Child Protection Policy 2013
**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 different levels of learning

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<td>Needs and wants</td>
<td>Understanding rights and responsibilities</td>
<td>Exploring rights and Responsibilities in different relationships</td>
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<td>Trust and networks, Relationship circles</td>
<td>Developing a network, Relationship circles</td>
<td>Networks, Relationship circles</td>
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<td>Fair and unfair – introduce word power</td>
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<td>Types of power – use and abuse, expectation of gender roles</td>
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<td><strong>Recognising and reporting abuse</strong></td>
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<td>Abusive situations (types of abuse) – using scenarios</td>
<td>What is abuse and different forms of abuse?</td>
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<td>Physical, emotional, neglect sexual, domestic violence</td>
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<td></td>
<td>Type of abuse - physical, emotional, neglect, sexual and domestic violence including dating violence and</td>
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</table>
and Internet safety
Using scenarios

Internet safety.
Using scenarios

Secrets
Secrets - mixed emotions and identifying risk situations
Acting to report abuse

****Remember the importance of teacher strategies such as ‘one step removed’ and ‘protective interrupting’!!!!

<table>
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<tr>
<th>Protective strategies</th>
<th>Safety strategies: remembering details name, address, phone number, assertiveness and reporting abuse</th>
<th>Problem solving skills - practising protective strategies, including reporting abuse</th>
<th>Problem solving - Using trust, talk, take control</th>
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<td>Review network</td>
<td>Review network introduce concept of several networks</td>
<td>Review networks and identifying community support networks</td>
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<td>Persistence</td>
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**EARLY YEARS RECEPTION - 2 PROGRAM**

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<th>TOPIC</th>
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<td><strong>THE RIGHT TO BE SAFE</strong></td>
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**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)

**Safe and unsafe**
*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
| Early 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 |
| Personal 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. | *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

### Needs and wants
- *What do we need in a relationship?*  
- *What are some different kinds of relationships?*  
- *Appropriate storybooks*  
  *Brainstorm needs.*  
  *Different relationships need different things.*

### 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 is trust?*  
  *Trust walk-follow the leader.*  
  *Discuss bullying.*  
  *Explore different kinds of relationships.*

### Relationship circles
- *My family and Friends.*  
- *People who help us.*  
- *Connections with other people.*  
- *Role play.*  
  *Talk and write stories about families and relationships. What is a friend?*  
  *Cultural diversity.*  
  *Network for children.*  
  *Stories about helpers who help to keep us safe.*  
  *Photos of people in child’s network.*

### Fair and unfair
- *Rights and responsibilities.*  
- *What are the agreed group values and how do they affect our behaviour?*  
- *What do children need? Introduce the word Power.*  
- *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.*

## RECOGNISING AND REPORTING ABUSE

### Anatomical names of parts of body.
- *Parts of the body.*  
- *How does your body work?*  
- What parts do you know?  
  *Use correct names.*  
  *Books*  
  *Outline of body-flashcards.*  
  *Dolls*

### Touching-appropriate and inappropriate.
- *Touching OK or not OK?*  
- *Personal space.*  
- *Privacy issues.*  
- *Talk about what is private and “just for me”.*  
- *What if scenarios.*  
  *Explore touching. When is it safe / unsafe?*  
  *Storybooks*  
  *Dress cardboard cut-outs of people.*
### Touching circle
- Talk about unwanted but necessary touching (e.g., doctor, hospital, dentist).
- RED feelings that say STOP.
- Make a “touching” book and name the different kinds of touching.

### Abusive situations – using scenarios.
- 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 is a secret?
- Explore scenarios.
- Discuss secrets in light of keeping safe and responding assertively if you feel unsafe.

### PROTECTIVE STRATEGIES

| Safety Strategies: remembering details, name, address, phone number, assertiveness and reporting abuse. | Problem solving skills with practicing protective strategies, including reporting abuse. | What if?
|---|---|---|
| Review network | Review networks of people who you can trust to keep you safe. | Has your network changed?
| Persistence. | You have the right to feel safe. We can help ourselves be safe by talking to someone we trust. | Keep on trying.

