Teacher Development Schools (TDS)

Protective Behaviours Digital Monitoring Tool

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Why do we **need** to teach a Protective Behaviours Program?

96% of abused children are abused by someone known and trusted by them rather than a stranger

Source: Australian Institute of Health and Welfare 2000-2001

1 in 4 girls and 1 in 7 boys are sexually abused in Australia before they reach the age of 18

Source: Australian Institute of Criminology 2004

6,973 children were sexually abused in Australia in 2014-2015

Source: Child wise 2016

Children with disabilities are 3.4 times more likely to be sexually abused compared to children without disabilities.

Source: Australian Institute of Health and Welfare: Child Protection Collection 2012.

The **average** age of students who are exposed to porn is 11.

Source: National Survey of Australian Secondary Students and Sexual Health 2013

What is the **aim** when teaching Protective Behaviours?

- To strengthen the resilience of children as they grow and develop; focusing on giving children life skills to protect themselves from abusive situations as well as encouraging children to develop a support network.

How we run PB @ Riverside?

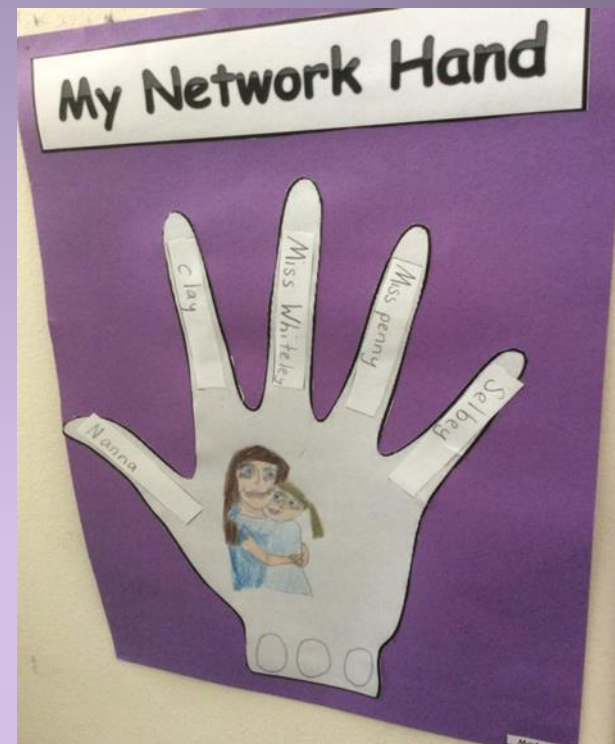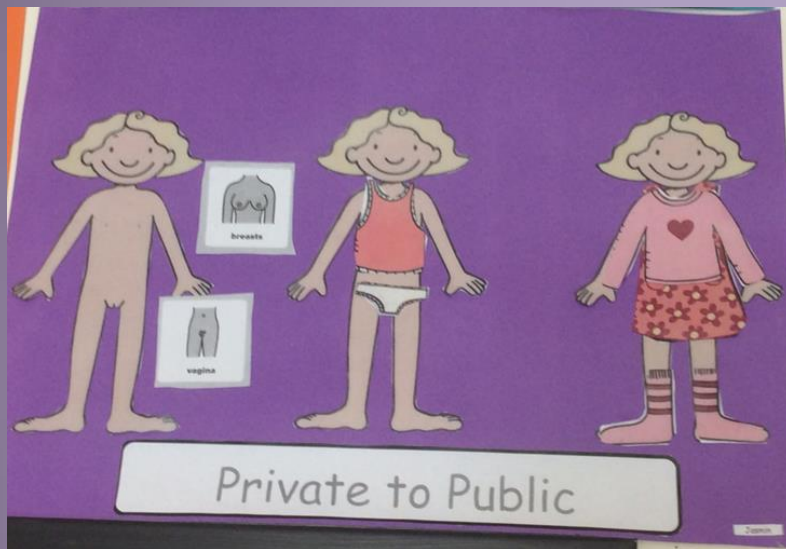- Protective Behaviours is taught by the classroom teacher

How we run PB @ Riverside?

- Protective Behaviours posters and colours are visible in all classrooms

How we run PB @ Riverside?

