



Whole of Community Approach to
Child Abuse Prevention Education

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It's a sensitive issue....

- **Up to 30% of children experience some form of sexual abuse (Ogloff et al, 2012).**
- **1 in 7 victims, are children under the age of six years, with four year olds at greatest risk (Snyder, 2000).**
- **Children with disabilities are up to seven times more likely to be sexually abused than their non-disabled peers (Briggs, 2006).**

Purpose of this Workshop



To demonstrate how easy it is to teach Abuse Prevention Education to children.

To provide a practical tools for teaching Abuse Prevention Education.

The Benefits of teaching Abuse Prevention to children.



- **An awareness and ownership of feelings**
- **Communication Skills**
- **Problem Solving Skills**
- **Persistence**
- **Assertiveness**
- **Security**
- **Self Esteem**



Theme 1



**“We all have the right
to feel safe
all of the time.”**



**We all have the right to
feel safe all of the time.**





Feelings

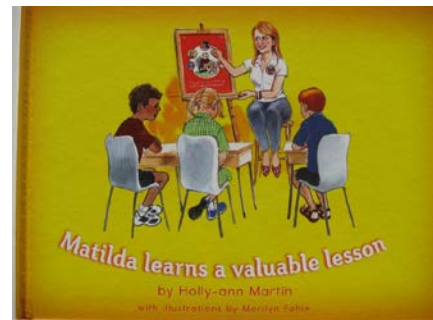


- Teach children the names of their feelings and encourage them to talk about their feelings.

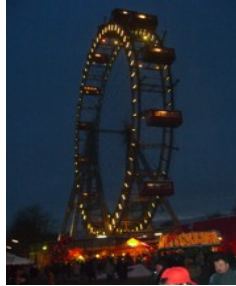
- Model the language of feelings so they become accustomed to hearing and using the language.

- Teach children about Yes feelings and No feelings, Safe feelings and Unsafe feelings.





Safety Continuum



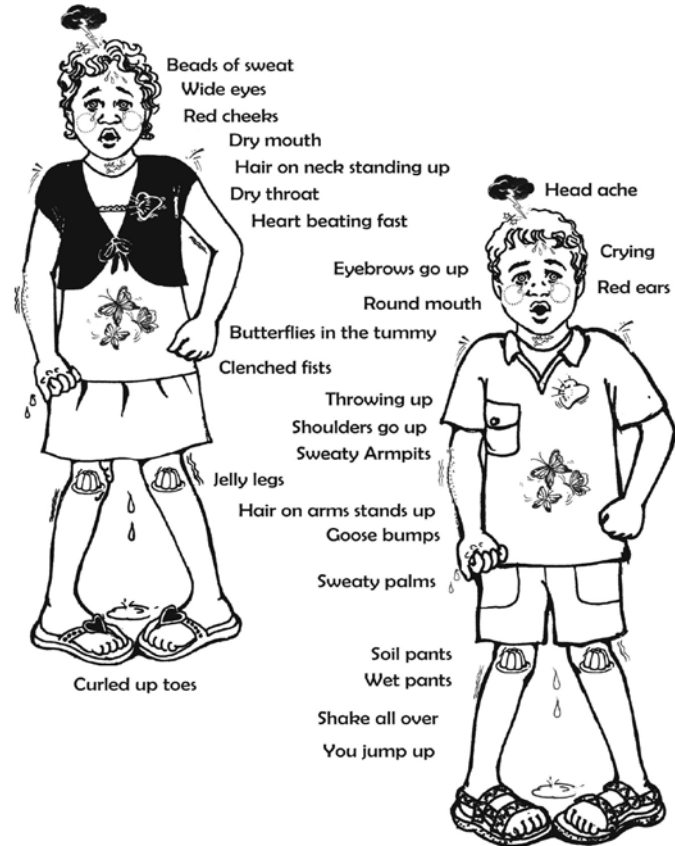
Safety = Choice + Control + Time Limit

Early Warning Signs



I get my Early Warning Signs when I feel unsafe.

If I get my Early Warning Signs, I need to keep telling an adult I trust, until my Early Warning Signs go away and I start to feel safe again.



