

Identifying and Reporting Child Abuse



What is Child Abuse?

Physical Abuse is anything a parent or caregiver does that results in physical harm to a child. Physical abuse may occur if a child is punished harshly, even though the parent/caregiver may not have meant to hurt the child. This includes hitting with objects such as wooden spoons. Examples include: *pushing, slapping, punching, kicking, biting, choking, hitting with objects, or in the face.*

Sexual Abuse occurs when an adult engages a child in (or exposes a child to) any form of sexual activity. The abuser is more powerful than the child and exploits their need to be taken care of. Children are not capable of giving informed consent under any circumstances. Examples include: *fondling, oral sex, inappropriate touching, exposing sexual organs, allowing a child to watch or engage in pornography, inviting sexual touch, insertion of body parts/objects into the anus or vagina, speaking to a child in a sexual manner.*

Emotional Abuse includes all acts which result in the absence of a nurturing environment for the child. It occurs when the caregiver continually treats the child in such a way that the child's concept of "self" is seriously impaired. Emotional abuse is part of all types of abuse. Emotionally abusive behaviour includes: *constant rejecting, criticizing, insulting, humiliating, forced isolation, terrorizing, corrupting, ignoring, instilling fear, exposure to violence.*

Neglect is when a parent/caregiver does not provide for the emotional and physical needs of the children resulting in the child's inability to thrive. Most caregivers do not intend to neglect their children. It may be a result of a lack of knowledge of appropriate care, or an inability to plan ahead. Examples may include not properly providing the following: *food, clothing, housing, supervision, sleep, medical, dental or educational needs.*

Information derived from Childrens Aid Society of Toronto: www.casmt.on.ca

Indicators of Abuse

Appearance

- Unexplained bruises, welts, human bite marks, bald spots
- Unexplained fractures, lacerations or abrasions
- May cringe or flinch if touched unexpectedly
- Wears inappropriate clothes for the weather
- Poor hygiene
- Delayed physical development (i.e. not growing like other children of the same age)
- Pale, listless, unkempt
- Consistent hunger
- Torn, stained or bloody underclothing

Health

- Unattended medical needs
- Increased severity in existing conditions, such as asthma or allergies
- Problems sleeping, frequently fatigued
- Pain or itching in throat and/or genital area
- Difficulty walking, sitting or using the washroom
- Sudden weight gain or loss
- Frequent urinary or yeast infections
- Frequent headaches or stomach aches
- Substance abuse

Behaviour

- Fear, sadness, depression
- Dramatic changes in child's behaviour
- Extremes in behaviour - passive or aggressive, withdrawn, overly affectionate or clingy
- Extremely compliant and or eager
- Uncomfortable with physical contact or closeness
- Seems afraid to go home
- Reports no caretaker is at home
- Frequent unexplained absences
- Significant devaluing of self
- Seductiveness or inappropriate sexual play
- Sudden unusual fear of certain people or situations
- Premature understanding of sex for age, fascination with sex
- Habit disorders such as sucking fingers
- Anti-social or sociopathic behaviour
- Tries to hurt themselves
- Tells you about abuse

Note: Indicators are not proof of abuse, nor will all symptoms be present. These are to be used as a guideline only.



Physical Abuse is anything a parent or caregiver does that results in physical harm to a child. Physical abuse may occur if a child is punished harshly, even though the parent/caregiver may not have meant to hurt the child. This includes hitting with objects such as wooden spoons.

Examples include: *pushing, slapping, punching, kicking, biting, choking, hair pulling, burning, shaking vigorously, throwing objects, hitting with objects, hitting in the head or face face.*

Physical abuse is usually the easiest form of child abuse to identify and understand.

Visible Indicators of Physical Abuse:

- Bruises
- Marks in the shape of objects or hand prints
- Burns
- Human bite marks
- Fractures (broken bones) of the skull, arms, legs and ribs
- Fading bruises or marks after an absence from school
- Injuries in various stages of healing or in 'unusual areas'

