Atlantis Beach Baptist College

College Community Care Plan

Welfare

Safety

Health

College Community Care Plan Vision

At Atlantis Beach Baptist College we believe the school environment plays a significant role in the social and emotional competence and wellbeing of children and young adults and should be among the safest environments in the community for children and young people.

It is essential that all schools promote and provide a supportive learning community where all students feel and are safe. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect. School staff, parents and the local community also have the right to teach, work and participate in an environment that is safe and supportive. Similarly, parents and other local community members have a right to feel safe, supported and respected in the school context.

The Australian community rightly expects all education systems and leaders to take every available measure to ensure the safety of students, and the broader school community, and to protect and support them. In doing this schools will establish clear, transparent and explicit policies and programs to fulfill this important responsibility.

The **Melbourne Declaration on Educational Goals for Young Australians** (December 2008) highlights:

> *"Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians…."*

The **National Safe Schools Framework** provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies.

The National Safe Schools Framework states:

> *"In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing."*

The National Safe Schools Framework is based on the following overarching vision:

> *"All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing."*

The National Framework for Protecting Australia's Children 2009 – 2020 states:

> *"Protecting children is everyone's business. To create a child safe environment it is important to; screen for known perpetrators, manage situational risks and create a positive culture."*

We believe that student safety and wellbeing are enhanced when students feel connected to their school, have positive and respectful relationships with their peers and teachers, feel confident about their social and emotional skills and satisfied with their learning experiences at school.

Atlantis Beach Baptist College aims to be a safe, caring and positive environment where self-discipline and respect are consistently demonstrated. We will value our connections as a College Community and seek to build trust and rapport within the College Community. We are responsible for building a positive culture for learning and wellbeing in our students. As such, we will be committed to building our capacity in all areas of student care and management.

Students at the College will be supported through a system of universal, targeted, and intensive behaviour supports within a whole school framework for student care. Research, data collection and consultation with parent/legal guardians, students and teachers will inform our practice.

The College Community Care Plan addresses the elements of the Melbourne Declaration on Educational Goals for Young Australians, The National Safe Schools Framework, the College Strategic Plan, the WA Health curriculum and the personal and social capabilities of the Australian Curriculum through our Protective Behaviours, Health Education and Pastoral Care programs. As such, we are committed to the explicit teaching of behaviours for wellbeing.

College Strategic Plan

In the **Meeting Student and Community Needs** (Relationships, Faith and Pastoral Care) section of the
Atlantis Beach Baptist College Strategic Plan, the following Key goals and Initiatives are stated:

➢ The College places a high priority on **student welfare and wellbeing** and works to build mutually respectful relationships.
➢ The interactions between staff, students, parents and families are **caring, polite and inclusive**.
➢ Students have the opportunity to use their personal **talents and abilities** in the service of others.
➢ A respectful **environmental approach** to learning with awareness of sustainability and **social responsibility and citizenship**.
➢ The College Community adheres to the **College Charter of Goodwill**.
➢ Student behaviour is **respectful and appropriate** to all members of the community.
➢ Students are encouraged to be **self-disciplined** in learning and life.
➢ Clear strategies **promote appropriate behaviour** – including agreed responses and consequences for inappropriate student behaviour – and provide sufficient support for teachers to implement policies.
➢ Students believe in their own capacity to learn successfully and understand the **relationship** between effort and success.
➢ The College has an explicit, coherent, sequenced **Christian Education** curriculum across all year levels.
➢ Students have opportunities to explore **matters of faith** in a supportive environment.
➢ Partnerships are built with **local Christian organisations** to improve opportunities and outcomes for staff, students and parents to grow in faith.

College Charter of Goodwill

All students and staff have the right to:
1. Learn or teach, free from disruption.
2. Be treated courteously.
3. Be free from any form of unlawful discrimination.
4. Work in a clean, safe and healthy environment.
5. Have their property respected and cared for.

"Love your neighbour as yourself." Mark 12:31

Protective Behaviours Education

Overview

The vast majority of abused children (96%) are abused by someone known and trusted by them[1]. Research suggests that in Australia, 1 in 4 girls and somewhere between 1 in 7 boys and 1 in 12 boys are sexually abused before they reach the age of 18[2], but only a small proportion will ever tell of their abuse[3].

Protective behaviours education focuses on developing the skills of empowerment, communication, self-esteem, resilience, social skills and other life skills to prevent abuse, reduce violence and promote life-enriching rather than life-depleting experiences. It encourages students to:

- assert their right to feel safe
- listen to what their body tells them
- follow up by taking action to either solve problems on their own or to seek assistance from other people.

In Western Australia, teachers are required by law to report a belief, formed on reasonable grounds in the course of their work, that a child or young person has been the subject of sexual abuse to the WA Department for Child Protection and Family Support.

The nine elements of the National Safe Schools Framework:

1. Leadership commitment to a safe school

2. A supportive and connected school culture

3. Policies and procedures

4. Professional learning

5. Positive behaviour management

6. Engagement, skill development and safe school curriculum

7. A focus on student wellbeing and student ownership

8. Early intervention and targeted support

9. Partnerships with families and community

KEEPING SAFE CHILD PROTECTION CURRICULUM

Keeping Safe Child Protection Curriculum has been adopted by the College as an AISWA endorsed Protective Behavior Program across the whole College community. All staff will be receiving professional development and training in this program.

Keeping Safe Child Protection Program enables gives the college community a sound foundation for students to develop and flourish in their personal and social capabilities, to explore their ethical and intercultural understandings. Keeping Safe is based on an understanding that individual student growth in these general capabilities occurs best in a school climate that enacts and models these capabilities across the whole school community and that deliberately fosters and enhances these in the broadest sense. A safe and supportive school builds social capability for a lifetime.

Atlantis Beach Baptist College are committed to developing a Positive, Safe Learning Environment which encompasses the 9 elements of the National Safe Schools Framework. Resources for the Curriculum will be available for Teachers on the College Portal.

The College will conduct an Annual Audit of the Safe Schools Framework and the effectiveness of the Keeping Safe Child Protection curriculum.

Resources are drawn from a range of sources including, but not limited to:

- https://www.childabuseroyalcommission.gov.au/getattachment/b35a65c0-70e4-48bb-a215-d679892ec014/36-Australian-Childrens-Commissioners-and-Guardian
- http://www.ccyp.vic.gov.au/downloads/accg-principles-for-child-safety-in-organisations.pdf
- http://www.youcandoiteducation.com.au/
- http://www.friendlyschools.com.au
- http://www.education.gov.au/national-safe-schools-framework-0
- http://www.cybersmart.gov.au/cybersmart-citizens.aspx
- http://www.acma.gov.au
- http://www.bullyingnoway.com.au
- http://www.mandatoryreporting.dcp.wa.gov.au/Resource%20Documents/Information%20booklet%20for%20mandatory%20reporters.pdf
- https://www.dcp.wa.gov.au/ChildProtection/ChildAbuseAndNeglect/Documents/ChildDevelopmentAndTraumaGuide.pdf
- **PATHS(R)** (Promoting Alternative Thinking Strategies) Classroom Modules *Social and emotional learning for children in grade 1(EC502046) Channing Bete company resources*
- **The Australian Institute of Family Studies: Making your organization Child Safe 2013**
- *Growing and Developing Healthy Relationships Department* of Health and the Department of Education http://gdhr.wa.gov.au/
- Department of Education and Training Western Australia, K-10 overview: Health and Physical Education, December 2007
- The *Australian Curriculum: Health and Physical Education* (HPE)
- **National Safe Schools Framework** (revised 2011)
  Supported by the Australian Government Department of Education, Employment and Workplace Relations.
  2010 Education Services Australia as the legal entity for the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA).
- **Keeping Safe Curriculum** South Australia

PROTECTIVE BEHAVIOURS

Australian Children's Commissioners and Guardians (ACCG) Principles for Child Safety in Organisations

Atlantis Beach Baptist College will:

1. Take a preventative, proactive and participatory approach to child safety.

2. Implement child safety policies and procedures which support ongoing assessment and amelioration of risk.

3. Value and empower children to participate in decisions which affect their lives.

4. Foster a culture of openness that supports all persons to safely disclose risks of harm to children.

5. Respect diversity in cultures and child rearing practices while keeping child safety paramount.

6. Provide written guidance on appropriate conduct and behaviour towards children.

7. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development.

8. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable to do so.

9. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities.

10. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk.

11. Value and communicate with families and carers.

The above principles and following explanatory notes draw on the collective knowledge and experience of Australian Children's Commissioners and Guardians (ACCG) and reflect the principles and practice guidelines outlined in various ACCG member publications as well as the *National Framework for Creating Safe Environments for Children – Organisations, Employees and Volunteers: Guidelines for Building the Capacity of Child Safe Organisations 2005.*

The principles and accompanying explanatory notes also take into account and are reflective of, the United Nations Convention on the Rights of the Child (CRC).

ACCG Principles for Child Safety in Organisations – with explanatory notes

For the purpose of this document, the word:
- *Children* refers to children and young people up to the age of 18 years
- *Harm* refers to any and all types of intentional or unintentional abuse, neglect or mistreatment of children including physical, sexual, emotional, psychological and cultural
- *Risk* refers to anything that can threaten the safety and wellbeing of children
- *Staff* refers to an organisation's paid employees and volunteers

1. Take a preventative, proactive and participatory approach to child safety.

A child-safe organisation such as Atlantis Beach Baptist College:

- takes <u>preventative</u> action by undertaking a systematic child safety review; adopting a structured approach to risk management; implementing appropriate controls to eliminate or mitigate identified risks, and engaging in an ongoing process of review and improvement
- is <u>proactive</u> by raising awareness within the organisation of child safety risks; planning the work of the organisation to minimise situations where children may be harmed; taking account of the increased level of risk associated with the nature of some activities and the particular vulnerability of some children; and by planning for, and responding immediately to any child safety concerns which do arise
- is <u>participatory</u> by empowering all staff, volunteers, parents, carers and children to have a say in, and influence decisions about, child safety policies and practices, and ensuring everyone understands and has confidence in, the organisation's child safety approach.

2. Implement child safety policies and procedures which support ongoing assessment and amelioration of risk.

A child safe organisation such as Atlantis Beach Baptist College implements child safety policies and procedures which:

- sit within a governance framework that includes an overarching child safety policy, risk management strategy and code of conduct
- prioritise child safety in the recruitment, selection and management of staff and volunteers
- specify how risk will be managed in routine situations or activities (for example, in one-to-one situations with a child; child staff –ratios)
- establish processes for assessing and making decisions about new or high risk activities and special events
- identify individual and organisational child safety responsibilities and accountabilities
- raise awareness about the types of harm children can experience and how to respond
- empower children to speak up, reducing the potential for harm to go unreported
- give clear directions about the handling of (i) risk management or code of conduct breaches and (ii) disclosures, allegations or suspicions of harm; and
- provide support and guidance for staff, volunteers, children and families (including a complaints process).

3. Value and empower children to participate in decisions which affect their lives.

A child-safe organisation such as Atlantis Beach Baptist College recognises the vulnerability of children and that there is a difference in power between children and adults in positions of trust and authority.

A child-safe organisation values children and respects their rights to participate in decisions which affect them, thereby giving them some control over their lives. The organisation empowers children by:

- teaching them about their rights (and corresponding responsibilities)
- building their confidence and assisting them to develop skills for participation, such as communication skills
- committing to children's participation (being inclusive of all children) and providing staff with resources that support participation
- adopting a process for participation that incorporates planning, preparation, action and feedback
- matching participation methods to the age, capabilities and background of the children and being adaptive to their ways of working
- creating opportunities for children to be involved in policy and program development, implementation and review – being honest with children about the extent of their involvement, and giving feedback on how their views have been actioned
- planning formal and informal times and activities for information sharing and discussion with children about issues and/or decisions
- establishing pathways and mechanisms which enable them to raise concerns safely, with confidence, and
- using inclusive and empowering, child-friendly language in everyday activity and relevant written documents.

4. Foster a culture of openness that supports all persons to safely disclose risks of harm to children.

A child-safe organisation such as Atlantis Beach Baptist College fosters and demonstrates openness in multiple ways that directly and indirectly create a culture where all persons – staff, volunteers, parents/carers and children – feel confident and enabled to safely disclose child safety concerns. In an organisation where openness is fostered and demonstrated:

- management leads by example, establishing an honest two-way communication process between themselves and staff, volunteers, parents/carers and children; making time to listen to them; and encouraging the expression of different views
- children and their families/carers are made to feel welcome and staff willingly provide information
- interactions between staff, volunteers, parents/carers and children are respectful and non-discriminatory
- policies and practices are transparent, developed in a participatory way, and applied fairly and equitably
- information is shared openly with forums for exchanging information and opinions in a respectful manner
- decision making criteria and outcomes are openly discussed
- new ideas are encouraged; best practice is promoted and changes are made when the need for improvement is identified
- inappropriate behaviour is dealt with immediately and positive behaviours are recognised
- accessible pathways are provided for staff, volunteers, parents/carers and children to raise issues safely, without fear of retribution
- complaints are addressed and investigated to the highest standard and information is conveyed to children about the process and the outcome in an accessible and child-friendly way
- personal information is treated confidentially and privacy is respected
- reporting of child safety concerns is handled sensitively – and everyone has confidence in the process; and
- external scrutiny is welcome.

5. Respect diversity in cultures and child rearing practices while keeping child safety paramount.

A child-safe organisation such as Atlantis Beach Baptist College respects cultural differences and differences in child rearing practices due to a family's personal, cultural or religious beliefs. However a child-safe organisation recognises that such differences do not diminish a child's right to be safe or the organisation's responsibility to protect the child from harm.

Respecting diversity should be taken to mean '*having the same aims for people's wellbeing and safety but findings different ways to achieve them'* that are more appropriate to the person's different perspective. For example, a child-safe organisation that respects cultural difference:

- thinks about safety and wellbeing concepts from a cultural perspective
- takes steps to develop cultural competence within the organisation so staff and volunteers can respond in a culturally appropriate manner
- takes guidance from experienced others (for example, seeks advice from recognised Aboriginal or Torres Strait Islander organisations in regards to the needs of children from these backgrounds), and
- approaches family cultural contexts with sensitivity.

A child-safe organisation also ensures:

- all parents/carers understand the organisation's:
  - o commitment to child safety and what this means; and what is meant by 'abuse' and 'neglect' o Code/s of Conduct and what is acceptable behaviour
  - o   policies and procedures, including in relation to child safety
- the Code of Conduct affirms that discriminatory behaviours and practices are not tolerated
- policies acknowledge that a child's cultural identity or religious beliefs are fundamental to their well-being
- appropriate accommodations are made for the particular needs of children from different backgrounds
- positive images and references to race, culture or religion are used within the organisation, and
- language and communication methods are adopted that foster trust, cooperation and understanding, recognising that culture can affect communication styles and processes.

6. Provide written guidance on appropriate conduct and behaviour towards children.

Atlantis Beach Baptist College provides written guidance in the form of a Code of Conduct which:
- outlines the behaviour, relationships, attitudes and responsibilities expected of staff and volunteers in relation to children with whom the organisation has contact
- defines what is appropriate and inappropriate by specifically referring to types of behaviours that are relevant to the organisation
- makes people accountable for their conduct, and
- establishes the basis for complaint and disciplinary procedures for non-compliance with the Code.

Atlantis Beach Baptist College:

- involves staff, volunteers, parents/carers and children in developing its Code of Conduct
- openly discusses the Code with staff and volunteers, children, parents/carers and members of the public
- makes a practice of distributing the Code to all members of the organisation on an annual basis and/or when the Code is updated
- develops separate Codes of Conduct for parents, children, and visitors if appropriate
- manages breaches of the Code in accordance with an agreed process, and
- reviews the Code regularly.

7. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development.

