

Required Basic Training

EP 14:  
Protection  
and Safety of  
Minors

# Highlights

- This training contains information that some may find distressing. Please take breaks as needed if a topic gets too sensitive
  - Completion of all training materials is required to be in compliance with EP 14
- This training covers topics in the same order as in EP 14 section 5.2
- Please direct any questions or feedback about this training to [compliance.risk@wsu.edu](mailto:compliance.risk@wsu.edu)

Basic Warning Signs of Abuse or Neglect of  
Minors

## Section 4

# Program Role in Preventing Abuse and Neglect

- Program administrators, staff, and volunteers may be in a position to help prevent child abuse and neglect
- It is important for staff to:
  - Understand the state definitions of abuse and neglect
  - Recognize signs of abuse and neglect
  - Know their reporting responsibilities
  - Know the steps to take in an emergency situation

# Child Abuse and Neglect Definition

Injury, sexual abuse, sexual exploitation, negligent treatment or maltreatment of a child by any person under circumstances which indicate that the child's health, wealth, and safety is harmed. [RCW 26.44.020](#)

Abuse and neglect does not include the physical discipline of a child as defined in [RCW 9A.16.100](#) (reasonable and moderate methods of correction and restraint that are not dangerous to children, inflicted by a parent or guardian).

# Examples of unreasonable abuse

Non-exclusive list:

- Throwing, kicking, burning, or cutting a child,
- Striking a child with a closed fist,
- Shaking a child under age three,
- Interfering with a child's breathing,
- Threatening a child with a deadly weapon, or
- Doing any other act that is likely to cause and which does cause bodily harm greater than transient pain or minor temporary marks

[RCW 9A.16.100](#)

# Examples of sexual abuse

- Any nonconsensual sexual activity, including, but not limited to:
  - Sexual assault
  - Digital penetration
  - Penetration with an object
  - Fondling
  - Sexual exploitation

# Sexual exploitation

Includes:

1. Allowing, permitting, or encouraging a child to engage in prostitution by any person; or
2. Allowing, permitting, encouraging, or engaging in the obscene or pornographic photographing, filming, or depicting of a child by any person.

[RCW 26.44.020](#)



# Negligent treatment or maltreatment

An act or failure to act, or the cumulative effects of a pattern of conduct, behavior, or inaction, that evidences a serious disregard of consequences of such magnitude as to constitute a clear and present danger to a child's health, welfare, or safety. [RCW 26.44.020](#)

# Signs of potential abuse in a child

- Shows sudden changes in behavior or school performance.
- Has not received help for physical or medical problems brought to the parents' attention.
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes.
- Is always watchful, as though preparing for something bad to happen.
- Lacks adult supervision.
- Is overly compliant, passive, or withdrawn.
- Comes to school or other activities early, stays late, and does not want to go home.
- Department of Children, Youth & Families is also known as *Child Protective Services (CPS)*.

[Washington State Department of Children, Youth & Families](#)

# Signs of potential abuse in a parent

- Shows little concern for the child.
- Denies the existence of-or blames the child for-the child's problems in school or at home.
- Asks teachers or other caretakers to use harsh physical discipline if the child misbehaves.
- Sees the child as entirely bad, worthless, or burdensome.
- Demands a level of physical or academic performance the child cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

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# Signs of potential abuse in a parent & child

- Rarely touch or look at each other.
- Consider their relationship entirely negative.
- State that they do not like each other.

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# Common indicators of abuse - physical

Child has:

- Unexplained burns, bites, bruises, broken bones, or black eyes.
- Fading bruises or other marks noticeable after an absence from school.
- Frightened of the parents and protests or cries when it is time to go home.
- Shrinks at the approach of adults.
- Reports injury by a parent or another adult caregiver

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# Common indicators of abuse - physical

Parent or caregiver:

- Offers conflicting, unconvincing, or no explanation for the child's injury.
- Describes the child as "evil," or in some other very negative way.
- Uses harsh physical discipline with the child.
- Has a history of abuse as a child.