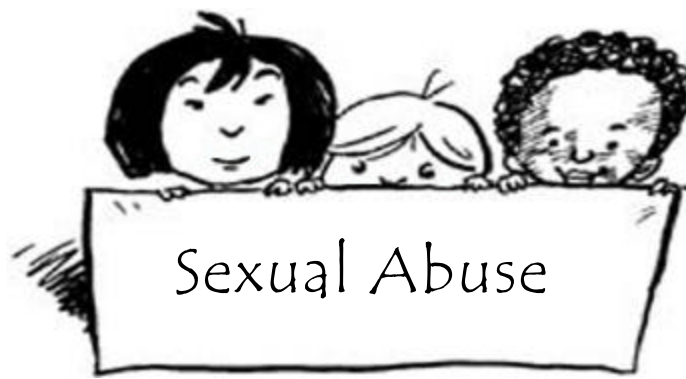
Behaviours you might see in physically abused children:

- Fear of adults, flinches at physical contact
- Stares or very watchful of others
- Tries to constantly please the abusing parent or seems frightened of parents
- Extreme aggressiveness (like hitting) or extreme withdrawal (hides, plays alone)
- Afraid to go home, cries, protests or delays going home
- Wears unusual clothing to hide bruises (i.e. long shirt and pants in summer)
- Tries to hurt him/herself
- Unexplained and/or frequent absences
- Problems in school
- Tells you about abuse
- Depression or poor self image

Behaviours You Might See in Physically Abusive Parents:

- Offers conflicting, unconvincing or no explanation for child's injury
- Describes child in negative ways (i.e. 'evil', 'bad', 'does this to get at me')
- Uses harsh physical discipline or harsh language with child in presence of others
- Describes being abused or maltreated themselves as a child
- Explosive or violent temper

The majority of parents do not mean to hurt their children. Often times, a child is hurt when a parent is punishing them for not behaving. This is not allowed. Children have a right to be safe from harm. Parents who abuse may need help and support to stop and assistance in finding other ways to discipline. The law does permit for the use of reasonable force in spanking, however reasonable force should not leave marks, cause injury or induce significant pain. We recommend not using physical discipline for a number of reasons.



Sexual Abuse occurs when an adult engages a child in (or exposes a child to) any form of sexual activity. The abuser is more powerful than the child and exploits their need to be taken care of. Children are not capable of giving informed consent under any circumstances.

Examples include: *fondling, oral sex, exposing sexual organs, allowing a child to watch or engage in pornography, insertion of body parts/objects into the anus or vagina. Can include privacy violations such as forcing a child to undress, or spying on a child in the bathroom or bedroom. Can include an adult inviting or initiating sexual touch, or speaking to children in a sexualized manner.*

Behaviour/indicators you might see in a child who has been sexually abused:

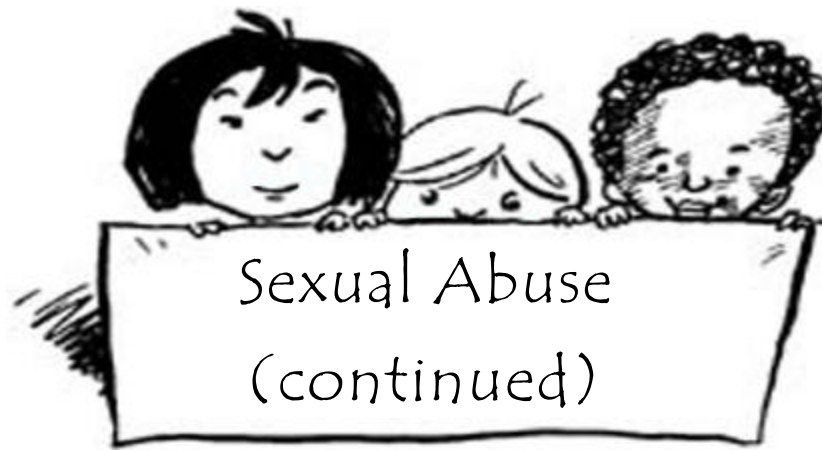
- Fear
- Sadness and/or depression
- Does not want to be around people (self or forced isolation)
- Stops doing things that he/she used to like (like sports or school)
- Thinks about, talks about, or tries to hurt himself
- Talks about sex a lot, tries to act it out, extreme fascination with sex or sexuality
- Does not trust others
- Problems with sleeping, such as nightmares or wetting the bed
- Refuses to be undressed or shows fear when undressing
- Boundary issues (always wants to be touching you, or overly affectionate)
- Seductiveness, inappropriate sex play, premature understanding of sex for age
- Significant devaluing of self
- Torn, stained or bloody underclothing
- Difficulty sitting or walking
- Frequent urinary or yeast infections, pain or itching in mouth, throat, or genital area
- Unexplained and/or frequent absences
- Sudden weight loss or weight gain, sudden changes in appetite
- Refuses/hesitant to change for gym or to participate in physical activity
- Becomes pregnant or contracts a venereal disease (particularly if under 14)
- Runs away
- Tells you about the abuse
- Extreme fear of being alone with adults of a certain sex

