



# CHILD PROTECTION

## KEEPING SAFE: CHILD PROTECTION CURRICULUM & POLICY

### INTRODUCTION

The Child Protection Policy is based on these principles:

- The safety of children is paramount.
- Children are the most vulnerable members of society.
- Children need to know and believe that they have a right to be safe at all times.
- Children are entitled to basic human rights regardless of special needs, cultural, or socio economic factors.
- Children are deserving of respect, care and protection.
- Children are entitled to the support of an advocate on their behalf.

### LEGISLATIVE REQUIREMENTS

It is a legal requirement for DECD employees and a school's responsibility:

- To report all suspected cases of abuse and neglect.
- To ensure that all employees and volunteers have an appropriate level of training to be able to recognise abuse and neglect.
- To ensure that effective abuse prevention programs are implemented.
- To implement a curriculum that addresses issues of child protection *Children's Protection Act (1993) and DECD Child Protection Policy (1998)*.

Under the Children's Protection Act, DECD has a legislated responsibility with other agencies to protect children and young people from abuse in its own settings and in the wider community.

Schools and sites have the responsibility, reinforced by Anti Discrimination Legislation and Duty of Care, to protect and care for every learner.

### DEFINITIONS OF CHILD ABUSE

- Physical Abuse is deliberate physical harm inflicted on a child/young person.
- Sexual Abuse occurs when someone in a position of power involves a child/young person in sexual activity.
- Emotional Abuse occurs when words and actions are directed at a child/young person whereby social competence and self esteem are undermined or eroded.
- Neglect is characterised by the failure to provide for a child / young person's basic needs.

### ROLES AND RESPONSIBILITIES

**Staff at Mount Barker South Primary School are committed to the implementation of the Child Protection Curriculum.**

**They will ensure that Students:**

- Are able to recognise and report abuse.
- Understand power in relationships.
- Develop protective strategies, including help-seeking behaviours.
- Create positive, healthy understandings of relationships and sexuality.

**School Staff will:**

- Implement the Child Protection Curriculum.
- Provide families with information and opportunities for questions and comments.
- Undertake necessary Training and Development opportunities that will be provided for all staff and volunteers.
- Be sensitive to students from culturally and linguistically diverse backgrounds, including Indigenous students and students with disabilities.
- Include the provision of an ethical climate where adults respond to, listen to and respect children and young people in a supportive learning environment where:
  1. Respectful and caring relationships are fostered.
  2. Children and young people are encouraged to develop a strong sense of self worth.
  3. Staffs are supported to develop the skills, understandings and dispositions to recognise and respond to suspected abuse and neglect.
  4. Effective abuse preventions are implemented in all DECD schools and settings.

**The Mount Barker South Primary School Child protection programs supports students to:**

- Develop knowledge, skills & understandings to achieve and maintain personal safety.
- Participate in a range of developmentally appropriate experiences, which are responsive to individual needs and interests.
- Gain appropriate support & advocacy from adults
- Develop positive, responsible and caring attitudes and behaviours which recognize the rights of all people to be safe and free from both harassment and abuse.

## CHILD PROTECTION

**The following is a summary of topics**

Summary of topics Preschool to Year 7 FOCUS AREAS	Early Years Band Ages 3—5	Early Years Band Reception -Year 2	Primary Years Band Year 3 - Year 5	Middle Years Band Year 6 - Year 7
<b>The right to be safe</b>	Feelings.  Exploring the concepts of safe and unsafe.  Early Warning Signs.	Feelings.  Being safe.  Early Warning Signs.  Risk taking and emergencies.	Exploring the concept of safety.  Reviewing the concept of Early Warning Signs.  Unsafe situations and acceptable risk taking.	Safety and risk taking.  Early Warning Signs and emergencies.
<b>Relationships</b>	Identity and relationships.  Fair and unfair.  Trust and networks.	Trust and networks.  Rights and responsibilities.  Use and abuse of power.	Understanding rights and responsibilities.  Trust and networks.  Developing personal identity.  Power in relationships.	Rights and responsibilities in relationships.  Power in relationships.  Bullying as an abuse of power.
<b>Recognising and reporting abuse</b>	Privacy and names of parts of the body.  Touching.  Recognising abuse.  Secrets.	Names of parts of the body, privacy and touching.  Recognising abusive situations and secrets.	Privacy and names of parts of the body.  Recognising abuse, neglect and unsafe secrets.  Internet, telephone and media safety.	Recognising abuse.  Identifying abuse and neglect.  Electronic media abuse.
<b>Protective strategies</b>	Strategies for keeping safe.	Practising protective strategies.  Persistence.	Problem solving for keeping safe.  Review of networks.	Problem-solving strategies.  Network review and community support.

### CHILD PROTECTION CURRICULUM THEMES

**We all have the right to be safe.  
We can help ourselves to be safe by talking to the people we trust.**