A child-safe organisation such as Atlantis Beach Baptist College adopts <u>recruitment and selection processes</u> that help it to identify the most suitable persons to work with children and which deter unsuitable persons from applying or being appointed, either in a paid or voluntary capacity. As part of those processes, the organisation:

- states its commitment to being a child-safe organisation in job advertisements and organisational materials
- provides applicants (for paid and volunteer positions) with its Child-Safe Policy, Code of Conduct, screening and complaints procedures
- conducts thorough interviews and referee checks, and where applicable, verifies qualifications and professional registration, and
- undertakes, or may ask the applicant to undertake, a criminal history check to assess a person's fitness and propriety and, where legally required, a working with children check.

A child-safe organisation provides high quality <u>supervision and professional development</u> for staff and volunteers. This includes:

- written job descriptions and duty statements outlining expectations, responsibilities and accountabilities
- induction and refresher training in risk management; the organisation's policies and procedures (including Code of Conduct and the handling of safety concerns); and any compulsory training required by industry standards or legislation
- education in child development and child protection awareness training (including the nature and signs of abuse and how to respond)
- support processes such as mentoring, conflict resolution and an accessible complaints procedure
- regular reviews of work performance, including workplace behaviours and relationships, and
- opportunities to share workplace observations and problems, and to safely explore views about child safety issues with a trusted other.

8. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable to do so.

A child safe organisation such as Atlantis Beach Baptist College:

- talks to children about rights and responsibilities – making sure children know it is their right to feel safe at all times, and that the organisation has a responsibility to make sure they are safe
- establishes what safety means to children – when they feel safe and when they feel unsafe – and teaches them to say 'no' to anything that makes them feel unsafe
- teaches them about acceptable and unacceptable behaviour and contact, in a manner appropriate to their age and level of understanding, and involves children in developing Codes of Conduct
- explains who is, and who is not, a staff member (or volunteer) and what people's roles are
- provides protective behaviours training adapted to the needs of children
- helps children to identify adults who they trust, and feel they can go to when they are worried or feeling unsafe
- encourages children to tell a trusted adult whenever they have a problem, feel unsafe or witness something they don't like
- requires staff to be vigilant to the signs of harm, and to routinely check with children to see if they are 'OK'
- creates venues and opportunities for children to share their concerns in safe ways
- provides child focused and inclusive complaints processes
- takes anything a child says seriously, follows up their concerns, and lets them know what action has been taken, and
- arranges appropriate support and/or counselling for children with a problem or involved in adverse events.

9. **Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities.**

Atlantis Beach Baptist College:

- takes proactive steps to ensure that staff and volunteers are able to identify children at risk of harm
- makes staff and volunteers aware of their reporting responsibilities, and the importance of prompt notification if –
  - o there is a breach of the Code of Conduct or a risk management procedure o a child discloses abuse or neglect
  - o   an allegation has been made or
  - o   they have a suspicion, on reasonable grounds, that a child has been, or is being abused or neglected.
- has policies and procedures for –
  - o   managing breaches of the Code of Conduct or risk management procedures, and
  - o   handling disclosures, allegations and/or suspicions of harm, and
- ensures everyone knows the policies and procedures and are confident about applying them
- includes in those policies and procedures –
  - o   explanations of a breach, a disclosure, allegation or suspicion of harm
  - o   the guidelines for documenting and reporting in these situations, and
  - o   who must comply with the policy
- includes in its policy for handling disclosures, allegations or suspicions of harm, guidelines detailing –
  - o   how to respond to a child if they make a disclosure about harm
  - o   the immediate actions the organisation will take
  - o   who the disclosure, allegation or suspicion needs to be reported to (what authority) and how the report will be made,
  - o   how and what details are to be documented in each circumstance, and
  - o   what will happen after the report has been made – for example, the support that will be offered to the people involved, and the process for reviewing policies and practices to determine if improvements need to be made.

10. **Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk.**

Atlantis Beach Baptist College is aware of, and complies with:

- any legislative or policy requirement to share information with other organisations where the safety and wellbeing of children is at risk, and
- any confidentiality or privacy requirements which may also apply.

A child safe organisation ensures protocols between jurisdictions and agencies are understood and respected.

11. **Value and communicate with families and carers.**

Atlantis Beach Baptist College welcomes families and carers into the organisation and acknowledges that:

- considerable variation exists in the structure of families, the role different family members may play in a child's life, family backgrounds and cultures
- circumstances can require some children to live apart from their family and the organisation needs to be sensitive to the rights and roles of adults with different caring responsibilities, and
- families and carers are in the best position to advise about their children's needs and capabilities.

As articulated in article 18 of the Convention on the Rights of the Child, parents/carers or significant others with caring responsibilities have the primary responsibility for the upbringing and development of their child. This includes:

- being informed about the organisation's operations and their children's progress, and
- being treated as partners in the decisions that affect their children.

A child-safe organisation adopts a two-way communication process with families and carers. This includes:

- using a range of strategies for communicating about its policies, programs and activities; adapting its communication methods to the needs of particular families
- providing families and carers with timely information, and in a form and language that is understood
- reporting on children's activities frequently, and creating regular opportunities to discuss matters
- seeking out the views, and involvement of parents/carers when developing organisational policies and addressing issues that impact on their children
- making contact as soon as a problem is identified so prompt action can be taken, and
- following through on any communication, doing what they say they will do and reporting back on outcomes.

Atlantis Beach Baptist College
College Community Care Plan Overview

Health

- Accident Report
- Incident Report
- Medical Action Plan
- Anaphylaxis Policy
- Asthma Policy
- Infectious Diseases Policy
- Immunisation Policy
- Childhood Sexuality Policy
- First Aid Room Procedures
- Authority for Medication
- Emergency Form
- Sun Safe Policy
- Water & Aquatic Safety Policy

Safety

- Child Protection Policy
- Mandatory Reporting Policy
- Missing Child Policy
- Critical Incident Policy
- Crisis Management Policy
- Playground Safety Policy
- Yard Duty Policy
- Cyber Safety Policy
- Mobile Phone Use Policy
- Computer Use Policy
- Internet Policy
- Social Media Policy
- Learning Technology Policy
- Drugs and Alcohol Abuse Policy
- Emergency Evacuation Policy
- Lock Down Policy
- Bomb Threat Policy
- Wet Weather Policy
- Bush Fire Policy
- Catastrophic Weather Policy
- Snake Sighting Policy
- Excursion, Incursion and Camps Policy
- Safety Notices
- Occupational Health & Safety Policy
- Risk Assessment Policy
- College Handbooks

Well Being

- Bullying Prevention Policy
- Equal Opportunity, Discrimination and Sexual Harassment Policy
- Privacy Policy
- Case Conference Plan
- Behaviour Management Policy & Plan
- Protective Behaviours
- Positive Learning
- Early Intervention Plan
- Racial Discrimination Policy
- Disability Discrimination Policy
- Inclusive Education Policy
- Grievance & Complaints Policy
- Record Keeping Policy

"Love your neighbour as yourself" Mark 12:31

SOCIAL AND EMOTIONAL WELL BEING

"Student safety and wellbeing are enhanced when students feel connected to their school, have positive and respectful relationships with their peers and teachers, feel confident about their social and emotional skills and satisfied with their learning experiences at school." **National Safe Schools Framework p.2**

Why is SEWB important?

Studies have shown that young people with positive SEWB will be less likely to use alcohol and illegal drugs, less likely to engage in violent or deviant behaviour, have a later sexual debut and be less likely to experience emotional   distress and suicidal thoughts or attempts. There is also a strong relationship between positive SEWB and high academic achievement.