Children who have been sexually abused may struggle with school work or lose interest in school completely. Many times there is no physical proof that the child has been sexually abused. In these cases especially, we need to be calm and listen to the child tell their story. We need to withhold our own judgement and negative feelings, and support the child. Remember, children rarely lie or fabricate stories about sexual abuse.

Children learn that they have the right to say 'no' if someone touches them in a way that makes them feel uncomfortable. However, we know that a child may not have a choice in an abusive situation. Regardless of how the child reacts, sexual abuse is never the fault of the child.

Consider the possibility of Sexual Abuse when a Parent or Caregiver:

- Is unduly protective of the child, or severely limits contact with other children
- Is secretive or isolating
- Is jealous or controlling with other family members
- Characterizes the child or their behaviour in a sexual way



We teach children through the Kids on the Block Puppet Program that their private parts are those parts covered by their bathing suits.

Also, that their body belongs to them and no one has the right to touch their private parts.

Children are also taught that if they get an “icky” feeling in their stomach that they should trust their feelings and just say no if someone touches them in a way that makes them feel uncomfortable.

This is sometimes hard for children because in most situations the sexual abuse is by a person that the child knows, loves and trusts (like a parent, family member or family friend).

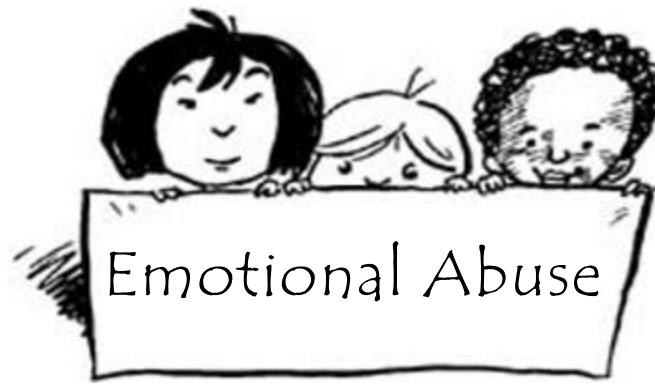
Key Criteria: When problematic sexualized behaviours are suspected

1. Children are of different age, size and/or developmental status.
2. Not part of normal and expected information gathering and exploration (lack of balanced curiosity with other aspects of child's life).
3. Not VOLUNTARY – coercion or force may be a factor.
4. Not within context of friendship dynamic, i.e. “Playing Doctor or House”.
5. Sexual behaviour/acting out occurs often and frequently.
6. Does not stop when told.

Physical Signs:

A child who has been sexually abused may complain to you about pain or itching in their private parts. Many complain of stomachaches or head aches.

Many times there is no physical proof that the child has been sexually abused. In these cases especially, we need to be calm and listen to the child tell their story.



Emotional Abuse includes all acts which result in the absence of a nurturing environment for the child. It occurs when the caregiver continually treats the child in such a way that the child's concept of "self" is seriously impaired.

Emotionally abusive behaviour includes: *constant rejecting, criticizing, insulting, humiliation, forced isolation, terrorizing, corrupting, ignoring, instilling fear, exposure to violence. Can also include bizarre or harsh punishments such as tying to a chair or locking in a closet.*

Examples of Emotional Abuse:

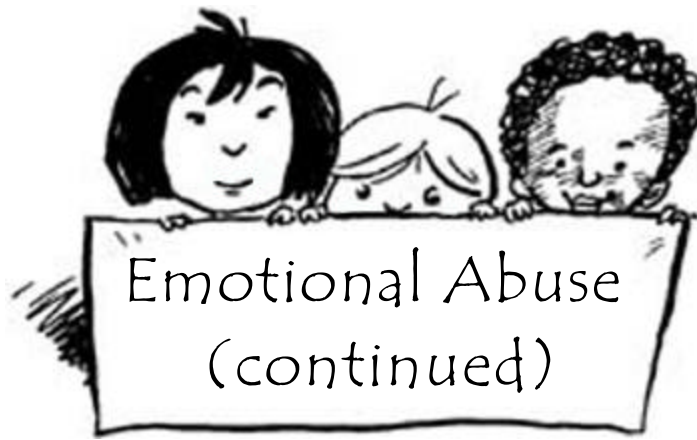
- "I wish you were never born" (rejecting).
- "Why can't you do anything right" (criticizing).
- "Why are you so stupid" (insulting).
- Embarrassing a child in front of others (humiliating).
- Not allowing a child to play with friends (isolating).
- Scaring a child by saying "The police will come and take you away" (terrorizing).
- Getting a child to do things that are against the law (corrupting).
- Punishing young children for exploring their environment and being curious.
- Violence in the home between parents/domestic violence