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# Common indicators of abuse - neglect

## Child:

- Is frequently absent from school.
- Begs or steals food or money.
- Lacks needed medical or dental care, immunizations, or glasses.
- Is consistently dirty and has severe body odor.
- Lacks sufficient clothing for the weather.
- Abuses alcohol or other drugs.
- States that there is no one at home to provide care.

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# Common indicators of abuse - neglect

Parent or caregiver:

- Appears to be indifferent to the child.
- Seems apathetic or depressed.
- Behaves irrationally or in a bizarre manner.
- Is abusing alcohol or other drugs.

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# Common indicators of abuse - emotional

## Child:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example).
- Is delayed in physical or emotional development.
- Has attempted suicide.
- Reports a lack of attachment to the parent.

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# Common indicators of abuse - emotional

Parent or caregiver:

- Constantly blames, belittles, or berates the child.
- Is unconcerned about the child and refuses to consider offers of help for the child's problems.
- Overtly rejects the child.

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# Common indicators of abuse - sexual

## Child:

- Has difficulty walking or sitting.
- Suddenly refuses to change for gym or to participate in physical activities.
- Reports nightmares or bedwetting.
- Experiences a sudden change in appetite.
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.
- Becomes pregnant or contracts a venereal disease, particularly if under age 14.
- Runs away.
- Reports sexual abuse by a parent or another adult caregiver.

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# Common indicators of abuse - sexual

Parent or caregiver:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.
- Is secretive and isolated.
- Is jealous or controlling with family members.

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# Chapter Check in

Which of the following is an indicator or a sign of abuse in a minor?  
Choose all that apply

- A – A shy personality
- B – Shrinks at the approach of adults
- C – High energy throughout the day
- D – Difficulty walking or sitting

# Chapter Check in

Which of these is a common indication of child neglect?

- A – Experiences a sudden change in appetite.
- B – Is delayed in emotional development.
- C – Begg or steals food or money.
- D – Shrinks at the approach of adults.

Requirements and procedures for reporting incidents of suspected abuse or neglect or improper conduct

## Section 2

# Mandatory Reporting

- Administrative, academic, and athletic department employees, including student employees, of institutions of higher education are required to report child abuse and neglect. [RCW 26.44.030\(f\)](#)
  - All other employees of institutions of higher education who have reasonable cause to believe a child has suffered abuse or neglect must report immediately to the appropriate administrator or supervisor (who can then make the report). [RCW 28B.10.846](#)
- Reports are made to the Washington State Department of Children, Youth and Families (DCYF) local Child Protective Services (CPS) office. When you report, you are allowing a trained agency to respond and evaluate the concern and potentially protect a child.
- Reporting also reduces both your and the university's liability exposure to claims/suits.
- Reporting procedures depend on type of behavior.



# Emergency situations

- In case of an emergency, call 9-1-1 immediately.
  - If the emergency involves abuse or neglect, DCYF recommends also making a duplicate report to CPS after contacting law enforcement as law enforcement may not always notify CPS
- After contacting emergency services, make an internal report to your Program Administrator/Supervisor and inform Risk Management ([compliance.risk@wsu.edu](mailto:compliance.risk@wsu.edu))
  - You must carry out your mandatory reporting duties before filing an internal report within WSU
  - CPS recommends that supervisors also follow up with CPS to ensure a report was made and provide the reporter's name, phone number, and any other information to ensure that CPS receives the report.
  - CPS cannot confirm if a report was made due to their confidentiality policies
  - If CPS determines a report has not been made, they will follow up with the reporter directly.

# Non-emergency reports for child abuse and neglect

- Employees and volunteers must report known or suspected cases of child abuse or neglect no later than 48 hours after discovery to CPS or the appropriate administrator
- RCW 26.44 protects individuals from retaliation when they make good faith reports about child abuse or neglect.
- Reports should be made whether the alleged conduct occurred on or off campus.

