Child Protection and Respectful Relationships Education and Best Practice in School Settings – Literature Review & Stakeholder Consultation

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Executive summary

Child abuse, neglect and domestic, family and interpersonal violence are recognised as serious social problems with long-term physical, emotional, social and economic consequences and costs for individuals, communities and societies. It has been recognised for several decades now that interventions are required to help children keep themselves safe from potentially abusive situations. Proponents argue that it is critical to equip children with skills and strategies that might enable them to recognise and avoid potentially abusive situations. The need to tackle domestic and family violence has also gained policy attention over the last decade. The public health model emphasises the need for primary prevention intervention efforts in order to prevent gender-based violence from occurring in the first place by engendering long-term cultural change in attitudes and behaviour.

The literature on child protection education and violence prevention and respectful relationships education identifies schools as critical platforms for raising children's awareness, helping them to develop skills and strategies to help keep themselves safe and for challenging gendered attitudes. It is also acknowledged in the literature that efforts to challenge gender-based violence must also focus on organisational, community, system and societal levels.

The NSW Department of Education engaged the Social Policy Research Centre (SPRC) to undertake a literature review and stakeholder consultation on child protection and respectful relationships education and best practice in school settings.

For this review, the term 'child protection education' encompassed school-based education materials concerning child sexual abuse prevention education and other forms of abuse and neglect. These education materials aim to equip children with the skills to recognise unsafe situations, teach them how to avoid them and to report their concerns to a trusted adult. School-based educational materials that address respectful relationships are primary prevention initiatives that aim to prevent dating and relationship violence and to engender cultural shifts in attitudes concerning domestic and family violence.

The literature review and stakeholder consultation had five key aims. These are presented in turn with a brief summary of the relevant findings from the review.

1. *Review national and international approaches to child protection and respectful relationships education and identify current best practice approaches from the national and international literature of relevance to NSW*

This component of the review identified four national and international resources that sought to distil the elements of best practice in child protection/child sexual abuse prevention education. The elements of best practice for inclusion in child protection education were:

- The inclusion of key messages: defining sexual abuse, teaching children to resist predatory efforts and teaching children to report predatory efforts
- Active participation
- Explicit skills training for children in preventative behaviours and disclosure

- Group training
- Long programs over several sessions with repeated instruction
- Parental involvement/engagement
- Developmentally appropriate content with respect to age, learning capacity and socio-economic status
- Evaluation of effectiveness incorporated.

The review also identified some divergence in perspectives on best practice for the delivery of child protection education. These included: whether programs should utilise standardised materials that are taught by trained instructors; whether programs should be integrated into the school curriculum; and whether programs should have a theoretical basis, be evidence-based, address risk and protective factors and seek positive behavioural change.

The review identified five national resources and one international that sought to distil the elements of best practice in respectful relationships/ violence prevention education. These were:

- A coherent conceptual/theoretical approach underpinning the program
- The utilisation of a theory of change
- Inclusive, relevant and culturally sensitive practice
- Comprehensive program development and delivery
- Effective evaluation strategies
- Training and professional development of educators
- A whole school approach

While it is acknowledged that programs should include an evaluation component to measure impact, the literature points to a dearth of well-designed program evaluations and methodological shortcomings in many studies that seek to assess programs' effectiveness. Yet the weight of opinion in the literature is on the side of the need for well-designed evaluations and the importance of implementing programs that have undergone rigorous evaluation and have been shown to be effective.

2. Review findings to date of the Royal Commission into Institutional Responses to Child Sexual Abuse

Only one study was reviewed - Moore et al.'s (2015) report. Despite a number of methodological limitations, the report presents insights into children and young people's views concerning their safety, what is being done currently to respond to their safety concerns and what should be done. It highlights children's awareness of the need for education to develop their skills to help keep them safe, the need to have safety messages reinforced through their school lives, the need for peer support education and their desire for realistic strategies that they could implement in situations where they feel unsafe.

3. *Review relevant current approaches and resources in child protection education, including teacher support and training*

A wide range of resources and materials were reviewed here, including child protection education materials used in other Australian jurisdictions and New Zealand and materials developed by non-government organisations, including True (a Queensland-based reproductive and sexual health service for women), the Protective Behaviours Consultancy Group of NSW, and Brisbane-based Personal Safety Australia.

The NSW Department of Education child protection education curriculum materials reviewed comprise a comprehensive program delivered to students in the five learning stages from Kindergarten through to Year 10. Viewed as a holistic program, it includes most of the elements of best practice identified in the literature. The literature strongly supports the need for training, support and resources to equip teachers to deliver child sexual abuse prevention and respectful relationships education. The call is particularly strong in the literature concerning child sexual abuse prevention programs, with many arguing that undergraduate teaching courses should cover child protection issues with all prospective teachers and that this training should continue in-service.

4. *Include a review of relevant 'one-off' programs/performances for schools that relate to, or could be adapted to, child protection education and evidence of the effectiveness of 'one-off' programs.*

This component of the review involved identifying one-off programs/performances for schools that relate to, or could be adapted to, child protection education and evidence of their effectiveness. An important caveat to note is that one-off programs/performances by definition contradict best practice in child protection education where longer programs over multiple sessions are recommended. However, one-off programs/performances may prove engaging and instructive if used to supplement a more sustained program of education, providing the materials are complementary with respect to language and concepts.

Nine programs/performances were reviewed and assessed according to a combination of the elements of best practice for the delivery of child sexual abuse prevention programs. These nine programs/performances included a pantomime, performances delivered in schools by non-government organisations, foundations and police, online educational games, and online educational materials and lesson plans. While all addressed child sexual abuse, some adopted a broader focus on child safety (including traffic and road safety, cyber safety and bullying). The one-off programs/performances all focused on raising children's awareness of unsafe situations and their right to be safe (key messages), equipping them with skills and strategies to avoid/resist unsafe situations and the importance of reporting what happened to a trusted adult.

Evidence of program effectiveness varied greatly. Not all program developers provided empirical data on program effectiveness, beyond stating that their programs were trialled and tested, evaluated or accredited. Where 'evidence of effectiveness' was reported, program developers reported increases in students' knowledge and

awareness of key messages and how to keep themselves safe. Where effectiveness was reported, this assessment did not appear to be based on all of the key elements of best practice evaluation; however some appeared to have a stronger empirical basis than others. Best practice in child protection recommends that programs have an evaluation component built-in and include a treatment and control group and pre and post-test measures, an evaluation of the presenter, and evaluation of the presentation (e.g. format, duration). Additionally, best practice in respectful relationships/ violence prevention education recommends that evaluations should include long-term follow-up (up to six months after program exposure).

> 5. *Communicate with key stakeholders to identify current issues related to child sexual abuse prevention and needs of students in NSW that may be relevant to child protection education programs.*

Seven stakeholders were consulted via phone and email for the review about a number of child protection issues. They identified a range of characteristics that they felt placed children at particular risk of abuse. These included age (with very young children being seen as particularly vulnerable); indigeneity; disability; being in out of home care; natural and military crisis situations. Girls and children from homes with an intergenerational history of child maltreatment and family violence, substance misuse and mental illness were also considered to be particularly vulnerable to risk.

Two main threats to children's personal safety posed by *family members, acquaintances and others in positions of trust* were identified broadly as family factors and professionals' inadequate training to recognise when a child might be at risk. Among the family factors that placed children at risk were: family violence, parental drug and alcohol use, mental health concerns, unemployment, housing stress, and financial stress that could contribute to the neglect and abuse of children. Parents were also considered to be remiss in not discussing child protection issues with their children.

Threats to the personal safety of children and young people posed by *sexual predators* covered the risks posed online, 'traditional' risks and the acknowledgement that often the child is at greatest risk in the family home. New technologies, the Internet and social media were identified by five of the seven experts as emerging or new threats to the safety and wellbeing of children and young people. These risks were heightened by parents' ignorance of the potential risks of the online environment.

Stakeholders identified a range of societal, family-level and individual-level factors that contribute to children's vulnerability. Societal-level factors included age and gender power imbalances, family-level factors included parental substance abuse, parental mental illness and the presence of multiple vulnerabilities, and individual-level factors included ignorance and lack of education about body integrity, developmental immaturity and engagement in risky behaviours.

Stakeholders all emphasised the importance of educating children about how to stay safe, through equipping them with knowledge, skills and strategies. Some emphasised that parents were primarily responsible for educating their children, whilst others recognised schools as important sites for educating children about such matters. Stakeholders were invited to comment on how child protection education could be enhanced in school settings. Responses varied with some calling for: a

higher level policy commitment to teaching child protection in education settings; professional training for teachers and identifying who is best placed to teach child protection education (individual teachers, NGO partners, child protection champions in the school); and teaching resources accessible via a dedicated child protection portal.

This review found broad consensus around the elements of best practice in child protection education and respectful relationships education. It also highlighted the importance of evaluating programs' effectiveness before rolling them out more widely. The review of the NSW child protection education materials notes that it is consistent with best practice, but that it could benefit from some revisions and evaluation. The review also highlighted variation in the jurisdictions' commitment to child protection education. If teachers are expected to deliver child protection education, it is important that its place in the curriculum is formalised. This would entail a commitment to teaching child protection education (including clear direction on what should be covered), and a commitment to ensuring that teachers are adequately trained to teach the curriculum, in addition to being able to recognise indicators of child abuse and understand their reporting obligations.

A secondary focus for the review was respectful relationships resources. Among the resources reviewed in an appendix to the report were: the iMatter App, NAPCAN resources, the *Solving the Jigsaw* program, Interrelate programs, the *No means no show, Partners in Prevention* resources*, The Line* resources and *Breaking the Silence, White Ribbon.*

Contents

1   Introduction

The NSW Department of Education, in consultation with the Catholic Education Commission NSW, Association of Independent Schools of NSW and the Board of Studies, Teaching and Educational Standards (BOSTES), engaged the Social Policy Research Centre (SPRC) to undertake a literature review and stakeholder consultation on child protection and respectful relationships education and best practice in school settings. The scope of the literature review and stakeholder consultation were to:

1. Review national and international approaches to child protection and respectful relationships education and identify current best practice approaches from the national and international literature of relevance to NSW
2. Communicate with key stakeholders to identify current issues related to child sexual abuse prevention and needs of students in NSW that may be relevant to child protection education programs.
3. Review findings to date of the Royal Commission into Institutional Responses to Child Sexual Abuse
4. Review relevant current approaches and resources in child protection education, including teacher support and training
5. Include a review of relevant 'one-off' programs/performances for schools that relate to, or could be adapted to, child protection education and evidence of the effectiveness of 'one-off' programs.

The aim of the exercise was to inform planning for enhancements to current child protection education programs and future provision. This report presents the findings from the literature review and stakeholder consultations undertaken between December 2015 and March 2016.

Scope of review

It is important at the outset to clarify the key terms and the scope of the review. The NSW Department of Education requested a review of the literature on "child protection and respectful relationships education and best practice in school settings". On commencing the literature search and review it became apparent that "child protection education" and "respectful relationships education" literature shared some commonalities, but had different key emphases. For the purposes of this review these two areas of education are treated separately. However, as noted by a participant in the stakeholder component, these types of educational programs could be more appropriately viewed as different points along a personal safety continuum, with different emphases at primary and secondary level.

Child protection education

The term 'child protection education' is used by NSW Department of Education to refer to educational materials that aim to teach children[1] about child sexual abuse prevention and other forms of abuse and neglect. Literature concerning child sexual

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[1] For brevity, the term 'children' is used to denote 'children and young people'.

abuse prevention education was to be the key focus of the review, but also some coverage of materials relating to other forms of abuse and respectful relationships. Therefore, for the purposes of this review, the term 'child protection education' encompasses school-based education materials concerning child sexual abuse prevention education and other forms of abuse and neglect. Essentially, these education materials aim to equip children with the skills to recognise unsafe situations, teach them how to avoid or resist them and to report their concerns to a trusted adult.

The term 'child protection education' is not commonly used in the literature. Walsh et al. (2013) note that 'no clear consensus exists regarding a universally accepted term to describe the educational activities that constitute school-based child sexual abuse prevention education' (2013, p. 650). They note a number of additional terms used in the literature to describe such educational activities including 'personal safety education', 'protective behaviours' and 'body safety'. Therefore, this review draws on literature covered by these terms. A further point to make about 'child protection education' materials is that they are typically geared towards younger children in primary school.

Respectful relationships education

An additional key focus of the literature review was 'respectful relationships' education. Discussions of school-based educational materials that address the issue of respectful relationships have a dual focus. First, they 'aim to prevent dating and relationship violence (including sexual violence between peers) effective communication skills, and skills to deal with stress, disappointment, rejection, the resolution of conflict and the promotion of healthier relationships' (Fellmeth, Heffernan, Nurse, Habibula, & Sethi, 2013 cited in (Quadara, Nagy, Higgins, & Siegel, 2015, p. 40). Second, school-based educational materials that address the issue of respectful relationships are responding to the need to tackle the issue of domestic and family violence with children and young people in a primary prevention sense. For example, the 2015 PDHPE teacher toolkit produced by the Board of Studies Teaching and Educational Standards NSW aims to assist teachers implement content relating to the prevention of domestic and family violence (BOSTES, 2015). This dual focus is reflected in the terms used to refer to education materials and programs that focus on respectful relationships: violence prevention and respectful relationships education' (Flood, Fergus, & Heenan, 2009), 'sexual assault prevention education' (Carmody et al., 2009) and 'school-based primary prevention programs that address the underlying cause of DFV [domestic and family violence' (Campo, Kaspiew, Moore, & Tayton, 2014).

Although the topic of respectful relationships is introduced to children at a young age through their State/Territory's Personal Development, Health and Physical Education (PDHPE) curriculum (see for e.g. BOSTES, 2015), programs addressing sexual violence tend to be targeted at young people in secondary school. Campo et al. (2014) note the discussion in the literature concerning how primary prevention efforts to tackle domestic and family violence should be introduced to children in preschool and primary school levels 'given that attitudes towards gender and violence may already be ingrained by the time children reach secondary school age' (p. 37).

Given time and resource constraints, it was not possible to conduct an exhaustive review of the literature. In consultation with key contacts in the NSW Department of Education it was agreed that the review should focus on:

-   national and international research materials of relevance to identifying best practice approaches to 'child protection education' and 'respectful relationships';
-   a focus on meta-evaluations of child sexual abuse prevention and respectful relationships where possible; and
-   materials of particular interest to the NSW Department of Education. This included lists of child protection education programs and reports.

Keyword searches utilising combinations of the following were used to identify relevant literature:

-   child protection education
-   child sexual abuse prevention education
-   child safety education
-   protective behaviors (US spelling)/behaviours education
-   body safety education
-   respectful relationships education
-   sexual violence prevention education
-   sexual assault prevention education
-   violence prevention education
-   domestic and family violence prevention education
-   domestic violence prevention education
-   school-based
-   best practice
-   evaluation
-   effectiveness

Background

Child abuse, neglect and domestic, family and interpersonal violence are recognised as serious social problems with long-term physical, emotional, social and economic consequences and costs for individuals, communities and societies. Policy efforts to address child abuse and neglect have been in evidence in Australia and similar nations for several decades (Walsh et al., 2013; Wurtele, 2009). More recently, domestic and family violence have become a national priority and focus of policy concern in Australia and elsewhere. In 2009, the Australian Government released the National Plan to Reduce Violence against Women and their Children 2010 – 2022. The National Plan aims to prevent violence from happening in the first place through primary prevention initiatives leading to cultural change (Council of Australian Governments, 2009a). The NSW Government's (2014) report *'It Stops Here'* similarly sets out a framework for reform to tackle domestic and family violence. It advocates for the need to adopt a strategic approach to prevention and early intervention.

The need for child protection education

It has been recognised for several decades now that interventions are required to help children keep themselves safe from potentially abusive situations. While some argue that children should not be made to feel responsible for their own safety, others adopt a more pragmatic stance. They argue that it is critical to equip children with the skills and strategies that might enable them to recognise and avoid or resist potentially abusive scenarios.

The Council of Australian Governments' National Framework for Protecting Australia's Children (Council of Australian Governments, 2009b) endorsed the need to raise children's awareness about the risks of child sexual abuse and knowledge to foster protective behaviours which may in turn help to increase detection of abuse. However, the framework makes no explicit reference to the role that schools might play in raising children's awareness. Nevertheless, the endorsement of child protection education is recognition of the fact that it is not always possible to keep children safe from abuse and that they need to be educated to develop awareness, skills and strategies to enable them to recognise, avoid or resist and report situations in which they feel unsafe.

Adding weight to this stance are several factors that suggest that the scale and consequences of child sexual abuse appear to be worsening:

- **Concerning national statistics on the rising incidence of child abuse and neglect:** In 2013-14, there was a 6 per cent increase over the previous year in the number of children receiving child protection services. Almost three-quarters of these cases were repeat clients[2]. The number of children placed in out of home care (OOHC) rose (from 7.1 to 8.1 per 1,000) and Aboriginal and Torres Strait Islander children were seven times more likely to be receiving child protection services than non-Indigenous children. Emotional abuse and neglect were the most common primary types of substantiated abuse and neglect (Australian Institute of Health and Welfare, 2015).
- **It is widely acknowledged that the full extent of child sexual abuse is hard to determine due to under-reporting** for four key reasons: 1) the term encompasses a range of non-contact offenses to "acts of varying physical intrusiveness"; 2) it is hard to detect due to its often private and secretive perpetration; 3) the victims are children with varying levels of cognitive and language development which can influence awareness and disclosure; 4) "because this type of child maltreatment involves sex, it is a particularly difficult problem for our society to address" (Wurtele, 2009).
- **Consequences of child sexual abuse:** Young people who experience child sexual abuse can face physical, psychological and behavioural difficulties as a consequence of the abuse, which can often have severe life-long implications, including mental health problems and substance abuse (Kezelman & Stavropolous, 2012; Wurtele, 2009).

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[2]The evaluation of *Keep them Safe* found that although the number of children in out-of-home care in NSW has increased, fewer children who were not previously known to Community Services appear to be entering out-of-home care, especially younger children. This appears to be related to a number of reforms (not all KTS) that have allowed community services to identify more children at risk of significant harm than they would have been able to identify before the reforms (Cassells R et al., 2014).

- **Child sexual abuse & gender:** 12 per cent of Australian women had been sexually abused before the age of 15 compared to 4.5 per cent of men (Australian Bureau of Statistics, 2006). However, Briggs (2007) argues that the victimisation of boys is under-recognised and under-reported.

The importance of teaching child sexual abuse prevention education is endorsed in international guidelines from UNICEF and the World Health Organisation amongst others (Campo et al., 2014; Scholes, 2012; Walsh et al., 2013).