Behaviours you may see when a child is being emotionally abused:

- Speech problems
- Negative comments about themselves
- Devaluing of self, has an "I can't do it" attitude, low self esteem
- May be overly behaved out of fear or not behaved out of defiance.
- Sleep problems
- Complaints of headache stomach pains or nausea.
- Extremes in behaviour, such as overly compliant or demanding, passivity or aggression
- Delays in physical or emotional development
- Suicidal or self-harming behaviour
- Reports lack of attachment to parent
- Inappropriately adult (i.e. parenting other children) or infantile (i.e rocking, head banging)
- Difficulty making friends or doing things with other children

Consider the Possibility of Emotional Abuse when the Parent or Caregiver:

- Constantly blames, belittles or berates or overtly rejects the child
- Seems unconcerned about the child, refuses offers of help
- Seems unaware of child's basic needs and views child as being able to get along on their own
- Perceives or describes child as bad, demanding, evil, problem or burdensome
- Believes that the child encourages or entices their own poor treatment
- Cold, rejecting, withholds love or affection from child (particularly when child expresses a need)
- Negatively compares child to others (particularly family members)
- Treats children in family unequally
- Blames or ridicules child in front of others
- Unable or unwilling to respond to child's needs
- Threatens or terrorizes child, uses harsh or bizarre punishments
- Describes being abused, neglected or maltreated themselves



Emotional abuse is part of all types of abuse. Where other forms of abuse are present, there is usually emotional abuse.

Emotional abuse can be more harmful to the overall emotional and psychological well-being of the child than previously thought. Emotionally abused children who do not experience compassion and empathy from caregivers may have trouble feeling compassion or empathy for others.

The Public Health Agency of Canada outlines the following forms of emotional abuse:

Rejecting - refusing to acknowledge a person's presence, value or worth; communicating to a person that he or she is useless or inferior; devaluing her/his thoughts and feelings.

Degrading - insulting, ridiculing, name calling, imitating and infantilizing; behaviour which diminishes the identity, dignity and self-worth of the person. Examples: yelling, swearing, publicly humiliating or labeling a person as stupid; mimicking a person's disability; treating a senior as if she or he cannot make decisions.

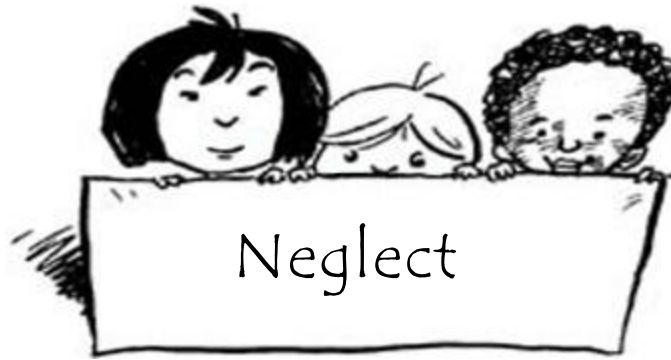
Terrorizing - inducing terror or extreme fear in a person; coercing by intimidation; placing or threatening to place a person in an unfit or dangerous environment, threatening to leave, threats to physically hurt or kill a person or pets / people that she/he cares about; threatening to destroy a person's possessions; threatening to have a person deported or put in an institution; stalking.

Isolating - physical confinement; restricting normal contact with others; limiting freedom within a person's own environment. Examples: excluding a senior from participating in decisions about her or his own life; locking a child in a closet or room alone; refusing a female partner or senior access to her or his own money and financial affairs; withholding contact with loved ones (i.e. grandparents); depriving a person of mobility aids or transportation.