# Child abuse and neglect Reporting

- Failing to report:
  - Mandated reporters who knowingly fail to make a report, or cause a report to be made, shall be guilty of a gross misdemeanor. [RCW 26.44.080](#).
- Filing false reports:
  - A person who, intentionally and in bad faith, knowingly makes a false report of alleged abuse or neglect shall be guilty of a misdemeanor. RCW 9A.20.021.

# How to Report Child abuse and neglect

- Employees must report child abuse or neglect to at the first opportunity (no longer than 48 hours):
  - Calling 9-1-1 for emergencies
  - Contacting the regional office for the DCYF (CPS) at 800-557-9671
  - Calling the DCYF 24/7 hotline; telephone 1-866-END-HARM (1-866-363-4276).
- Where possible, employees should make a report to CPS with a supervisor present, to ensure the report was appropriately made.
- If a supervisor was not present when the report was made, the employee who made the report should promptly notify a supervisor and be prepared to provide the following information:
  - Minor's name, address, and parent/guardian contact information
  - If you reported to law enforcement
  - Suspect's name if known and a WSU employee, student or volunteer
  - CPS recommends that supervisors also follow up with CPS to ensure a report was made and provide the reporter's name, phone number, and any other information to ensure that CPS receives the report.
  - CPS cannot confirm if a report was made due to their confidentiality policies
  - If CPS determines a report has not been made, they will follow up with the reporter directly.

# Child abuse and neglect reporting

Volunteers participating in WSU programs that fall under EP 14, must immediately contact their WSU supervisor, sponsoring unit, or program coordinator after they have met mandatory reporting requirements as stated in RCW 26.44.030. Where possible, volunteers should make a report to CPS with a supervisor present, to ensure the report was appropriately made.

Where abuse or neglect of a minor has happened in an on-campus University-run, -sponsored, or –affiliated program or activity, or a non-University program or activity occurring on campus, the report must also be made to the campus police or security department.

Student employees who work with minors as part of their duties also have reporting obligations, including mandatory reporting and internal reporting to their WSU supervisor

# Discrimination and Harassment reporting

- All WSU employees, with limited exceptions identified in EP 15, must report sexual harassment and sexual misconduct (including sexual assault, nonconsensual sexual contact, stalking, domestic violence, and dating violence) to Compliance and Civil Rights (CCR) or the Title IX Coordinator at [ccr@wsu.edu](mailto:ccr@wsu.edu), 509-335-8288, or via the [CCR online form](#).
- All WSU employees with supervisory responsibility are required to report all other instances of discrimination to CCR at [ccr@wsu.edu](mailto:ccr@wsu.edu), 509-335-8288, or via the [CCR online form](#).

# Accident reporting

- Authorized adults and program staff, including faculty, staff, volunteers, and student employees, are to promptly report all accidental injuries involving minors immediately to supervisors for evaluation and possible investigation.
- Supervisors must report accidents involving minors immediately in accordance with [SPPM 2.24](#)
  - Business hours: 509-335-3041
  - After business hours: 911 (Whitman County) or 509-332-2521 (24 hours/day, outside of Whitman County)

*For more information on reporting accidents, see [SPPM 2.24](#)*

# Campus Security Authority reporting

- Your campus law enforcement or security department will designate individuals as Campus Security Authorities (CSAs)
- CSAs must report certain crimes that occur on campus, non-campus, and public property that is part of WSU's Clery Geography for purposes of crime statistics collection and reporting.
- Report can be made via the [Clery Reporting Online Form](#).
- Training is available for Campus Security Authorities via the [employee online training system \(Percipio\)](#).



