Persistent humiliation, rejection or the constant reiteration that a child is bad or stupid undermines the child's self-image, sense of worth and self-confidence.

Other behaviours which are emotionally abusive are forced isolation, restraint or purposely instilling fear.

### INDICATORS OF Emotional Abuse

#### Child's Physical Condition

Physical signs of emotional abuse are more difficult to determine and may in fact be a product of this form of abuse.

#### Child's Behaviour

- poor self image
- overly self critical; high expectations of self
- failure to thrive in infancy
- hyperactivity
- poor social relationships with peers
- range of behaviours from aggressive to withdrawn or overly compliant

#### Parent/Guardian's Behaviour

- chronic pattern of blaming or belittling child
- doesn't give child affection, attention or approval
- describes child in negative terms in front of child
- thwarts child's competence
- holds child responsible for adult's difficulties and disappointments
- identifies child with disliked or hated relative or parent

SOURCE: Adapted from Definitions, National Clearinghouse; A Handbook for the Prevention of Family Violence,

Hamilton, Ontario: Community Child Abuse Council of Hamilton, The Family Violence Prevention Project, 1990. pp. 1.24-1.25.

## Neglect

**NEGLECT** is any act of omission which causes significant negative emotional and physical consequences.

**PHYSICAL** neglect is the failure to meet the physical needs of a child which include adequate nutrition, clothing, shelter, health care and protection from harm. **EMOTIONAL** neglect is the failure to meet the emotional needs of a child for affection, a sense of belonging and self esteem. It can range from passive indifference to outright rejection.

### **INDICATORS OF Neglect**

#### **Child's Physical Condition**

- failure to thrive in infants or young children in which there is no evidence of disease or abnormality and when the condition improves with nurturing
- developmental delay
- with older children: consistently hungry or constantly tired and listless

#### **Child's Behaviour**

- shows signs of being hungry and thirsty (eg. begs for food or steals food, may eat inappropriate objects)
- erratic attendance at school
- wants physical contact
- appears to be unsupervised for long periods
- poor social relationships with peers
- assumes role of adult or parent in family
- engages in delinquent acts (eg. absenteeism, vandalism, drinking, drug use, prostitution)

#### **Parent/Guardian's Behaviour**

- uninvolved
- chaotic home life

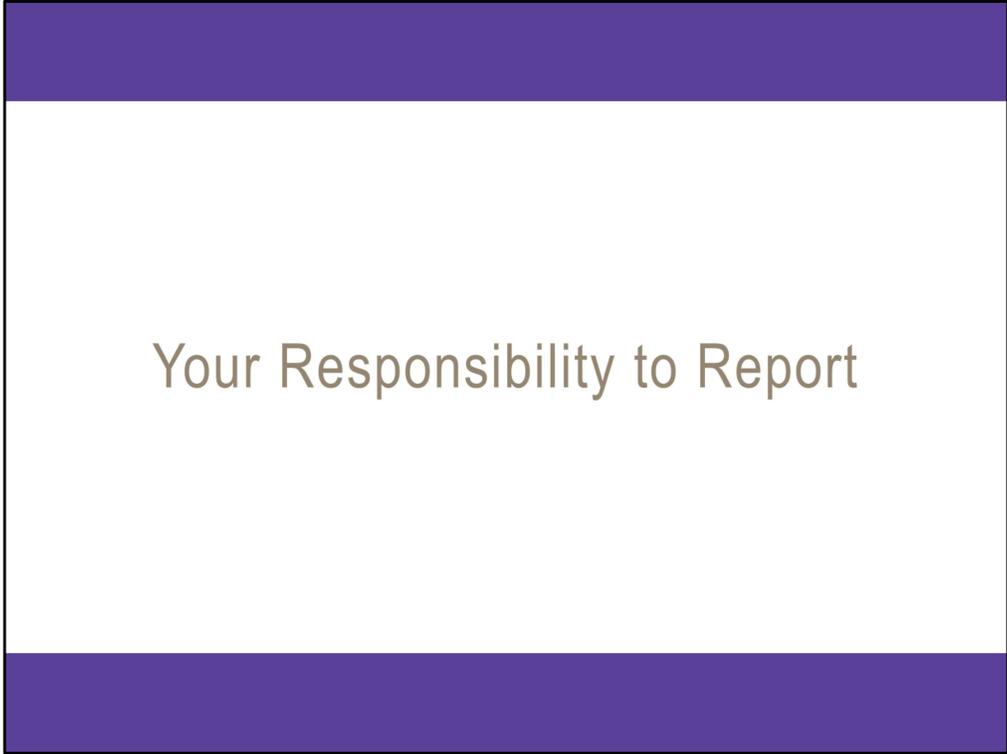
- doesn't supervise child for extended periods of time
- abandons child; leaves child in care of inappropriate caregivers
- gives child inappropriate food, drink, medicine and/or physical care
- keeps child from attending school to help at home
- unresponsive when approached with concerns
- appears to be very depressed, under great emotional stress