Dobbing v's Telling



**To teach children the difference
between dobbing, and telling.**

Theme 2



**“We can talk with someone
about anything.”**

Theme 2

An illustration on an orange background shows a young boy with blonde hair, wearing a blue and white striped shirt and green shorts, sitting on a red brick wall. He is looking down at a small object in his hand. Surrounding him are five circular portraits of different people: a man with glasses and a tie, a woman with glasses, a woman with blonde hair wearing a headset, a woman with red hair, and a man in a police uniform. The scene is set against a red brick wall with some green leaves on the ground.

We can talk with someone about anything.

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My Network



These are adults I trust and I can speak to, if I don't feel safe.

If I get my Early Warning Signs these adults:

- **Will believe me.**
- **Will listen to me.**
- **Will be available to me.**
- **Will take action if necessary.**

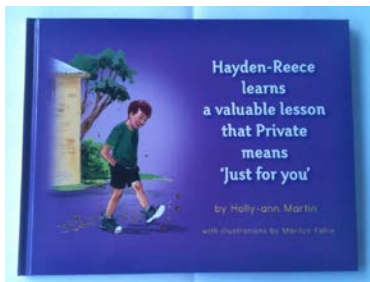


Persistence



Some children may not always get the help they need the first time they tell someone.

If the first person a child speaks to doesn't help them, they need to persist in telling until someone listens and stops the bad thing from happening.