Corrupting/Exploiting - socializing a person into accepting ideas or behaviour which oppose legal standards; using a person for advantage or profit; training a child to serve the interests of the abuser and not of the child. Permitting, enticing or encouraging a child to smoke, use alcohol or drugs, steal, or engage in sexual activity or pornography.

Denying Emotional Responsiveness - failing to provide care in a sensitive and responsive manner; being detached and interacting only when necessary; ignoring a person's mental health needs. Examples: ignoring a child's attempt to interact; failing to show affection, caring or love for a child; treating a child as though she/he is a burden.

(excerpted from the Public Health Agency of Canada, which is also the National Clearinghouse on Family Violence).



Neglect is when a parent/caregiver does not provide for the emotional and physical needs of the children resulting in the child's inability to thrive. Most caregivers do not intend to neglect their children. It may be a result of a lack of knowledge of appropriate care, or an inability to plan ahead. Neglect excludes failure caused by financial inability, unless services have been offered and refused.

Examples may include not properly providing the following: *food, clothing, housing, supervision, safe surroundings, personal hygiene, sleep, medical or educational needs.*

Types of Neglect

Physical Neglect - not providing basic items such as food, appropriate clothing for the weather, hygiene, shelter, and appropriate supervision. Includes abandonment, expulsion from home, or refusal to allow runaway child to return home.

Educational Neglect - failure to provide appropriate schooling or special educational needs, allowing excessive trancies. Children may be withdrawn from school for inappropriate reasons (i.e. to care for other children). Can result in underachievement in meeting basic necessary skills, dropping out of school and/or continually disruptive behaviour.

Psychological Neglect - lack of emotional support, love, attention, exposure to domestic violence or spousal abuse, exposure to alcohol or drug abuse, allowing/forcing a child to use alcohol or drugs.

Medical Neglect - failure to provide necessary medical, dental, or mental health treatment, denial or delay in seeking medical care (may be connected to incidence of physical or sexual abuse).

Like emotional abuse, neglect has been shown in recent years to have more potentially far reaching negative effects on children than previously thought.

Signs You May See in Children who are being neglected:

- May not be growing like other children of the same age
- May not be dressed properly for the weather (like no coat or hat and mittens in the winter)
- May be dirty, unwashed or unkempt a lot of the time
- May beg, steal, hide or hoard food
- Not being watched by an adult for long periods of time
- May not have safe place to play
- May be pale or listless
- Frequently or consistently hungry, underweight or dehydrated
- May have unexplained absences
- May not have proper medical or dental care, may be in need of glasses or other medical attention
- Habit disorders or self-soothing behaviours such as sucking fingers, rocking, etc
- May stare or appear listless
- May have trouble staying awake in class
- May arrive to school early or stay late on a regular or frequent basis
- Frequent absence or tardiness from school
- Poor self-image
- Alcohol or drug abuse



Domestic violence is a pattern of abusive behaviors used by one individual intended to exert power and control over another individual in the context of an intimate relationship. Our understanding of child emotional abuse has been broadened to recognize that children exposed to domestic violence are at risk for emotional and/or physical harm.

According to the Ontario Incidence Study of Reported Child Abuse and Neglect in 2003, exposure to domestic violence is the leading cause of child abuse in Ontario. In 2003, for example, an estimated 18,518 children were witnesses to bouts of physical abuse occurring between their parents or caregivers - an increase of 319 percent from 1998, the last time figures were researched provincially.

Domestic Violence is abusive behaviour that occurs between spouses, partners or in other intimate relationships. The forms of domestic abuse are similar to child abuse; it can be of a physical, emotional, sexual nature, or additionally domestic violence may consist of spiritual, psychological or financial abuse. Exposure to domestic violence by children is considered a form of child abuse (emotional abuse). It can have long-lasting deleterious effects on children, causing tremendous terror and fear. **Domestic violence...**

- ...occurs in all age, racial, socioeconomic, educational, occupational and religious groups
- ...is used to intimidate, humiliate or frighten victims as a systematic way of maintaining power and control over them
- ...typically involves repetitive behaviour including different types of abuse
- ...is caused by the perpetrator and not the victim
- ...may present increased risk to the victim and children at the time of separation from the abuser
- ...results in victim behaviour that is focused on ensuring survival