# Reporting potential threats

- When working with minors, students, or staff, WSU employees may be in a position to prevent harm to the community.
- Threatening language, such as threats to harm another or threats of gun violence, should be reported.
- For emergencies (threat is imminent/about to happen), call 911.
- For distressing, disruptive, or dangerous behavior that may impact the WSU community, report to the WSU Threat Assessment Team ([See EP 42](#)). Relevant contact information is at the bottom of the webpage
- For employees working within K-12 school districts, reports should follow those school's requirements.

# Reporting hazing or bullying

- Reports of bullying within the program may need to be addressed, and reports of bullying occurring outside the program may warrant reporting, depending on the specifics.
  - Talk to your supervisor about responding to bullying reports and possible reporting avenues.
  - It's best practice to inform parents/legal guardians of bullying that occurs in your programs
  - Remember to have all participant's parents/legal guardians sign the conduct acknowledgment form.
- Similarly, hazing can occur in any organized group. Likely hazing reports will be for circumstances outside of the WSU program or activity. However, WSU employees may learn of hazing activities through their conversations with minors.
  - Talk to your supervisor about responding to hazing reports and possible reporting avenues.
    - WSU employees and WSU volunteers must report any incident in which the reporter has reasonable cause to believe hazing has occurred to the WSU Center for Community Standards, where the hazing involves student perpetrators.
    - When working with minors, there may be a more appropriate channel for reporting, particularly where the hazing conduct occurs outside of the WSU program.

# Identifying and responding to other risks

- You may identify other types of risks – risks to minors, risks to the program, reputational risks, risks to the relationship with external agencies, risks of grooming behavior, etc.
- If you are aware of a risky or concerning situation, contact your supervisor immediately. Your supervisor can contact:
  - WSU leadership
  - Risk Management
  - WSU Division of the Attorney General's Office
  - WSU campus police or security
  - WSU Threat Assessment Team
  - Compliance and Civil Rights
  - WSU Communications and Marketing
  - External agencies, such as school districts, as needed

# Responding to information

- If you receive a report involving harm to a minor from an adult reporter, you can follow up with the appropriate department to report relevant information.
- If you receive a report directly from a child, you should consider how best to respond to the child. DCYF recommends:
  - Remaining calm
  - Finding a private place to talk without interruptions
  - Put the child at ease by sitting near him/her, not behind a desk
  - Reassure the child that they are not in trouble
  - Use the child's vocabulary
  - Let the child know what you will do, "We need to tell XXX. They know how to help children and families."
  - Support the child: "I'm sorry that happened to you."

# Responding to information

- DCYF further recommends that you **do not**:
  - Press for details. You are not an investigator.
  - Ask “why” questions. These questions require children to explain actions that they may or may not understand.
  - Promise that you will not tell anyone about the child’s disclosure of possible abuse or neglect.
  - Ask leading or suggestive questions.
  - Make angry or critical comments about the alleged perpetrator (the child may know, love, or like this person)
  - Disclose information indiscriminately (keep in the mind the child’s right to privacy)
  - Make the child feel different or singled out
  - Investigate the case yourself. Call police or CPS.

# Reporting concerns

- When reporting a concern:
  - Provide as much information as possible, including names, dates, locations, specific language, steps taken already, etc.
  - Provide accurate information (don't exaggerate)
  - Use the language that was reported to you originally, if available
  - Verify that you have made all required reports (some types of conduct may require multiple reports)
- If you are in a situation where you are unsure if you should report, you can request a consultation with:
  - DCYF/CPS
  - Risk Management
  - Campus police or security
  - Compliance and Civil Rights
  - WSU Division of the Attorney General's Office

# Reporting requirements review

- Report
  - Child abuse and neglect to DCYF/CPS or law enforcement
  - Imminent threats to 911
  - Threatening language (that is not imminent) to the Threat Assessment Team (or K-12 equivalent)
  - Sexual harassment, sexual misconduct, and discrimination to CCR
  - Clergy reportable crimes through CSA reporting form (if you are a CSA)
  - Accidents to Risk Management Services

# Chapter Check in

Which state agency is primarily responsible for receiving mandatory reports of child abuse/neglect?