The need for respectful relationships education

Domestic and family violence has become a national priority and focus of policy concern in recent years in the wake of chilling incidences and statistics highlighting the scale of the problem:

- **Gendered victimisation:** On average, one Australian woman a week is murdered by a current or former partner and thousands more are injured by a partner (Gleeson, Kearney, Leung, & Brislane, 2015). The 2012 ABS Personal Safety Survey (Australian Bureau of Statistics, 2013) showed that almost one in five (17 per cent) women had experienced partner violence since the age of 15[3]. Campo et al. (2014) report that over half (54%) of these women had children in their care at the time of violence.
- **Consequences of domestic and family violence:** Experiencing domestic and family violence can leave victims and their children with long-term physical and mental health difficulties, financial hardship and homelessness (Fishman, Bonomi, Anderson, Reid, & Rivara, 2010; Kennedy, Bybee, Sullivan, & Greeson, 2010; Spinney, Blandy, & Hulse, 2013).

Over the last decade, the public health approach has influenced policy responses to address violence against women both nationally and internationally (Campo et al., 2014; Council of Australian Governments, 2009a; Walden & Wall, 2014). The public health model identifies three levels of support: primary or universal (prevention); secondary (early intervention); tertiary (response or intervention). In the context of violence against women, primary prevention intervention efforts are considered to be critical for preventing gender-based violence from occurring in the first place by engendering long-term cultural change (Carmody et al., 2009).

In 2009, the National Plan to Reduce Violence against Women and their Children (Council of Australian Governments, 2009a) made the commitment to embed respectful relationships education in schools. The progress report on the First Action Plan reported that by November 2013, approximately 63,000 young people had participated in respectful relationships projects funded by the Commonwealth (Department of Families, 2013). Public consultation by the NSW Government (2014) also highlighted the importance of early education in primary prevention efforts.

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[3] Compared to 4 per cent of men.

Why deliver child protection education and respectful relationships education through schools?

The literature on child protection/child sexual abuse prevention education identifies schools as key institutions for raising children's awareness about child sexual abuse (CSA) and for providing CSA prevention education for several reasons:

- schools' primary function is to educate and inform;
- schools provide access to virtually all children;
- delivery of educational programs through school is relatively cost-effective;
- universal delivery through primary prevention efforts helps to reduce stigma (The National Center for Missing & Exploited Children, no year; Topping & Barron, 2009; Tutty et al., 2005; Walsh et al., 2013; Wurtele, 2009).

The literature on violence prevention and respectful relationships education also identifies similar rationales for delivering such programs through schools. Schools are recognised as critical platforms for helping children and young people develop the knowledge, skill and understanding to allow them to make "positive contributions to their school, homes, communities and society" (BOSTES, 2015). Other rationales for locating violence prevention education in schools include:

- the fact that peer support can often be critical for young people and having open discussions in schools may help equip children to support one another;
- because schools 'are in themselves a key institution in the production of normative gendered identities and the concomitant violence' (Ellis, 2008, p. no page no.). Therefore, they are well placed to address the factors underlying gender-based violence at both a school culture level and also through curriculum work.

Limitations of school-based programs

An important observation made in the literature is that school-based prevention programs fail to reach key population groups, including marginalised young people who are disengaged from education and other at-risk groups such as homeless youth (Flood et al., 2009; Walden & Wall, 2014). This has led to calls for the importance of additional community engagement and community mobilisation strategies to address violence against women and the social norms, gender roles and power relations that underpin them in a range of social contexts (Flood et al., 2009).

Similarly, the literature addressing the prevention of violence against women recognises that schools represent just one level of intervention for tackling gender-based violence. Efforts to challenge gender-based violence must also encompass the social, political and economic structures, practices and systems levels (Gleeson et al., 2015).

2 Literature Review

Review national and international approaches to child protection and respectful relationships education and identify current best practice approaches from the national and international literature for NSW

There have been widespread calls in both the child protection/child sexual abuse prevention and respectful relationships/violence prevention education fields for the critical importance of utilising programs that contain particular elements and have been evaluated as being effective. In this section, we review several key reports from recent years that have sought to distil the elements of best practice in the delivery of educational materials relating to i) child protection/child sexual abuse prevention, and ii) respectful relationships/violence prevention education. We begin by looking at the elements of best practice inchild protection/child sexual abuse prevention education, followed by best practice in respectful relationships/violence prevention education. The section concludes by discussing what is meant by 'effective'.

Child protection/child sexual abuse prevention education best practice

Four resources concerning best practice in the delivery of child sexual abuse prevention education were identified. These were:

- Sanderson, J. (2004). Child-focused sexual abuse prevention programs. Research & Issues Paper Series, Number 5. Brisbane: Crime and Misconduct Commission.
- Topping, K. J., & Barron, I. G. (2009). School-Based Child Sexual Abuse Prevention Programs: A Review of Effectiveness. Review of Educational Research, 79(1), 431-463.
- The National Center for Missing & Exploited Children. (no year). Guidelines for programs to reduce child victimization: For communities when choosing a program to teach personal safety to children. Virginia: The National Center for Missing & Exploited Children
- Scholes, L. (2012). The Teachers' Role in Child Sexual Abuse Prevention Programs: Implications for Teacher Education. Australian Journal of Teacher Education, 37(11), 104-131.

Three of the four resources refer to 'child sexual abuse prevention education' whilst one refers to 'program[s] to teach children personal safety', although it clearly addresses the prevention of sexual abuse. Each is presented separetely in Appendix A.

Although elements of best practice are clearly articulated in these resources, this was not necessarily the main focus of the resource. Topping and Barron (2009), for example, identified what they considered to be the key elements of effective programs. Nevertheless, there was a significant degree of overlap in these four resources, although some focused on certain program characteristics to a greater

degree than others. In the following table we present the commonalities between these four resources. We also note the differing emphases in the different resources.

It is important to note that a lack of an 'x' in a box in the table should not be taken to imply that the authors do not support the inclusion of particular elements identified by other authors. Additionally, where the differences between the resources are noted, this should not necessarily be taken to imply that other authors might not support the inclusion of these additional elements.

Table 1: Elements of best practice in child protection/child sexual abuse prevention education

	Sanderson (2004)	Topping & Barron (2009)	National Center for Missing & Exploited Children (no year)	Scholes (2012)
Key messages: - Define child sexual abuse - Teach to resist - Teach to report	x		x	x
Active participation	x	x	x	x
Explicit skills training (for children) in preventive behaviours & disclosure	x		x	x
Group training	x			x
Long programs over several sessions with repeated instruction	x	x	x	x
Parental involvement	x	x		
Developmentally appropriate (age, learning capacity, socio-economic status)	x		x	x
Evaluation of effectiveness built in	x	x	x	x

Key messages

The resources highlighted the importance of including key messages concerning i) what is child sexual abuse and how to recognise potentially abusive situations and grooming behaviours before actual abuse occurs ii) how to resist possible abusive touches/advances and iii) the importance of reporting the behaviour to a trusted adult. Additional messages that programs should impart include:

- teaching children to distinguish between appropriate and inappropriate touch;
- assuring children that abuse is never their fault;
- teaching children skills in self protection and how to avoid dangerous situations, however, some suggest that this unfairly holds children responsible for their own safety;
- teaching children to distinguish between good and bad secrets;
- teaching childen that they should not rely on good or bad feelings to determine whether a situation is abusive or not;

- teaching children that adults they know may also pose a danger, rather than overemphasising 'stranger danger';
- raising children's awareness about grooming tactics used by perpetrators; and
- teaching children that a range of behaviours may consistute sexual abuse.

Active participation

Programs that involve children's active participation are considered to be most effective. Sanderson (2004) notes the range of methods and techniques used in prevention programs, some of which involve more active participation than others: films, videos, books, songs, plays, drama, colouring books, comics, symbolic modelling, role-playing, puppets, teaching sessions, behavioural skills training, and group discussions.

Explicit training (for children)

Topping and Barron note that effective programs incorporate modeling, discussion, and skills rehearsal. The National Center for Missing and Exploited Children also report that the 'most effective programs appear to be those that use behavior rehearsal, roleplaying, and feedback to presenters and children' (no year, p.12).

Group training

Among the elements of best practice is the importance of group training. In some senses this seems to be a self-evident inclusion, however it has also been noted that universal delivery through primary prevention efforts help to reduce stigma (The National Center for Missing & Exploited Children, no year; Topping & Barron, 2009; Tutty et al., 2005; Walsh et al., 2013; Wurtele, 2009).

Long programs over several sessions with repeated instruction

The consensus in the literature is that programs are more effective if they are longer rather than shorter in duration, that is, several sessions, rather than one-off sessions, that return to key messages and reinforce learning and skills training.

Parental involvement

Parental involvement is identified as an element of best practice, chiefly to assist with reinforcing learning in the home. This was highlighted by Briggs & Hawkins (1996) who argued that parental involvement was particularly critical for children from low socio-economic backgrounds[4].

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[4] In their evaluation of a school-based child protection program in New Zealand, Briggs & Hawkins (1966) found that children from lower socio-economic status (SES) groups had lower levels of knowledge of and a lower skill base to deal with child sexual abuse prior to participating in the program than middle class children had. After the program, children from low SES groups were found to have gained less than their middle-class peers and this difference persisted twelve months post. Briggs and Hawkins attribute the SES differences in part to the degree of parental involvement across social classes. Compared to their middle-class peers, children from low SES backgrounds were: less likely to have a parent present; their parents were less likely to reinforce safety concepts at home; and they were less likely to trust their parents to provide protection.

Developmentally appropriate

The importance of ensuring that programs are appropriately tailored to age, learning capacity, and socio-economic status[5] of their target audience is noted in the literature. Others have noted that it is important that programs are also culturally sensitive with researchers at the University of the Sunshine Coast currently developing an online program about child sexual abuse prevention for Indigenous children and youth (personal communication with the researchers).

Evaluation of effectiveness built in

The importance of including evaluation components within programs is regarded as critical. This includes ascertaining whether a program is more effective for children depending on a range of characteristics such as age, sex, learning ability and socio-economic status. The resource from the National Center for Missing and Exploited children includes a 'Program evaluation checklist' that educators can use to assess the effectiveness of the program. It advocates the use of a treatment and control group and pre and post-test measures, an evaluation of the presenter, and evaluation of the presentation (for example, the format, duration).

This returns to the widely made point that educators should only utilise programs that have been shown to be effective.

Best practice - divergence

A key difference in the discussion of best practice concerns who should deliver the programs. Sanderson argues that programs should utilise standardised materials that are taught by trained instructors, noting that teachers also require education to reinforce the key messages. Topping and Barron, on the other hand, emphasise that programs should have the capacity to be delivered by a range of personnel, however this should not be taken to imply that they do not require training.

Citing a 1994 study, Sanderson suggests that programs are more effective if they are integrated into the school curriculum with designated times for administration. Sanderson also asserts that programs are most effective if they use standardised materials, content and administration procedures.

The resource from the National Center for Missing and Exploited children emphasises the importance of programs having a theoretical basis, that they should be based on existing research, address protection as well as risk factors, and seek positive behavioural change.

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[5] Sanderson (2004) cites research by Rispens, Aleman, and Goudena (1997) that indicates that children of lower socioeconomic status tend to learn and retain fewer prevention concepts than children of middle socioeconomic status. This was also noted by Briggs & Hawkins (1996).

Respectful relationships/violence prevention education best practice

Six resources concerning best practice in the delivery of respectful relationships/ violence prevention education were identified. These include:

- Carmody et al. (2009). "Framing best practice: National Standards for the primary prevention of sexual assault through education", National Sexual Assault Prevention Education Project for NASASV. University of Western Sydney.
- Flood et al. (2009). Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools. Melbourne: State of Victoria (Department of Education and Early Childhood Development)
- BOSTES (2015). PDHPE teacher toolkit for implementing content relating to the prevention of domestic violence. Sydney: Board of Studies, Teaching and Educational Standards NSW.
- Gleeson et al. (2015). Respectful Relationships Education in Schools. Our Watch: Melbourne.
- Ellis and Thiara (2014). Preventing violence against women and girls: Educational work with children. Bristol: Policy Press.
- Quadara (2008). Responding to young people disclosing sexual assault: A resource for schools. ACSSA Wrap No. 6

All broadly tackle the same issues, but each differs in how they describe their focus, with some referring broadly to 'violence prevention' and others referring to 'sexual assault prevention':

- o Carmody's report refers to the 'prevention of sexual assault through education';

- o Flood's to 'violence prevention and respectful relationships education',

- o BOSTES to the 'prevention of domestic violence';

- o Gleeson et al. to the prevention of 'gender-based violence';

- o Ellis & Thiara to 'prevention work in schools on violence against women and girls'; and

- o Quadara to 'sexual assault'.

Each is presented separetely in Appendix A. The Carmody et al. (2009) and Flood et al. (2009) reports were the most comprehensive and represent a good starting point for program developers and evaluators. Although the BOSTES resource is a toolkit for implementing content relating to the prevention of domestic violence, it focuses less on the essential features of program content, but reiterates many of the features of effective program delivery identified in the child protection education/child sexual abuse prevention education materials above. Specifically, it informs educators that:

- One-off lessons are not sufficient
- Students need the opportunity to revisit the content over time
- Discussion about respectful relationships and violence prevention needs to be integrated into other areas of the curriculum

- Programs should include activities focused on skills development
- Programs are more effective if they are interactive and participatory
- Programs should aim to achieve behaviour change and challenge gendered norms and expectations.

Similarly, the Ellis & Thiara (2014) resource notes the importance of utilising participatory techniques.

As with the child protection/child sexual abuse prevention best practice in education material reviewed above, there was some overlap in these five resources, although some emphasised certain program characteristics to a greater degree than others. In the following table we present the commonalities between these five resources. Again, it is important to note that a lack of an 'x' in a box in the table should not be taken to imply that the authors do not support the inclusion of particular elements identified by other authors.

Table 2: Elements of best practice in respectful relationships/violence prevention education

	Carmody et al. (2009)	Flood et al. (2009)	BOSTES (2015)	Gleeson et al. (2015)	Ellis & Thiara (2014)	Quadara (2008)
Coherent conceptual/ theoretical approach underpinning the program	x	x	x	x	x	x
Utilisation of a theory of change	x	x	x	x		
Inclusive, relevant & culturally sensitive practice	x	x		x	x	
Comprehensive program development and delivery	x	x		x		
Effective evaluation strategies	x	x	x	x		
Training and professional development of educators	x	x		x		
A whole school approach		x	x	x	x	

Coherent conceptual/theoretical approach underpinning the program

All of the resources emphasise the importance of addressing the interplay of gender and power and developing a gendered understanding of violence against women. The BOSTES resource states that programs should 'challenge gendered norms and expectations'.

Utilisation of a theory of change

The emphasis on including a theory of change is to ensure that the components of the program lead to the intended outcomes. The BOSTES resource also refers to behaviour change, however it does not elaborate on how this can be demonstrated.

Inclusive, relevant & culturally sensitive practice

The importance of tailoring programs to the needs of the target group and consulting with community representatives is emphasised.

Comprehensive program development and delivery

Carmody et al. note that program delivery needs to consider the who, what, where and when: "who the program is targeted at and delivered by; what will be the specific activities and structure of the program; where the program will be delivered to reach the target group; when the program will be run, and over what period." It is noted that organisational purpose, philosophy and resources may influence these decisions, but that "research literature and practice knowledge" should also inform program design decisions. Flood et al. also describe the aspects of the curriculum content, pedagogy, and curriculum structure that contribute to effective program delivery. Ellis & Thiara (2014) also note the importance of considering whether programs (or aspects of them) are best delivered in mixed- or single-sex groups and also whether the facilitator is male or female.

Effective evaluation strategies

Three of the four resources that mention evaluation emphasise the importance of ensuring that programs have an evaluation component built in. This would help to promote learning and support accountability by providing a measure to assess whether the program has been effective or not. Gleeson et al. (2015) note that evidence of effectiveness is critical "for providing definitive data on Respectful Relationships Education in Australian schools, and the longer-term return on investment that it can have for young people in their future relationships" (p. 25). The BOSTES resource refers instead to the importance of ensuring that programs are "previewed and evaluated in full before use with students". Flood et al. provide a comprehensive outline of what should be included in an evaluation, recommending that the evaluation should reflect the program framework and logic, include pre- and post- intervention assessments, and long-term follow-up (at six months or longer).

Training and professional development of educators

The critical importance of utilising skilled and knowledgeable educators who are adequately supported to deliver program content is emphasised. Flood et al. address the issue of whether programs should be delivered by teachers or external experts, stating that there needs to be a clear rationale concerning whether programs should be delivered by teachers, community educators, and/or peer educators. They also note that it is important to consider whether programs should be delivered by male or female staff. Ellis & Thiara (2014) also discuss the importance of considering whether teachers or external staff should facilitate programs, noting that there are advantages and disadvantages to both approaches. Yet they emphasise the importance of utilising skilled facilitators with an ability to communicate well with children and young people.

A whole school approach

Programs seeking to address the issue of violence against women and girls and respectful relationships stem from a primary prevention rationale and seek to engender cultural and behaviour change. To be effective, many argue that a whole school approach is critical. Maxwell and Aggleton (2014) argue that a whole school approach can only work if there is intervention at three levels: i) action at institutional

and policy levels; (ii) work involving school staff; (iii) programs of support for young people. They note that action at the first level is particularly important.

Best practice - divergence

An additional element of good practice highlighted by Gleeson et al. (2015) is the importance of a long term vision, approach and funding. They note that primary prevention efforts to prevent gender-based violence that seek to effect generational and culture change require sustained, ongoing commitment and resourcing. They argue that this commitment must come from all levels of government (Commonwealth, state and territory) and key stakeholders in education (schools, principals, teachers) and the violence prevention sector.

Assessing the elements of best practice in respectful relationships/violence prevention education

In the conclusion to *Framing best practice: National Standards for the primary prevention of sexual assault through education,* Carmody et al. (2009) proposed "that the next phase of development will be the trialling of the standards by a number of sexual assault education programs."

Under the *National Plan* (Council of Australian Governments, 2009a), more than $9 million was committed to implementing Respectful Relationships education projects across Australia from 2008-09 to 2012-13 (Shaw et al., 2013). In 2011, the Department of Social Services commissioned the Institute for Social Science Research (ISSR) at the University of Queensland to evaluate the outcomes for projects funded under the Respectful Relationships initiative. One of the aims of the evaluation was to assess 'how the programs and sites are delivering against aspects of the National Association of Services against Sexual Assault's (NASASV) National Standards for Prevention of Sexual Assault through Education'[6] identified by Carmody et al. (2009). The evaluation findings are presented in a number of reports organised around the three funding rounds.