Indicators of healthy SEWB

The young person generally appears to:

- Be happy
- Have positive self-esteem
- Volunteer to make his/her community a better place
- Like being in school
- Get along with teachers
- Get along with classmates including those who are different
- Be interested in helping others
- Feel like he or she belongs
- Make responsible choices to stay out of trouble
- Feel safe and free from harm
- Be positive about the future
- Participate in a wide range of activities
- Relate positively with family

Indicators of deficit SEWB

The young person generally appears to:

- Have his/her feelings easily hurt
- Engage in unhealthy behaviour
- Have significant periods of time when he/she feels down
- Act impulsively, be lonely or a loner
- Under-achieve in one or more areas of school work
- Be very stressed
- Act dishonestly (lie, cheat or steal)
- Worry too much about what others think of him/her.
- Lose his/her temper
- Get into trouble a lot
- Physically bully or verbally taunt other students

Protective factors that enhance SEWB

Research suggests that there are several positive practices, capabilities or assets have been identified in the community, school and home that contribute to positive outcomes. These include:

- Positive relationships with peers and teachers
- Close, confiding relationship with at least one adult
- Feelings of positive regard
- Sense of security
- Communication of high and realistic expectations for achievement and behaviour
- Opportunities and skills for achievement
- Opportunities and skills for communication
- Recognition of contribution and achievements
- Opportunities for students to be given responsibilities and to be involved in decision-making
- Provision of places and activities that accommodate students' interests
- Teaching of positive attitudes, values and social and emotional competencies

Risk Factors that contribute to problems with SEWB

- Absenteeism
- Alienation
- Bullying and harassment
- Disengagement
- Isolation
- Low academic achievement
- Violence and abuse
- Poor diet
- Use of drugs

Social and Emotional Learning (SEL)

What is SEL?
- The process through which children and adults develop the skills, attitudes and values necessary to understand and mange life tasks such as cognitive learning, forming relationships and adapting to the demands of growing up in today's complex society.

What does an SEL program teach?
- SEL programs provide systematic classroom instruction that enhances children's capacity to recognize and manage their emotions, understand and appreciate the perspective of others, establish and attain goals, identify and solve problems and use a variety of interpersonal skills.
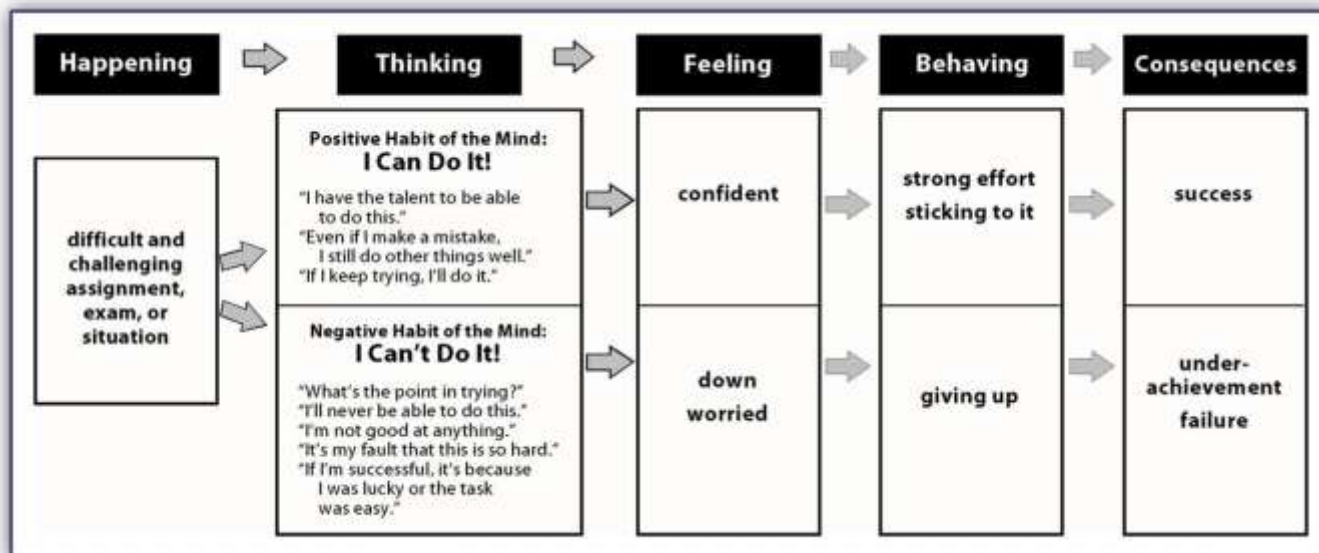
What SEL program will ABBC use?
- We will use an Australian program called, "You Can Do It" education. This program runs from primary school right through to the senior school. The program uses a Cognitive Behaviour Therapy approach that centers around the idea that our thinking can influence our emotions which can them influence our behaviour. Students are taught how to change their thinking (Habits of the Mind) and in so doing, learn to keep calm, work through challenges and to have a more positive approach to problem-solving.

The program also teaches 5 keys to success: *Confidence, Persistence, Resilience, Getting Along and Organization.*

These keys help to strengthen students' Social and Emotional Well-being and give them the skills they need to succeed at school and in life beyond school.

YCDI Education - An example of the Habits of Mind in action:

Happening ➡ **Thinking** ➡ **Feeling** ➡ **Behaving** ➡ **Consequences**

difficult and challenging assignment, exam, or situation

Positive Habit of the Mind: I Can Do It!
"I have the talent to be able to do this."
"Even if I make a mistake, I still do other things well."
"If I keep trying, I'll do it."

confident → strong effort sticking to it → success

Negative Habit of the Mind: I Can't Do It!
"What's the point in trying?"
"I'll never be able to do this."
"I'm not good at anything."
"It's my fault that this is so hard."
"If I'm successful, it's because I was lucky or the task was easy."

down worried → giving up → under-achievement failure

Connectedness

What is connectedness?
School connectedness refers to the belief by students that adult's in the school care about their learning and about them as individuals.

Why is connectedness important?
Researchers say that by high school, as many as 40-60% of students are disengaged from school. This disengagement worries educators and researchers who say that a sense of connection to school is vital to children's and adolescents' academic engagement. They also say that engagement to school can help protect youth from a variety of health threatening behaviours. According to researchers Adana M. Klum and James P. Connell:

"Researchers have found student engagement a robust predictor of student achievement and behaviour in school regardless of socioeconomic status. Students engaged in school are more likely to earn higher grades and test scores and have lower drop-out rates."

How will we measure connectedness?

Academic engagement: The extent to which students are motivated to learn and do well in school

Belonging: This includes being proud of one's school, feeling respected, being able to talk to Teachers and feeling like school staff are interested in the students

Discipline/fairness: The extent to which students perceive the rules of the school to be enforced fairly

Liking for school: Whether students looked forward to going to school

Extra-curricular activities: Participation in and out-of-school activities

Student voice: This includes opportunities for students to participate in decision making

Peer relations: This includes the presence of friends and students' feelings of loneliness

Safety: The extent to which students reported feeling safe in the school

Teacher support: The most common theme that emerged from research is whether students feel close to or valued by teachers and school staff.

What will ABBC do to increase connectedness?

- Secondary Friday afternoon pastoral care sessions designed to teach students SEWB skills and provide opportunities for students to mix with one another – the Linked-In Program
- Primary Worship Assemblies, Primary Buddy class activities.
- The use of Linked-In leaders/Form teachers to follow up pastoral care issues
- The appointment of School Chaplains
- Pastoral Care assistance when needed from the local church
- The future 11/7 peer mentoring program
- Greater involvement of the Student Council in organising events at the College
- After-school tutoring
- After-school Clubs
- Welcoming possible exchange students from Japan and Europe
- Opportunities for students to represent the College interstate and overseas e.g. possible Canberra trip, Melbourne Tour, Europe trip, Nepal Mission Trip.
- The creation of Sports and Arts captains to assist these areas within the College.
- Staff vs. students lunchtime activities such as table tennis and other sporting events
- Camps in Year 5,6, 7, 9, 11
- Social events for each year group once a term
- Future Year 11 and 12 mentors for lower secondary students

Staff Health and Wellbeing

The health and wellbeing of staff in schools is paramount to the functioning of effective schools. All members of the school community play an important role in reducing risk factors and promoting protective factors, and in doing so increase the likelihood of positive educational outcomes for students.

Staff perform well they need to feel valued and supported, and are provided with real opportunities to contribute to and participate in the running of the school.

