Elliston Area School

Child Protection Policy 2014

Government of South Australia
Department for Education and
Child Development

ELLISTON AREA SCHOOL CHILD PROTECTION POLICY

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 Program will address the key areas of:-
  - The right to be safe
  - Relationships
  - Recognising and Responding to Abuse
  - Protective strategies

Child Protection Curriculum
Developmental concepts for the Senior Levels of learning

Focus area	Senior Years
The right to be safe	Recognising and assessing risk, Early Warning Signs –Adrenalin, intuition and external signs
	Psychological pressure and manipulation
Relationships	A matter of rights: Exploring rights and responsibilities in relationships
	Rights and responsibilities in relationships
	Power in relationships
Recognising and reporting abuse	Identifying abuse and neglect Types of abuse-Physical, emotional and sexual abuse, neglect and domestic violence including dating violence
	Family Violence
	Acting to report abuse
Protective strategies	Protecting yourself
	Community networks

SENIOR YEARS PROGRAM

TOPIC		ACTIVITIES/RESOURCES
THE RIGHT TO BE SAFE		
Recognising and assessing risk (Early warning signs)	Early warning signs such as adrenalin and intuition	-Physical, external and emotional indicators and strategies to deal with situations
Concept of 'grooming'	Discuss what the terminology 'Grooming' means	Group work, discussions, examples etc.
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		
A matter of rights	What are rights?	*Link rights with responsibilities. *Students create their own definitions and brainstorm their own rights as senior students *Look in newspapers – positive use of power and abuse of power *Explore popular songs *Create posters or logos *Look at Appendix 2- 'The UN Convention on the Rights of the Child' (1959) *Explore the Australian Governments online education resource for students<www.humanrights.gov.au> Abuse of rights- Individual, Community, Work and Global situations (table format) *Look at South Australian Legislation and Policy www.austlii.edu.au
Rights and Responsibilities in relationships	Exploring healthy and unhealthy relationships, abuse within relationships	*Look at unhealthy and healthy relationships (unhealthy relationships may include; lack of respect, dishonesty, different types of abuse etc.) *Look at support services such as relationships Australia www.relationships.com.au Kids help line ph:1800 551 800 or www.kidshelpline.com.au *Rights and responsibilities in sexual relationships (sexual consent) *Discuss abuse within relationships *Develop a relationships charter *Rights and responsibilities in sexual

		relationships (activity using appendix 4) *Discuss sexual consent (use of teenage magazine columns such as 'Girlfriend magazine' *Exploring what 'No' means *Networks- look at diagram and discuss different aspects
Power in Relationships	Defining power, levels of power, discrimination, gender, stereotypes, sexual harassment, positive use and abuse of power	*Defining power activity *Examples of levels of power *Abuse of power (Discrimination and the law) *Gender construction-look at the media and stereotypes, explore popular songs *Examining stereotypes through use of x chart (equality vs. inequality), debates, explore stereotypes in different novels *Sexual harassment *Positive use and abuse of power

RECOGNISING AND REPORTING ABUSE

Identifying abuse and neglect	Categories of abuse	*Explore the 4 categories of abuse (neglect, physical abuse, emotional abuse, sexual abuse) Explore abuse issues through suggested texts *Look at abuse case studies- (see appendices) *Myths and realities of child abuse *Emotional abuse *Neglect *Grooming *Sexual abuse statistics (Australian Institute of Health and Welfare, Canberra-www.aihw.gov.au/childyouth/childprotection *Sexual assault and criminal repercussions *Dating Violence and date rape (see appendix 14) *Cyber bullying- explore the text 'Destroying Avalon', have a class debate, students research the laws about cyber bullying
Family Violence	Abuse in close personal relationships, domestic and family violence, cycle of violence, myths and effects	*Abuse in close personal relationships (use appendix 22-'no respect, no relationship). *Visit the Child and Youth Health website and carry out the relationship checklist (in young adult health section- www.cyh.com *Discuss definition of domestic and family violence *Cycle of violence (se appendix 23), look at website www.youthsayno.wa.gov.au *Myths about domestic violence- refer to Appendix 24, appendix 25-'Crime facts on young people witnessing Domestic violence', explore the Keep Safe Stay Cool website-www.softcon.com.au/kssc

		*Effects of domestic violence on children- select a text to explore various issues
Acting to report abuse	Protecting children and young people, legislation, Mandatory notification, Communication media	*Brainstorm how children and young people are protected in SA, State legislation, government agencies i.e.- families SA- www.families.sa.gov.au, specialist programs *Legislated responsibility to protect children- government agencies that have the responsibilities to protect children i.e.- Families SA *Mandatory notification-Appendices26 and 26a, discuss Mandatory Notification *Use communication media to focus on abuse- use newspaper articles, magazines etc. Look for media messages etc.

<h1 style="text-align:center"><u>PROTECTIVE STRATEGIES</u></h1>

Protecting Yourself	Identifying situations for self-protection, Problem solving, networks, parent/caregivers roles, effective communication	*Identifying situations for self-protection-use a lotus diagram to identify situations for self-protection in young people *Problem solving strategy- 'Think, Feel, Act Persist'- discuss in relation to abusive or risky situations *Networks as a self-protection strategy-develop a Venn diagram in reference to Appendix 29 *Parents/Caregivers on support networks-refer to Appendix 30, students can create a brochure in pairs *Practising effective communication-role play scenarios using the three styles of communication; assertive, passive and aggressive
Community Support	Support services, safe environments, community services, mapping an area or district, restraining orders	*Reviewing support services-revisit Appendix 32, gain access from or research different support services *Child-safe environments-Discuss agencies and how they are required under legislation to support and create child safe environments, create mind maps of discussions *Knowledge of community services. Use guest speakers, websites, posters, pamphlets etc. to research the local community, look up the role of different services and what they offer *Mapping an area or district, research services/agencies in the area that students could contact if they were unsafe *Restraining orders-copy Appendix 33, discuss ideas and questions