Report 2.2 presents the final findings of Round 3 in which the 11 programs funded in Round 3 were assessed against the NASASV standards. Assessment was based on interviews and document reviews. The evaluation found that 'overall findings suggest that most projects demonstrated appropriate approaches to the six [NASASV] standards' (Le Brocque et al., 2014). However, the evaluation identified a number of challenges that some projects faced in adhering to the standards. To improve projects' alignment with the six NASASV standards, the authors list a number of factors that should be considered for projects funded under the Respectful Relationships initiative (see pp. 30-42)[7]. These included the need for:

- improving understanding of feminist principles and how they relate to violence;
- identifying appropriate theories of change and how these can be used in the design and evaluation of respectful relationships education projects;

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[6] https://www.issr.uq.edu.au/content/respectful-relationships-program-evaluation

[7] https://www.dss.gov.au/women/publications-articles/respectful-relationships-evaluation-report-22-final-findings-of-round-3

- clear guidelines around the commitment required from schools and teachers to ensure the best possible outcomes for students and the school;

- regular evaluation to maintain program relevance, participation and keep projects on track; and

- appropriate instruments to assess both attitudinal and behavioural change in children and young adults in relation to respectful relationships.

School-based violence prevention programs

An additional Canadian resource that compiled an extensive range of 'school based violence prevention programs' was identified. As the programs it includes cover child protection education, child sexual abuse prevention education and respectful relationships education, this resource is presented separately. The resource is somewhat dated at this stage and, in personal email communication with the author, Tutty indicated that she has not had an opportunity to update the resource and was not aware of similar resources in North America or elsewhere. Nevertheless, the resource is a good example of how educators can be guided to select the appropriate program to address the needs of their students. Moreover, Tutty et al. call for the importance of targeting different programs to students across their school lives.

Report: Tutty et al. (2005). School-based violence prevention programs. A resource manual: Preventing Violence Against Children and Youth.
http://www.learningtoendabuse.ca/sites/default/files/evaluation_prevention_programs.pdf

Tutty and colleagues produced a resource in 2003, later revised and updated in 2005, in which they compiled a list of over 100 school-based violence prevention programs in the USA, Canada, the UK, Norway, New Zealand and Australia. The resource covers a range of violence prevention programs covering: bullying/conflict resolution programs; sexual harassment programs; abuse that is closely allied with bullying; child sexual abuse; child abuse; sexual exploitation; dating violence; and sexual assault.

The programs are aimed at children from preschool age up to Grade 12. It also includes a handful of programs for undergraduate/college students. It includes programs aimed at children with disabilities and children and youth from Aboriginal backgrounds. Tutty et al. assert that it is important to highlight the commonalities that exist across the range of violence prevention programs (school violence, bullying, sexual abuse, dating violence, discrimination, sexual harassment, sexual assault and the sexual exploitation of children and youth) and argue that programs have often been focused too narrowly on addressing only one form of violence.

Tutty et al. recommend that school-based violence prevention programs should:

1. **Link forms of violence**: Through addressing the concepts of power and control, programs that utilise a common framework "could strengthen the generalization of learning from one program area to others" (p. 13)

2. **Take gender into account:** Violence programs should be implemented in a

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gender-sensitive manner.

3. Acknowledge the **common skill set** that exists across the range of violence prevention programs. These include 'good communication; non-violent conflict resolution choices; the ability to understand and take the perspective of others into account; problem solving that includes learning about alternatives to violence; healthy relationships built on respect for self and others; and support-seeking and help-seeking skills.' (p. 15)

4. **Deliver different programs addressing different forms of violence across time**: programs must be developmentally appropriate and repetition over the years is recommended.

5. **Be delivered in schools where ongoing teacher and school staff training is provided**: Ongoing and targeted violence prevention training is required for all school staff.

6. **Focus on changing school culture:** Tutty et al. contend that "school-based violence prevention programs that are concerned with multiple levels of school functioning (students, educators, school staff, parents, community) rather than just aiming at changes in the knowledge, attitudes and behaviour of individuals (especially when the individuals are children with relatively little power) are thought to be more successful." (p. 17)

7. **Promote school-community connections:** important to build on and foster connections within the community.

8. **Encourage parent involvement:** can strengthen parents' ability to be positive role models and help them to reinforce concepts at home.

9. **Plan a comprehensive violence prevention response:** This requires action on several fronts: i) consider violence prevention as a whole, rather than as separate and unrelated pieces; ii) know the needs of your school; iii) find sustainable funding.

In reviewing the programs, Tutty et al. use these same criteria "based on research and expert opinion about what constitutes the important components of prevention programming". They provide: an overview of each program; the nature of violence addressed; the target grade level; the approach used; and the level of research evidence. In most cases Tutty et al. include information on the background of the program and its developers.

Tutty et al. also describe the program objectives, including overviews of the program topics and teaching methods. They describe the availability of teacher training and parent involvement for each program.

Program effectiveness is also covered including evaluations about the process of offering the programs, such as who attended and differing responses based on age, gender or other factors. Information is also presented on whether the program met its goals in changing knowledge, attitudes or behaviour. Tutty et al. also describe the research evidence for each program using three levels: strong research design, suggestive research evidence and minimal research evidence.

How to select prevention programs?
On page 280 of the resource, Tutty et al. present a table entitled 'How to select

prevention programs?' It "provides questions for school and community personnel to assess which violence prevention programs to consider for settings. The questions are provided with the understanding that no one prevention program or type of program will meet the needs of every setting and that different criteria will fit better in various settings.

Best practice and effectiveness

The literature on best practice in child protection education and respectful relationships/violence prevention education emphasises the importance of programs including an evaluation component to enable educators assess the program's impact on students' awareness, attitudes, skills and/or behaviour. As noted above, the National Center for Missing and Exploited Children resource includes a 'Program evaluation checklist' that educators can use to assess the effectiveness of the program (see http://safechild.org/PDF/Guidelines%20for%20Chid%20Safety.pdf). Similarly, Flood et al. provide a comprehensive outline of what should be included in program evaluations of violence prevention and respectful relationships education (see http://www.education.vic.gov.au/Documents/school/teachers/health/respectfulrel.pdf, p57).

So while it is acknowledged that programs should include an evaluation component to measure impact, the literature points to a dearth of well-designed program evaluations and methodological shortcomings in many studies that seek to assess programs' effectiveness (Quadara et al., 2015; Sanderson, 2004; Topping & Barron, 2009; Walsh, Zwi, Woolfenden, & Shlonsky, 2015).

Many also question what 'effectiveness' means and how it can be measured. A key question, for example, is how can we measure whether children's participation in child protection education programs ultimately leads to a lower incidence of child sexual abuse amongst these children? In spite of some methodological limitations, one study purports to answer this question. Gibson and Leitenberg (2000) argue that participation in school-based child sexual abuse prevention programs is associated with a reduced incidence of child sexual abuse. However, Walsh et al. (2015) caution that studies have not yet adequately measured the long-term benefits of programs in terms of reducing the incidence or prevalence (or both) of child sexual abuse in program participants.

Ellis' (2008) critique of the adoption of a public health approach to frame violence prevention work could also be applied to evaluations of child protection education programs. She argues that a public health model "demands that evaluations employ experimental or quasi-experimental methods with narrow criteria for what counts as evidence for program effectiveness." These narrow criteria she cites include the use of control groups, standardized testing and the emphasis on statistically significant results as valid and reliable. Ellis questions whether the evidence from program evaluations "can be as 'solid' as this implies".

Yet the weight of opinion in the literature is on the side of the need for well-designed evaluations and the importance of implementing programs that have undergone

rigorous evaluation and have been shown to be effective (Sanderson, 2004; The National Center for Missing & Exploited Children, no year). In their systematic review, Walsh et al. (2015) measured the effectiveness of participation in school-based education programs for the prevention of child sexual abuse with a focus on the following areas:

- children's skills in protective behaviours;
- children's knowledge of child sexual abuse prevention concepts;
- children's retention of protective behaviours over time;
- children's retention of knowledge over time;
- parental or child anxiety or fear as a result of program participation; and
- disclosures of past or current child sexual abuse during or after programs.

Their review found evidence that participation in school-based education programs for the prevention of child sexual abuse were effective in increasing participants' skills in protective behaviours and knowledge of sexual abuse prevention concepts and that the knowledge gains did not decline significantly one to six months after the program. There was no evidence that participation in the programs led to greater anxiety or fear amongst students.

Factors that appear to improve the effectiveness of programs include:

- Participatory techniques (Davis & Gidycz, 2000; Topping & Barron, 2009)
- Programs with a long duration over multiple sessions (Davis & Gidycz, 2000; Topping & Barron, 2009)
- Parental involvement (Briggs & Hawkins, 1996)

Meta-evaluations of programs suggest that participation in child sexual abuse prevention programs increases children's knowledge about sexual abuse, with older children showing greater knowledge gains (Topping & Barron, 2009; Wurtele, 2009).

In her paper on CSA prevention, Wurtele (2009) notes that "ample empirical evidence exists attesting to certain programs' effectiveness at teaching children personal safety concepts and skills." (2009, p. 8). She refers to the US and Canadian guidelines available for choosing an effective program and argues that "what is needed is a "best practice" or "model programs" list for consumers". These lists would "describe available programs and compare them on various dimensions, including their cost, effectiveness, and developmental and cultural appropriateness." Answering Wurtele's (2009) call for a list of 'model programs', Scholes (2012) compiled a list and summaries of 14 child sexual abuse prevention programs from the USA, Australia, Canada, New Zealand, and Ireland with evaluation data dating from the mid-1980s to 2011. Scholes does not explicitly describe these programs as 'model programs' but states that they were identified through her systematic review of research around CSA prevention programs in schools in order to identify what constitutes best practice.

Findings to date of the Royal Commission into Institutional Responses to Child Sexual Abuse

The Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission hereafter) was established in February 2013. The Royal Commission is investigating how institutions including schools, churches, sports clubs and government organisations have responded to allegations and instances of child sexual abuse. In addition to public hearings, the Royal Commission has commissioned research into topics that are relevant to its work. A component of this literature review was to review findings to date of Royal Commission research identified as being of relevance to child protection education by NSW Department of Education.

The Institute of Child Protection Studies (ICPS) at the Australian Catholic University, (with colleagues from Griffith University and the Queensland University of Technology), was commissioned by the Royal Commission to investigate children and young people's views about safety, including from sexual abuse (Moore, McArthur, Noble-Carr, & Harcourt, 2015). The project focused on notions of safety in a broad sense and also within institutions. It explored what children and young people perceive is being done to respond to their safety concerns, risks in institutions and what should be done.

The research team established three reference groups with children and young people in three age ranges (9-11 yrs, 14-15 yrs, 15-17 yrs) to help develop a child-friendly research methodology. Each group met with the research team on two occasions and advised the research team on methodology and methods and they also trialled some of the proposed tools. An adults advisory group was also established including academics with expertise in qualitative and quantitative research methods, research with children, and approaches for studying child sexual abuse. The group advised on appropriate and ethical ways to conduct the research.

Moore et al.'s (2015) report for the Royal Commission "*Taking us seriously: Children and young people talk about safety and institutional responses to their safety concerns*" presents the findings from 10 focus groups conducted in the ACT, Victoria, New South Wales and Queensland. A total of 121 children and young people, aged between 4 and 18 years, participated in the focus groups.

The focus group with infants comprised 25 four and five year old pre-schoolers from an early learning centre in western Brisbane. The group discussion focused on a single research questions 'What does it meant to be safe?'. Children were encouraged to use paintings, drawings and narratives to express themselves. Children and young people aged 9 to 18 years participated in two activity-based focus groups between 90 – 120 minutes in length. The groups were interactive and included games, discussion groups, individual and group-based activities. Each group discussion was tailored to the age range of the participants.

The participants were recruited through a range of institutions that children and young people typically interact with. These includes: early learning centres; primary, secondary and boarding schools; disability support services; Aboriginal organisations; out-of-home care agencies; and camping and youth development

programs. The authors note that "recruitment was purposive and did not attempt to represent the broad child and youth populations" (p. 25). Rather the purpose of recruitment was to reflect "the diversity of children and young people, services and institutional types that were identified in the Commission's Terms of Reference."

The authors note that the study has a number of limitations. Time and resource constraints prevented the inclusion of children who interact with an array of other institutions (such as hospitals and sporting organisations) that they encounter in their everyday lives. Seven of the nine focus groups were conducted in metropolitan locations, with just two conducted in rural areas and none in remote locations.

The report presents findings concerning:

- How children and young people conceptualise safety;
- Factors that give rise to perceptions of what is safe and what is not;
- What makes an institution safe and feel safe; and
- Children and young people's advice to adults and institutions on what constitutes a good response to safety issues.

Children and young people's perceptions of what is safe and unsafe were found to be shaped by a number of factors. These included: their own 'gut feeling'; previous experience (for young people who had experienced unsafe situations or people); the way that others behave; stories they have heard from parents, siblings and peers about particular people, places and activities when assessing risk; and the media – movies and TV shows, news and current affairs programs.

Children and young people also spoke of learning to assess the safety or otherwise of a situation based on **things they have been taught** (emphasis added) by parents, teachers or other trusted adults. In each of the focus groups, children and young people described how adults had "raised children's awareness of these risky individuals and given them advice on how to avoid them" (p. 43). The authors report that children perceived that these types of discussions were most frequently directed at young children and that it would be helpful for them to have similar discussions about new threats (e.g. harassment by peers or adults taking advantage of them). Many of the children and young people also acknowledged that they had participated in 'Protective Behaviours' programs in school when they were younger and cyber safety programs when they were older. The authors note that young people reported that these sessions were helpful in the early years "but needed to be repeated and made more appropriate to students as they got older".

Young people's request for regular reinforcement of key safety messages over their school years corresponds with the research evidence that suggests that regular reinforcement of key safety messages is important in child protection education. It also points to the need for a cohesive policy framework that targets children and young people from Kindergarten to Year 12 with age-appropriate, context- and experience-relevant programs that focus on safety and wellbeing.

In discussing what makes an institution safe and feel safe, the focus group findings indicate that children and young people had a "lack of faith in adults' and institutional responses to bullying". Children and young people's perceptions of how institutions

responded to bullying appeared to colour their perceptions of how they felt institutions might respond to child sexual abuse:

To feel safe from child sexual abuse and confident in their protection, it appeared to be the case that children need to have confidence in adults' ability and willingness to deal with other equally important issues which were more likely to occur. (Moore et al., 2015, p. 46).

The study also sought children and young people's advice to adults and institutions on what constitutes a good response to safety issues. A key piece of advice was that adults should take the time to listen to young people, understand their feelings, validate their concerns and find out what they needed in that moment.

The authors report that in six of the focus groups, children and young people recognised that trusted adults may not always be around when they feel unsafe and therefore it was important "for children and young people to be skilled up to deal with issues themselves" (p. 61). Older young people expressed their wish to build their skills to respond to a situation because they were more likely to be alone and wanted to deal with issues independently.

Younger children reported relying on adults to intervene on their behalf. Older children reported that they felt they had to fend for themselves rather than turn to adults and that they often relied on their peers for support. Many children and young people recognised that these approaches had their limitations and "believed that they needed more skills to be able to prevent these threats but also, and more importantly, protect themselves from real danger" (p. 62).

Young people valued the lessons they had had in primary school, but they felt that it was important that adults had candid conversations about the risks that existed and what to do in those situations. Whilst they valued having these discussions with parents and teachers, many felt that it would be beneficial to have 'experts' present advice. Such experts included people with lived experience of the issues (e.g. survivors of sexual assault) or people who knew a lot about the issue.

These findings attest to children and young people's desire to be equipped with the skills to protect themselves in unsafe situations and the importance of peer support education to enable young people to advise and support one another.

The study also pointed to the need for 'solutions that are realistic and respond to children and young people's concerns'. The focus groups uncovered a number of criticisms of the strategies that many adults encourage children and young people to adopt in unsafe situations. Criticisms were directed at:

- one-off programs that promoted simplistic, sloganistic solutions to issues (e.g. 'Stop it, I do not like it')
- The delivery of protective programs by high profile individuals (such as sports stars) who drew on their personal experiences of being bullied which many young people struggled to reconcile with their successful adult persona and seemed far removed from many young people's vulnerabilities.
- Children and young people's self-perceived failure to implement the strategies that adults encouraged, which resulted in children feeling weaker.

These findings highlight the importance of ensuring that the key messages, skills and strategies being taught through child protection programs need to be evidence-based and workable for children and young people.

Despite a number of methodological limitations acknowledged by the authors, the report presents many interesting insights into children and young people's views concerning their safety, what is being done currently to respond to their safety concerns and what should be done. It highlights children's awareness of the need for education to develop their skills to help keep them safe, the need to have safety messages reinforced through their school lives, the need for peer support education and their desire for realistic strategies that they could implement in situations where they feel unsafe.

Review relevant current approaches and resources in child protection education, including teacher support and training

Quadara et al. (2015) note that there is an uneven level of child sexual abuse prevention education across Australian States and Territories and that sexual abuse prevention is primarily taught within the health and physical education curriculum. This section looks at a number of different approaches and resources in child protection education that are in place in different jurisdictions in Australia and New Zealand. It also looks at child protection resources/programs that are available from a number of non-government organisations. Although the key focus of this section is on child protection education, some materials concerning respectful relationships and violence prevention education are also noted as many address child abuse in all its forms.

A select review of current approaches and resources in child protection education, including teacher support and training was undertaken. The following approaches/ resources were included:

- NSW Department of Education
- Queensland Department of Education (The Daniel Morcombe Child Safety Curriculum)
- Victoria Department of Education and Early Childhood Development
- West Australia Department of Education
- South Australia Department of Education
- Northern Territory Department of Education
- New Zealand Police child protection education resources
- True (formerly Family Planning Queensland)
- 'Primary Protective behaviours', Protective Behaviours Consultancy Group of NSW
- Safe Start Protective Behaviours, Children's Safety Australia Inc.

A brief review of each follows, with greater detail about the specific resources reviewed presented in Appendix C.

An important caveat to note is that many of the materials reviewed were accessed through Department of Education websites in the various jurisdictions. In certain cases, it was brought to our attention that some of the materials online were out of date, with certain policy changes (e.g. whether parental permission was required or not) not reflected in the publicly available materials, although updated in the teachers' resources on internal Department of Education websites.

For some jurisdictions, the curriculum materials are not publicly available online, and can only be accessed via a password protected website. This was the case for South Australia and Queensland. The South Australia curriculum materials can only be accessed via a password protected website after individuals have completed their child protection training. The Queensland Department of Education and Training encourage the use of the Child Safety Curriculum which was developed in partnership with the Daniel Morcombe Foundation. The curriculum materials are available via a password protected website and staff at the Daniel Morcombe Foundation liaised with staff in the Queensland Department of Education so that we

could access the materials. The Victoria Department of Education website states that it has partnered with Queensland's Department of Education, Training and Employment (DETE) to make the Daniel Morcombe Child Safety Curriculum available for use in Victorian schools. The Queensland website states that use of the curriculum is encouraged but not compulsory. Efforts were made to ascertain whether this also applied in Victoria, but the staff we spoke with were unable to clarify the situation.

