



PROTECTIVE BEHAVIOURS CURRICULUM

Adopted By: Principal

Review Date: 01/08/2020

Scheduled Review Date: 01/02/2022

POLICY CONTROL HISTORY:

Date	Reviewed by:	Amendments/Reviews:
01/08/2020	Principal (Primary and Secondary)	Combined Primary and Secondary Policies. Adopted new policy.

OVERVIEW

Within our Child Safe Organisation Framework, Quinns Baptist College delivers a Protective Behaviours Curriculum that is comprehensive and realistic, providing for an age-appropriate, personal safety component enabling students to recognise and report abuse, understand power in relationships, and develop protective strategies, including seeking help.

Protective Behaviours, a personal safety program, aims to promote resilience in children, young people, and adults, using empowerment strategies, social skills, self-esteem, clear communication, and awareness of “safe” behaviours. Ultimately the aim is to provide students in our care the ability to recognise unsafe environments and prevent child abuse.

All children and young people have the right to:

- Be treated with respect and to be protected from harm
- Feel and be safe in their interactions with adults and other young children and young people
- Understand as early as possible what is meant by feeling safe and being safe
- Receive the support of councillors or staff in their in their education or care setting who are responsible for their safety and well being

Staff actively encourage children’s personal safety behaviours in all sorts of situations including:

- Classroom discussion
- Policies relating to safety and well-being
- Code of Conduct Policies
- PATHS Program (Primary)
- Aussie Optimism (Secondary)
- Protective Behaviours Curriculum (K to 12)

CHILD SAFE ORGANISATION FRAMEWORK

The following principles are addressed within this policy and curriculum:

Principle 1 – Leadership, Governance and Culture support child safety and well-being

Principle 2 – Children know rights and participate in decisions affecting them

Principle 3 – Families and communities are informed and involved in promoting child safety and well-being

Principle 9 – Implementation of the national child safe principles is regularly reviewed and improved

Principle 10 – Policies and procedures document how the organisation is safe for children and young people.

AIM

Child protection education aims to assist students to develop skills in:

- Recognising and responding to unsafe situations
- Seeking assistance effectively
- Establishing and maintaining non coercive relationships
- Strengthening attitudes and values related to equality, respect and responsibility

RATIONALE

Registration Standard 10: Child Abuse Prevention requires schools to implement policies, procedures and strategies for the prevention, detection and reporting of child abuse. Standard 10.6 requires that all students received a protective behaviours and sexual abuse prevention education which:

- (a) Is developed by experts in child abuse prevention;
- (b) Is age and development stage appropriate;
- (c) Is culturally appropriate;
- (d) Is integrated into the curriculum of the school and makes relevant subject-matter links;
- (e) Includes e-safety education; and
- (f) Builds practical self-protective skills and strategies.

Child protection is a sensitive, challenging area for Schools.

Quinns Baptist College, through the programs K - 12

- Provide educational programs in child protection using the Keeping Safe Child Protection Curriculum (all staff members have been trained in this program)
- Protect students from abuse and neglect and to assist in the recognition of suspected child abuse and neglect supported by child protection policies and curriculum
- Provide ongoing support to students within the normal duties of School staff

All students can be taught to protect themselves from abuse. They are taught to network with trusted adults and be aware that there are people and services to help them within the School and wider community.

Through the programs, students learn:

- They have a right to feel and be safe
- They can recognise appropriate touching and inappropriate touching
- They have a right to say NO to a person who touches them inappropriately or threatens their safety
- They know that it is important to tell a trusted adults about such situations
- They know that help is available to them within their communities

PROTECTIVE BEHAVIOURS CURRICULUM

Quinns Baptist College will utilise the Keeping Safe: Child Protection Curriculum, SA Government. Keeping Safe aims to help children and students from preschool to senior secondary learn to recognise abuse and develop ways of protecting themselves from abuse. In wider terms Keeping Safe covers rights, relationships, responsibilities and ethical behaviour.

The Curriculum aims to:

- develop safety awareness for self and others including resilience building;
- develop skills of empowerment, communication, self-esteem and social intelligence;
- foster care, respect and cooperation leading to a safe and supportive learning environment;
- promote rights and responsibilities for the good of individuals themselves and of others;
- promote high quality interactions and relationships and the dignity of cultural and social diversity;
- promote informed, responsible and ethical decision making about safety and fairness for the common good; and
- promote the development of skills in recognising standards of behaviour, responding to unsafe and unfair situations and seeking assistance effectively.

The Protective Behaviours Curriculum follows two **main themes**:

- 1) We all have the right to be safe
- 2) We can help ourselves to be safe by talking to people we trust.

These two main themes are explored through four **focus areas**:

- the right to be safe
- relationships
- recognising and reporting abuse
- protective strategies

The focus areas are examined appropriate to students' development age and stage.

Implementation

Protective Behaviours Curriculum aligns with the Western Australian Curriculum across all phases of schooling, and is implemented as part of the Health and Physical Education and embedded into all learning areas where appropriate.

Programs are delivered over the course of the year by:

- teachers using externally developed course content
- teachers using curriculum driven course content
- external speakers as experts in particular areas
- Specialist pastoral care staff as available.

Ongoing Training

All staff are required to have working with children checks and receive annual training on Mandatory Reporting. Annual training in the other areas of child protection including grooming will occur as part of Professional Learning and Development days throughout the year.

All new teaching staff need to be trained in the Keeping Safe Curriculum. Staff are encouraged to follow regular updates and participate in training when required.

Communicating with Parents/Guardians

Parents/guardians are informed and encouraged to seek further clarification if required. This is done through:

- newsletters
- external website
- parent/guardian letters
- parent information sessions

A range of parent communication resources are available, including:

- parent letters
- policies
- newsletter articles
- external presentations
- brochures
- external websites for help/assistance/guidance

Disclosure

If a student discloses or starts to disclose experiences of abuse, a strategy described as positive interrupting is put into place, this is done to protect the privacy of the student.

Positive Interrupting is done by:

- Acknowledging that the teacher has heard the student and stopped the conversation before disclosing any further.
- Supporting and gently indicating that the student can talk more after the lesson or at a later time, closer to the time of disclosure is preferable.
- Quietly arranging to see the student as soon as possible.

If a student asks that this be kept a secret, the teacher must:

- Explain that all disclosures of this nature must be reported. All staff are required to report sexual, physical and emotional abuse and neglect where they have reasonable belief to suspect abuse
- Affirm the supportive role of School staff and be helpful to explain to the student that you need to seek help from another adult who is experienced in these matters

A teacher can help a student making a disclosure by:

- Listening
- Saying that you believe what the student has said
- Emphasising that, no matter what happened, it was not the student's fault
- Doing everything you can to provide support and comfort
- Not seeking further details beyond those which have been disclosed
- Not making promises you cannot keep, such as promising that you won't tell anyone or promising the student that the abuse will stop

Support for Teacher and Administration Staff

It is important for Staff to consider seeking support as part of the natural debriefing process after experiencing a difficult experience.

There is a range of sources for advice and support for School staff dealing with issues surrounding child abuse.

These are:

- School counsellor
- Agencies which offer specialised services for specific groups within the community

RELATED POLICIES

Child Protection Policy

Mandatory Reporting Policy

Code of Conduct (Staff)

Code of Conduct (Students)

Code of Conduct (Parents and Carers)

Code of Conduct (Volunteers)