- One explicit Protective Behaviours lesson is taught each week

How we run PB @ Riverside?
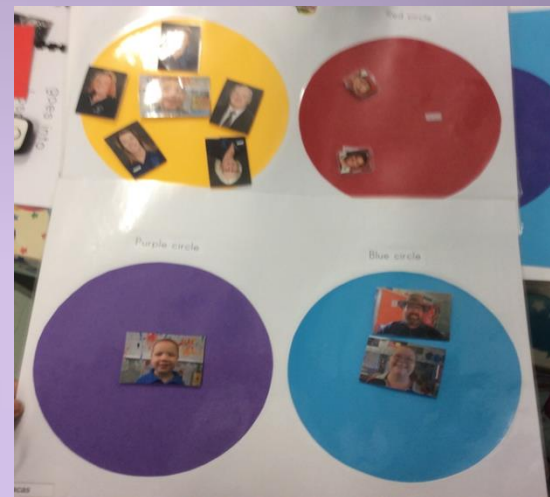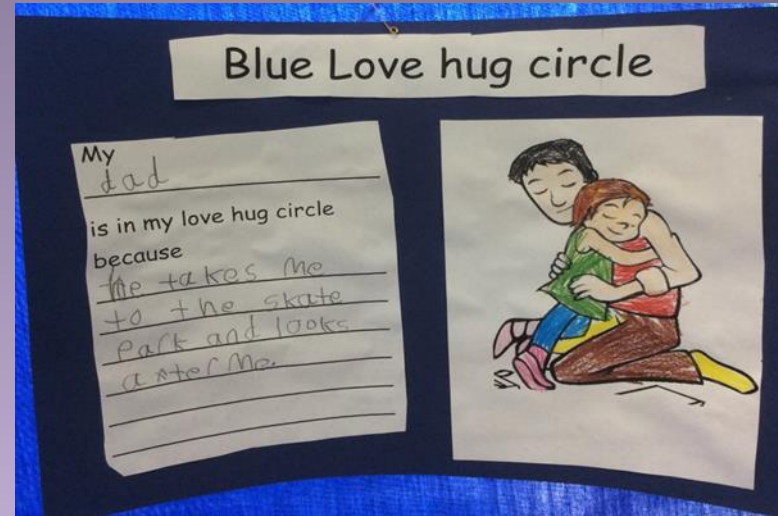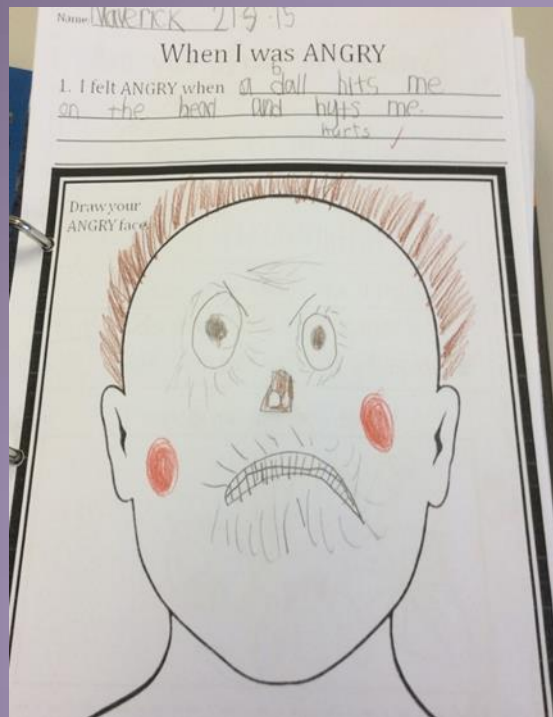
- Protective Behaviours is embedded across the curriculum

The reality of 'Stories from the field'

Name: Maverick 2/9-15

When I was ANGRY

1. I felt ANGRY when a doll hits me on the head and hurts me. hurts

Draw your ANGRY face

Blue Love hug circle

My dad
is in my love hug circle because he takes me to the skate park and looks after me.

What have we developed?