Child protection resources

NSW

The NSW Department of Education child protection education curriculum materials reviewed comprise a comprehensive program delivered to students in the five learning stages from Kindergarten through to Year 10. Viewed as a holistic program, it includes most of the elements of best practice identified in the literature. While not every element is included in each learning stage, this is likely due to the developmental appropriateness of certain materials. The curriculum focus shifts over the learning stages with one of the three key aims shifting after Stage 3 from 'seeking assistance effectively', to 'exploring a range of protective strategies'.

The curriculum covers concepts that fit under the 'respectful relationships/violence prevention education' banner. Topics under *Theme 2: Power in relationships* include: bullying, abuse of power, bribes and threats, different types of relationships, expectations of gender roles, and sources of power, coercion and harassment. As such, it represents a cohesive program over students' school years that focuses on both child sexual abuse prevention education and the development of respectful relationships. There is a separate curriculum document for teachers of students with high support needs.

The resources include very detailed instruction/standardised material to assist teachers in presenting the material. Although not articulated on the website, communication from the NSW Department of Education indicates that pre-service teachers in NSW who are required to teach PDHPE receive training to teach it, including child protection education. The South Australia website, on the other hand, makes it clear that teachers must complete training before teaching the child protection education.

It is also worth noting that the resources on the webpage for Stages 4 & 5 child protection education include a link to a document under the heading 'Professional Learning', which is absent from the Stages 1-3 webpage. The resource notes that "[t] here is no expectation that all of the units and activities in the new support materials are to be taught. However, it is expected that child protection education be taught as part of each school's PDHPE curriculum at each stage". Teachers must ensure that the mandatory syllabus outcomes are met by selecting relevant components that also meet the needs of students.

From a communication perspective, the webpage of the NSW Department of Education presents no introduction to the place of child protection education in the school curriculum. Background information included in the resources found on the page might be worth including in an introductory paragraph. For example, the

resource *Child protection education – Support materials for assisting teachers of students with high support needs* explains that "Since 1999, all government schools in NSW have been required to implement child protection education as part of teaching and learning in Personal Development, Health and Physical Education (PDHPE)", thereby indicating the mandatory nature of child protection education. This contrasts with the approach in South Australia where statements on the Department of Education and Child Development website make it clear that it is "a requirement under the *Child protection in schools, early childhood education and care services policy* that all children have access to the approved child protection curriculum each year" (see below).

Unlike some other jurisdictions' websites, no parent information guides are provided (see Queensland below). Yet the resources note that sample letters that inform parents about the curriculum content have been developed by the Department in twenty community languages. Additionally, the resources on the website appear to contain old information about the need to seek parents' permission. Also, the Stage 4 resource appears to present confusing and redundant advice about the need for parent permission (see Appendix C for more detail).

Although the resource includes tips on 'Things to look for' to help teachers determine what their students know and can do as a consequence of their learning, there is no strict evaluation component built in to test children's knowledge or teachers' views on the content. The website does not report on whether the program has been evaluated or shown to be effective in raising children's awareness or knowledge of child safety issues. However, this is not exceptional as none of the other state education websites reviewed here mention whether their child protection education programs have been evaluated or not.

Queensland

The Queensland Department of Education and Training (DET) worked with the Daniel Morcombe Foundation to develop a Child Safety Curriculum. It is intended for use with children from prep to Year 9 and aims to teach children about personal safety and awareness (including cyber and phone safety). The curriculum focuses on three messages: Recognise, React and Report. The DET website hosts parent guides for each of the three learning phases (prep-Year 2; Years 3-6 and Years 7-9) in which these three messages are described. Each resource also provides links to a range of services and information offering further assistance.

The 'recognise' component teaches children to identify what is a safe or unsafe situation through environmental clues (including the sound of alarms or the smell of smoke) and through body clues (including goose bumps or a racing pulse). It teaches children about rules that exist to keep them safe, and rules about body parts using correct anatomical language, including discussion about appropriate and inappropriate touching.

The 'react' component focuses on developing students' strategies for responding to unsafe situations. Students have the opportunity to problem solve real life scenarios and discuss different ways to react, which may involve breaking rules (e.g. crossing a road to escape a dog, or saying 'no' to an adult who is using inappropriate touch).

The 'report' component advises children to tell adults about unsafe situations. Students are encouraged to identify adult 'safety helpers' that they think will listen to them and give them the help they need. Students are encouraged to identify a range of adults including family and friends from within and outside their homes and to let these people know that they have identified them as 'safety helpers'. Additionally, the curriculum teaches students to "persevere until they get the help they need."

The curriculum meets many best practice criteria for child protection education. It covers the three key messages - Recognise, React and Report – and aims to develop children's skills. The curriculum is sequentially and developmentally structured and it is available to all Australian teachers through a password protected website. Links are provided on the DET website to parent guides for each of the three learning phases to encourage parents 'to reinforce the key safety messages at home'. Accompanying curriculum and teaching support materials for each phase include a teacher guide, a safety resource list and a principal and curriculum leader's information guide. However, no mention is made of any training available to assist teachers in delivering the material.

The curriculum was "developed using evidence based research to align with principles of best practice in child safety education" with advice provided by a numbers of experts in child protection prevention education. Although the curriculum materials include an 'assessment exemplar', it does not include a comprehensive evaluation component, nor does it state whether the program has been evaluated. It is not clear whether teachers are expected to undertake training in order to teach the curriculum. Additionally, the DET website notes that the implementation of the curriculum is encouraged but not compulsory.

The Queensland DET website also presents a number of links and resources to materials produced by both Government and external organisations about a range of issues (see Appendix C). These include: domestic and family violence; bullying; violence in schools; preventing violence; learning and wellbeing; online and technology safety and abuse; child sexual abuse; respectful relationships; and youth mental health.

Victoria

The Department of Education and Early Childhood Development in Victoria has partnered with Queensland's Department of Education and Training to make the Daniel Morcombe Child Safety Curriculum available for use in Victorian schools. A link is provided for parents to the Queensland Department of Education and Training where the parents' resources are provided. The comments on the curriculum in the previous section apply here.

The Victoria Department of Education and Training (DET) presents a significant number of respectful relationships and domestic and family violence resources. The Victoria DET commissioned the Flood et al. (2009) report in which five criteria for good practice in respectful relationships and violence prevention education in schools are presented (see Appendix B). It commissioned a further resource - *Building Respectful Relationships: Stepping Out against Gender Based Violence* (Department of Education and Training, 2015) – that "is a set of sequential teaching activities to educate secondary school students about gender, violence and

respectful relationships" (p. 6). The resource is based on the criteria for good practice outlined by Flood et al. (2009).

The *Building Respectful Relationships: Stepping Out Against Gender-Based Violence* resource was written by Dr Debbie Ollis and colleagues, Deakin University, for DET Victoria. Ollis and colleagues have produced an additional resource *Sexuality Education Matters*, a resource for preservice teacher education. It highlights the dearth of professional development in the area of sexuality education, particularly for primary teachers, currently available in Australia. The resource is "designed to assist those teaching in pre-service teacher education programs and to enable graduating teachers to be equipped with the knowledge, skill, comfort and confidence to integrate sexuality education content, issues and activities in health education programs, in line with AusVELS (the Australian Curriculum in Victoria; AusVELS 2013) and student wellbeing policies and practice". It contains a section on teaching "Respectful relationships".

South Australia

The 'Child protection in education' page of the Government of South Australia website informs that anyone wishing to work or volunteer with children and young people on education department sites is required to undertake training in their child protection responsibilities. The webpage also includes links to parent and carer information on the *Keeping Safe: Child Protection Curriculum* (KS: CPC) for Preschool to Year 12. The page also provides links to information on 'bullying and harassment'. This link leads to additional links concerning 'bullying and harassment support', 'identifying bullying and harassment'; and 'reporting bullying and harassment'.

Information about the *Keeping Safe: Child Protection Curriculum* is available on the South Australia Department for Education and Child Development website. Several key points are made on the website concerning the curriculum, including:

- The Curriculum aims to teach children from a young age to:
    - recognise abuse and tell a trusted adult about it
    - understand what is appropriate and inappropriate touching
    - understand ways of keeping themselves safe (protective strategies)
- The curriculum was developed by child protection experts and experienced educators
- It is a requirement under the *Child protection in schools, early childhood education and care services policy* that all children have access to the approved child protection curriculum each year
- Staff delivering the curriculum must complete a full day face-to-face training session through Shine SA from 2016, 'the lead sexual agency in South Australia' (formerly provided by the Principals Australia Institute).
- Information is provided about the program's two main themes
    - we all have the right to be safe

- o we can help ourselves be safe by talking to people we trust
- These two themes are explored through four focus areas:
  - o the right to be safe
  - o relationships
  - o recognising and reporting abuse
  - o protective strategies
- Implementing the Child Protection Curriculum:
  - o The South Australia Department for Education and Child Development website advises on how the KS: CPC can be integrated into the curriculum, with links to mapping tools provided.
  - o Teaching support documents are available through a child protection portal when staff have completed the full day face to face training and update course.
- Communicating with parents and caregivers
  - o The website notes that although parent permission is not required for students to participate in the program, schools are encouraged to inform parents and caregivers. Samples of parent information are accessible through the password protected online portal.

It has not been possible to access the Keeping Safe Child Protection curriculum as it is only available through a password protected child protection portal. Additionally staff can only view the documents after they have completed the full day training course (and the Update course if initial training was undertaken prior to 2013).

The South Australia Department for Education and Child Development website also provides links to information on relationships and sexual health education. Links are provided to password protected resources that map "relationships and sexual health" with the Keeping Safe: Child Protection Curriculum (KS:CPC) and with the Australian Curriculum for Primary (Yr 5-7) and secondary (Yr 8-10).

A couple of points are worth making about the South Australia approach to child protection education:

- Based on the information on the Department for Education and Child Development website, it appears to cover key messages
- It is a policy requirement that all children have access to the curriculum
- Staff must complete in-service training before teaching the curriculum
- Parental permission is not required, but schools are encouraged to inform parents about the curriculum content
- Relationships and sexual health education are mapped to the child protection curriculum.

Western Australia

The WA Department of Education website provides little context for the links it provides on its Child Protection page. It provides links to a range of resources under three headings: Child protection resources, Sexual Assault Resources Centre

Resources and Protective Behaviours Resources. Via the *Protective behaviours WA resources* link, visitors are directed to the website of Protective Behaviours WA Incorporated. The website refers to the Protective Behaviours Program the organisation teaches and offers training in.

The Government of Western Australia School Curriculum and Standards Authority website provides an overview of the Health and Physical Education curriculum for pre-primary to Year 10, which includes a 'Protective behaviours to keep safe and healthy' component in the pre-primary syllabus.

The WA Department of Health website, however, provides information about 'protective behaviours education' (https://gdhr.wa.gov.au/-/protective-behaviours). The website provides advice to educators about teaching protective behaviours education. The advice includes ground rules for establishing a safe learning environment and the importance of using appropriate language. It describes the two key messages of protective behaviours education and the three key concepts. The website includes information on a number of topics: early warning signs; safety messages; language of safety; dealing with disclosures (with a link to the WA Department's Child Protection Policy); use of protective interruption; and teaching tips. The site includes links to the online Child Protection and Abuse Prevention Education course. The Protective Behaviours webpage is only accessible to Department of Education employees.

The website notes that parental consent is not required to teach protective behaviours education, but it recommends informing parents about the program.

The Department of Education websites reports that professional learning programs are available for school staff "to help increase their capacity to respond effectively to child protection concerns". These are available online or face-to-face and principals, deputy principals, teachers (including casual/relief), school psychologists, social workers and chaplains need to complete the course and assessment with a minimum 80 per cent pass rate.

Northern Territory

The Northern Territory (NT) Department of Education 'health and safety' page has links under four headings: health services, keeping your child safe, Tip sheets and Useful links.

Under the heading 'Keeping your child safe' is a link to a resource developed by the Department of Health and Families, called '7 Steps to Safety'. The resource is designed to help parents give their child 'skills and confidence they need to feel and be safe at home'. Step 3 is 'Feel Safe with People'. The resource encourages parents to tell their children that they have a right to feel safe with people and how to recognise when they feel unsafe/unsure and what to do about it.

Two points to note about this resource is that it focuses on safety in the home, rather than the more traditional 'stranger danger' focus that many child protection experts fear underemphasises the statistically greater risks posed by familiar adults. Secondly, it frames raising awareness about child safety as a parental responsibility.

Under the heading 'Tip sheets' is a (broken) link to a range of tip sheets developed by the Department of Health and Families to assist parents with topics including child abuse, 'domestic violence: more than just arguments' and "Protect your children from pedophiles".

Under the Useful links heading are links to 'Safe Schools Northern Territory' which is password protected (as is the link to http://www.safeschools.nt.gov.au) and a link to Kidsafe NT – the Child Accident Prevention Foundation of Australia.

True – relationships & reproductive health (formerly Family Planning Queensland) – child protection resources

True's (formerly Family Planning Queensland) core focus is reproductive and sexual health, however, it also undertakes work in the areas of relationships and sexuality education programs, "award-winning" child safety programs and counselling for people who have experienced sexual abuse. True delivers education programs to students directly, and can provide resources and assistance in the development of policy and practice. However, the website does not give a clear overview of their child safety programs.

True provides workforce development for teachers "so that they can facilitate students' acquisition of knowledge and life-skill development." Training is available online (group webinars for professionals) and through full-day and half-day training sessions on a range of topics including:

- *Because 'Don't touch' is not enough* – Sexual behaviours and positive behaviour support
- *Is this normal?* Understanding healthy sexual development and child protection

The website hosts a range of teaching and learning resources and links about child safety and healthy relationships education. Many of the factsheets are available for download at no cost, but most of the resources are available at a cost. For example, the *'Where do I start? Early childhood package'* is designed to assist "staff gain confidence in educating children about personal safety, their bodies, privacy and rules about touch - in a gently, age appropriate way" is available for $220. The website notes that it is mapped to the National Quality Framework QA2: 'Children's health and safety, which is designed to build staff skills and competence as well as develop fun and interactive activities for use in your centre'.

The organisation also has the Traffic Lights resource which is a guide to sexual behaviours in children and young people ($10 for a pack of 20 brochures). A Traffic Lights App is also available for purchase ($2.49). According to the website it is: "based on the Traffic Lights® framework, is used and trusted by schools and childcare centres across Australia when monitoring and managing sexual behaviours. The App describes healthy sexual behaviours (green), concerning behaviours (orange) and harmful behaviours (red) for children aged 0-17. It also explains possible reasons for specific behaviours, suggested responses and provides case studies."

New Zealand

Information about and resources for the New Zealand child protection program *Keeping Ourselves Safe (KOS)*, are available on the New Zealand Police School Portal described as "where school staff, parents, students and Police can come to find out how best to work together to achieve our respective educational and community safety goals." The program is described as "a comprehensive child protection program in which students at all levels of schooling learn and apply a range of safety skills that they can use when interacting with others." The program is intended to address all forms of abuse (physical, emotional, sexual abuse, neglect, family violence and online abuse).

The KOS program was developed in the 1980s by the child protection academic Professor Freda Briggs based on best practice and it has since been revised on several occasions. Many other programs endorse a 'whole school' approach, but they usually offer little guidance in how to achieve it. The KOS program, conversely, is intentionally a two-stage program. The first stage first involves a 'whole school planning process' which includes reviewing school policies, establishing procedures for assisting students who report abuse and consulting with parents/community. Links are provided to an 'intervention planning tool' to assist schools in implementing a 'whole school approach' and separate implementation guides are available for primary and secondary schools.

The second stage of KOS involves developmentally appropriate teaching activities to equip students with a range of safety skills that they can use when interacting with others. It focuses on skill development, encouraging students to report abuse and seek help and raising parents' and teachers' awareness about their responsibilities to help children avoid abuse. Pamphlets and presentations are available online in English and Maori to inform parents about the program.

The KOS program is a comprehensive program that is aimed at students at primary, intermediate and secondary level. It adheres to the key elements of best practice and has been evaluated for effectiveness.

The classroom teacher delivers KOS. The teaching materials are available for each learning stage online. Each learning stage is organised into a number of focus areas. Each focus area is accompanied by a Word document available online. The support document for focus area 1 "Confident me' was updated in 2014. It explains what the focus is, the key messages included, curriculum links; and success criteria. The resource includes 'Notes for the teacher, resources needed, and guidance on how to run the activities, homework sheets and optional learning exercises. Tools are also available online for monitoring the effectiveness of the program.

It is not clear whether teachers are expected to undertake any specific child protection training before teaching the KOS material. The New Zealand Police website makes a number of suggestions about how teachers can support the KOS program:

- considering their attitudes and values towards child abuse and the importance of addressing child abuse as part of a broad and balanced curriculum
- increasing their understanding about child abuse and the use of effective pedagogies

- encouraging the principal to establish and regularly review a child protection policy that includes explicit prevention and response procedures (these are described: http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/kos-info-teachers)

Protective Behaviours Consultancy Group of NSW

Protective Behaviours Consultancy Group of NSW Inc. is a not for profit community organisation focused on reducing child abuse. It has developed a Protective Behaviours Program which aims to develop children and young people's personal safety skills to help keep them safe.

The website states that the Protective Behaviours program "is an effective primary child abuse prevention strategy" however it is not clear what this assessment is based on. The website also hosts a range of resources available at a cost (see Appendix). The 'Primary Protective Behaviours' (Protective Behaviours Consultancy Group of NSW Inc, 2010) resource was purchased for inclusion in the review. It was originally produced in 1994 and has been revised in 2004 and 2010. Dr Cath Laws, President of the Protective Behaviours NSW Board of Management, and Dr Marea Nicholson, member of the Protective Behaviours NSW Board of Management, are the chief contributors named on the resource.

The resource is for use by teachers. Although not clearly explained, it is divided into Sections – Stage 1, Stage 2 & Stage 3 – which presumably refer to the three Stages of learning in primary school (Stage 1- Kindergarten, Years 1 & 2), Stage 2 (Years 3 & 4), Stage 3 (Years 5 & 6). Each Stage comprises 9-11 modules. For each module, the following is presented: main idea; activity focus; tips for teaching; and activities. Activities can include points for discussion, storybook suggestions, worksheet suggestions, and drawing activities.

The resource includes teacher and student evaluations about the program as a whole. No advice is provided on how the data should be used, but it is possible that it could enable schools to get a sense of how teachers and students are rating the resource.

One of the key elements of best practice in child protection education is the inclusion of three key messages – defining child sexual abuse; teaching children to resist; and teaching children to report. The resource addresses the latter two key messages, but does not clearly define what is meant by 'child sexual abuse', even for the benefit of teachers delivering the lessons. The teachers' notes appear to be less detailed than those in other resources (NSW resources, for example).