### PRIMARY YEARS PROGRAM YEARS 3 – 5

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<thead>
<tr>
<th>TOPICS</th>
<th>ACTIVITIES/RESOURCES</th>
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<tbody>
<tr>
<td><strong>THE RIGHT TO BE SAFE</strong></td>
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<tr>
<td>Concept of safety</td>
<td>If you have the right to be safe what can you do to help yourself. Take control of own safety.</td>
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<tr>
<td></td>
<td>Storybook relating to safety issues. Safety posters. Brainstorm safe/unsafe. Imagining safe place, relaxation</td>
</tr>
<tr>
<td>Methods</td>
<td>*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>
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</tr>
<tr>
<td>Early Warning Signs- physiological, feelings and external signs</td>
<td>*Discuss situations, feelings, internal and external signs. *How does your body feel? When safe/unsafe.</td>
</tr>
<tr>
<td>Difference between unsafe and acceptable risk taking situations</td>
<td>*Ideas about being safe: scary but fun, scary not fun not safe. *Independent and risk taking. *Discuss timeline of independence taking into account different families, cultures and backgrounds.</td>
</tr>
<tr>
<td>Personal emergencies</td>
<td>*Emergency numbers. Ring 000 *Who do you call or ask for help from? SAPOL - KIDS HELPLINE</td>
</tr>
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</table>

**RELATIONSHIPS**

<table>
<thead>
<tr>
<th>Understanding rights and responsibilities</th>
<th>*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. *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.</th>
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<tbody>
<tr>
<td>Use and abuse of power. Power of language. Gender and bullying</td>
<td>*People who use power in a fair way vs. people who abuse their power and use in a negative way. *Discuss what power is, who gives them power. *Brainstorm powerful creatures, things, objects and people. *Cut out magazines pictures.</td>
</tr>
</tbody>
</table>
## RECOGNISING AND REPORTING ABUSE

<table>
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<tr>
<th>Anatomical names of parts of body</th>
<th>*Privacy and names of the parts of the body.</th>
<th>*Brainstorm places and objects that are private and public. *Names of parts of body including sexual parts. *Outline of body with parts with flashcards.</th>
</tr>
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<tbody>
<tr>
<td>What is abuse and different forms of abuse? Physical, emotional, neglect, sexual, domestic violence and Internet safety. Using scenarios.</td>
<td>*Abuse is not OK. *Every child has the right to be protected from abuse and harm. *Physical, sexual, emotional abuse and neglect.</td>
<td>*Discuss what is abuse in all areas? *What to do if being abuse. *Abuse is not OK. *Websites for students.</td>
</tr>
<tr>
<td>Secrets-mixed emotions and identifying risk situations</td>
<td>*What is a secret? *Does keeping secrets help or not?</td>
<td>*What kind of secrets are OK? *When is it OK to keep a secret?</td>
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## PROTECTIVE STRATEGIES

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<tr>
<td>Review network-introduce</td>
<td>*Networks change. Update. *Local support.</td>
<td>*Brainstorm who might go on it. *Record contacts and details. *Network for different places; some</td>
</tr>
<tr>
<td>concept of several networks.</td>
<td>Persistence.</td>
<td>might be the same.</td>
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<td></td>
<td>*Important to keep reporting.</td>
<td>*Who to tell? safe network of people can trust.</td>
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<td>*Peer mediation program</td>
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**MIDDLE YEARS PROGRAM YEARS 6 – 9**

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<tr>
<td><strong>THE RIGHT TO BE SAFE</strong></td>
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</table>
| 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. | *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. |
| Early warning signs-*Fight or Flight’ response and external signs | *Understand early warning signs. | *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 adolescents | *Independence.  
*Changes as you get older. | *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”. |
| Personal emergencies | *Emergency contact list. | *Who to contact?  
*List of contacts – memorise / card in wallet.  
*Free calls from phones in emergencies.  
*Have a plan. |

**RELATIONSHIPS**

| Exploring rights and responsibilities in different relationship | *Develop positive and healthy relationships. | *Link rights with responsibilities.  
*Appropriate storybooks.  
*Create personal friendship circle.  
*Look in newspapers – positive use of power and abuse of power. |
| Networks, Relationship circles | *Review network. | *Compare past networks to now. If different why? Discuss *Debate – better to have large group of acquaintances or 2 or 3 close friends. |

**RECOGNISING AND REPORTING ABUSE**

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<th>PROTECTIVE STRATEGIES</th>
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<td><strong>Problem solving – using trust talk take control</strong></td>
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</table>
| *Bullying Strategies* | *POOCH? STOP THINK DO/PROGRAM ACHIEVE.*  
*Scenarios regarding abuse matters.*  
*Review school anti-harassment policy.*  
*Facilitate trust activities.*  
*Brainstorm what assertiveness is.*  
*Brochures, websites.* |
| **Review network-and identify community support networks** |
| *Networks change as we get older.*  
*Ensure you know contact details.* | *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.* |
| **Persistence.** |
| *Abuse is wrong.* | *Keep telling / reporting* |