SOURCE: Adapted from Definitions, National Clearinghouse; and A Handbook for the Prevention of Family Violence, Hamilton, Ontario: Community Child Abuse Council of Hamilton, The Family Violence Prevention Project, 1990. p.1.25-1.26.

## A note on Internet Safety

Allegations about exploitation over the internet – whether that involves production and distribution of images of child pornography or luring – have been increasing.

- This link [https://www.cybertip.ca/app/en/internet\\_safety](https://www.cybertip.ca/app/en/internet_safety) provides you, parent/guardians and volunteers with ideas on how to help keep youth aware and safe.



## Your Responsibility to Report

If you feel a need to further explore signs of child abuse, simply enter “child abuse signs” or “child abuse indicators” into any search engine.

Although the legislation in every province and territory varies slightly, generally speaking, YOU, regardless of your role, are responsible to report to Child Protection should you suspect that a child is being abused or neglected in any way. The Canadian Red Cross maintains a webpage with current Child Protection legislation: <http://www.redcross.ca/article.asp?id=36606&tid=001>. Check it out to keep current with the laws of your province or territory.

## Managing a Disclosure

Children who have been a victim of child abuse tend to disclose abusive incidents to people they trust. The way in which a disclosure is handled can have a significant impact on how the child feels about, and heals from the abuse; you need to make sure you are well prepared to handle a disclosure in a supportive and appropriate manner.

**Three lessons about disclosure of abuse by children:**

- the child considers you to be a significant and trustworthy person
- the child is in some distress and needs to share his/her personal burden
- children very rarely lie about abuse

## Responding to a Disclosure

When you first suspect that a mentee has been abused, or is about to tell you of his abuse, the best way to respond is to listen carefully to what the child says. Be attentive to their behaviour. Show your concern. Ask if anything is the matter. But do not press for an answer. Let the child know that you are ready to listen at any time.

### **If the child is about to proceed with the disclosure:**

- go to a quiet place
- give the child your undivided attention
- allow the child to use their own words for what happened (including details if the child is inclined to offer these - when, where, who, activity, frequency, whether anyone else been told), and for identification of body parts
- listen carefully, and let the child direct the substance of this conversation
- accept what the child is telling you. Even if it is difficult for you to believe the identity of the alleged abuser, or that sexual abuse took place, it is vital that the child see that you believe what they are saying to you
- respect the child's silences and reflections
- support and comfort the child. Talking to someone about what happened is likely to cause some degree of anxiety for the child. Your supportive reaction will help the child cope with any feelings of confusion or guilt
- remain calm and don't overreact. You may feel angry. If so, make it clear that your anger is not directed toward the child
- tell the child that what happened is not their fault -- that they are not to blame. Let the child know that the alleged abuser has done something wrong
- acknowledge and reinforce the child's difficulties (e.g. anxiety, fear, anger)
- reassure the child that you will do everything you can to help them and their family; keep the child informed of the steps you need to take in order to ensure their safety so that they do not have to be afraid of what they do not know
- tell the child they have done the right thing by telling
- if the child is in danger, remain with them