A supportive workplace provides staff with opportunities for meaningful participation, positive feedback and reflective practices to manage their students, both academically and behaviourally.

Bullying Prevention

Atlantis Beach Baptist College believes that no one deserves to be bullied - even if their behaviour is irritating or annoying. Retaliation is not acceptable behaviour at ABBC. Students are encouraged to deal with problems in other ways. Discussions on this topic in classrooms occur continually throughout the year. Positive change and resolution of disputes is the priority but bullying behaviour, whether physical or verbal, will not be tolerated.

A pamphlet outlining the College's Bullying Prevention Policy will be available from the College Reception and the College website.

If students or parents have concerns they are encouraged to contact the school, discussing issues with the child's classroom teacher in the first instance.

What is Bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying may include:
- verbal abuse, including name calling, racist remarks, teasing, etc
- physical acts, including pushing, hitting, punching, hair pulling, scratching, spitting, etc
- racist comments, social exclusion, including ostracism, ignoring, alienating, etc
- psychological abuse, including acts that instil a sense of fear or anxiety
- gestural abuse, such as threatening or obscene gestures, staring, deliberately turning away to ignore someone
- sexual harassment, such as inappropriate touching, inappropriate sexual references, sexist comments and inappropriate joking etc
- cyber abuse to harass or intimidate others, such as the use of SMS, electronic mail and other electronic means, or social networking sites for example Facebook and Instagram.

Aims

In relation to bullying, the College aims to:
- provide a safe and supportive environment for all students
- provide an environment in which students feel they can report incidents of bullying
- provide support to students who are bullied
- provide a supportive environment, in which students engaging in bullying modify their behaviour
- apply appropriate sanctions, including, where necessary, removal from the College, of students who do not modify their bullying behaviour within a reasonable time frame
- deal with bullying in a timely and effective manner
- work closely with parents in both supporting victims and modifying the bullying behaviour of students who engage in bullying
- maintain a database of bullying incidents

How to recognise a student being bullied

Students who are being bullied or harassed may not talk about it with their teachers, friends or the Principal. They may be afraid that it will only make things worse or they may feel that it is wrong to 'tell tales'.

Parents and teachers have an important part to play in helping the school and the student deal with bullying. A change of behaviour in students may be an indicator that they are being bullied or they have some other concern.

Signs

The symptoms associated with bullying include, but are not limited to;

- not wanting to go to school, anger and tears
- depression, low self-esteem and a raft of psychosomatic symptoms such as headaches and stomach aches and bedwetting
- sleeplessness can also be symptoms of bullying, particularly in the young
- withdrawal and reluctance to 'join in' can be a warning sign, as can truancy, misbehaviour and aggressive behaviour
- cuts, bruising, torn clothing, requests for extra food or money
- a decline in academic performance can also be clues that a student may be suffering from bullying.

Cyber Bullying

Cyber bullying is causing hurt via modern technologies such as the Internet, and other forms of social media, and through the use of smart phones and other mobile devices. Cyber bullying is a growing problem in society. Modern technologies empower the individual, even the most unlikely of individuals, with an immense capacity to cause harm. It is also an attractive means of bullying for it can, under certain conditions, be carried out with relative anonymity.

Cyber bullying can be particularly damaging because of the capacity it has to humiliate, hurt and harm a person in front of a huge 'audience'. A dangerous feature of cyber bullying is that it can be done quickly and easily.

On an impulse, a person can create emotional havoc for another and do so before the voice of reason hints at the inappropriateness of the action. A further problem with cyber bullying is that the bully is often unaware of the extent of the harm they are causing because cyber bullying seldom occurs face-to-face. The feedback is muted by distance so that the bully is protected from an understanding of the hurt caused by their behaviour.

Cyber bullying represents unlawful activity that may result in police laying charges. Cyber bullying has been linked to depression, self-harm and even suicide.

It should also be noted that even if cyber bullying is engaged in while not at school, the matter will often be taken up by the school because the moral welfare of the students it impacts is of importance to Atlantis Beach Baptist College, as is anything that brings the school into disrepute or causes disharmony amongst students.

Examples of Cyber bullying:

- sending hateful or threatening comments or pictures via mobile phone or the Internet, and by social networking sites such as Instagram and Facebook
- using modern technologies to engage in the social exclusion of someone and in hate group recruitment
- posting rude, explicit or embarrassing messages or pictures about someone on the Internet
- stealing someone's identity in order to harm them in some way
- putting pressure on a person to send revealing or compromising pictures of themselves
- covertly filming, recording or taking a picture of someone and posting the images on the Internet to cause hurt.

- 'outing' and disseminating confidential information about someone
- using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset
- engaging in cyber-stalking and the invading of privacy
- referring to your school in a negative or disparaging way on the Internet.

Sexting

Sexting is taking sexually explicit photos, videos or messages and making them available for others to see without permission via a carriage service such as mobile phone or computer. Due to the fact that underage sexting offences are legally considered child pornography, we feel it is essential that today's youth are aware of the consequences and dangers associated with the risk of sexting.

Cyber Safety

Students can protect themselves from some forms of cyber harm by noting the following advice:
1. Never tell anyone, even your friends, your passwords, private details or access codes
2. When speaking to someone you do not know on the Internet, be aware they may not be who they say they are.
3. Be aware that there are predators who use the internet to lure young people into inappropriate sexual relationships. Others use tricks, such as pretending to be a bank, to get the victim to share their confidential financial details. This usually results in identity fraud and the stealing of money.
4. Never tell people you do not know well what your address is, or how they can meet up with you.
5. Always be careful what you say or what you show a person in confidence on the Internet, for it is never guaranteed to remain confidential. The information may be sent on to others
6. Know that the most frequent use of the Internet is for illegal activities such as scams, pornography and gambling.
7. Finally, if you find yourself the victim of cyber bullying, keep the evidence and report the bullying to an appropriate adult. It is generally best not to respond to the cyber bully, or give them any satisfaction they have caused you hurt. If you do respond to the bully, do not do so while hot with anger. This can result in mutual cyber bullying which means both parties become guilty of bullying.

Students need to remember that something sent electronically can never be entirely removed even with a press of the 'delete' button. The image may emerge at any stage in their future life and lead to serious consequences. Using pseudonyms, passwords and avatars does not protect the identity of a cyber-bully. Technologies exist to identify those who miss-use modern technologies to harm others.

How does Atlantis Beach Baptist College discourage bullying?
The school is committed to providing an educational environment in which students feel valued and secure.
To achieve this, the school will seek to create a school-wide culture that:
- allows students to flourish free from discrimination, harassment or any form of bullying
- does not tolerate, condone or trivialise bullying behaviours
- is aware of what constitutes bullying behaviour
- provides support to the victims of bullying
- takes bullying seriously so that they either stop their bullying or leave the school.

The methods used by the school to discourage bullying will vary from time-to-time, with new initiatives being introduced when thought appropriate. The measures that have been used to discourage bullying at the College include, but are not limited to:
- lessons on bullying and protective behaviours in Health Education classes
- active promotion of the Charter of Goodwill
- regular items in the College eNewsletter and Student Notices
- inclusion of counter-bullying activities in camp programs

- employing a suitable range of sanctions to deal with and discourage bullies. These sanctions include suspension and expulsion
- placing anti-bullying policies in student organisers and on the school's website
- promoting a bully-free environment in assemblies
- promoting a bully-free environment in the staff handbook, in school policy documents and in occasional articles in publications such as College eNewsletter.
- undertaking confidential Year-level surveys of student well-being and bullying behaviour and following up on identified bullies and victims
- conducting exit interviews
- ensuring effective pastoral support for students through the appointment of Year Mentors
- incorporating instruction about the school's anti-bullying stance in Linked-In classes in Years 7-11
- incorporating anti-bullying guidelines in the Primary school's code of behaviour for students and in their statement of students' rights and responsibilities incorporating anti-bullying guidelines
- Teachers to monitor the well-being of students at risk.
- training staff to detect bullying behaviours.
- encouraging staff to adopt classroom management techniques that discourage opportunities for bullying behaviours
- employing staff who model tolerance, empathy and acceptance of individual differences
- encouraging staff to take their supervision duties seriously so that there is a pervasive sense of staff presence when on duty
- reviewing the school's Bullying Prevention Policy from time-to-time, in order to ensure that it remains effective and relevant.

