



## CHILD SAFE ENVIRONMENT POLICY

Our OSHC Service is committed to the safety, wellbeing and support of all children and young people. Management, staff and volunteers will treat all children with the utmost respect and understanding. Child abuse can occur within all communities. Staff members who work with children are responsible for providing a safe environment for the children in their care. At our Service staff members are in a position to monitor behavioural and emotional changes, physical injuries, and the general wellbeing of a child. The supportive environment of a child care setting and the relationships that staff develop with children may lead to a child making a disclosure about child abuse.

Our Service believes that:

- Children are capable of the same range of emotions as adults.
- Children's emotions are real and need to be accepted by adults.
- An adult's reaction to a child in the early stages of emotional development can be positive or detrimental depending on the adult's behaviour.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	<b>Safety</b>	Each child is respected.
2.2.1	<b>Supervision</b>	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	<b>Incident and emergency management</b>	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	<b>Child Protection</b>	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

### EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

84	Awareness of child protection law
273	Course in child protection

### OTHER RELEVANT LAWS

Children, Youth and Families Act 2005 (as amended 2014) (Vic)
The Commission for Children and Young People Act 2012
Failure to Disclose 2014
Failure to Protect 2015
The Charter of Human Rights and Responsibilities Act 2006 (Vic)
Working with Children Act 2005 (Vic)
Child Wellbeing and Safety Act 2005 (Vic)

Family Law Act 1975

## RELATED POLICIES

- Interactions with Children
- Physical Environment
- Code of Conduct
- Human Resources
- Governance

## PURPOSE

All educators, staff and volunteers are committed to identifying possible risk and significant risk of harm to children and young people at our OSHC Service. We understand our duty of care to protect children from all types of abuse and adhere to our legislative obligations at all times.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our Service will act in the best interest of the child, assisting them to develop to their full potential in a secure and caring environment by:

- Promoting the safety of children.
- Preventing child abuse.
- Ensuring effective processes are in place to respond to and report allegations of child abuse.
- Creating and maintaining a child safe environment under the National Quality Standard.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## WHAT IS ABUSE?

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time.

In Victoria abuse is classified into seven types:

1. Physical abuse
2. Sexual abuse
3. Grooming
4. Emotional or psychological harm
5. Neglect
6. Family violence
7. Children exhibiting inappropriate sexual behaviour.

## DEFINITIONS

**Maltreatment** refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically *abuse* refers to acts of commission while *neglect* refers to acts of omission. Note that in practice the terms child abuse and child neglect are used more frequently than the term child maltreatment.

**Significant harm** refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent. What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing.

**Reasonable grounds** refer to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family.
- What the child, parent, or other person has disclosed.
- What can reasonably be inferred based on observation, professional training and/or experience that causes the mandated reporter to believe the child has been abused or is likely to be abused.
- Signs of physical or sexual abuse leading to the belief that the child has been abused.

**Failure to disclose** refers to the failure of a mandated reporter who has reasonable belief that a child under 16 has had a sexual offence committed to them by an adult to make a report to the police.

**Failure to protect** refers to a person of authority in the organisation who has the power or responsibility, but who negligently fails to reduce or remove the threat of substantial risk of child sexual abuse.

**Mandatory Reporting** is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In Victoria, mandatory reporting is regulated by the *Children, Youth and Families Act 2005* (Vic) ss. 162, 182, 184 (CYFA).

## MANDATORY REPORTERS

Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their paid or professional work. Under the CYFA mandated reporters include:

- Doctors
- Nurses
- Teachers (including early childhood teachers)
- School principals
- Police

According to the CYFA mandated reporters must make reports if they form a belief based on reasonable grounds that a child is in need of protection because:

- The child's basic physical or psychological needs are not being met or are at risk of not being met.
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care.

- The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education.
- The child has been or is at risk of being physically or sexually abused or ill-treated.
- The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm.
- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm.

To form a belief the reporter must be aware of matters that lead them to reasonably believe that a child is in need of protection.