## Responding to a Disclosure

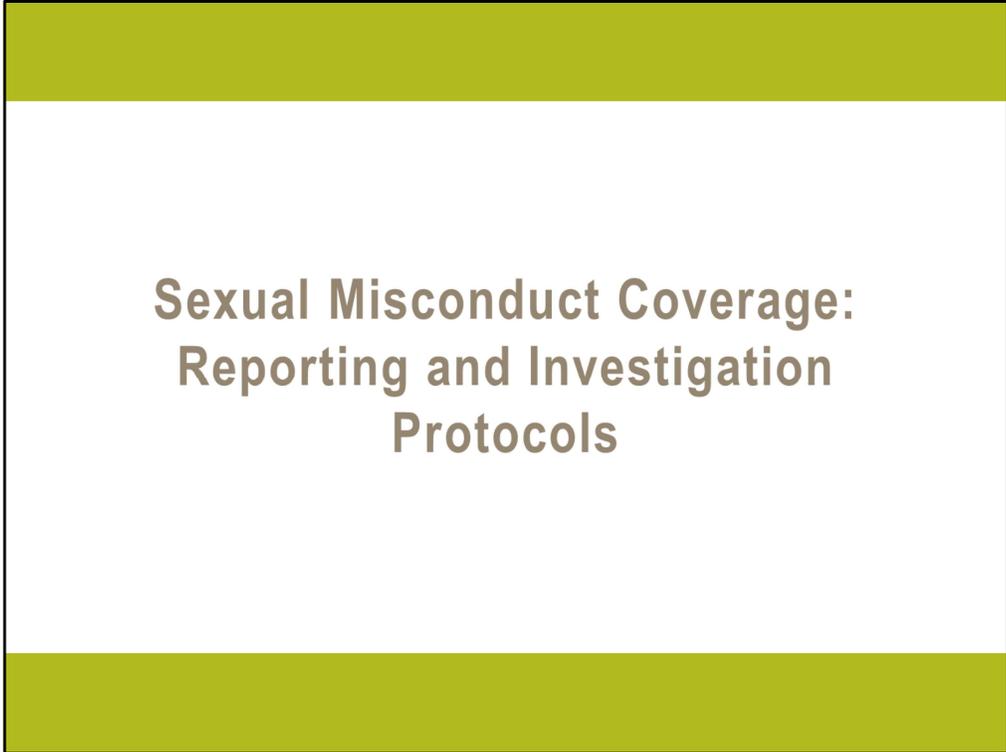
There are some things you should not do if a child discloses abuse to you:

- do not `interview' the child; detailed questioning is best handled by persons trained to do this
- do not make any promises you may not be able to keep
- do not promise to keep "the secret"
- do not correct a child's definitions or descriptions of what happened or of their names for body parts
- do not display strong emotional reactions to what the child is telling you
- do not tell the child they are to blame, or that they are in trouble or are not to be believed
- do not criticize the child, their family or the abuser
- do not rush the conversation, or delve too deeply
- do not leave the child feeling alone and helpless
- do not insist the child remove normal indoor attire to view injuries
- do not display the child's injuries to others indiscriminately

### Your reaction

It is normal to feel upset, angry or afraid when you first hear of a disclosure. Being totally present for a child (or an adult who was victimized as a child) when they are disclosing abuse by an adult (especially a mentor you have trusted) is really hard. It is common to feel guilty that you weren't able to do more to protect the child or to feel guilty simply because you are associated with the agency that introduced him to the offender.

Remain calm and present for the disclosure. But it is normal and appropriate for you to seek a colleague to debrief and vent. If you have been triggered, get additional support as soon as you can.



## Sexual Misconduct Coverage: Reporting and Investigation Protocols

Big Brothers Big Sisters of Canada is the policy holder of our national sexual misconduct coverage through The Co-operators (1985 – 2015) and Frank Cowen Company (2016 – present). Every member agency is covered under this policy. Although the fine details of this policy change over time, the steps you would take should you receive an allegation (current or historical) of sexual abuse do not.