In addition, staff members are active in identifying students who may possibly be the targets of bullying. The Principals and other designated staff offer students support, using techniques such as building resiliency and protective behaviours. The Principals will also be responsible for reviewing anti-bullying measures and making recommendations to amend these with the aim of reducing instances of bullying.

An *Annual Report on Bullying* will be prepared summarising the quantitative data drawn from records kept and surveys undertaken at the school and presented to the Board.

What should you do?

Reporting and responsibilities

If you observe a bullying incident or someone tells you that they have been bullied, you should firstly endeavour to support that person. Reassure the person that they do not *deserve* that type of treatment, and it is the *bully* who has issues for which they need help.

If you directly observe the bullying and you feel that you have the power to do so, intervene by asking the bully to stop and move the victim away from the bully. If the bully does not stop, immediately seek the help of a College Staff member. If the bullying is of a physical nature do not respond using physical force.

Encourage the person who was bullied to go with you to see someone about the bullying. The College would prefer that this was a College staff member, but talking to an older friend, a parent or family member is a good start.

Witnesses can make a real difference to the person being bullied. Witnesses can also help by:
- letting the bully know that it is unacceptable
- reporting the incident to someone you trust as soon as you can
- making an anonymous report that will advise of the trouble spot, the name of a bully or a victim
- reporting the instance to a staff member (eg Linked-In Teacher, Class Teacher, Chaplain, Principal). The staff member will discuss possible courses of action with you
- offering support and friendship to the victim. Encourage the victim to get help from staff, family, a Student Councillor or another student.

There is no such thing as a bystander – if you do nothing,
you are part of the problem!

If you are bullied:

You can deal with the problem in the following ways:
- leave the area
- talk about it with an older friend or family member
- make an anonymous report that will advise of the trouble spot, the name of a bully or a victim
- report the instance to a staff member (eg Linked-In Teacher, Class Teacher, Chaplain, Principal). The staff member will discuss possible courses of action and will not confront the bully without your permission
- lodge a formal complaint with your Principal.

Never verbally or physically retaliate

Telling someone is not 'dobbing', it is REPORTING ABUSE

Responsibility of others

Teachers

All incidents of presumed bullying must be reported *immediately* to the Principal. It is preferable that the victim and bully are immediately taken to the Office and kept in separate areas – use the First Aid Room if necessary. Please ensure that both are adequately supervised before leaving them.

Parents

If your child discloses that they have been bullied, support them by reassuring them that they do not *deserve* that type of treatment, and it is the *bully* who has issues for which they need help.
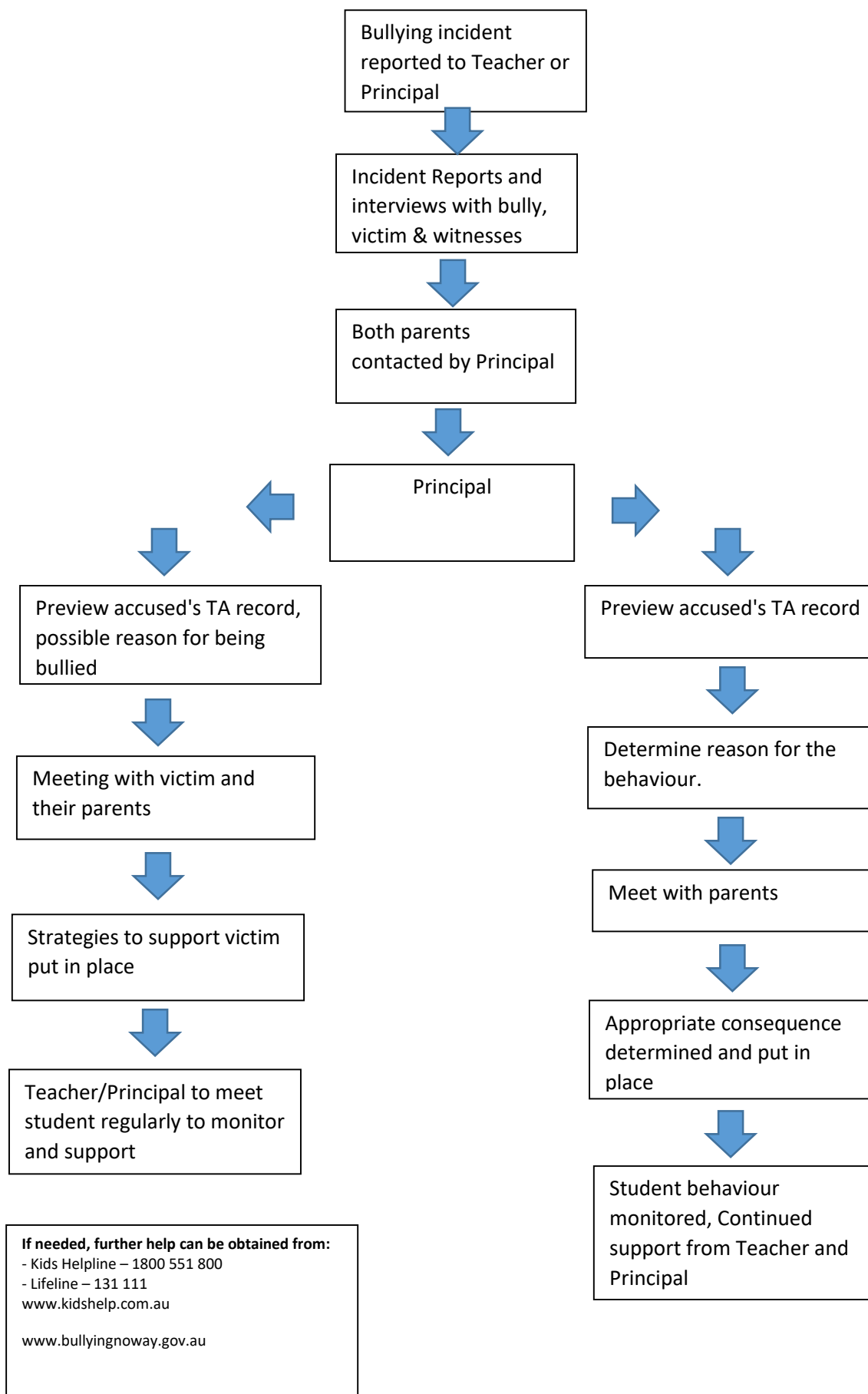
It is very important that you contact your Principal regarding the situation as soon as possible. They will be able to provide you with advice on what to do. In most instances, they will only take action against a perpetrator with the permission of either the victim or the victim's parents.

It is not advisable for a parent to make contact with the parents of a perpetrator, as this often results in extending the conflict to a family level. College staff will handle all cases of bullying thoughtfully, carefully and thoroughly, and parents are asked to allow the College the opportunity of resolving the issues using methods that have proven results.

What happens next?
1. All students involved including witnesses and bystanders to the event will be interviewed
2. Students will be asked to complete an Incident Report form outlining the details of what they observed
3. The victims will meet with the Principal to assess the feedback given on the Incident Report Forms
4. The Principal will look for a common thread
5. If there is still no clarity, on occasion further students will be interviewed
6. Parents of both students the victim and the bully will be called on the same day to inform that a situation has arisen between the students
7. Parents will be meet with individually to discuss the outcomes of the situation
8. Depending on the severity and pattern of behaviours exhibited a choice of sanction will be offered to the bully.
9. A support plan will be put in place for the victim
10. The victim will be followed up by the Principal
11. Both the victim and the bully will be supported by their Principal

Bullying Incident Follow up Flow Chart

Bullying incident reported to Teacher or Principal

↓

Incident Reports and interviews with bully, victim & witnesses

↓

Both parents contacted by Principal

↓

Principal

← (left branch)   → (right branch)

Left branch:

Preview accused's TA record, possible reason for being bullied

↓

Meeting with victim and their parents

↓

Strategies to support victim put in place

↓

Teacher/Principal to meet student regularly to monitor and support

Right branch:

Preview accused's TA record

↓

Determine reason for the behaviour.