### **'PROTECT' CHILD SAFE STANDARDS**

From 1<sup>st</sup> January 2016 all early childhood services are required to comply with the Child Safe Standards. These standards aim to drive continuous improvement, by raising awareness and assisting organisations to create and maintain child safe environments.

#### **The Standards**

To create and maintain a child safe organisation, each early childhood service must have in place:

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

Standard 2: A child safe policy or statement of commitment to child safety.

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children.

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

Standard 5: Processes for responding to and reporting suspected child abuse.

Standard 6: Strategies to identify and reduce or remove risks of child abuse.

Standard 7: Strategies to promote the participation and empowerment of children.

#### **The Principles**

Three overarching principles are embedded into each standard to ensure that organisations are aware of and consider that some groups of children and young people may be particularly vulnerable, and may face extra challenges in reporting abuse. These principles are:

- Promoting the cultural safety of Aboriginal children,
- Backgrounds,
- Promoting the safety of children with a disability.

The Child Safety Standards are embedded into the policies and procedures of the Service.

## IMPLEMENTATION

Our Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. To ensure best practice, all educators will complete approved Child Protection training certified by a registered training organisation. They will continue to keep up to date, by completing Child Protection Awareness Training annually.

**NOTE: The reporter is not required to prove that abuse has occurred.**

### Management/Nominated Supervisor will ensure:

- The Nominated Supervisor of the Service and any certified supervisor in day-to-day charge of the Service have successfully completed a course in child protection approved by the Regulatory Authority.
- All employees and volunteers are:
  - Clear about their roles and responsibilities regarding child protection.
  - Aware of their requirements to immediately report cases where they believe a child is at risk of significant harm to the appropriate authority.
  - Aware of the indicators showing a child may be at risk of harm or significant risk of harm.
- To provide training and development for all educators, staff and volunteers in child protection
- To provide educators with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- To validate a Working with Children Check for all educators, staff and volunteers unless the person meets the criteria for exemption from a WWCC. See exemption information at <http://www.workingwithchildren.vic.gov.au/home/about+the+check/who+needs+a+check/exemptions/>
- To provide access to relevant acts, regulations, standards and other resources to help educators, staff and volunteers meet their obligations.
- Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
- To notify the Child Protection Services within 30 days of becoming aware of any allegations and convictions for abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken.
- To notify Child Protection Services of details of employees against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes.

- To notify the regulatory authority as soon as practicable of any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.
- To notify the regulatory authority as soon as practicable of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.

### **Accusations against Educators**

Accusations of abuse or suspected abuse against educators, staff members, and volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people. Reports will be made to the Child Protection Helpline where a child is at risk of significant abuse by a person at the Service. If the Supervisor is involved in the abuse, then the Approved Provider or most senior educator will assist in notifying the Child Protection Helpline. Where the offence requires immediate police action, the police will be called on 000.

### **Educators will:**

- Be able to recognise indicators of abuse.
- Respect what a child discloses, taking it seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate.
- Comprehend they are Mandatory Reporters under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Police on 000, Child Protection Crisis Line on **132 278**, and/or local Child Protection office (see end of policy for contact details) as appropriate.
- Be able to contact Child FIRST, which also help Mandatory Reporters identify the level of risk to a child and whether to report the risk to the Child Protection Service.
- Contact the police on 000 if there is an immediate danger to a child and intervene instantly if it is safe to do so.
- Promote the welfare, safety and wellbeing of children at the Service.
- Prepare precise records recording exactly what happened, conversations that took place and what you observed to contribute to the investigations of abuse or suspected abuse by the Child Protection Crisis Line, local Child Protection office, or dealings with referral agencies.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people.

### **DOCUMENTING A SUSPICION OF HARM**

If educators have concerns about the safety of a child, they will:

- Record their concerns in a non-judgmental and accurate manner as soon as possible. This is to be done in the red “personal staff log” book located in the locked cabinet in the OSHC office.
- Record his or her own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Not endeavour to conduct their investigation.
- Document as soon as possible so the details are accurately apprehended including:
  - Time, date and place of the suspicion,
  - Full details of the suspected abuse, and
  - Date of report and signature.