Safe Start: Protective Behaviours

Children's Safety Australia Inc. is a Brisbane-based charity whose mission is "to maximise the safety and enhance the wellbeing of children and young people and encourage them to reach their full potential." The organisation promotes key children's safety messages via social media, community events and the development and distribution of *Safe Start: Protective Behaviours for Children* and *Safe T: Protective Behaviours for Young People* resource materials, including lesson plans, teaching guides and worksheets which are freely available via the organisation's website.

Personal Safety Australia is a Brisbane-based education, training and consultancy organisation linked to Children's Safety Australia Inc. It delivers awareness sessions, workshops, courses and consultations focussed on equipping individuals with practical strategies to enhance safety and wellbeing. The organisation delivers a number of programs focussed on children's safety including The *Safe Start: Protective Behaviours for Children* program for children aged 3-12 years.

The Personal Safety Australia website reports that the Safe Start program has been independently reviewed and found to be effective. Contact was made with the owner and director of Personal Safety Australia, Kim Jackson, who shared a copy of the review although the report is not in the public domain. Permission was sought from Kim Jackson to include the information below.

The review was undertaken by Dr Jennifer Sanderson, Griffith University in 2009. It found that Safe Start was better aligned with best practice than a Protective Behaviours program that was being used by Queensland Police[8]. The review reiterated the elements of best practice identified by Sanderson (2004) and involved a comparison of the Protective Behaviours program with the Safe Start program. Sanderson identified the following as strengths of the Safe Start program:

- A comprehensive, multi-systemic program involving children, young people and their parents/carers and teachers;
- The program aims to be holistic through engaging relevant government and non-government agencies for service delivery and for support for victims;
- The program includes more effective teaching methods (than the PB program);
- The need for ongoing presentation of the material is recognised through repeat presentation of the material;
- The program contains a comprehensive implementation plan & ongoing monitoring of program delivery and training needs;
- Children and adolescents participate in group training;
- Training materials are to be standardised and presented by individuals trained in program delivery; and
- The program content aligns with best practice.

Sanderson noted a number of 'points for consideration before finalising program implementation'. These included:

- The importance of ensuring that the program content is prescriptive and standardised (i.e. presenters should not be given the option to 'select' material for inclusion)
- Presenters need to be comfortable dealing with the program content
- The program needs to focus on 'social problem solving' in addition to safety concepts
- Pilot testing is important to ensure that the program meets the needs of specific target audiences
- Program delivery for children of low socio-economic status needs to be considered

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[8] The Protective Behaviours program used by the Queensland Police was based on the program developed by Peg West in Wisconsin, USA in the 1970s.

- A balance must be found between enhancing children's capacity to protect themselves and not making them feel that they are responsible for their own protection.
- The ultimate responsibility for protecting children always resides with adults
- Consideration needs to be given to the research that suggest that not all children have negative responses to sexual touching
- The program needs to incorporate an evaluation of children and young people's learning and retention of prevention training.

In email correspondence with the director of Personal Safety Australia, Kim Jackson clarified that each of the points for consideration identified in the review were addressed, but that the program has not been properly evaluated. Based on the review Queensland Police adopted the Safe Start program in place of the Protective Behaviour program. However, when the Queensland Government adopted the Daniel Morcombe Children's Safety Curriculum in 2013, the Queensland Police decided to withdraw its delivery of children's safety messages leaving Education Queensland to become the lead agency in this role.

A review of the teaching resources found that the program can be used with children from 3 to 12 years, with a follow on program available for young people from 12-19 years. Age-appropriate resources (lesson plans, teaching guides and worksheets) are available. The materials include age-specific materials for discussing 'practice scenarios' and provide students with the opportunity to respond to questions. The program covers the key safety messages and includes a focus on building children's self-esteem. The teacher notes are comprehensive and easy to follow, with the Lesson 1 teacher notes providing a rationale for focussing on developing children's self-esteem (to reduce the risk of victimisation) for example.

Teacher support and training

It is well recognised in the literature that teachers require training, support and resources to deliver child sexual abuse prevention and respectful relationships education in schools. The call is particularly strong in the literature concerning child sexual abuse prevention programs, with many arguing that undergraduate teaching courses should cover child protection issues with all pre-service teachers and that this training should continue in-service (Arnold & Maio-Taddeo, 2007; Mathews, 2011; Scholes, 2012; Walsh et al., 2011; Wurtele, 2009).

This literature notes that teachers are mandatory reporters where they suspect a case of child abuse and that it is therefore critical that their pre-service training equips them with the knowledge and confidence to enable them to identify indicators of child sexual abuse and make a report if appropriate. Pre-service training should complement and be strengthened by in-service training about identifying and reporting child protection concerns.

Mathews' (2011) 2008 survey of teachers in primary schools in government and non-government schools in NSW, Queensland and Western Australian (WA) found that: low proportions (ranging from 43% of teachers in NSW non-government schools to just 14% of teachers in Queensland non-government schools) had undertaken any pre-service training about child sexual abuse; that a higher number of teachers received in-service training (ranging from 87% of teachers in WA government

schools to 24% of teachers in WA non-government schools), but this was not universal; that certain aspects of the training needs to be improved; and that teachers' self-rated ability to recognise and identify indicators of child sexual abuse can be significantly improved through training[9]. In conclusion, Mathews argues that professional development for teachers about child sexual abuse is "an essential investment which benefits children who have been abused, helps teachers cope with this part of their role, helps protect schools from legal liability, and develops the capacity of communities to respond to child sexual abuse" (p.27).

The literature also calls for teaching courses to cover the elements of best practice in child protection/child sexual abuse prevention education. In her systematic review of the literature, Scholes (2012) identifies five key considerations (see Appendix A) and argues that these should be covered as elements of best practice in pre-service and in-service professional development for teachers to help inform their decisions. This, she argues, is particularly critical considering the range of existing programs and the inconsistencies between them in terms of duration, content and presentation. Echoing Wurtele's (2099) call, Scholes also calls for the importance of having a list of 'model programs' from which teachers can select an appropriate program for their students. These model programs would incorporate the elements of best practice identified in the literature and have undergone rigorous, well-designed evaluations that testify to their effectiveness.

The literature on respectful relationships education also calls for the need for resources and supports for schools and teachers to assist with delivering the materials (Child Safety Commissioner, 2010). In their evaluation of training held for eleven principals in Sydney schools, Dyson, Barrett, and Platt (2012) noted teachers' concerns about broaching the topic of violence against women with younger children in particular and that strong leadership within the school was critical.

The review of the selected jurisdictions' approaches to teacher training (as evidenced by the materials on their education websites) shows that the States differ markedly in their emphasis on the need for teachers to undergo training prior to delivering child protection/child sexual abuse prevention education. In NSW, for example, it is not evident from the DET website whether teachers are required to undertake training prior to teaching child protection education. Conversely, the South Australia education department website emphasises that staff delivering the curriculum must complete a full-day face-to-face training session.

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[9] Communication from the NSW Department of Education indicates that NSW government schools require all new teachers to participate in child protection induction training and all staff to participate in annual update training.

'One-off' programs/performances for schools that relate to, or could be adapted to, child protection education

This section provides a review of a number of 'one-off' programs/performances for schools that relate to, or could be adapted to, child protection education. By definition, a one-off program or performance contradicts 'best practice' in child protection education because longer programs, over multiple sessions are considered to be more effective. Nevertheless, if used in addition to/alongside a child protection education curriculum, one-off programs might prove effective in conveying key messages to children in a more direct and immediate manner. However, it is important that educators carefully consider how well any additional/supplementary material they introduce complements what is already being taught in class. Young children in particular can be confused if different language and terminology is used to describe the same concept. The issues of knowledge retention and skill development are, of course, critical in child protection education and may not be supported by a one-off performance.

For this review, we identified through web searches a number of 'one-off' programs/performances for schools that relate to, or could be adapted to, child protection education. The review includes performances and online programs as they were identified as innovative approaches to child protection education. A number of one-off programs/performances relating to respectful relationships education were also identified and are described in brief in Appendix D.

It is important to clarify that these programs were not selected as examples of model programs. Some programs were selected because they are run by government and non-government organisations active in child protection, others were recommended for inclusion by contacts in the NSW Department of Education. The programs are presented in the table below and are assessed according to a combination of the elements of best practice for the delivery of CSA prevention programs based on Sanderson (2004), Topping & Barron (2009) and the National Centre for Missing & Exploited Children (no date) material presented above. Obviously, given their one-off nature, a key best practice characteristic – long programs over several sessions with repeat instruction – is not applicable. The table contains six columns. These are:

1. Program details
2. Explicit skills training for children in preventative behaviours with consideration of whether the program:
    - o Teaches children to recognise dangerous and abusive situations
    - o Teaches children to distinguish between appropriate and inappropriate touch
    - o Teaches children to say no to unwanted overtures
    - o Teaches children skills to better protect themselves and avoid dangerous situations
    - o Encourages children to tell an adult about such incidents
    - o Assures children that such incidents are never their fault

3. Mode of delivery, with consideration of:
   o use of film, role play etc.
   o active participation by students
   o group training
   o standardised materials
   o taught by trained instructors or range of personnel
   o integrated into school curriculum
   o parental involvement
   o teacher training

4. Developmental/cultural adaptability, with consideration of whether
   o differences in learning capacity by age, socio-economic status and self-esteem are acknowledged

5. Incorporates an evaluation component, with consideration of
   o pre and post data
   o treatment & control group design
   o presenter effectiveness
   o effectiveness of presentation format

6. Research evidence concerning program effectiveness?

Programs/performances reviewed were:

- Ditto's resources – adventure show, CD-rom, Ditto in a box, songs

- Being Safety Smart

- Orbit computer game

- Fun Scary, a protective behaviours theatre performance for Years 1-3

- Constable Kenny Koala

- Strong 6, Centacare

- The Underwear Rule

- Toowomba Police Child Safety Pantomime

- All Children Being Safe program, NAPCAN[10]

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[10] This program actually comprises six lesson plans & activities (one hour duration each), but was included because it uses storytelling, puppets, costumes, music, movement and art and craft.

Table 3: Review of 'one-off' programs/performances for schools that relate to, or could be adapted to, child protection education

Program details	Skills training?	Mode of delivery	Developmental adaptability?	In built evaluation component?	Evidence concerning effectiveness?
Ditto's resources – adventure show, CD rom, in a box, songs Aims: to teach children "strategies and skills to stay safe in a range of situations form bullying, sexual assault, cyber safety and domestic violence." Delivered by Bravehearts NGO, Australia – www.bravehearts.org.au	Ditto's Keep Safe Adventure show content addresses: • Yes & No feelings • Warning signs • Scared & yucky feelings • Private parts & privacy • It's OK to say NO if you don't feel safe • What to do if you feel unsafe or unsure Aligns to Australian National Curriculum 'Health & Physical Education ' objectives	*Ditto's Keep Safe Adventure show p*erformance delivered by Braveheart's Education Teams. Activity book provided for each student to take home. *Ditto's Keep Safe Adventure CD Rom* *'Ditto in a box'* - an education program teachers can use to teach personal safety. Teacher's guide contains support notes to provide some professional development in child protection, reporting guidelines, & background information. Music, posters and interactive activities included for use with younger children. *Ditto's keep safe adventure songs* – a CD featuring songs from the Ditto show that communicate the personal safety messages.	Accessible language used. Program targets children aged from 3 to 8 Songs targeted at 0-4 and 5-8 years age range.	? http://www.bravehearts.org.au/pages/ditto-nsw-primary-schools-get-safety-savvy-with-br.php.	The website states: "Our programs are trialled and tested, we have worked in conjunction with industry experts within both the child protection and education sectors to deliver messages regarding child protection in a non - confrontational manner that children understand." Evaluation by Rudland et al (2013) for NSW Department of Education: • Increased students' knowledge and awareness of key child protection messages • Cost of program cited as a barrier to upscaling program in current form. http://www.cese.nsw.gov.au/images/stories/PDF/Braveheart_Final_Evaluation_Report.pdf

Being Safety Smart, free to use online educational game providing safety strategies for children aged from 6 to 8.	Skills training?	Mode of delivery:	Developmental adaptability?	In-built evaluation component?	Evidence concerning effectiveness?
http://www.beingsafetysmart.com.au/BSS/ Being Safety Smart is a Queensland Police Service initiative, developed by the University of the Sunshine Coast in partnership with the Queensland Police Service, Education Queensland, and the Crime and Misconduct Commission, and supported by the Daniel Morcombe Foundation	The game aims to equip children with safety strategies to help keep themselves safe in a range of scenarios. The eight key messages are linked to key strategies. Linked to Year three Essential Learnings of Health and Physical Education, SOSE and ICTs in the Education Queensland curriculum.	Contains 8 levels & is designed to be delivered over 8 weeks. Each level includes i) repeated presentation of key messages; ii) role-play to test skills & strategies in a safe & secure environment; iii) gameplay to reiterate key messages; & iv) summaries that can be printed as awards. It can be accessed online free of charge or via a CD-Rom. A Teacher Information pack is available at: http://www.beingsafetysmart.com.au/BSS/index.php?option=com_content&view=article&id=59:information-pack&catid=35:the-program&Itemid=68	Designed for use with children aged 6-8 years.	The teacher information pack provides advice on evaluating the effectiveness of the program in terms of raising children's awareness and knowledge retention.	Results of school trials are reported on the website: - Children enjoy programs, more aware of their personal safety & know how to act to keep themselves safe These evaluations findings were reported by Jones and Pozzebon (2010).
Orbit computer game http://orbit.org.au/families/ The Orbit program is a computer game for use in classrooms that aims to keep children safe from sexual abuse. It	**Skills training:** • Teaches about private body parts • What CSA is • Who to talk to about sexual abuse • Appropriate & inappropriate	**Mode of delivery:** Online interactive game set on a spaceship Includes online resource for teachers (lesson plans and support materials) and parents	**Developmental adaptability?** Target age 8-10 years.	**In-built evaluation component?** Orbit is an evidence-based, online child protection resource, which the project team	**Evidence concerning effectiveness?** The Orbit computer game has been evaluated by researchers at the University of the Sunshine Coast with the results to appear later in

aims to teach children confidence, wellbeing and problem-solving skills. It was developed by psychologists and the University of the Sunshine Coast, Queensland.	touching • Teaches children to build network of 5 supportive adults	No cost Developed at the University of the Sunshine Coast.		believe is the first of its kind to be developed (Scholes, Jones, Stieler-Hunt, & Rolfe, 2014). The project is evaluated with children, teachers, parents/carers and the wider community.	2016. The evaluators have also advised that they are currently developing a new computer base program to teach Indigenous young people about child sexual abuse prevention (personal communication).
***Fun Scary,* a protective behaviours theatre performance for Years 1-3** Organisation: The Constable Care Child Safety Foundation Inc. is a registered harm prevention charity that delivers aware winning safety education programs to school students throughout Western Australia. http://www.constablecare.org.au/news/protective-behaviours-skills-life	**Skills/concepts training?** - 'safe' & 'unsafe' secrets - Recognising our body's warning signs when feeling unsafe - Tell a trusted adult if you ever feel the 'bad' sort of scared or you don't feel safe. - Tell an adult again if they don't listen to you the first time	**Mode of delivery:** The protective behaviours messages are delivered through a puppet theatre performance by Constable Care actors. A teacher information & in-class activity pack is available online that advises teachers on introducing key concepts in the days before the play and how to reinforce learning after the performance: http://www.constablecare.org.au/sites/default/files/imce/fun_scary_-_teacher_information_and_in-class_activity_pack.pdf	**Developmental adaptability?** Targets children in years 1-3. The website reports that Constable Care has a long history working with remote Indigenous communities and has developed culturally appropriate performances and puppet shows.	**In-built evaluation component?** Unclear whether children's knowledge/awareness is evaluated after the performances.	**Evaluation of effectiveness?** Communication with the Constable Care Foundation indicates that they have evaluated their programs – however, we have not received the report.

Constable Kenny Koala	Skills/concepts training?	Mode of delivery:	Developmental adaptability?	In-built evaluation component?	Evaluation of effectiveness?
ACT Policing program, designed to educate children 3-12 years on a range of safety themes: - Traffic and road safety - Protective behaviours - Online safety (years three to four) - Decision making and consequences (years five and six). http://www.constablekenny.org.au/ Youtube channel: https://www.youtube.com/user/ConstableKennyKoala	The Stay OK at school: Protective behaviours presentation covers: - bullying and peer pressure - feeling safe at school - who to speak to if you get into trouble or feel unsafe - looking after and being nice to your friend The Stay OK in the community: Protective behaviours presentation covers: - how to keep yourself safe - dealing with strangers - dangerous and unsafe objects - drugs (legal and illegal) - who to speak to if you get into trouble or feel unsafe.	The *Stay OK at school* & *Stay OK in the community* protective behaviours programs involve direct engagement with children through school presentations by Constable Kenny Koala. Both are one-off 30 minute presentations. The website provides links to resources: Stay OK at school: - Find unsafe behaviours & solutions - Quiz (years 6-8) and solutions - Quiz (years 9-12) and solutions - Unsafe school scenario (years 9-12) Stay OK in the community: - Safe Places (years 3-8) - Quiz (years 6-8) and solutions - Quiz (years 9-12) and solutions	Available for pre-school:Year 6.	?	?

Strong 6, Centacare	Skills/concepts training?	Delivered through three phases:	No mention of age range of children targeted.	Unclear	Unclear
A protective behaviours program developed by *Centacare, which evolved out of their Protective Behaviours Circus play* http://childprotectionweek.org.au/event/protective-behaviours-circus-play/?instance_id=327 The information presented here is from a PowerPoint presentation given at the Family & Relationships Services Australia conference in September 2015. http://www.slideshare.net/CommunicationsStrate/strong-6-building-a-community-of-change?qid=b7f2af68-46f2-4999-b414-4271d4b8b45d&v=&b=&from_search=1	Based on best practice guidelines by Sanderson (2004)	- Teacher education - Parent education - Child education The child education session involves children's participation in a 'safety circus'. The circus is described as 'a tool for teaching children the importance of feeling safe'. A circus format is used to deliver the key messages, because they are fun and interactive. The circus actors are usually existing Centacare staff and all need to undergo safety checks. All circus performers are trained in dealing with potential disclosures. Follow up performance to revisit key themes and create a 'safety network'. Centacare is in the process of developing the program fully and developing supporting resources.			