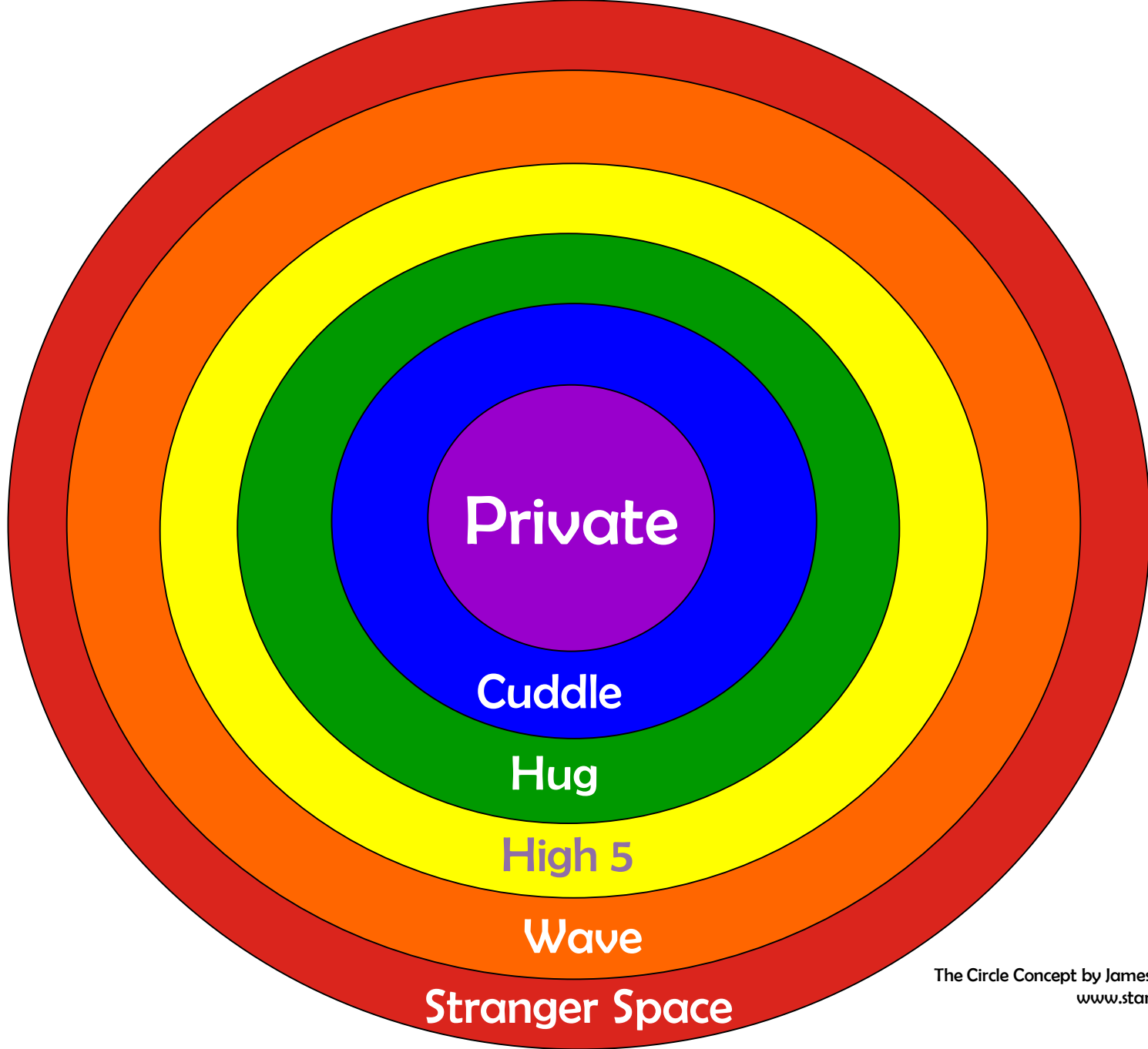


Public and Private



- **Name public and private rooms and places.**
- **Name public and private behaviours, body functions, language, dancing and pictures.**
- **Name public and private clothing.**
- **Name public and private body parts.**





The 5 Stages of “No”



- **no** Is a playful no and is said with a smile
(when a dog is licking you or a person is tickling you.)
- **No** Is a polite or manners no
(when someone offers you something).
- **NO** Is an assertive or a firm no
(you look the person in the eye and say no like you mean it).
- **NO** Is an angry No
(it's ok to be angry, it's not ok to hit someone when you are using your angry No)
- **NO** Is an Emergency NO.

The Three Safety Questions



- **Do I get a “yes” or a “no” feeling.**
- **Does an adult I live with know where I am.**
- **Can I get help if I need it.**



Secrets

Good / Safe Secrets

Are kept for a short time. People are usually happy when the secret is revealed.

Bad / Unsafe Secrets

If someone wants you to keep a bad secret they want you to keep it for a lifetime.

Bad secrets might give you your Early Warning Signs. You never keep any secret about any kind of touching.

Secret Enablers



- **Tricks**
- **Lies**
- **Bribes**
- **Blackmail**
- **Threats**
- **Guilt**
- **Shame**
- **Conning**

Receiving a Disclosure



If your child discloses that they have been abused, either emotionally, physically or sexually; here are some suggestions which may help your child, and you feel safe:

1. Stay calm

Try to put your feelings aside, as an angry reaction will only make your child feel they shouldn't have told you, and may make them think they have done something wrong.

*I'm glad you told me.

*I believe you.

*It's not your fault.

Receiving a Disclosure



2. Believe your child

Kids rarely lie about abuse. They are often reluctant to tell because they think no-one will believe them. It's really important they know you believe them.

3. Offer comfort

Keep telling your child it is not their fault and they haven't done anything wrong. They are not to blame! Use words such as; "I'm really pleased you told me." "You've done the right thing by telling someone on your Network." "I'm sorry this has happened to you but we'll work this out together."

Receiving a Disclosure



4. Do not question and pressure

Do not make your child give full details of the incident. They may have to repeat their story for authorities, and they may find it distressing each time they have to retell the story about the abuse.

Do not approach the person who you think has harmed your child. Leave this to the child protection authorities and the police.

5. Make no promises

Do not promise to keep this a secret. Use Protective Behaviours language to explain that you may have to tell someone on your Network.

6. Contact authorities:

The Department for Child Protection
Police Child Protection Unit.
Crimestoppers



13 February

6:00pm till 8:00pm

Lake Heights PS

302 Northcliffe Dr, Lake Heights

16 February

6:00pm till 8:00pm

Mount Brown Primary

Mount Brown Rd, Dapto

23 February

6.30pm till 8.30pm

Figtree Primary School

9 Gibsons Rd, Figtree



Code: safe101

\$27.00

Valid till the 11/02/2017

Thank you!

You can find me at

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SAFETY | ASSERTIVENESS | FEELINGS | EDUCATION

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