### **DOCUMENTING A DISCLOSURE**

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

#### **When receiving a disclosure of harm, the Service will:**

- Remain calm and find a private place to talk.
- Reassure the child or young person it is right to tell.
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult.
- Not promise to keep a secret.
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe.
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries.
- Not attempt to conduct their own investigation or mediate an outcome between the parties.
- Use the Kingsbury Primary School Incident Report template to document as soon as possible so the details are accurately captured including:
  - Time, date and place of the disclosure,
  - ‘Word for word’ what happened and what was said, including anything they said and any actions that have been taken,

- Date and sign the report.
- Not confront the perpetrator.

### **Confidentiality**

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

### **Protection for reporters**

Reports made to Child Protection Services are kept confidential. However, a law enforcement agency may access the identity of the reporter if this is needed in connection with the investigation of an alleged serious offence against a child. Under the *Children Youth and Families Act 2005* (s. 189), if the report is made in good faith:

- It does not constitute unprofessional conduct or a breach of professional ethics.
- The reporter cannot be held legally liable.
- It does not constitute a breach of s. 141 of the *Health Services Act 1988*, or s. 346 of the *Mental Health Act 2014*.
- The reporter is not liable for the eventual outcome of any investigation.

A report is also an exempt document under the *Freedom of Information Act 1989*.

### **Confidentiality for reporters**

Under ss. 190 and 191 of the CYFA confidentiality is provided for reporters and prevents the name or any information likely to lead to the identification of the reporter to be disclosed unless in very specific circumstances.

The identity of the reporter must remain confidential unless;

- The reporter chooses to inform the child or family of the report.
- The reporter consents in writing to their identity as the reporter being disclosed.
- A court or tribunal decides it need this information in order to ensure the safety and wellbeing of the child.
- A court or tribunal decides that in the interests of justice the evidence needs to be given.

### **BREACH OF CHILD PROTECTION POLICY**

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- Does something that a reasonable person in that person's position would not do in a particular situation.
- Fails to do something that a reasonable person in that person's position would do in the circumstances.



- Acts or fails to act in a way that causes harm to someone the person owes a duty of care.

### **MANAGING A BREACH IN CHILD PROTECTION POLICY**

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- Discussing the breach with all people concerned will be advised of the process.
- Giving the educator the opportunity to provide their version of events.
- Documenting the details of the breach, including the versions of all parties and the outcome will be recorded.
- Ensuring the matters in relation to the breach are kept confidential.
- Approaching an appropriate outcome which will be decided based on evidence and discussion.

### **OUTCOME OF A BREACH IN CHILD PROTECTION POLICY**

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant element of the child protection policy and procedure.
- Providing closer supervision.
- Further education and training.
- Facilitating between those involved in the incident (where appropriate).
- Disciplinary procedures if required.
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

### **EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR**

Our program will educate children:

- About acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age appropriate level and understanding.
- About their right to feel safe at all times.
- To say 'no' to anything that makes them feel unsafe or uncomfortable.
- About how to use their own knowledge and understanding to feel safe.
- To identify signs that they do not feel safe and need to be attentive and think clearly.
- That there is no secret or story that is too horrific, that they cannot share with someone they trust.
- That educators are available for them if they have any concerns.
- To tell educators of any suspicious activities or people.
- To recognise and express their feelings verbally and non-verbally.