The Underwear Rule, *resources for schools & teachers* The UK's NSPCC's 'The Underwear Rule' is designed to keep children safe from sexual abuse. It provides guides for parents and children and teachers. https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/	PANTS is the easy way to explain the underwear rule to a child: • **P**rivates are private • **A**lways remember your body belongs to you • **N**o means no • **T**alk about secrets that upset you • **S**peak up, someone can help	The website includes a link to an hour long lesson plan for teachers to teach children about the underwear rule and help keep them safe. A link is also provided to a teaching guidance resource, a template letter to parents an what to do if you suspect abuse. A link is provided to a PDF slide presentation.	Guides are available for children and parents with learning disabilities, with autism and in different languages (English, Welsh, Lithuanian, Latvian, Russian, Polish) and guidance for foster carers is also provided. The NSPCC website includes a link to a video clip for deaf children.	?	The website states that the Underwear Rule resources and materials are accredited by the PSHE (Personal, social and health education) Association
Toowomba Police Child Safety Pantomime, since 2008 https://www.police.qld.gov.au/corporatedocs/reportsPublications/bulletin/Documents/P12%20Toowoomba%20pantomime.pdf	Protective Behaviours concepts are taught to children though a pantomime performance. Key concepts include: Early warning signs, supportive adults, good secrets and bad secrets	The pantomime is performed for students in Year 2-3 during Child protection week in Queensland over two days with 2-3 shows per day in schools.	Targets students in Years 1 -4		According to the Queensland Police Bulletin (Queensland Police, 2010) an indicator of the program's success is the "high recall of concepts among students, including special education students", but it is unclear what this is based on.

All Children Being Safe program, NAPCAN An Australian protective behaviours program for children aged 4-8 years. NAPCAN **http://napcan.org.au/our-programs/all-children-being-safe/**	The program explores safety messages with children using bush animal stories supported by discussion, activities, craft, drama and music.	Each includes 6 lesson plans & activities (1 hr duration each). Preschool & early primary school programs are "interactive, protective behaviours programs" that use: storytelling, puppets, costumes, music, movement, art & craft, & small group experiences. Issues covered are: • Safe feelings, people, places • Help seeking • Resilience The primary program is focused on respectful and safe relationships, safe and unsafe feelings, developing problem solving skills and exploring gender stereotypes. Issues covered: • Feelings & friendships • Gender • Respect • Safety • Problem solving. NAPCAN provides professional training & support to teachers to facilitate all of the programs.	The program comprises three separate modules for three age ranges: • Preschool (4-5 yrs) • Early primary – 5-7 yrs • Primary – 7-8 years		The *All Children Being Safe* program underwent a process and outcomes evaluation in a regional school in NSW. The evaluation found that: - program associated with marked short-term increases in children's knowledge of protective behaviours - children appeared to believe the program was effective. - In general, principals, parents and teachers believed the ACBS program was effective in teaching children about protective behaviours. - Most principals, teachers & parents had not noticed any changes in children's behaviours as a result of the program – difficult to determine. http://growingrespect.org.au/wordpress/wp-

		Available at a cost – curriculum materials not online.			content/uploads/2012/11 /Evaluation-of-ACBS- FaHCSIA.pdf A further evaluation was undertaken of the program in 3 preschools with high proportions of Indigenous families. http://growingrespect.org .au/what-we- do/research- evaluation/previous- research/

Online videos:

A number of educational resources aimed at teaching children key messages about keeping themselves safe were identified, including:

- My body belongs to me – animated short film
  https://www.youtube.com/watch?v=a-5mdt9YN6I
- Good touch – bad touch, A video by Podar Jumbo Kids - Puppets and performance by The Puppetarians:
  https://www.youtube.com/watch?v=4KWan3N-yhM
- Tell a trusted adult, It's okay to tell–
  http://www.netsmartz.org/NetSmartzKids/TellAnAdult
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The Daniel Morcombe Foundation, http://www.danielmorcombe.com.au/

The Daniel Morcombe Foundation provides links to a wealth of resources for use with young people in pre-school to Year 9. It also provides resources for children and young people with Aboriginal and Torres Strait Islander heritage and children and young people with mild to moderate special needs. Links are also provided to videos: http://www.recognisereactreport.com.au/. The Foundation has produced an educational DVD available free of charge that aligns with the Daniel Morcombe Child Safety Curriculum. The *No Strings Attached* puppet show has been performed widely and is available on the Foundations' DVD and online:
https://www.youtube.com/watch?v=av3LtNETNTc.

3 Stakeholder consultation

Seven stakeholders[11] were consulted as part of the project following approval from the UNSW Australia Human Research Ethics Committee (HC15892). These included five child protection experts identified in consultation with the NSW Department of Education and two staff from a government department and the NSW Police Force.

Stakeholders were asked a series of questions which were developed in consultation with staff at the NSW Department of Education. Consultations were conducted by email and phone.

The consulted stakeholders included: academics with expertise in child protection education, including the development of teaching resources for primary school-aged children; practitioners and clinical advisors in the child protection field; an executive of a non-government organisation providing trauma therapeutic support to children and young people and their families; a strategic policy advisor in child protection; and a commander in the Sex Crimes Squad, NSW Police Force.

Who do you think are the most vulnerable children and young people?

Participants were asked which children they considered to be the most vulnerable. Responses to this question centred on a range of vulnerabilities that are widely reported in the literature to place children at risk. While clearly not all children with these characteristics are at risk, research suggests that a greater concentration of particular vulnerabilities places children at greater risk.

- Very young children: According to one expert, the age profile of abused children is decreasing
- Children from homes where there is an intergenerational history of child maltreatment and family violence; substance misuse; mental health concerns.
- Children who have already experienced abuse and lack secure attachments
- Girls
- Indigenous children
- Children with disabilities,
- Children in out of home care
- Children surviving natural disasters and military crises
- Children from cultural backgrounds in which traditional practices are used despite evidence that they can cause harm.

One expert was of the opinion that all children are potentially at risk, particularly those who are impressionable, reserved, with few friends, and lacking confidence.

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[11] Four additional stakeholders were invited to contribute but declined the invitation.

Main threats to the personal safety of children by family members, acquaintances and others in positions of trust

Stakeholders were asked what they considered to be the main threats to the personal safety of children. Responses converged around two broad themes concerning family factors and the training of individuals who work with children.

Family/parental factors

Stakeholders identified a range of factors that posed significant threats to children's safety. These included family violence, parental drug and alcohol use, mental health concerns, unemployment, housing stress, and financial stress that could contribute to the neglect and abuse of children. Whilst the presence of one or more of these factors does not definitively suggest that children are at risk, one expert suggested that the risk of maltreatment is greater the more risk factors that are present. One expert felt that children were at greater risk due to the unwillingness of child protection workers to remove children at risk from the parental home and place them in kinship or foster care.

An additional factor identified as posing a threat to children's safety was parents' ignorance of the risks of the online environment, including cyberbullying and the risks of grooming and online sexual exploitation. For one expert, this risk is heightened by the fact that many parents do not supervise their children's online activities, that many have no knowledge of child safety features on electronic media, that many have no understanding of online grooming and that many parents disclose information about and images of their children (including naming their school, naming the café they are having lunch at) without giving any thought to who may be accessing this material.

Parents' failure to talk to their children about child protection issues (e.g. safe touching, not speaking to strangers, not getting into strangers' cars, what to do if they are in trouble) was also highlighted as contributing to children's vulnerability.

Individuals who work with children

Three stakeholders also felt that children were at risk because many staff who work with children are not adequately trained to identify or report suspected child abuse. Social workers and school staff were considered to be inadequately trained to identify or respond to concerns about child abuse. This was attributed by one expert to a lack of political will to ensure that pre-service training is available at undergraduate level for individuals who are likely to be working with children. This expert also felt that school staff can ignore, disbelieve or assume that the child has been encouraged to lie by their mother if a child reports parental abuse.

Main threats to the personal safety of children and young people by sexual predators:

Stakeholder responses about the main threats to the personal safety of children and young people by sexual predators covered the risks posed online, 'traditional' risks and the acknowledgement that often the child is at greatest risk in the family home.

Although many recognised that the risks posed by the online environment have shifted traditional views of sexual predation, some wished to emphasise the continuing risks posed by 'the stranger on the street corner offering lollies'. Parental failure to impart key safety messages concerning not talking to strangers or getting into cars, appropriate and inappropriate touch and behaviour, were considered to be a key threat to children's safety.

The threats posed by the online environment included grooming, sexual exploitation, abduction, and the recording and distribution of child sexual abuse material were also highlighted.

A number of experts noted that children were often at greatest risk within the family home, either from a family member or from a trusted adult known to the parents. One expert noted that many parents and children were ignorant of 'grooming' techniques and therefore fail to recognise such tactics when they are subject to them.

Rather than focusing on context (public or private) or perpetrator (stranger, family member, or trusted adult), one expert felt that child protection education should focus on teaching children safety key messages - do they feel safe, what do they do if they don't feel safe, who do they speak to. Another expert emphasised the importance of advising children on what they should do if they are not believed when they report abuse.

Emerging issues or new threats to the safety and wellbeing of children and young people:

New technologies, the Internet and social media were identified by five of the seven experts as emerging or new threats to the safety and wellbeing of children and young people. The associated risks identified by the experts included:

- adults posing as young people in order to groom children and young people for contact offending
- young people's disclosure of personal details online
- offenders' ability to network, share and distribute child sexual abuse materials online
- Sexting, bullying and harassment.

For one expert, these risks were compounded by some parents' lack of supervision of children and young people's use of electronic media and their ignorance about how predators can make contact with children and young people online. Another commented on the existence of cyber safety programs, noting that most have not been evaluated and therefore it is impossible to know whether they can prevent child maltreatment or child sexual abuse.

Three other emerging issues were noted by the experts. One mentioned child on child abuse in kindergartens, child care centres and schools, predominantly involving attempted anal penetration and oral penetration with boys abusing younger boys. Another spoke of parental use of the drug ice, commenting that his knowledge (based on frontline practitioners' experience) was at the level of anecdote rather than evidence. His view was that parental use of ice can lead to more aggressive behaviours and violence (more so than with other drugs). Yet he felt that harm and neglect were still more likely to be a consequence of alcohol abuse.

Although not strictly an emerging issue, the third issue mentioned was the intractable nature of much child neglect and more active forms of abuse (family violence, mental health, drug and alcohol abuse). Because these were often the consequence of long-term ingrained behaviours, effective intervention was recognised as being particularly challenging.

Factors that make children and young people vulnerable to risks to their safety:

Stakeholder responses to the questions about what makes children and young people vulnerable to risks to their safety covered societal, family level and individual level factors.

Societal factors:

- Inherent power imbalances between men/women and adults/children;
- Hierarchies in families or organisations that enable people in positions of trust to act with impunity;
- Situations and contexts that allow unsupervised or closeted activities between adults and children;
- Commodification of children and childhood;
- Inadequate training for professionals working with children.

Family-level factors

- Ignorance that child sexual abuse could happen and lack of open discussion at home;
- parental substance abuse;
- parental mental health problems;
- disability in the family;
- involvement in criminal behaviour;
- family conflict or violence;
- unaddressed issues arising from parent's own experience of child sexual abuse;
- overcrowding in households resulting in co-sleeping and sharing of other facilities involved in personal care;
- poor parent-child relationships;
- exposure to multiple parental partners;
- non-biological parent figures residing with the child;
- young/teenage parents who have not finished high school (lack of parental education);
- Families with multiple vulnerabilities.

Individual-level factors:

- Ignorance and lack of education about body integrity, distinguishing appropriate/inappropriate touching, recognising and responding to unsafe situations, and help seeking strategies;
- Ignorance that sexting and posting naked pictures online constitutes the transmission of child abuse material which could lead to a criminal conviction for a young person and being placed on the child protection register;
- Developmental immaturity;
- Engaging in risky behaviours (e.g. meeting up with 'friends' they have met online or inviting them to their home).

What can children and young people be taught to increase their safety?

When asked what children and young people could be taught to increase their safety, the responses focussed mainly on educating children about a range of issues that might decrease their risk of being abused. It was not always clear whether

experts felt that this education should be delivered by parents and/or schools. Other factors that were identified as being important for increasing children's safety included helping them to identify trusted adults, peer support and participation in programs that challenge risky behaviours that have become normalised.

One expert focused on the key criteria of effective child sexual abuse prevention programs noting the key concepts they should cover, the formats that proved most effective for imparting program content and the teaching methods that programs should incorporate. Among the key concepts that should be covered were: safety rules, body ownership, private parts of the body, distinguishing types of touches and types of secrets, who to tell, and that children are not to blame for any abuse.

Other experts made similar points about the importance of introducing children to the concepts of body privacy, good touch and bad touch, with one asserting that this should begin at three years of age. This expert recommended the book "Everyone's Got a Bottom" published by the former Family Planning Queensland (now True, www.true.org.au) and the Queensland Government, because it 'takes account of the fact that young children are often used to provide oral sex which they don't regard as good or bad "touching".' Additional safety messages that children needed to learn included not disclosing personal information online.

Another felt that children and young people should be educated about the behaviour of paedophiles, particularly how they groom young people.

The importance of providing boys with sexuality education relating to erections, wet dreams, masturbation and ejaculation before reaching puberty, was raised by another expert. The rationale was because adult offenders can use young boys' ignorance to develop the notion that the offender is giving them the sex education that their parents failed to provide.

Another issue that one expert felt needed to be communicated to children, albeit in a very sensitive manner, was that abuse by a family member or someone known to the family poses a bigger risk than abuse by a stranger.

One expert felt that schools ought to identify trusted adults on staff to whom children and young people could turn if they had concerns. This expert felt that these trusted adults should receive clinical supervision by external health workers. Another expert felt that children should be taught to raise their concerns repeatedly until they get a resolution. The importance of peer support programs for young people was also noted because many confide in their peers before raising concerns with an adult.

Another expert spoke of the importance of culturally-sensitive and context-relevant programs that address issues that have become normalised over time in some communities (for e.g. sexual activity at a young age, acceptable age for a boyfriend or girlfriend).

What are some specific strategies needed by young people to help keep them safe?

The stakeholders identified knowledge and skills as key to keeping children and young people safe. While many responses concerning the need for education appeared to imply school-based education, responses to this question included the need for a broader community-based response to keep children safe.

Knowledge: The experts identified a range of issues about which children and young people need education in order to keep themselves safe. These included:

- Knowledge about how paedophiles groom young people
- How to recognise abusive situations
- That adults can sometimes act inappropriately
- That offenders may be people they know/trust
- Both boys and girls can be abused
- Abuse can involve touch and non-touch experiences
- Abusive touch may sometimes feel nice
- How to distinguish appropriate and inappropriate touch
- It's okay to say 'No' to touch
- Children's bodies belong to them
- Distinguishing public and private parts of the body
- Correct anatomical terms for identifying private parts
- Identifying the body's warning signs
- Distinguishing types of secrets and/or surprises
- Children are not to blame
- The 'no, go, tell' sequence
- Always tell a trusted adult/who to tell

Skills: Skills identified by the experts included:

- How to recognise and respond to different types of safe and unsafe situations
- Recognising safe and unsafe places
- Body safety rules (programs typically have 3-5 rules)
- How to identify the body's warning signs
- How to distinguish types of secrets and / or surprises
- How to do the 'no, go, tell' sequence
- How to identify a trusted adult
- How and who to tell
- How to engage safely with technology

Calls for a broader community-based response to keep children safe included the need for:

- an 'empowered community of adults" who understand abuse and trauma and can respond to children compassionately
- the need to implement child safe principles broadly in communities
- the need for wraparound initiatives for parents, teachers and other school staff.

In discussing the need for knowledge, skills and strategies to keep children safe from potentially neglectful and abusive situations, one expert felt that it was important to be clear about what schools can and cannot accomplish. While he felt that schools had a role to play in providing child protection and respectful relationships education, he felt that it was risky to expect schools to substitute for certain aspects of parenting. He felt that it was important that 'other parts of the response system' played their part in keeping children safe and that "it's probably unreasonable to ask every teacher to take on that social work function".

What are some specific strategies needed by children and young people who have experienced abuse in the past?

The brief responses to this question concerned the development of children's reporting skills and having access to experienced counsellors. One expert cited work by Professor David Finklehor that although child protection programs do not stop abuse from happening, they help children to report it quickly, preventing it from getting worse.

Additional enhancements to child protection education in school settings

The experts were asked to provide any additional comments about how child protection education could be enhanced in school settings. Responses to this question covered a higher level policy commitment to teaching child protection education and also to the logistics and format of the delivery of child protection education in school settings.

One expert recommended that NSW take a more explicit approach to the teaching of child protection and insert a statement into the Child Protection Policy as SA, the ACT and WA have done. Another lamented the proliferation of child protection programs, many of which have not been rigorously evaluated, and the expectation that schools and teachers should pick a program based on their available budget. This expert felt that it was critical that the NSW Department of Education identifies three or four streams of accredited programs that schools can choose from (based on the specific needs of their students). Additionally, this expert felt that it was critical that schools adopt a more cohesive approach to student wellbeing from Kindergarten to Year 12 with a range of programs focused on issues including personal safety, peer relationships, bullying, harassment and mental health concerns.

Stakeholders generally agreed upon some recommendations concerning the delivery of child protection education programs in schools covering program delivery and training; teaching resources; and parental involvement.

Program delivery & training:

- Ensure that high quality professional development/training is available for teachers.
- Employ specialist presenters/teachers as necessary but ensure that class teachers are also present for the lesson as they need to be knowledgeable and reinforce safety concepts
- Partner with NGOs who have expertise in the delivery of CSA prevention programs
- Identify program "champions" in schools who receive higher levels of training to deliver the program

Teaching resources:

- Develop a dedicated child protection portal "as a one-stop shop for busy school staff"
- Lesson plans and visual resources and stories that are easy to use
- Ensure access to high quality resources

Additional recommendations included: the importance of informing parents (and children) about the program content so that they can reinforce concepts at home: the importance of introducing key concepts to children in pre-schools; and the

importance of clarifying the aims of the programs – to prevent child maltreatment generally or child sexual abuse specifically.

4 Summary and conclusion

A rising incidence of child abuse and neglect and domestic and family violence have led to calls for greater investment in primary prevention strategies. Advocates for child protection/child sexual abuse prevention argue that it is critical to equip children with skills and strategies that might enable them to recognise and avoid potentially abusive scenarios. Advocates for violence prevention education argue for interventions that address the interplay of gender and violence and promote behaviour change and respectful relationships.

The review revealed a broad consensus with respect to some key elements of best practice in child protection education. These included:

- The inclusion of key messages
- Active participation by students in the program
- Explicit skills training
- Group training
- Longer programs over several sessions with repeated instruction
- Parental involvement
- Developmentally appropriate
- Evaluation of effectiveness built in

Additional elements of best practice identified by Sanderson (2004) include: integration into the school curriculum and the use of standardised materials. A key area of divergence concerned who should deliver the program.

The review of the literature revealed a proliferation of child protection education programs and resources nationally and internationally. It also highlighted the importance of ensuring that programs are evaluated for effectiveness before being rolled out further. It indicated that there is a dearth of well-designed program evaluations and that there are methodological shortcomings in many studies that seek to assess programs' effectiveness. Nevertheless, Walsh et al. (2015) found that participation in school-based education programs for the prevention of child sexual abuse were effective in increasing participants' skills in protective behaviours and knowledge of sexual abuse prevention concepts and that the knowledge gains did not decline significantly one to six months after the program. There was no evidence that participation in the programs led to greater anxiety or fear amongst students. Other studies suggest that participation in child sexual abuse prevention programs increases children's knowledge about sexual abuse, with older children showing greater knowledge gains (Topping & Barron, 2009; Wurtele, 2009). Overall, therefore, the literature indicates that well designed and evidence informed programmes can prevent abuse and support children to disclose abuse when it does occur, and that there are no significant adverse outcomes.

