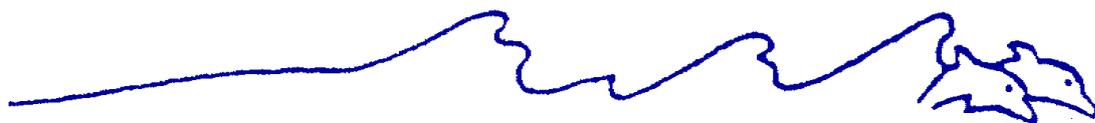# Elliston Area School

Keeping Safe
Child Protection Policy 2019

The aim of this policy is to assist students to develop their awareness about personal safety and welfare issues. The policy is also directed towards developing further skills and a deeper understanding of protective behaviours.

- Children have the right to be safe and feel safe at all times, in both educational and home environments. Schools play a significant role in protecting children from abuse and neglect.
- Child abuse and neglect can negatively impact on student development, self-esteem, self-concept and learning.

It is our responsibility as a staff to treat children with respect and dignity and as mandated notifiers, in accordance with Responding to Abuse and Neglect, act on our legal obligations.

- Schools need to provide a safe environment for children, be sensitive and responsive to changes in behaviour that may indicate abuse, respect the diversity and special needs of children and support children to gain confidence in their identity, whilst developing their strengths and capabilities.
- The following Programme will address the key areas of:-
    Right to be safe
    Relationships
    Recognising and Reporting Abuse
    Protective strategies

Child Protection Curriculum
Developmental concepts for the different levels of learning

Focus area	Early years: R-2	Primary years	Middle years
Right to be safe	Feelings	Being Safe	Warning Signs -
	Being safe	Warning Signs -	Risk taking and emergencies
	Warning Signs -	Risk taking and emergencies	Physiological pressure and manipulation
	Risk taking and emergencies		
Relationships	Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities
	Identity and Relationships	Identity and Relationships	Identity and Relationships
	Power in relationships	Power in relationships	Power in relationships
	Trust and Networks	Trust and Networks	Trust and Networks
Recognising and reporting abuse	Privacy and the body	Privacy and the body	Privacy and the body
	Recognising abuse	Recognising abuse	Recognising abuse
	Secrets	Cyber safety	Cyber safety
			Domestic and family Violence
Remember the importance of teacher strategies such as 'one step removed' and 'protective interrupting'			
Protective strategies			Strategies for keeping safe
	Strategies for keeping safe	Strategies for keeping safe	
	Persistence	Network review and community support	Network review and community support

http://tiny.cc/

https://www.1800respect.org.au

https://kidshelpline.com.au

http://esafety.gov.au/iparent

http://raisingchildren.net.au

EARLY YEARS RECEPTION - 2 PROGRAM

RIGHT TO BE SAFE

Feelings	*I am special and have my own feelings. *What are feelings? *How do we show our feelings? *What makes us feel happy/sad? *What makes us feel worried/afraid? *We all have the right to feel safe. *Feelings books from the Library	*Colour to create moods or feelings. *Feelings cards/bear cards *Positive self-talk. *Make puppets showing different emotions. *Use stories, drama games, role plays, puppets to explore emotions. *Songs-'If you are happy and you know it clap your hands' etc. *Make a class book about feelings. *Read "The Three Little Pigs". Discuss their feelings. *Make a worry box for students to write their feelings in at any time (personal/confidential – student/teacher communication)
Being Safe	*Keeping ourselves safe, at home, school and in our community. *Responsibility for ourselves. *Communicating our needs. *We can contribute towards a safe environment for others and ourselves.	*Make safety symbols and signs. *Safety songs. *Road safety, sun smart, safety rules. *Stories, puppets, games. *Create role plays- positive situations *Bubble maps-safe/unsafe *Strategies to ensure safety
Warning signs	*Explore early warning signs through stories and games. *Explore body signals-breathing etc. *Understanding Early warning signs	*How does your body feel? *How do the body senses send signals? *How do you feel when scared/relaxed? *Draw diagrams of where we feel physical feelings if we feel scared or unsafe
Risk taking and emergencies	*What actions do I take? *Who can I talk to or trust? *People or networks within the community i.e.- Police, ambulance, hospital etc. 000	*Define emergency. *Phone numbers for emergency help. *Help-line numbers. *Personal network-flower- petals (people I can trust or get help from). Networks/organisations within the community- visit local police, hospital, fire station as part of an excursion