Protective Behaviours Scope & Sequence Document

Order	ACC Code	L/A	Strand	Sub Strand	Theme	SKILLS
1	ACHGK002	HASS	G	GKU	1S	Responds to name
2	ACHHK001	HASS	H	HKU	2	Identify self in single photo
3	ACHHK001	HASS	H	HKU	2	Identify self in group/ class photo
4	ACHGK002	HASS	G	GKU	1S	Communicates name
5	ACHHK001	HASS	H	HKU	2	Identify family members
6	ACHHK001	HASS	H	HKU	2	Identify familiar staff members
7	ACPPS005	HPE	PSCH	CIHW	1EWS	Recognise common uncomfortable feelings i.e. sad, angry
			PSCH	CIHW	1EWS	Recognise common comfortable feelings i.e. happy, surprised, excited
			PSCH	BHSA	1S	Identify me circle (purple)
			PSCH	BHSA	1S	Identify love hug circle (blue)
			PSCH	BHSA	1S	Identify quick hug circle (green)
			PSCH	BHSA	1S	Identify public body parts
			PSCH	BHSA	1S	Identify private body parts
			PSCH	BHSA	1S	Demonstrates use of me circle
			PSCH	BHSA	1S	Demonstrates use of hug circle
			PSCH	BHSA	1S	Demonstrate safe behaviours in class (self)
			PSCH	BHSA	1S	Demonstrate safe behaviours in the playground (self)
			PSCH	BHSA	1S	Demonstrate safe behaviours in class (towards others)
			PSCH	BHSA	1S	Demonstrate safe behaviours in the playground (towards others)
20	ACPPS003	HPE	PSCH	BHSA	1S	Identify handshake circle (yellow)
21	ACPPS003	HPE	PSCH	BHSA	1S	Identify wave circle (orange)
22	ACPPS003	HPE	PSCH	BHSA	1S	Demonstrates use of handshake circle
23	ACPPS003	HPE	PSCH	BHSA	1S	Demonstrates use of wave circle
24	ACPPS019	HPE	PSCH	CIHW	2	Identify what is a friend
25	ACHGK002	HASS	G	GKU	1EWS	Identify public and private places at home

Inset detail:

Theme	Skills
1EWS	Recognise common uncomfortable feelings i.e. sad, angry
1EWS	Recognise common comfortable feelings i.e. happy, surprised, excited
1EWS	Identify public and private places at home
1EWS	Identify public and private places at school
1EWS	Identifies public and private places in the community
1EWS	Identify public and private clothing
1EWS	Identify early warning signs
1EWS	Can identify helpful strangers

How does it work?

Identify self in group/ class photo	4	4	4	4	4
Identify family members	4	4	4	4	4
Identify familiar staff members	4	4	4	4	4
Identify what is a friend	2	2	4	2	2
Identify relevent community members i.e. doctor, police	2	2	4	2	2
Identify five people they can trust (at home & school) - network hand	3	3	3	3	3
Demonstrates No, Go, Tell	2	2	2	2	2
Demonstrate the different levels of 'NO'	2	2	2	2	2
Can identify emergency contacts and when it is appropriate to use them	2	2	2	2	2
- Police	2	2	2	2	2
- Fire	4	4	4	4	4
- Hospital	3	3	4	4	3
Persistent No, Go, Tell					
Recognise common uncomfortable feelings i.e. sad, angry					
Recognise common comfortable feelings i.e. happy, surprised, excited					
Identify public and private places at home					
Identify public and private places at school					

0	No Concept
1	Physical Prompt
2	Verbal Prompt
3	Visual Prompt
4	Independent

Individual student data

0	No Concept
1	Physical Prompt
2	Verbal Prompt
3	Visual Prompt
4	Independent

Responds to name	4
Communicates name	4
Identify me circle (purple)	4
Identify love hug circle (blue)	4
Identify quick hug circle (green)	4
Identify public body parts	4
Identify private body parts	4
Demonstrates use of me circle	4
Demonstrates use of hug circle	4
Demonstrate safe behaviours in class (self)	4
Demonstrate safe behaviours in the playground (self)	4
Demonstrate safe behaviours in class (towards others)	4
Demonstrate safe behaviours in the playground (towards others)	4
Identify handshake circle (yellow)	4
Identify wave circle (orange)	4
Demonstrates use of handshake circle	4
Demonstrates use of wave circle	4
Identify safe feelings	2
Identify unsafe feelings	2
Identify stranger circle (red)	4
Communicate when they feel unsafe	2
List occupations of people who care for different parts of our body i.e. dentist, doctor	2
Communicates address	1
Communicates phone number	1
Communicates age	4
Communicates D.O.B.	1
Demonstrate safe behaviours in the community (self)	2
Demonstrate safe behaviours in the community towards others	2
Identify a safe activity	2
Identify a 'fun to feel scared' activity	2
Identify a 'risk on purpose' activity	2
Identify an unsafe activity	2