**If you receive a CURRENT allegation of sexual misconduct from a child/youth in your program, you must report it immediately to Child Protection Services in your community. After you have done so, then you need to follow the instructions in the next slide.**

## When to Report to Big Brothers Big Sisters of Canada

- Immediately contact Matthew Chater by phone
- Within three working days, you must complete the most current Confidential Reporting Form (look on the Members' Site, under the Program menu and click on National Standards, Appendix F)

**ALWAYS** report to Matthew Chater, Big Brothers Big Sisters of Canada 1-800-263-9133 x 42 -

[matthew.chater@bigbrothersbigsisters.ca](mailto:matthew.chater@bigbrothersbigsisters.ca)

**NEVER** report directly to the broker or insurance company regarding sexual misconduct allegations

## And then what?

- Next step varies based on the particulars of the notice and/or claim but may include:
  - Contact with the former mentee (but not without prior consultation with BBBSC and agency)
  - Assigning a lawyer, if there is a statement of claim issued or case files have been requested by a lawyer
  - Monitoring

## Remember....

If you receive an allegation at your agency:

- Don't panic
- Don't apologize
- Listen
- Report

Be prepared to receive a disclosure at any time . It could happen today or at your agency's holiday party. You could receive the call from the victim, the police or the media (or from any other source, for that matter). The point is...be ready with a plan.

Certificate of Completion  
Child Protection Training PowerPoint



**Big Brothers Big Sisters**  
of Canada

**Certificate of Completion**

Name of recipient: \_\_\_\_\_

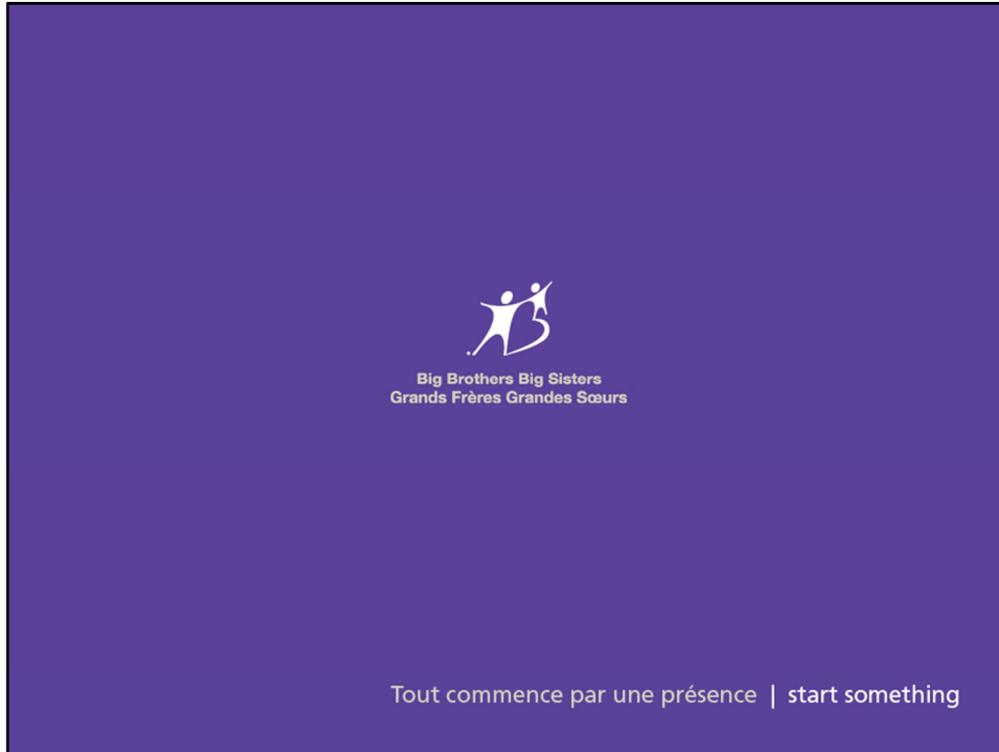
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**Child Protection Training PowerPoint**

On \_\_\_\_\_ (date)

Supervisors signature: \_\_\_\_\_

**COMPLETE THIS PAGE, PRINT THIS SLIDE AND HAVE YOUR SUPERVISOR SIGN – ADD DOCUMENT INTO YOUR AGENCY PERSONNEL FILE**



Our statistics show that very few children who were mentored through Big Brothers Big Sisters were abused in our programs. In fact, far, far more children are sexually abused by people they know, living in their home, than have been abused in our programs. In essence, the sad truth is that our programs are safer than many families.

Be vigilant but rest assured in the knowledge that our policies and practices continue to evolve so that we are doing all we can to keep children safe.