↓

Meet with parents

↓

Appropriate consequence determined and put in place

↓

Student behaviour monitored, Continued support from Teacher and Principal

If needed, further help can be obtained from:
- Kids Helpline – 1800 551 800
- Lifeline – 131 111
www.kidshelp.com.au

www.bullyingnoway.gov.au

A Guide for Teaching and Protecting Children and Young People

The following information will help teachers identify appropriate professional practice in their conduct with students. The material below is not exhaustive but is provided as a guide to common situations.

<u>Good or acceptable practice</u>

1. **School and classroom culture**

- Develop school and classroom routines or structures that have clear boundaries of acceptable and professional student/teacher interaction;

- Implement College policies and guidelines that help prepare and plan such educational activities as excursions. Professional behaviour and supervision levels need to respond to the age of students and the educational context;

- Know the school's student welfare and discipline policies and use behaviour reinforcement strategies that follow these policies;

- Develop a non-confrontational behaviour management style;

- Respond to provocative behaviour by students, parents or members of the school community in a non-confrontational, calm manner to help defuse difficult situations. Seek support from colleagues or supervisors where needed. In extreme situations the Principal can call police to protect staff and students.

2. Care and discipline of children

- Report and document incidents involving physical restraint of students or violence involving students. This provides important information if an allegation is made about the related conduct of a staff member;

- Actively supervise students when on playground duty;

- Clearly instruct and carefully supervise students operating equipment;

- Provide correctional feedback on student work in a constructive way;

- When confiscating personal items, such as mobile phones or hats, ask students to hand them to you. Only take items directly from students in circumstances where concern exists for the safety of the student or others and your own safety is not jeopardised by this action;

- When playing physical sport with children, consider the physiques of students, along with the relative ages and stages of development of all participants.

3. Teacher-student relationships

- Participate in social contact with a student only after obtaining informed consent of the student and the parent (and principal where appropriate); such contact includes meetings, sporting events, phone calls or electronic communications, e.g., emails and text messages;

- When acting as a student's mentor, develop a relationship with clear professional boundaries that cannot be misinterpreted as a personal, rather than a professional, interest in the student;

- If a student develops a 'crush' on you, inform a supervisor, so independent, sensitive advice and support are available;

- Praise and recognise all students when appropriate, so they all feel fairly treated;

- Physically contact students in a way that makes them comfortable, e.g., shaking hands, a congratulatory pat on the back, or with very young students by gently guiding them or holding their hand for reassurance or encouragement;

- When students, particularly very young children, are hurt and seek comfort, it is appropriate to provide reassurance by putting an arm around them;

- Be alert to cues from students about how comfortable they are in your proximity and respect individual needs for personal space. If teachers physically contact students in class demonstrations, such as PE or drama lessons, explain the activity involved and what you will do;

- Be aware of cultural norms that may influence interpretation of your behaviour towards students.

4. Interaction with students with identified needs

- Be especially sensitive interacting with students who may have poor 'boundaries' for appropriate behaviour after being traumatised by physical, emotional or sexual abuse, because they may misinterpret your actions;

Poor or unacceptable practice

1. School and classroom culture

- Excluding students from a lesson or activity, then leaving them unsupervised in corridors, classrooms or storerooms

- Leaving a class unattended or dismissing students early from a lesson so that they are unsupervised

- Not reporting concerns about risk of harm to a child or misconduct of a staff member towards a student

- Attempting to physically prevent a student from entering or leaving a classroom, unless there is a concern for the safety of the student, other students or staff

- Closing doors or windows to rooms without checking students are safely out of the way

- Pursuing a student who is attempting to run away unless that student is in immediate danger or is likely to harm another person

- Shouting angrily at students to intimidate them

- Commenting to or about students on the basis of disability, gender, sexuality, cultural or racial stereotypes.

2. Care and discipline of children

- Public disciplining or humiliating a student as punishment or as an example to other students

- Throwing an object, such as a duster, chalk, ball or book, at a student to get their attention

- Threatening students with physical punishment

- Corporal punishment, such as hitting, smacking or caning, of students is prohibited;

- Providing inadequate supervision for students while on duty during excursions

- Not appropriately responding to or referring clear requests from students for medical or first aid attention

- Arranging activities or meetings alone with a student that are not within school guidelines or that are without the informed approval of a supervisor and, if appropriate, the parent or caregiver

- Targeting students unfairly for criticism or prejudging complaints from other staff or students about their behaviour based on past conduct.

3. Teacher-student relationships

- Teasing students or unfairly withholding praise from them

- Putting your arms around students while instructing them on the computer

- Developing a practice of cheek kissing as a greeting or for congratulating students

- Repeatedly and unnecessarily touching students on the back, shoulders, arms or legs

- Allowing a student to sit on your lap

- Undressing in front of a student, e.g., in PE or Activity Centre change rooms

- Giving gifts or money to students as a reward or incentive for good behaviour or as a gesture of friendship

- Conversing about sexual matters unrelated to a syllabus

- Telling jokes of a sexual nature

- Making sexually suggestive remarks or actions, obscene gestures or showing inappropriate videos

- Deliberately exposing a student to the sexual behaviour of others, including access to pornography.

Practices in the following three bullet points are prohibited (and may also be criminal acts):

- Teachers must not have sexual relationships with students. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual or condoned by parents or caregivers (the ages of the students or staff members involved are also irrelevant)

- Teachers must not give students alcohol or other drugs (except prescribed medication in accordance with department and school policy), or encourage or condone the use of alcohol or other drugs by students

- Possessing, computer downloading or distribution of child pornography.

4. Interaction with students with identified needs

- Using unnecessary force to make physical contact with a student as a prompt for a verbal instruction or to force compliance

- Failing to implement strategies negotiated and outlined in individual student management programs

- Using physical contact to contain confrontational behaviour of students of all ages (particularly those with identified behaviour or conduct disorders) unless there is a concern for the safety of the student, other students or staff.

Keeping Safe Protective Behaviours Program Outline

KS:CPC - Early Years: Years R-2 (Second edition)
Overview Chart

The overview chart provides a complete list of all the topics and activities within a year level group. The whole document can be accessed by clicking on the link above.

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING AND REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
Topic 1: Feelings 1.1 Characters' feelings 1.2 Different feelings 1.3 Strategies to identify feelings 1.4 Miming feelings	**Topic 1: Rights and responsibilities** 1.1 Needs and wants 1.2 Children's rights 1.3 Behaviour code and children's rights	**Topic 1: Privacy and the body** 1.1 Body awareness 1.2 Personal space 1.3 Parts of the body 1.4 Meaning of private 1.5 Our whole body is private 1.6 Touching that is 'OK' 1.7 'OK' touching in relationships	**Topic 1: Strategies for keeping safe** 1.1 Memory activities 1.2 Remembering name, address, telephone numbers 1.3 Revisiting trusted networks 1.4 'What if...?' problem-solving 1.5 'What if...?' scenarios 1.6 Practising being assertive 1.7 Role-playing assertive communication 1.8 Saying 'no' 1.9 Choosing strategies to keep safe 1.10 Resilience
Topic 2: Being safe 2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying a safe place	**Topic 2: Identity and relationships** 2.1 Exploring identity 2.2 Exploring relationships 2.3 Relationships circle	**Topic 2: Recognising abuse** 2.1 Accidental or deliberate injury? 2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying domestic and family violence 2.7 Online safety	**Topic 2: Persistence** 2.1 Theme reinforcement 2.2 Introduction to persistence 2.3 Persistence 2.4 Practising persistence
Topic 3: Warning signs 3.1 Introducing warning signals 3.2 Signs 3.3 Warning signs	**Topic 3: Power in relationships** 3.1 Demonstrate the language of safety 3.2 Understanding bullying 3.3 Dealing with bullying behaviour 3.4 Fair and unfair 3.5 Introducing the concept of power 3.6 Adults using power	**Topic 3: Secrets** 3.1 Defining secrets 3.2 Recognising unsafe secrets 3.3 Tricks and trust	
Topic 4: Risk-taking and emergencies 4.1 Defining unsafe and risk-taking 4.2 Unsafe situations and risk-taking 4.3 Looking for clues about risks 4.4 Defining an emergency 4.5 Personal emergency 4.6 Thinking and feeling in an emergency	**Topic 4: Trust and networks** 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help		

KS:CPC - Early Years: Ages 3-5 (Second edition)
Overview Chart

The overview chart provides a complete list of all the topics and activities within a year level group. The whole document can be accessed by clicking on the link above.