Findings from Moore et al.'s (2015) report for the Royal Commission suggest that children and young people recognise the value of child protection education. They found that children and young people learned to assess the safety or otherwise of a situation based on things they have been taught by parents, teachers or other trusted adults. Moore et al. also found that children and young people want to learn

skills to protect themselves in unsafe situations and that they would value peer support education to enable them to advise and support one another. The research also pointed to the need for programs that deliver key messages, skills and strategies, and that are evidence-based and workable for children and young people.

An additional focus of this report was a review of relevant current approaches and resources in child protection education, including teacher support and training. It is important to reiterate the caveat made above - that the assessments made here are based on the materials evident in the publicly available materials on the websites referenced in Appendix C. The review of the different jurisdictions' approaches to teaching child protection education highlights the wealth of programs and approaches available. Some jurisdictions appear to have very comprehensive approaches that adhere to many best practice elements. Approaches that seem more workable in a class environment include those with standardised materials and detailed teachers notes.

NSW Curriculum

The review of the NSW Department of Education material indicates that the curriculum comprises a comprehensive approach to teaching child protection education from Kindergarten to Year 10. It is consistent with many elements of best practice – it is sequential and developmentally appropriate; it covers the three key messages of child sexual abuse prevention education and additional key concepts. The materials include detailed notes and lists of resources to support teaching. The material also includes advice on how teachers can assess students' learning ('Things to look for'). Some of the teacher support materials could benefit from being updated by highlighting how the curriculum complies with best practice.

A matter of some concern is the fact that the resource under the heading 'Professional reading' on the webpage for Stages 4 & 5 child protection education (but absent from the Stages 1-3 webpage) notes that "[t]here is no expectation that all of the units and activities in the new support materials are to be taught. This suggests that teachers may be able to select the components they want to teach and leave out others, which makes the approach less standardised than at first appears.

Although comprehensive and inclusive of many best practice elements, it is recommended that the curriculum is evaluated for effectiveness. As noted above, the National Center for Missing and Exploited Children (no year) and Flood et al. resources include checklists for evaluating programs that include control groups and pre- and post-intervention data collection among other factors. An evaluation of the NSW child protection education materials should also include children from:

- diverse socio-economic backgrounds
- Aboriginal and Torres Strait Islander backgrounds.
- culturally and linguistically diverse backgrounds
- high support needs
- each learning stage

Given the constraints on teachers' time and the volume of materials they need to cover with their students, it is important that child protection education resources are evaluated for effectiveness to highlight their value and strengthen teacher engagement with the curriculum.

Implementation

An element of best practice in respectful relationship/violence prevention education is the adoption of a 'whole school approach'. This was less apparent in the child protection material reviewed with the exception of the New Zealand approach. *Keeping Ourselves Safe* is a comprehensive child protection program that addresses all forms of abuse (physical, sexual, emotional, neglect, family violence and online abuse). Implementation of the program involves a two stage approach. Prior to teaching students skills to keep themselves safe (Stage 2), Stage 1 involves 'a whole school planning approach'. Resources on the website outline how this should proceed through conducting a review of school policies, establishing procedures for assisting students who report abuse and consulting with parents and communities. Central to the approach, however, is collaboration between schools and police with School Community Officers assisting with program implementation. It is worth exploring whether such an approach might be worthwhile in NSW.

Online presence/communication

The presentation of child protection education materials on the NSW Department of Education website could benefit from being updated to include some background on the need for child protection education and the approach adopted. It would benefit from having resources for parents (in multiple languages) that are clear on the compulsory (or not) nature of the child protection education, whether parental permission is required and the importance of parental engagement to reinforce learning in the home. Most of this information is already covered in the resource materials available on the website, but tracking it down requires some effort. The Queensland Department of Education Daniel Morcombe Child Safety Curriculum page, for example, provides a range of parent guides for each learning stage, a 'frequently asked questions' document and some lines about the resources available for schools and teachers (however, it does not mention that uptake of the curriculum is not compulsory).

The NSW Department of Education could also include some information about the resources available for schools and teachers and these could be made available via a password protected link if need be. It might also be beneficial to note what type of training teachers are required to undertake before they can teach the curriculum as evident in the South Australia and Western Australia Departments of Education websites.

Program delivery

Currently in NSW and many other jurisdictions, child protection is delivered by teachers rather than external trainers. Sanderson (2004) asserts that programs should be delivered by trained instructors and that they should include teacher education. Topping and Barron assert that programs should have the capacity to be delivered by a range of personnel. If child protection education is integrated into the curriculum, it seems only practical that teachers deliver the materials. Although most are likely to have undertaken child protection studies in their undergraduate teacher training, it is important that all undertake in-service training in the delivery of child protection education in the classroom. The South Australian Department for Education and Child Development website makes it clear that all teachers are required to undertake in-service training, however it is not clear from the information

available on the NSW Department of Education website what training teachers are expected to undertake. Communication with DET indicates that NSW teachers are trained in the delivery of the Personal Development, Health and Physical Education (PDHPE) curriculum which covers child protection matters in addition to other sensitive topics such as drug education and human sexuality. All teachers have individual professional learning records that are centrally tracked by the Department of Education and Training under MyPL – (My professional learning: https://www.det.nsw.edu.au/docprs/welcome.do). With the introduction of the Australian Teaching Standards which will be fully implemented across Australia from 2018 all teachers will be required to participate in ongoing professional development to maintain their competencies.

Commitment to child protection education

A further issue that needs to be clarified on the NSW Department of Education website is whether the teaching of child protection education is compulsory or not. The South Australia education department website clearly states that it is a requirement that all children have access to the approved child protection curriculum, under the *Child protection in schools, early childhood education and care services policy.* It would be useful to communicate the compulsory nature of child protection education on the DET website, particularly for parents' benefit.

Child protection programs and 'one-off' programs/performances for schools

The review also included an overview of a select few child protection programs and 'one-off' programs/performances for schools that relate to, or could be adapted to, child protection education. The Safe Start Protective Behaviours program is a comprehensive program that aligns with best practice, although it has not been evaluated for effectiveness. It targets children aged 3 to 12 and a follow on program is available for children from 12 – 19 years. The teacher notes are comprehensive and easy to follow. The 'Primary Protective behaviours' program by contrast appeared less detailed. A number of additional resources were also identified. Of particular interest are the online educational programs due to their accessibility and interactivity. *Being safety smart* and *Orbit* are online programs developed by researchers at the University of the Sunshine Coast. Both have been evaluated although the results of the Orbit evaluation are not yet available. Both programs are accompanied by teaching resources including lesson plans and support materials. The researchers at the University of the Sunshine Coast are developing a new computer based program to teach Indigenous children about child sexual abuse prevention. This is a very important development considering the over-representation of Indigenous children in child protection statistics.

In their assessments of child sexual abuse prevention education, Wurtele (2009) and Scholes (2012) highlight the need for a list of model programs to assist educators select the most appropriate programs for their students. The value of such a list for schools seems questionable as most jurisdictions already have comprehensive programs in place that adhere to many elements of best practice, even if they have not been evaluated for effectiveness (the New Zealand *Keeping Ourselves Safe* program is an exception).

A number of useful child protection resources and one-off performances were identified through this review. As noted above, one-off programs, by definition,

contradict best practice in child protection education where longer programs over multiple sessions are more effective. Nevertheless, one-off programs could be useful for reinforcing learning that students are already engaged in. Educators looking to use these resources need to carefully consider how well they align with the curriculum they are using in class. Any additional materials need to complement the messages and language used in child protection education materials already in use.

Stakeholder consultation

The stakeholder consultation supported many of the key findings in the literature concerning children's vulnerability with the most vulnerable children identified as: young children, children from families with multiple vulnerabilities, children in out of home care, Indigenous children and children with disabilities. Among the main threats to the personal safety of children by family members, acquaintances and others in positions of trust, stakeholders identified family factors and the inadequacy of training for individuals who work with children. Main threats to the personal safety of children and young people from sexual predators covered the risks posed online, 'traditional' risks and the acknowledgement that often the child is at greatest risk in the family home. Among the emerging issues or new threats to the safety and wellbeing of children and young people, stakeholders identified new technologies, the Internet and social media. Stakeholder responses to the questions about what makes children and young people vulnerable to risks to their safety covered societal, family level and individual level factors.

When asked what children and young people could be taught to increase their safety, stakeholders highlighted the importance of educating children about issues that might reduce their risk of being abused. This included education about key concepts usually covered in child protection education, grooming techniques, and sexuality education. The stakeholders identified knowledge and skills as key to keeping children and young people safe. These responses covered both school-based education and the need for a broader community-based response. The stakeholders made a number of recommendations to improve the delivery of child protection education programs in schools covered. Recommendations included ensuring that staff are adequately trained to deliver programs and that they have access to quality resources.

Respectful relationships

The review also highlighted a broad degree of consensus with respect to the elements of best practice in respectful relationships/violence prevention education. These included:

- Coherent conceptual/theoretical approach underpinning the program
- Challenges gendered norms and expectations
- Utilisation of a theory of change
- Inclusive, relevant & culturally sensitive practice
- Comprehensive program development and delivery
- Effective evaluation strategies
- Training and professional development of educators
- A whole school approach

An additional important element noted by Gleeson et al. (2015) was the importance of a long term vision, approach and funding. Research that evaluated a number of respectful relationships programs highlighted several challenges that program developers faced in trying to adhere to these standards and highlights the importance of monitoring compliance. A number of one-off programs/performances relating to respectful relationships education were also identified and are described in brief in Appendix D.

Conclusion

This review found broad consensus around the elements of best practice in child protection education and respectful relationships education. It also highlighted the importance of evaluating programs' effectiveness before rolling them out more widely. The review of the NSW child protection education materials notes that it is consistent with best practice, but that it could benefit from some revisions and evaluation. The review also highlighted variation in the jurisdictions' commitment to child protection education. If teachers are expected to deliver child protection education, it is important that its place in the curriculum is formalised. This would entail a commitment to teaching child protection education (including clear direction on what should be covered), and a commitment to ensuring that teachers are adequately trained to teach the curriculum, in addition to being able to recognise indicators of child abuse and understand their reporting obligations.

Appendix A: Best Practice in child sexual abuse/child protection education - resources

Report: Sanderson (2004) *Child-focused sexual abuse prevention programs. Research & Issues Paper Series.*

Sanderson's paper uses the term "sexual abuse prevention programs". She notes that most programs contain three key elements: i) they define sexual abuse; ii) they teach children "to resist or refuse overtures"; and iii) they encourage children to tell their children or trusted adults about what happened.

She notes the variation in programs relating to duration and methods used including the use of films, videos, books, songs, plays, drama, colouring books, comics, symbolic modelling, role-playing, puppets, teaching sessions, behavioural skills training, and group discussions. Sanderson notes that few programs have been properly evaluated and many have not been tested before implementation.

Sanderson lists the following as the key characteristics of effective programs:

- Active participation
- Explicit training (for children) in preventive behaviours and disclosure
- Group training
- Standardised materials - taught by trained instructors
- Integrated into school curriculum
- Long rather than short programs, involving repeated presentations
- Parental involvement
- Teacher education

She notes that programs need to consider differences in learning capacity by age, socio-economic status and self-esteem. Sanderson notes a number of conceptual weaknesses in many current programs that effective programs need to overcome. These include: ensuring that children receive appropriate sex education and a clear definition of sexual abuse; properly emphasising the risk posed by familiar adults rather than overemphasising 'stranger danger', raising children's awareness of the grooming tactics used by perpetrators; acknowledging that sexual abuse may not involve touch and that abusive touch may actually feel good; and that programs meet the needs of both boys and girls.

Sanderson emphasises the importance of evaluating the effectiveness of programs for different groups of children.

Journal article: Topping and Barron (2009). *School-Based Child Sexual Abuse Prevention Programs: A Review of Effectiveness.*

The authors undertook a systematic and critical review of 22 school-based child sexual abuse prevention program efficacy studies mainly from North America and the United Kingdom, with some contributions from Australia and New Zealand.

[Important to note that this is based on reviews of efficacy studies]. Through this review, the authors determined that effective school-based abuse prevention programs need to:

- have evaluation of effectiveness built in;
- incorporate modeling, discussion, and skills rehearsal;
- be at least four to five sessions long;
- have the capacity to be delivered by a range of personnel; and
- involve active parental input.

Electronic article: The National Center for Missing & Exploited Children (no date). *Guidelines for programs to reduce child victimization: For communities when choosing a program to teach personal safety to children* http://safechild.org/PDF/Guidelines%20for%20Chid%20Safety.pdf.

The US-based National Center for Missing & Exploited Children provides assistance and advice on issues related to missing and sexually exploited children. It provides 22 programs and services to assist law enforcement, families and professionals. It produces a range of resources including the guidelines on choosing a program to teach personal safety to children. The resource outlines a number of essential elements of programs to reduce child victimisation. These are:

1. Programs should have a **theoretical basis:** The should be based on existing research, address protection as well as risk factors, and seek positive behavioural change. The resource notes that effective programs are often based on social learning theory which proposes that behavioural change results from: observation of a model's behaviour; active rehearsal of the desired behaviour; and consistent feedback about and reinforcement of the desired behaviour.
2. Programs should be **developmentally appropriate**: with regard to language, content and teaching methods. Successful programs begin early, with younger chidlren requiring repeated behavioural rehearsal and dfeedback to aid comprehension.
3. Programs need to be adapted for **"special needs" children:** This is particularly critical as they are often most at risk.
4. Programs need to cover **skills training:** Key concepts that must be included are:
   a. Teaching children to recognise dangerous and abusive situations
   b. Teaching children to distinguish between appropriate and inappropriate touch
   c. Teaching children to say no to unwanted overtures
   d. Teaching children skills to better protect themselves and avoid dangerous situations
   e. Encouraging children to tell an adult about such incidents
   f. Assuring children that such incidents are never their fault
5. **Program length and duration:** Intensive programs lead to better gains in knowledge than single session programs.
6. **Mode of presentation:** The most effective programs appear to be those that

use behavior rehearsal, roleplaying, and feedback to presenters and children.

In addition to outlining the essential elements of programs to reduce child victimisation, the resource also contains a 'Curriculum Scorecard'. This scorecard is intended for use by educators to evaluate the programs they are considering implementing. The resource also include an 'Program evaluation checklist' that educators can used to assess the effectiveness of the program. It advocates the use of a treatment and control group and pre and post-test measures, and an evaluation of the presenter, and evaluation of the presentation (e.g. format, duration).

Journal article: Scholes (2012). *The Teachers' Role in Child Sexual Abuse Prevention Programs: Implications for Teacher Education.* **Australian Journal of Teacher Education.**

Based on a systematic review of the literature, Scholes' paper describes the range of factors that educators ought to consider when selecting programs.

- **Key consideration 1:** *Target population of the program***:** Programs need to be tailored to suite the needs of a diverse array of students.

- **Key consideration 2:** *Characteristics of the CSA Prevention Program:* Scholes draws on Sanderson's (2004) characteristics of effective programs, stating that they have been consistently supported in the literature:
  - active participation;
  - explicit training;
  - group training;
  - standardised key messages taught by trained instructors;
  - integrated into school curriculum;
  - repeated presentations in programs and follow-up training;
  - multisystemic nature of the programs including parental involvement and teacher education; and
  - programs also need to include features known to enhance learning and retention of prevention education (e.g., improve self-esteem and problem solving).

- **Key Consideration 3:** *Key Messages in the Program* (Scholes draws on work by Wurtele, 2002):
  - Clarifies & describes: Clarifies and explains sexual abuse in a clear and direct manner. Assists in clarifying between 'right' and 'wrong', 'normal' and 'abnormal' behaviours. Distinguishes appropriate and inappropriate touching, including positive and negative feelings about touching.
  - Grooming: Distinguishes between early grooming behaviours, including ways of establishing emotional ties and developing relationship, and later perpetrator behaviours including tricks and bribes (gifts, rides), and threats and blackmail.
  - Secrets: Considers good and bad secrets
  - Feelings: Not to rely on good or bad feelings

- o <u>Strategies & Skills</u>: Develops self-protective strategies and skills
- o <u>Disclosure</u>: Supports, promotes, and practices disclosure.
- o <u>No fault</u>: Emphasise that abuse is not acceptable and never the fault of the child.

These key messages are further elaborated in Scholes, Jones, and Nagel (2014).

- **Key Consideration Four:** *Decay in Knowledge and Negative Side Effects.* Scholes notes that the research evidence suggests that CSA prevention programs are effective in improving children's knowledge & understanding, but that children need follow up training to maintain knowledge gains. (p. 114)

- **Key Consideration Five:** *Program Evaluation***:** Scholes asserts that program evaluation is vital, but underdeveloped in many instances**.**

Appendix B: Best Practice in respectful relationships/violence prevention education - resources

> **Report: Carmody et al. (2009).** *Framing best practice: National Standards for the primary prevention of sexual assault through education*, **National Sexual Assault Prevention Education Project for NASASV.**
>
> Carmody et al.'s (2009) report describes a one-year project to develop and trial a National Sexual Assault Prevention Education Framework. It was commissioned by "the National Association of Services Against Sexual Violence (NASASV) and the Office for Women, in the Australian Government Department of Families, Housing, Community Services and Indigenous Affairs.
>
> The report uses the term 'sexual assault prevention education' rather than 'child protection education'.
>
> In their introduction, Carmody et al. note that "the development of best practice models of primary prevention education in the field of sexual assault is in its infancy in Australia" with consideration of the issue only taking off in the previous decade. The recognition of the importance of primary prevention has led to a focus on the need to develop educational programs to address it. Carmody et al note the lack of guidance available to inform the development of such programs, hence their aim of developing national standards. In developing the national standards Carmody et al. drew on both the national and international research evidence "concerning the question of promising practice in sexual assault prevention education".
>
> The proposed practice model comprises 6 standards which the authors state are intended to be "aspirational and achievable". The standards outline the range of issues that need to be considered when developing new education programs and they can be used to assess existing programs and identify program strengths and weaknesses.
>
> The six standards are:
>
> 1. Using coherent conceptual approaches to program design
> 2. Demonstrating the use of a theory of change
> 3. Undertaking inclusive, relevant and culturally sensitive practice
> 4. Undertaking comprehensive program development and delivery
> 5. Using effective evaluation strategies
> 6. Supporting thorough training and professional development of educators (p. 23)
>
> For each standard, Carmody et al. describe the rationale for the standard, the objective for the standard and indicators to demonstrate that the program is meeting the standard.
>
> **Standard 1**: Carmody et al. acknowledge that a range of conceptual approaches can underpin a program, however, they assert that "a gender analysis of sexual assault is foundational to any program."