RELATIONSHIPS

Rights and Responsibilities	*Rights and responsibilities. *What are the agreed group values and how do they affect our behaviour?	*Appropriate storybooks *Brainstorm needs. *Discuss rules (home, school, community) and the need for them. *Stories that explore fair and not fair. *Who makes rules? Why do we have them? *Brainstorm fair/unfair. *Different relationships need different things.
Identity and Relationship	*What do we need in a relationship? *What are some different kinds of relationships?	*Role play. *Talk and write stories about families and relationships. What is a friend? *Cultural diversity.
Power in relationships	*My family and Friends. *People who help us. *Connections with other people. Introduce the word Power.	*Discuss bullying. *Explore different kinds of relationships.
Trust and networks	*Who might we trust? *Develop network of people who listen and can help when you don't feel safe. *Explore the concept of trust. What do children need?	*What is trust? *Trust walk-follow the leader. Network for children. * *Stories about helpers who help to keep us safe. *Photos of people in child's network. *

RECOGNISING AND REPORTING ABUSE

Privacy and the body	*Parts of the body. *How does your body work? *Touching OK or not OK? *Personal space. *Privacy issues. *Talk about what is private and "just for me".	*What parts do you know? Use correct names. Books. Outline of body-flashcards. Dolls *What if scenarios. *Explore touching. When is it safe / unsafe? *Storybooks *Dress cardboard cut-outs of people. *Talk about unwanted but necessary touching ie doctor, hospital, dentist *RED feelings that say STOP. *Make a "touching" book and name the different kinds of touching.
Recognising abuse	*We all have the right to be safe. *It is against the law	*Review networks of people who help keep us safe or help if we are in trouble. *Discuss scenarios. *Empower students to use "I feel" statements-'I feel scared when….'
Secrets	*Secrets-mixed emotions and identifying risk situations *What kind of secrets are OK? When is it OK to keep a secret?	*What is a secret? *Explore scenarios. *Discuss secrets in light of keeping safe and responding assertively if you feel unsafe. *Does keeping secrets help or not?

PROTECTIVE STRATEGIES

Strategies for keeping safe	*Problem solving skills with practising protective strategies, including reporting abuse. *Remembering details, name, address, phone number, assertiveness and reporting abuse.	*What if? *Revise safety issues and practice responses. *Help-seeking strategies. *Abused are not to blame. *We all have right to report abuse and neglect. *Remember personal details. *Develop protective strategies. *Peer mediation Program and Program Achieve strategies.
Review network	*Review networks of people who you can trust to keep you safe.	*Has your network changed? *Revisit changes-different places, different networks.
Persistence.	*You have the right to feel safe. We can help ourselves be safe by talking to someone we trust.	*Keep on trying. *Tell someone else if not getting help.