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING AND REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
Topic 1: Feelings 1.1 Feelings pictures and symbols 1.2 Safe and unsafe language 1.3 Body language 1.4 Dealing with feelings	**Topic 1: Rights and responsibilities** 1.1 Rights and responsibilities 1.2 Needs and wants 1.3 Fair and unfair 1.4 Anti-harassment strategies 1.5 Assertive language	**Topic 1: Privacy and the body** 1.1 Parts of the body 1.2 Meaning of private 1.3 Our whole body is private 1.4 Health and safety rules regarding privacy	**Topic 1: Strategies for keeping safe** 1.1 Emergencies review 1.2 Emergency information 1.3 Triple Zero Kids' Challenge 1.4 Network review 1.5 Assertiveness – practising 'no' and 'stop' 1.6 Problem-solving: 'Stop, Think, Do' 1.7 Problem-solving: 'What if...?' 1.8 Persistence stories
Topic 2: Being safe 2.1 Safe behaviour 2.2 Safety rules 2.3 Reinforce concept of safe and unsafe 2.4 Emergencies 2.5 Relaxation	**Topic 2: Identity and relationships** 2.1 Exploring identity 2.2 Exploring relationships 2.3 Relationships circle	**Topic 2: Touching** 2.1 Safe touching 2.2 Personal space 2.3 Babies and touching 2.4 Necessary but uncomfortable touching 2.5 Unsafe touching 2.6 'No' or 'stop'	
Topic 3: Warning signs 3.1 Understanding signals 3.2 Body signals 3.3 Warning signs	**Topic 3: Trust and networks** 3.1 Exploring the concept of trust 3.2 Trust walk 3.3 People we trust 3.4 Developing a trusted network 3.5 Network diagram 3.6 Network ticks 3.7 Using networks	**Topic 3: Recognising abuse** 3.1 Accidental and deliberate injury 3.2 People I don't know who might help 3.3 Identifying abuse	
		Topic 4: Secrets 4.1 Secrets 4.2 Keeping secrets 4.3 Why it is sometimes difficult to 'tell' 4.4 Threats	

The overview chart provides a complete list of all the topics and activities within a year level group. The whole document can be accessed by clicking on the link above.

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING AND REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
Topic 1: Being safe 1.1 Definition of safety 1.2 Adults caring for children 1.3 Imagining a safe place	**Topic 1: Rights and responsibilities** 1.1 Rights and responsibilities 1.2 United Nations Convention on the Rights of the Child	**Topic 1: Privacy and the body** 1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching	**Topic 1: Strategies for keeping safe** 1.1 Helpful and unhelpful thinking 1.2 Assertive responses 1.3 Observational skills 1.4 'What if ...?' problem-solving 1.5 POOCH problem-solving 1.6 Practising problem-solving 1.7 Scenarios dealing with abuse issues
Topic 2: Warning signs 2.1 Warning signs: physical indicators 2.2 Warning signs: chart 2.3 Exploring different types of feelings 2.4 Feeling unsafe	**Topic 2: Identity and relationships** 2.1 Identity web 2.2 Gender stereotypes 2.3 Unsafe behaviour 2.4 Relationship circle	**Topic 2: Recognising abuse** 2.1 Exploring abuse 2.2 Definition of abuse 2.3 Physical abuse 2.4 Emotional abuse 2.5 Neglect 2.6 Basic needs 2.7 Sexual abuse 2.8 Domestic and family violence 2.9 Recognising safe and unsafe secrets	**Topic 2: Network review and community support** 2.1 Networks 2.2 Local support networks 2.3 Persistence'
Topic 3: Risk-taking and emergencies 3.1 Ideas about being safe 3.2 A timeline of independence 3.3 Identifying risks 3.4 What is an emergency? 3.5 Personal emergency	**Topic 3: Power in relationships** 3.1 Exploring a definition of power 3.2 Power scenarios 3.3 Tricks and bribes 3.4 Pressure 3.5 Bullying as an abuse of power	**Topic 3: Cyber safety** 3.1 Media classifications 3.2 Video media and computer games 3.3 Television programs 3.4 Internet 3.5 Photographs and digital images 3.6 Magazines	
	Topic 4: Trust and networks 4.1 Trust walk 4.2 Developing a trusted network 4.3 Network letters		

The overview chart provides a complete list of all the topics and activities within a year level group. The whole document can be accessed by clicking on the link above.

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING AND REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
Topic 1: Warning signs 1.1 Exploring Theme 1 'We all have the right to be safe' 1.2 Warning signs 1.3 What if someone does not have warning signs? 1.4 Relaxation activity	**Topic 1: Rights and responsibilities** 1.1 What rights do children and young people have? 1.2 Rights and responsibilities in close relationships	**Topic 1: Privacy and the body** 1.1 Defining public and private 1.2 Privacy 1.3 Parts of the body	**Topic 1: Strategies for keeping safe** 1.1 Trust, talk, take control 1.2 Problem-solving card activity 1.3 Assertiveness 1.4 Strategies for talking about difficult topics 1.5 Strategies when a friend discloses 1.6 Exploring resilience 1.7 Language of resilience
Topic 2: Risk-taking and emergencies 2.1 Risk-taking 2.2 Exploring emergencies 2.3 Planning for a serious emergency	**Topic 2: Identity and relationships** 2.1 Exploring relationships 2.2 Healthy and unhealthy relationships 2.3 Construction of gender	**Topic 2: Recognising abuse** 2.1 Revisit group norms 2.2 Defining abuse 2.3 Recognising abuse 2.4 Using warning signs to recognise abuse 2.5 Neglect and physical and emotional abuse 2.6 Why is it difficult to talk about sexual abuse? 2.7 Sexual abuse 2.8 Dating violence	**Topic 2: Network review and community support** 2.1 Network review challenge 2.2 Network support card 2.3 Community support networks 2.4 Persistence
Topic 3: Psychological pressure and manipulation 3.1 Defining psychological pressure and manipulation 3.2 A-Z psychological pressure and manipulation 3.3 Product placement	**Topic 3: Power in relationships** 3.1 Types and use of power 3.2 Positive use and abuse of power 3.3 Power in relationships 3.4 Guilt 3.5 Power and gender 3.6 Characteristics of bullying 3.7 Bullies and people who are bullied 3.8 Bystanders 3.9 School policy on bullying	**Topic 3: Cyber safety** 3.1 Being aware on the internet 3.2 Online abuse 3.3 Abuse using mobile phones 3.4 Sexting 3.5 Developing a cyber safety fact sheet 3.6 Cyber safety and the law	
	Topic 4: Trust and networks 4.1 Trust 4.2 Trusted networks	**Topic 4: Domestic and family violence** 4.1 What is domestic and family violence? 4.2 Effects of domestic and family violence on children 4.3 Myths about domestic and family violence 4.4 Bystander intervention	

Keeping Safe: Child Protection Curriculum

Topics and activities progression

Early Years: Ages 3-5	Early Years: Years R-2	Primary Years: Years 3-5	Middle Years: Years 6-9	Senior Years: Years 10-12
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3.3 Warning signs p.49	3.3 Warning signs p.47	2.3 Exploring different types of feelings p.43	1.3 What if someone does not have warning signs? p.43	
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