1.1 REPORTING AUTHORITY	1.2 CONTACT DETAILS
Department of Human Services	Child Protection Crisis Line (urgent concerns) Ph. 13 12 78 Ph. 1800 212 936  National Child Abuse Helpline: Ph. 1800 99 10 99 (9am-5pm AEST)

1.3 JURISDICTIONAL CONTACTS	1.4 CONTACT DETAILS
<b>North Division</b> Banyule, Buloke, Darebin, Campaspe, Central Goldfield, Gannawarra, Greater Bendigo, Hume, Loddon, Macedon Ranges, Mildura, Moreland, Mount Alexander, Nillumbik, Swan Hill, Whittlesea, Yarra.	<b>1.4.1 1300 664 977</b>

#### SOURCE

[An Overview to the Victorian child safe standards](#), has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms:

<http://providers.dhhs.vic.gov.au/child-safe-standards>

Australian Children's Education & Care Quality Authority. (2014).

Belonging, Being and Becoming: The Early Years Learning Framework for Australia. (2009).

*Child Protection (Working with Children) Act 2012*

[Child safe standards page](#) of the Department of Health and Human Services' Service Providers:

<http://providers.dhhs.vic.gov.au/child-safe-standards>

*Child Wellbeing and Safety Act 2005* (Vic)

*Children and Young Persons (Care and Protection) Act 1998*

*Children, Youth and Families Act 2005* (as amended 2014) (Vic)

Community and Disability Services Ministers' Conference. (2005). Creating safe environments for children: Organisations, employees and volunteers: National framework.

[Creating child safe organisations page](#) of the Department of Health and Human Services' Service Providers: <http://providers.dhhs.vic.gov.au/creating-child-safe-organisations>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Regulations. (2011).

Failure to Disclose 2014

Failure to Protect 2015

*Family Law Act 1975* (Cth)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Standard. (2017).

Mandatory Reporting: <https://aifs.gov.au/publications/families-policy-and-law/14-mandatory-reporting-laws>

National Comparison of Child Protection Systems: <https://aifs.gov.au/cfca/publications/national-comparison-child-protection-systems>

Reporting abuse and neglect: <https://aifs.gov.au/cfca/publications/reporting-abuse-and-neglect>

Revised National Quality Standard. (2018).

State of Victoria (Department of Education and Training). (2017). Early childhood guidance: Identifying signs of child abuse: [www.education.vic.gov.au](http://www.education.vic.gov.au)

*The Charter of Human Rights and Responsibilities Act 2006* (Vic)

*The Commission for Children and Young People Act 1998*

*The Commission for Children and Young People Act 2012*

*Working with Children Act 2005* (Vic)

## REVIEW

POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE
March 2019	New policy created. Ratified by the Kingsbury Primary School Council on 21 <sup>st</sup> March 2019.	March 2020

## TYPES OF ABUSE

**Physical Child Abuse**

Physical child abuse is the non-accidental infliction of physical injury or harm on a child.

Examples of physical abuse may include beating, shaking, burning, and assault with implements.

**Child sexual abuse**

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity. This can include a wide range of physical and non-contact sexual activity such as kissing or fondling a child in a sexual way, exposure of the child to pornography, talking to the child in a sexually explicit way or exposing a sexual body part to a child.

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love through a process of grooming.

Any child can be victim of sexual abuse, however children who are vulnerable, isolated and/or have a disability are disproportionately abused and are much more likely to become victim.

**Child sexual exploitation**

Child sexual exploitation is also a form of sexual abuse where offenders use their power, (physical, financial or emotional) over a child to sexually or emotionally abuse them.

It often involves situations and relationships where young people receive something (food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, etc.) in return for participating in sexual activities.

Child sexual exploitation can occur in person or online, and sometimes the child may not even realise they are a victim. For more information on child sexual exploitation and advice on specific strategies for identifying and preventing exploitation please see Prevention of Child Sexual Exploitation and Grooming at <http://www.education.vic.gov.au/about/programs/health/protect/Pages/exploitationgrooming.aspx>

**Grooming**

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

Sometimes it is hard to see when someone is being groomed until after they have been sexually abused, because some grooming behaviour can look like "normal" caring behaviour.

**Problem sexual behaviour**

Problem sexual behaviour is the term used by the Victorian government and funded service providers to describe concerning sexual behaviour exhibited by children under the age of 10 years. Children under 10 years are deemed unable to consent to any form of sexual activity and cannot be held criminally responsible for their behaviour.