PRIMARY YEARS PROGRAM YEARS 3 – 5

<table>
<tr><td colspan="3" align="center"><h2>THE RIGHT TO BE SAFE</h2></td></tr>
<tr>
<td>Being safe</td>
<td>*If you have the right to be safe what can you do to help yourself.
*Take control of own safety.</td>
<td>*Storybook relating to safety issues.
*Safety posters.
*Brainstorm safe/unsafe.
*Imagining safe place, relaxation methods.
*Mind map what you know about SAFETY-road, electricity
*Feeling safe – T chart-sounds, looks like
*X chart-looks, sounds, thinks, feels like
*Y chart.-looks, sounds, feel like Discuss protective items.</td>
</tr>
<tr>
<td>Warning Signs</td>
<td>*Discuss situations, feelings, internal and external signs, physiological.</td>
<td>*How does your body feel? When safe/unsafe.</td>
</tr>
<tr>
<td>Risk taking and Emergencies</td>
<td>*Difference between unsafe and acceptable risk taking situations
*Ideas about being safe: scary but fun, scary not fun not safe.
*Independent and risk taking.
*Emergency numbers.
Ring 000</td>
<td>*Discuss timeline of independence taking into account different families, cultures and backgrounds.
*Who do you call or ask for help from?
SAPOL - KIDS HELPLINE</td>
</tr>
</table>

RELATIONSHIPS

Rights and responsibilities	*We all have the right to be safe and therefore some information about ourselves is private. We have a right to our privacy and to keep ourselves safe. Introduce UN charter *What is it? Why have it? *Understanding of human rights. *United Nations declaration of the Rights of a Child.	*Single sex group. What behaviours do girls do that is safe/unsafe? What behaviours do boys do that is safe/unsafe? *Trust others – brainstorm "trust". What can you do to help yourself be safe? *UN convention of the Rights of the Child. Appendix 6.
Identity and Relationships	*What do we need in a relationship? *What are some different kinds of relationships?	*Role play. *Talk and write stories about families and relationships. What is a friend? *Cultural diversity.
Power in relationships	*People who use power in a fair way vs. people who abuse their power and use in a negative way. *Use and abuse of power. Power of language. Gender and bullying	*Discuss what power is, who gives them power. *Brainstorm powerful creatures, things, objects and people. *Cut out magazines pictures.
Trust and Networks	*Network of people.	*Trust walk. *What to do if network not available? *Brainstorm trust.

RECOGNISING AND REPORTING ABUSE

Privacy and the body.	*Privacy and anatomical names of the parts of the body. *Our bodies are private. *Touching-safe, uncomfortable but necessary, unsafe. Touching circle.	*Brainstorm places and objects that are private and public. *Names of parts of body including sexual parts. *Outline of body with parts with flashcards. *Brainstorm what is safe / unsafe touching. *Revise early warning signs.
Recognising abuse	*What is abuse and different forms of abuse? Physical, emotional, neglect, sexual, domestic violence and Internet safety. Using scenarios. *Abuse is not OK. *Every child has the right to be protected from abuse and harm.	*Discuss what is abuse in all areas? *What to do if being abuse. *Abuse is not OK. *Websites for students.
Cyber safety	*Understand how to use the internet safely and respectfully. *Online / digital abuse *Social media	*Cyber bullying- explore the concept, have a class debate, students research the laws about cyber bullying *What material is appropriate or inappropriate – digital images

PROTECTIVE STRATEGIES

Strategies for Keeping Safe	*Strategies for self – protection. *Problem solving skills with practising protective strategies, including reporting abuse.	*Develop observation skills with games. *What's missing from the picture? *Brainstorm what things to remember to tell someone on your network.
Network Review and Community support	*Introduce concept of several networks. *Networks change. Update. *Local support.	*Brainstorm who might go on it. *Record contacts and details. *Network for different places; some might be the same. *Who to tell? safe network of people can trust. Important to keep reporting. Persistence. *Peer mediation program