Impacts of Domestic Violence on Youth

Evidence is mounting that children exposed to domestic violence often exhibit a range of behavioural, cognitive and emotional problems when compared to their peers. "Acting out" behaviours may include: aggression, temper tantrums, bullying and cruelty to animals. "Internalized behaviours" may include: headaches, anxiety, sleep disturbances, social withdrawal and depression. In the long run, this exposure may increase a child's risk of becoming violent or being victimized by someone else's violence. It is widely accepted by helping professionals that exposure to domestic violence is damaging to children. **Children who witness or constantly hear serious assaults on their mothers:**

- Are insecure and overly fearful
- Lack confidence
- Tend to misunderstand boundaries
- Tend to distrust adults and authority figures
- Have the belief that they are worthless, and experience feelings of shame
- Have difficulty concentrating
- Have dysfunctional relationships with adults and with other children

Furthermore, children who witness domestic violence may be prone to:

- Anxiety
- Vigilance, always being on guard
- Frustrated/infuriated at hearing other youth complain about comparatively "minor" family issues such as grounding
- Strong desire to be with family despite abuse
- To react out of anger or aggression
- Taking action if they witness a male being violent or aggressive to a female or a parent being aggressive towards a child

What to do if you think a child is being abused

1. If you are being abused tell someone you trust that can help you. Abuse is NEVER your fault!!!
2. If you suspect that another child or youth is being abused you may be able to help.
3. If it is a young child (possibly in your care – you as a sitter) make sure that you and the child(ren) are in a safe place to talk.
4. Listen very carefully to the child and believe the child.
5. Let the child know that you want to help them and that you will need to tell someone who can help them.
6. Tell them that they are NOT to blame for the abuse.
7. As a friend of someone who may be a victim of abuse you can provide them with a number to call (if under 16 years call Windsor Essex Children's Aid Society 252-1171 or the police 911 (if an emergency) or (non-emergency or questions) 258-6111. Other numbers that can be used are;
 - Sexual Assault Crisis Centre519-253-9667
 - Kids Help Phone1-800-668-6868
 - Windsor Essex Children's Aid Society.....519-252-1171
 - Windsor Police (non emergency line)..... 519-258-6111

If you think that a child under your care has or is being abused:

1. Make sure you and the child(ren) are safe now.
2. Remain calm.
3. Think about the things that concern you and write them down.
4. Try not to question the child. It is okay to ask for example "How did you get that bruise?" The child may tell you honestly what happened or avoid answering by saying "I don't know!" Sometimes children get hurt while playing and really don't remember. It is not your responsibility to sort this out. If you have a bad feeling about a situation trust yourself and seek help.

VERY IMPORTANT!!!

It will not be easy to report suspected child abuse. Especially as you become connected to the children that you are working with.

ALWAYS REMEMBER that you want the children you care for to be safe.

Many parents get help to stop abusing their children. With a lot of teaching and counseling, families can get back on the right track.

When a Child Comes Forward to Talk About Abuse

A Guide for Educators and Childcare Professionals

A teacher may be the only professional adult that an abused child comes in contact with on a daily basis. Teachers can be the vital link in an abused child's quest for help.



1. Talk in Private.

Find a comfortable setting, where no one can interrupt. This child has chosen to talk to you because s/he trusts you.

2. Explain your Role.

Ensure that the child knows you will do everything you can to help him/her. Explain that in order to do that, you'll have to tell someone else. Do not promise to keep it a secret.

3. Stay Calm.

No matter how strong your feelings are, do not to display them to the child.

4. Listen.

Allow the child to take as much time as s/he needs to tell you about the situation. Be patient. Avoid leading questions or the temptation to help children finish their sentences.

5. Commend the Child.

Reassure the child that s/he did the right thing by telling. Acknowledge his/her courage for telling. Make sure they understand that the abuse is **not their fault**.

6. Always believe the child.

Research shows that children who have been victims of abuse (particularly sexual abuse) have a better chance of making a healthy recovery if they were believed at the time of their original disclosure. Your support is the most valuable gift you can give the child.

7. Accurately Record all Information Using the Child's own Words.

Take time to make accurate notes. Do not try to interpret the information, editorialize or generalize. **It is NOT your responsibility to determine whether the abuse occurred. You just need to report it.** An investigation will be conducted by trained social workers.

8. Tell the Authorities.

It is your legal obligation to report suspected child abuse. **No one else can call on your behalf.** Contact the Children's Aid Society. They will provide protection, counselling and support for the child and the family. If you have made a report but suspect ongoing abuse, **keep reporting!** By reporting suspicions of abuse you help **STOP** this cycle of violence.