- A – DCYF/CPS
- B – DSHS
- C – Local Police/Law Enforcement
- D – WSU Police Department



# Chapter Check in

Can Risk Management Services file a mandatory report on your behalf?

- A – Yes
- B – No

Identifying, responding to, and reporting  
bullying

## Section 5

# Creating a safe environment

- Encourage respect and civility amongst minors
- Clearly instruct minors that bullying and hazing are unacceptable
- Identify safe reporting options for minors, and check in with minors often
- Model good behavior

# Bullying

- Bullying is a prohibited act according to EP14
  - Minors are prohibited from engaging in bullying or hazing or other behaviors that:
    - Endanger themselves or others,
    - Which are disruptive to other participants or guests, or
    - Which cause damage to University facilities.
  - Minors who violate this prohibition are subject to sanction, up to and including removal from a program or the University.
- Existing programs should have protocols to prevent and respond to bullying within their programs.

# Bullying

- Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.
  - Power imbalance: physical strength, access to embarrassing information, or popularity
- Behavior is repeated, or has the potential to be repeated, over time.

[StopBullying.gov](http://StopBullying.gov)

# Types of bullying

- Verbal bullying: saying or writing mean things
  - Teasing, name-calling, inappropriate sexual comments (also considered sexual harassment), taunting, and threatening to cause harm
- Social bullying: hurting someone's reputation or relationships
  - Leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public
- Physical bullying: hurting a person's body or possessions
  - Hitting/kicking/punching, spitting, tripping/pushing, taking or breaking someone's things, making mean or rude hand gestures

[StopBullying.gov](http://StopBullying.gov)

# Cyberbullying

- Bullying that takes place over digital devices like cell phones, computers, and tablets.
- Includes sending, posting, or sharing negative, harmful, false or mean content about someone else.
- It can include sharing personal or private information about someone else causing embarrassing or humiliation.

[StopBullying.gov](http://StopBullying.gov)

# Warning signs a child is being bullied

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

[StopBullying.gov](http://StopBullying.gov)



# Signs a child is bullying others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

[StopBullying.gov](http://StopBullying.gov)

# Hazing

- All employees are required to take the Hazing Prevention Training, available at the [HRS Online Training site](#). This training covers WSU's student conduct code policy for hazing. This is a good resource to understand some basics about hazing.
- Hazing includes any act committed as part of a person's recruitment, initiation, pledging, admission into, or affiliation a group or program. It can involve harassment, abuse, or humiliation.

# Responding to bullying and hazing

- If occurring, intervene immediately and discuss situation with your supervisor.
- Generally, it may be helpful to:
  - Separate the minors involved
  - Make sure everyone is safe
  - Find out what happened from all involved and witnesses
  - Assess whether the conduct is bullying
  - Identify supportive measures for the minors and/or sanctions, if appropriate
- You may need to make other reports, depending on the nature and context of the bullying or hazing (e.g., emergencies, abuse/violence, discrimination/harassment, etc.).

# Chapter Check in

Please select the option that fits into the category of Verbal Bullying

- A – Teasing and name-calling
- B – Leaving someone out on purpose
- C – Hitting someone
- D – Breaking someone's belongings

# Chapter Check in

Which of these is a sign that a child is bullying others?

- A - Harming themselves
- B - Sudden loss of friends or avoidance of social situations
- C - Self-destructive behaviors
- D - Blame others for their problems

# Chapter Check in

Which of these is an appropriate response to bullying (select all that apply)?

- A – Intervene immediately
- B – Discuss the situation with a supervisor
- C – Make sure everyone is safe
- D – Find out what happened from all involved, including witnesses



# Certificate of Completion

THIS CERTIFICATE IS AWARDED TO

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**FOR SUCCESSFUL COMPLETION OF THE REQUIRED:**

Promoting Safe Interactions with Youth - EP 14 Required Training Part 2

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*Supervisor Signature*

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/ /  
*Date*