MIDDLE YEARS PROGRAM YEARS 6 – 9

THE RIGHT TO BE SAFE

Warning signs	*Adolescents and concept of safety *We all have the right to be safe. *We can help ourselves to be safe by talking to people we trust. *Early Fight or Flight' *Understand early warning signs.	*What keeps us safe? Poster – we have the right to be safe. *Explain protection and protective. *How do adults help at school, home in community, clubs etc. *How to recognise unsafe situations. What are they? *Consider examples of unsafe situations. Record how someone might feel – early warning signs. *Physical indicators, external signs, indicators
Risk taking and emergencies	*Independence. *Changes as you get older. *Emergency contact list.	*How has independence and risk taking changed? *Walking alone, to shops alone etc. *Time line of examples of independence. *Acknowledge difference/discuss reasons why. *Discuss situations where it may be acceptable to break a rule. *Read Jennings "Uncovered". *Who to contact? *List of contacts – memorise / card in wallet. *Free calls from phones in emergencies. *Have a plan.
Psychological pressure and manipulation	Awareness of psychological pressure and manipulation, strategies to deal with situations	*Definitions of terminology, examples of psychological pressure; including recent newspaper, magazine articles etc. *Explore the idea of subliminal advertising and messages in the media *Hold a persuasive argument or debate about a topic of choice

RELATIONSHIPS

Rights and responsibilities	*Develop positive and healthy relationships. *UN convention of the Rights of the Child. Appendix 6. *Understanding of human rights. *United Nations declaration of the Rights of a Child.	*Link rights with responsibilities. *Appropriate storybooks. *Create personal friendship circle. *Look in newspapers – positive use of power and abuse of power. *www.humanrights.gov.au (teachers) *www.hreoc.gov.au (students)
Identity and Relationships	*What do we need in a relationship? *What are some different kinds of relationships?	*Role play. *Talk and write stories about families and relationships. What is a friend? *Cultural diversity.
Power In Relationships	*Types of power-use and abuse, expectation of gender roles *Bullying – abuse of power.	*Define power. Brainstorm. *Qualities/characteristics of powerful people. *Discuss responsible use of power and abuse of it. List powerful songs. *Divide into 5 groups. Each group a letter of power. Make acronym for memory jogger. *Analyse relationships in soapies.
Trust and Networks	*Review network. *Relationship circles	*Compare past networks to now. If different why? Discuss *Debate – better to have large group of acquaintances or 2 or 3 close friends. Outline of body, post it notes of qualities of person you can trust. Appendix 6.

RECOGNISING AND REPORTING ABUSE

Privacy and the body.	*Privacy and anatomical names of the parts of the body. *Our bodies are private. *Touching-appropriate and inappropriate, unsafe. Touching circle.	*Names of parts of body including sexual parts. *Outline of body with parts with flashcards. *Brainstorm what is safe / unsafe touching. *Revise early warning signs.
Recognising Abuse	*What is abuse? *Use dictionary to define. *No abuse is acceptable. *Are some things easier to talk about than others? Why? *Types of abuse-physical, emotional, neglect, sexual and domestic violence including dating violence and Internet safety. Using scenarios	*Aware of sensitivity / self history. *What to do? *Where to get help? *Abuse is wrong and against the law. *Divide into different kinds of abuse and discuss how you decided
Cyber Safety	*Internet safety. *Social Networks	*Cyber bullying. *Laws. *How to protect. *Dangers involved. *What info to give / not give. *Discuss scenarios. *Cards of examples of abuse..
Domestic and Family Violence	*Tell someone. *Where can you get help?	*Child Helpline. *SAPOL *Teachers *Youth group leaders. *School counsellors. *Family friends.

PROTECTIVE STRATEGIES

Strategies for Keeping Safe	*Bullying and Harassment - Strategies *Problem solving – using trust talk, take control	*POOCH? STOP THINK DO/PROGRAM ACHIEVE. *Scenarios regarding abuse matters. *Review school anti-harassment policy. *Facilitate trust activities. *Brainstorm what assertiveness is. *Brochures, websites.
Network Review and community support	*Networks change as we get older. *Ensure you know contact details. *Persistence as abuse is wrong.	*Role play assertive responses. *Review safe places / people in school / community. *Community support services. Sporting clubs. *Friends and parents. *Invite speakers in to talk. Mid-West Health etc. *Network support card in wallet. *Keep telling, reporting