Whole Class data

Identify the concept circles	2	2	2	2	2	2
Identify me circle (purple)	4	4	4	4	4	4
Identify love hug circle (blue)	3	3	3	3	3	3
Identify hug circle (green)	3	3	3	3	3	3
Identify handshake circle (yellow)	4	4	4	4	4	4
Identify wave circle (orange)	3	3	3	3	3	3
Identify stranger circle (red)	3	3	3	3	3	3
Demonstrates use of me circle	4	4	2	2	2	4
Demonstrates use of hug circle	2	2	2	4	2	4
Demonstrates use of handshake circle	4	4	4	4	4	4
Demonstrates use of wave circle	4	4	4	4	4	4
Knows own personal details	2	2	2	2	2	2
Knows name	4	4	4	4	4	4
Knows address	2	2	2	2	2	2
Knows phone no	1	1	1	1	1	1
Knows age	4	4	4	4	4	4
Knows D.O.B., BIRTHDAYMONTH	4	4	4	4	4	4
Identify public body parts	3	3	3	3	3	3
Identify private body parts	3	3	3	3	3	3
Identify public/private places inside the home	3	3	3	3	3	3
Identify public/private places at school	2	2	2	2	2	2
Identifies public/ private places in the community	2	2	2	2	2	2

0	No Concept
1	Physical Prompt
2	Verbal Prompt
3	Visual Prompt
4	Independent

What information does it hold?
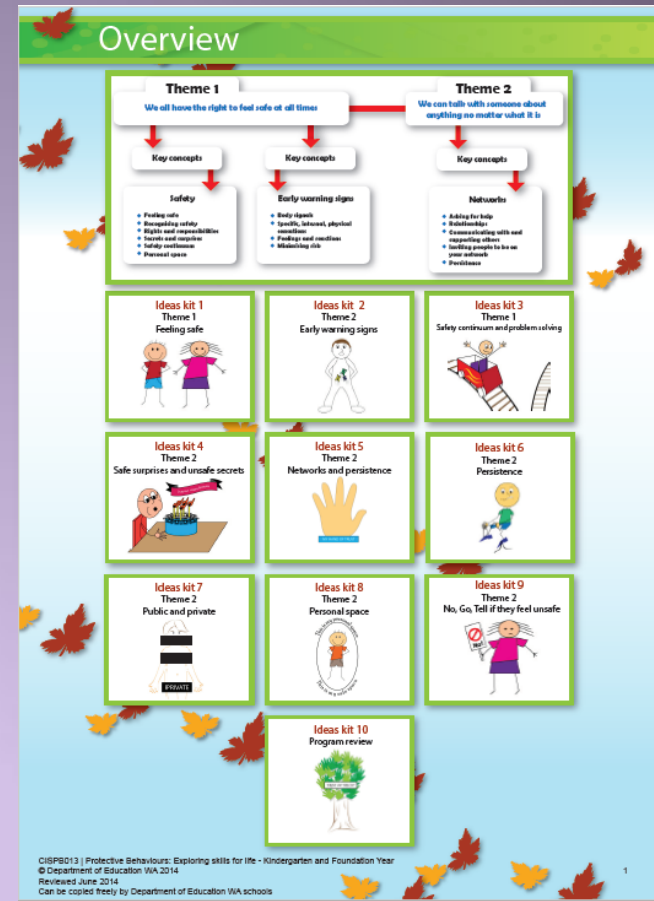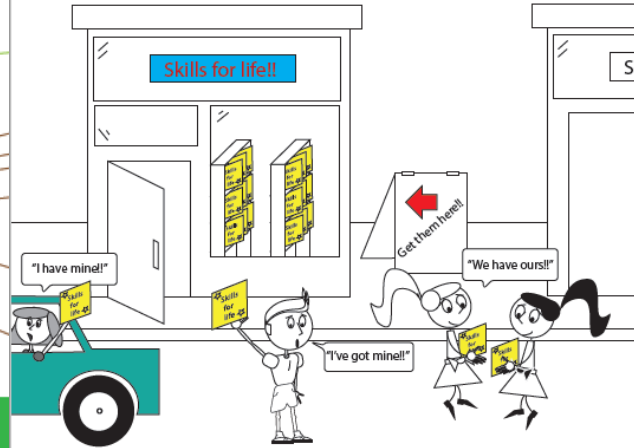
What we offer!

- Comprehensive look at each of the key themes of the Protective Behaviours Program

- Engaging and interactive look at our connect community which has 400+ members from across W.A

- Cross Curricular application of the program to help embed the themes into your every day teaching

Next Professional Learning

- For Principals, Deputies, Teachers & Education Assistants

- Now on PLIS Calendar – 8th September 2017

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https://plis.det.wa.edu.au/?EventID=17130

Alternatively

- Our presenters travel to a location of your choice on a day of your choice to present to whole staff or work with staff in the classroom environment