**Emotional abuse**

Emotional child abuse occurs when a child is repeatedly rejected, isolated, or frightened by threats, or by witnessing family violence.

It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person, to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health. Emotional abuse may occur with or without other forms of abuse.

### **Neglect**

Neglect includes a failure to provide the child with one or more of the following to the extent that the health or physical development of the child is significantly impaired or placed at serious risk:

- An adequate standard of nutrition.
- Medical care.
- Clothing.
- Shelter.
- Supervision.

In some circumstances the neglect of a child can place the child's immediate safety and development at serious risk, or may not immediately compromise the safety of the child, but is likely to result in longer term cumulative harm.

### **Family violence**

Family violence is behaviour towards a family member that may include:

- Physical violence or threats of violence.
- Verbal abuse, including threats.
- Emotional or psychological abuse.
- Sexual abuse.
- Financial and social abuse.

A child's exposure to family violence constitutes child abuse. This exposure can be very harmful and may result in physical harm and long-term physical, psychological and emotional trauma. Action must be taken to protect the child, and to mitigate or limit their trauma. The longer that a child experiences or is exposed to family violence, the more harmful it is.

### **Family violence in Aboriginal and Torres Strait Islander communities**

In identifying family violence in Aboriginal and Torres Strait Islander communities it is important to recognise that:

- Aboriginal and Torres Strait Islander family violence may relate to relationships that aren't captured by the Western nuclear family model (e.g. grandparents, uncles and aunts, cousins and other community and culturally defined relationships).
- Aboriginal and Torres Strait Islander family violence can also include cultural and spiritual abuse.
- Perpetrators of Aboriginal and Torres Strait Islander family violence may not be Aboriginal and Torres Strait Islander people.

Aboriginal and Torres Strait Islander family violence occurs in a historical context of colonisation, dispossession, and the loss of culture. This has resulted in the breakdown of kinship systems and of traditional law, racism, and previous government policies of forced removal of children from families. However, this should never detract from the legitimacy of the survivor's experience of violence, or your obligation to report and respond to any suspected family violence.

#### **INDICATORS OF ABUSE**

There are common physical and behavioural signs that may indicate abuse or neglect. The following is a guide only. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural

or physical signs which assist in recognising harm to children are known as **indicators**. One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be considered in relation to other indicators and the child's circumstances.

**Physical indicators** of abuse may include (but are not limited to):

- Evidence of physical injury that would not likely be the result of an accident.
- Bruises, welts or burns on facial areas and other areas of the body, e.g. back, bottom, legs, arms and inner thighs.
- Fractures of the skull, jaw, nose and limbs, especially those not consistent with the explanation offered, or the type of injury possible at the child's age of development.
- Multiple injuries, old and/or new.
- Effects of poisoning.
- Internal injuries.
- Delays in emotional, mental, physical or language development.
- Being consistently hungry, tired and listless.

**Behavioural indicators** of child abuse include (but are not limited to):

- Disclosure of abuse, e.g. by child, friend, family member.
- Wearing clothes unsuitable for weather conditions to hide injuries.
- Wariness or fear of a parent, carer or guardian and reluctance to go home.
- Unusual fear of physical contact with adults.
- Fear of home, specific places or particular adults.
- Unusually nervous, hyperactive, aggressive, disruptive and destructive to self and/or others.
- Overly compliant, shy, withdrawn, passive and uncommunicative.
- Change in sleeping patterns, fear of the dark or nightmares and regressive behaviour.
- No reaction or little emotion displayed when being hurt or threatened.
- Habitual absences from the Service where regular attendance is expected.
- Complaining of headaches, stomach pains, or nausea without physiological basis.
- Poor self-care or personal hygiene, self-image and low self-esteem.
- Unexplained mood swings, depression or self-harm
- Behaviours that are not age-appropriate, e.g. overly adult, or overly infantile.
- Violent drawings or writing.