9. Respect the child's privacy.

This information is sensitive. Certainly you will need to inform your principal that you have made a report and you may need to inform other colleagues, but be judicious when sharing this information. Do not discuss this information socially, in the lunchroom, hallways, or in the presence of other children (whether or not they seem to be listening).

Myths & Facts about Child Abuse

MYTH

Child abuse is most often committed by strangers.

FACT

Most abuse (over 85%) is committed by someone that the victim knows and trusts. Simply put, the people that are most likely to abuse children are the people that have access to them.

MYTH

Incest only occurs in lower income families. Incest only occurs in large cities (OR incest only occurs in rural areas).

FACT

It's natural to want to assume that child abuse happens elsewhere than in your own community, but the reality is that child abuse and/or sexual abuse occurs at all levels of income and education. It crosses all social-economic, racial and class barriers. It happens in both rural and urban areas.

MYTH

Child molesters look sleazy, unusual or creepy.

FACT

Child abusers look like anyone else, in fact they often present an appearance of respectability, hold jobs, function well in the community and have the respect of their peers. The emotional illness affecting an abuser is rarely obvious. Most child sexual abusers are known to the child. Most have committed their first offence before the age of 30.

MYTH

Children fabricate stories about sexual abuse.

FACT

Children almost never make up stories about sexual abuse. Children do not have the cognitive capabilities to describe incest or intimate sexual behaviour unless they've been exposed to it. Statistics indicate that the overwhelming majority of reports of child sexual abuse are true. A child claiming to have been sexually abused should be believed. In fact, children are more likely to **deny** the occurrence of sexual abuse in order to protect the offender or family unit. A child who did fabricate a story about sexual abuse is likely in need of professional help or support.

MYTH

The crisis of disclosure is more devastating than the abuse itself.

FACT

Disclosure can be a painful process because it brings child abuse out into the open, however it is not the cause of the pain. Disclosure is often a vital key in bringing abuse to an end and making healing possible. Children who don't disclose their abuse, or who are not believed, carry a tremendous emotional burden alone. **The best way to help a child through a disclosure is to believe, support, and connect them to those who can help.**

Myths and Facts About Child Abuse (con't)

MYTH

Girls are the only victims of child sexual abuse or incest. Men are always the perpetrators.

FACT

While men are the offenders in the majority of reported cases, the perpetrator of sexual abuse can be either a man or a woman. Sexual abuse can happen to a boy or a girl. A man may sexually abuse a boy or a girl. A woman may sexually abuse a boy or a girl.

MYTH

Only homosexuals abuse children of their own gender. Children who are abused by someone of their own gender will grow up to be homosexual.

FACT

Abuse is a crime of control and violence, not of sex. Victims are chosen because of easy access, not because of gender. Statistics show that abuse of male children by males is most often perpetrated by heterosexual men or by pedophiles, rarely by homosexuals. The gender of a child's abuser does not determine the child's sexual orientation. **There is no connection between sexual orientation and sexual abuse.**

MYTH

The child is at fault for encouraging or allowing the abuse. A sexual abuser can be the victim of a seductive or sexually promiscuous child.

FACT

The child is always the victim. Children are not legally or cognitively capable of giving informed consent. Sexual abusers look for ways to rationalize their behaviour by shifting the blame for their actions onto victims. To do so is to deny their responsibility as an adult, and to deny the child's vulnerability and dependance on the adult. **A seductive or promiscuous child is often the result but never the cause of sexual abuse.**

MYTH

If a child doesn't complain or try to stop the adult, then it isn't abuse. If the child enjoys it, or if a male child has an erection, it is not abuse.

FACT

Sexual assault is a criminal offence regardless of the circumstances surrounding the acts. Physical reactions to sexual stimulation indicate only that one's biological functions are healthy. They are not an indicator that the child is enjoying the abuse. Sexual assault is a criminal offence regardless of whether or not some of the acts make the child feel good physically. In most cases, a child does not have the emotional tools to understand what is happening. In any case, the onus of responsibility is placed upon the adult. **It is the adult's responsibility to know that his/her actions are wrong.** There is no such thing as a 'wrong reaction' or 'inappropriate response' from a child when it comes to sexual abuse.

FACT

90% of sexual assaults are never reported to police