Standard 2: Carmody et al. state that "sexual assault prevention programs are to be based on models of attitude change, skills development and behavioural change" and that programs should demonstrate "a conceptual link between the activities being undertaken and the proposed change outcomes of these activities".

Standard 3: Carmody et al. emphasise the importance of ensuring that all programs are sensitive to culture and that they must be inclusive, relevant and sensitive to the population they are targeting. They note that programs developed for particular populations may need to be adjusted for other cultural groups.

Standard 4: Carmody et al. note that program delivery needs to consider the who, what, where and when: "who the program is targeted at and delivered by; what will be the specific activities and structure of the program; where the program will be delivered to reach the target group; when the program will be run, and over what period." It is noted that organisational purpose, philosophy and resources may influence these decisions, but that "research literature and practice knowledge" should also inform program design decisions.

The rationale for **Standard 5** (evaluation) is to promote learning and support accountability, with the authors acknowledging that organisations may need to consult with individuals with expertise in evaluation.

For **Standard 6**, the authors emphasise the importance of skilled and knowledgeable educators and the importance of ensuring that they are adequately resourced and supported (to ensure the success of the program).

Report: Flood et al. (2009) *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools.*

The VicHealth Report undertaken by Flood et al. set out to advance violence prevention efforts in schools. Following an extensive review of the literature, Flood et al. suggest that consensus is beginning to emerge concerning the elements of good practice in violence prevention programs. Drawing on the research evidence, Flood et al. identify five elements of good practice in schools-based violence prevention programs suggesting that the incorporation of all will likely produce the most effective programs.

Flood et al's 'Five criteria for good practice in respectful relationships and violence prevention education in schools' are:

1. **A whole-school approach**: encompassing the curriculum, teaching and learning; school policy & practices; school culture ethos & environment; and permeate relationships between school, home and community. Additionally programs need to be integrated into the curriculum, include assessment and reporting mechanisms, be underpinned by specialised training and resources

for teachers; and be reinforced by school policies.

2. **A program framework and logic** that includes a theoretical framework drawing on feminist research on violence against women, and address the interplay of gender and power issues. It would also need to include a 'theory of change' outlining how the program willachieve its intended outcomes.

3. **Effective curriculum delivery:** Flood et al. describe the aspects of the curriculum content, pedagogy, curriculum structure and curriculum teachers/educators that contribute to effective program delivery.

   a. With respect to curriculum content, Flood et al. emphasise the importance of programs drawing on feminist research on violence against women and girls, and address 'various forms of violence, including 'domestic and sexual violence'.
   b. In terms of pedagogy, Flood et al. emphasise the importance of quality teaching mateials and participatory techniques for engaging children and young people.
   a. In terms of curriculum structure, Flood et al. note that programs need "to be of sufficient duration and intensity to produce change", recommending "using classroom-length or similar sessions compris[ing] at least five sessions". Emphasis is also placed on ensuring that programs are tailored to children's developmental needs and consider whether and why programs should be targeted at mixed or single-sex groups.
   b. In terms of program delivery, Flood et al highlight the importance of ensuring that programs are delivered by skilled teachers and/or educators, who are supported by resources, and have access to training and ongoing support. Moreover, there needs to be a clear rationale concerning whether programs should be delivered by teachers, community educators, and/or peer educators and also be clear on, or at least consider the implications of, proram delivery by male or female staff.

4. **Relevant, inclusive and culturally sensitive practice:** Programs should be informed by knowledge of context and target group, be inclusive and culturally sensitive, involve consultation with representatives from the populations participating.

5. **Impact evaluation:** Flood et al. emphasise the importance of ensuring that programs are all accompanied by an evaluation component to assist in determining program effectiveness. Flood et al. provide a comprehensive outline of what should be included in an evaluation, recommending that the evaluation reflects the program framework and logic, include pre- and post-intervention assessments, long-term follow-up (at six months or longer)

Report: BOSTES (2015). *PDHPE teacher toolkit for implementing content relating to the prevention of domestic violence.*

Teaching students about respectful relationships has been a key element of the Personal Development, Health and Physical Education (PDHPE) curriculum in NSW for several years. In August 2015 BOSTES announced amendements to the Years 7-10 PDHPE curriculum to explicitly acknowledge and teach students about domestic violence (see p.6 of the toolkit for the changes made). These amendments were implemented from the start of 2016.

The toolkit outlines the elements that teachers need to consider when developing programs relating to respectful relationships. Although it is not clear from where these elements were drawn from, many reflect the elements of best practice identified in many of the reports above, including that:

- One-off lessons are not sufficient
- Students need to opportunity to revisit the content over time
- Discussion about respectful relationships and violence prevention need to be integrated into other areas of the curriculum
- Programs should include activities focused on skills development
- Programs are more effective if they are interactive and participatory
- Programs should aim to achieve behavior change and challenge gendered norms and expectations.

The toolkit encourages schools to communicate with parents about the program. The toolkit does not mandate the use of any particular programs, but rather encourages teachers to use their professional judgement to decide on the best strategies, resources and teaching and learning approaches, which should all be "previewed and evaluated in full before use with students". No further guidance is provided on how teachers should make such judgements.

Although the syllabus specifies mandatory learning, it does not mandate how it should be delivered. The toolkit emphasises teachers' expertise stating that 'principals and teachers have the primary responsibility for education programs in schools". If schools choose to include external providers and speakers, they are encouraged to do this only if it "adds value to existing teaching and learning practices".

The Toolkit provides references and links to a vast range of resources that schools can utilise, noting that they are intended as a guide only. These include links to:

- Department of Education documents on respectful relationships and violence education in schools;
- Federal and state funded websites:
    - o Health Promoting Schools Association
    - o Safe Schools Hub
    - o Domestic Violence NSW
    - o Aurora app
    - o The Line

- NGOs addressing domestic violence through education:
  - White Ribbon
  - National Association for Prevention of Child Abuse and Neglect (NAPCAN)
  - Youth Action
  - ReachOut
  - Be the Hero
  - Building Respectful Relationships: Stepping Out Against Gender-Based Violence (Vic DoE)
  - Domestic Violence Resource Centre Victoria
  - Partners in Prevention – activities to support respectful relationship education programs
- Links to international resources (UK, Canada, New Zealand, website)
- Multimedia clips to start discussion
- Music

The Toolkit also provides a list of resources to support teachers delivering respectful relationships education in schools, stressing that these are intended as guidance only.

Report: Gleeson et al. (2015). *Respectful Relationships Education in Schools.* **Our Watch: Melbourne.**

Our Watch was "established to drive nation-wide change in the culture, behaviours and attitudes that lead to violence against women and children". The organisation produced a report on good practice Respectful Relationships Education based on a review of national and international research evidence. Gleeson et al. identified seven core elements of good practice in respectful relationships education:

1. *It addresses drivers of gender-based violence*: by recognising and addressing the interplay of inequality, gender, and power in the occurrence of gender-based violence at the individual, organisational, community, system, institutional and societal level.

2. *It has a long term vision, approach and funding:* Generational and culture change require sustained, ongoing commitment and funding.

3. *It takes a whole school approach:* key messages concerning the prevention of gender-based violence need to be incorporated into all aspects of school culture (including. school leadership, professional learning, engaging staff, students and the wider community) in addition to having a space in the curriculum.

4. *It establishes mechanisms for collaboration and coordinated effort:* Coordination between schools and education and violence prevention sectors is essential. Schools cannot be successful without collaboration and coordination at the individual level, the organisational and community level, the system and institutional level and at the national level.

5. *It ensures integrated evaluation and continual improvement:* further evidence is needed to identify the most effective model for school-based violence

prevention in the Australian context.

6. *It provides resources and support for teachers:* It is essential to equip teachers with the skills to effectively deliver respectful relationships education because they have a more enduring relationship with their school and students than invited external educators. In addition to having access to quality curriculum materials, teachers require professional training to support their teaching.

7. *It uses an age-appropriate, interactive and participatory curriculum:* respectful relationships curriculum must be sensitive to diverse cultural and linguistic backgrounds, (dis)ability, and gender and sexual diversity. The age and developmental level of students also needs to be considered. One-off programs are considered to be inadequate and while there is not consensus on optimal duration, programs of longer rather than shorter duration are recommended.

Book: Ellis and Thiara (2014). *Preventing violence against women and girls: Educational work with children.* **Bristol: Policy Press.**

Ellis & Thiara's edited book examines prevention work in schools on violence against women and girls. In the concluding chapter, Thiara and Ellis implore educators not to 'reinvent the wheel' but to work out what programs/interventions are available to prevent violence against women and girls and what the research says about effective intervention. They highlight several key elements that they regard as critical when undertaking prevention work in schools. These include:

- the importance of adopting a gendered understanding of violence against women and girls
- the need for a 'whole school' approach
- the need for programs that are relevent and culturally sensitive
- the importance of considering whether programs (or aspects of them) are best delivered in mixed- or single-sex groups
- the need to consider whether teachers or external staff should facilitate programs – with the advantages and disadvantages of both approaches acknowledged in the literature
- the need to consider the gender of the facilitator, again with acknowledgement of the lask of consensus in the literature on the best approach
- the critical importance of utilising skilled facilitators with an ability to communicate well with children and young people.
- the awarenss that participatory methods can be effective strategies with children and young people

Thiara and Ellis note the weak evidence-base on the effectiveness of programs which makes it challenging to determine whether "prevention work impacts on perpetration or victimisation" (p. 252). Nevertheless, they support the need at the very least to "build short-term proxy measures into any program, such as changes in

attitudes, greater awareness of existing services, and greater knowledge and understanding of the issue, in order to identify some level of impact on chidlren and young people". (p. 252).

The Appendix presents examples of 12 well-known programs in the UK aimed at preventing violence against women and girls. Brief descriptions are provided along with links to program information, although the authors stress that they are not endorsing the programs.

Research paper: Quadara (2008). Responding to young people disclosing sexual assault: A resource for schools. ACSSA Wrap No. 6

This paper focuses on sexual assault between young people rather than the sexual abuse of children by persons in positions of authority. It identifies five examples of programs "demonstrating good practice in prevention education for secondary schools". These are:

- CASA House Sexual Assault Prevention Program (Vic)
- CASA House Peer Educator Project (Pilot) (Vic)
- Respect, Connect, Prevent (South Eastern Centre Against Sexual Assault [SECASA], (Vic)
- SHARE (Sexual Health Information Network and Education, South Australia [SHINE SA])
- Developing Ethical Sexual Lives (Carmody & Willis, NSW)

Based on a review of the literature (including Carmody & Willis, 2006 and VicHealth 2007), Quadara argues that best practice prevention programs for preventing sexual assault between young people should equip young people with the skills to prevent violence and also the tools to negotiate respectful, pleasurable sexual relationships. Quadara suggests that best practice involves:

- primary prevention (i.e., interventions that aim to prevent violence before it occurs);
- challenging social norms that legitimate violence;
- a framework that understands violence to be the outcome of gendered power relationships across individual, organisational and societal levels (VicHealth, 2007);
- defining and encouraging pro-social, anti-violence, respectful standards in relationships to which students, staff and the broader school community can all aspire; and
- peer education.

Appendix C: A select review of current approaches and resources in child protection education, including teacher support and training

New South Wales
Child protection education K-6: http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm The NSW Department of Education hosts links to child protection education support materials for primary school teachers. The materials are intended for use in the mandatory Personal Development, Health and Physical Education (PDHPE) Years K-6 syllabus. The stated aims of the materials are to "assist students in developing skills in recognising and responding to unsafe situations, seeking assistance effectively and establishing and maintaining relationships and strengthening attitudes and values related to equality, respect and responsibility". **Programming Child Protection Education in PDHPE article:** A link is provided to a brief 1998 document produced by NSW Department of Education and Training that outlines how teachers should integrate teaching and learning about child sexual abuse and other forms of abuse into the PDHPE syllabus: Key points include: - Child protection education should be integrated into the PDHPE syllabus and not taught as a stand-alone component   - That learning needs to be linked and sequential.   - That child protection involves teaching and learning around three themes: - Theme 1: Recognising abuse   - Theme 2: Power in relationships   - Theme 3: Protective strategies   - Schools can choose how they teach students about the three themes   - Child protection education must be included in each stage of a school's PDHPE program, and preferably in at least two of the three school years in Stage 1.   - Schools need to consider how prior learning is reinforced   **Child protection education – Support materials for assist teachers of students with high support needs:** A link is provided to a document that covers support needs for teachers of students with complex disabilities and high support needs. Links are provided for teaching resources for each of the three learning Stages. Each stage also includes links to PDF documents covering: Introduction and overview; the three themes noted above; and each provides a link to support materials. **Child protection Stage 1 (incorporating Early Stage 1):** The *Introduction and overview* document states the aims of child protection education as assisting students to develop skills in: o   recognising and responding to unsafe situations

- o seeking assistance effectively
- o establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.
- It advises teachers on strategies they can adopt to teach child protection education (for e.g. creating a positive learning environment, using role play, what to do if a student discloses abuse)
- **Parental permission:** The original 1997 resource stated that parental/caregiver permission is required before students participate in child protection education and that active permission must be gained annually. In 2004, the requirement to gain parental/caregiver consent was withdrawn, communicated via memorandum to regional directors, school education directors and primary school principals. The memorandum advised that annual permission was not required, but that schools should communicate with parents about the program content. However, the versions on the Department's public website still includes the text concerning the need to seek parental permission, though it has been removed in other versions.
- **Right to withdraw student:** The original text concerning parental/caregiver permission was deleted from later some versions of the 1997 resource, which states that schools have "a responsibility to inform parents, prior to implementation, of the specific details of the program so that parents have time to exercise their right to withdraw their child from a particular session or sessions."
  http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm
- The resource advises that sample letters have been developed by the Department in 20 community languages.
- The document outlines how child protection education should be incorporated into the PDHPE program. It describes the syllabus objectives and outcomes, listing the i) knowledge and understandings that students should gain; ii) the skills they should develop and iii) the values and attitudes they should develop.
- It provides an overview of content, with sections covering: growth and development; interpersonal relationships; personal health choices; safe living, which include personal safety skills and assertiveness (NO GO TELL).

The focus of the *Theme 1: Recognising abuse* document is an outline of activities to **develop students' skills in recognising unsafe or potentially abusive situations.** The document lists the Focus Areas as: protection; body parts; YES and NO feelings; warning signs; safe and unsafe situations; and touching. The resource also includes tips on 'Things to look for' to help teachers determine what their students know and can do as a consequence of their learning.

For each of the Focus Areas teachers are informed how to undertake:

- 'Field building' (through reading a book about how a character needs and receives protection, with books suggested)
- Core learning: generating discussion based on suggested questions
- Conclusion: further discussion based on suggested prompts
- Extension: additional discussion, role play, or video (suggestions provided for

all).

The *Theme 2: Power in relationships* document follows a similar format as the Theme 1 document. It outlines a range of activities to **develop students' skills in establishing and maintaining non-coercive relationships and reinforcing attitudes and values related to equity, respect and responsibility.** The focus areas are: relationships; trust, rights and responsibilities, wanted and unwanted touching; caring for others; privacy; unwanted touch – saying NO. Similarly, the resource includes tips on 'Things to look for' to help teachers determine what their students know and can do as a consequence of their learning. As above, teachers are advised on field building, core learning, conclusion and extension for each of the Focus Areas.

The *Theme 3: Protective Strategies* document outlines activities to **develop children's skills in responding to unsafe or potentially abusive situations and in seeking assistance effectively.** The Focus Areas are: Safety strategies: NO GO TELL; networks; standing strong – saying NO; prepared to GO; happy and unhappy secrets; telling - persistence; my strategies, safety rules, assertiveness. As above, teachers are advised on field building, core learning, conclusion and extension for each of the Focus Areas.

Support materials: The support materials link includes a list of drawings (e.g. front & back view of a girl; front & back view of a boy; faces displaying emotions), a list of books addressing topics including bullying, caring for others, persistence, private parts of the body; list of videos; references.

Child protection Stage 2:

The resources for Stage 2 include an *Introduction and overview*, a document for each of the themes, and a support materials document. There is much overlap with the *Introduction and overview for Stage 1* including: teaching strategies for child protection education; community involvement (i.e. parents); and implementing child protection education in the PDHPE program.

Additional focus areas in the *Theme 1: Recognising abuse* document are: physical abuse, sexual abuse and effects of abuse. Again, the resource also includes tips on 'Things to look for' to help teachers determine what their students know and can do as a consequence of their learning.   Again for each focus area, teachers are encouraged to: identify 'main ideas' before each focus area; undertake 'field building activities; core learning activities, concluding activities and extension activities.

 Additional focus areas in the *Theme 2: Power in relationships* document are: bullying, abuse of power, bribes and threats. Similarly, the resource includes tips on 'Things to look for' to help teachers determine what their students know and can do as a consequence of their learning. As above, teachers are advised on 'main idea for each focus area, field building, core learning, conclusion and extension for each of the Focus Areas.

Additional focus areas in the *Theme 3: Protective strategies* document are: feel-think- act; NO GO – assertiveness; NO GO – other strategies; skills for telling; seeking help. Similarly, the resource includes tips on 'Things to look for' to help

teachers determine what their students know and can do as a consequence of their learning. As above, teachers are advised on 'main idea for each focus area, field building, core learning, conclusion and extension for each of the Focus Areas

Support materials: The support materials resource includes a list of worksheets to use in class (e.g. female and male body outline; a feelings vocabulary list; sample newspaper stories; good/bad secrets cards); a book list covering a range of topics including: body parts, bullying, feelings; a list of videos; references.

Child Protection Stage 3:

The resources for Stage 3 include an *Introduction and overview*, a document for each of the themes, and a support materials document. There is much overlap with the *Introduction and overview for Stage 1* including: teaching strategies for child protection education; community involvement (i.e. parents); and implementing child protection education in the PDHPE program.

Additional focus areas in the *Theme 1: Recognising abuse* document include emotional abuse and neglect, indicators of risk, identifying risk situations, people and places.

Additional focus areas in the *Theme 2: Power in relationships* include: different types of relationships, expectations of gender roles, personal rights, rights and responsibilities, sources of power, coercion and harassment.

Additional focus areas in the *Theme 3: Power in relationships* include: talking about it, using personal networks, community support.

Support materials: The support materials resource includes a list of worksheets to use in class (e.g. female and male body outline; emotional abuse examples; reducing risk). The resource also includes a student evaluation for students to complete about what they have learned through child protection.

NSW – Child protection education 7-10:
http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/pdhpe7_10/health_education/cpe_001.htm

The webpage containing links to the Years 7-10 child protection education materials includes a link to: professional reading; support materials; child protection stage 4 materials; and child protection stage 5 materials.

Professional reading: (N.B. this material is absent from the page with the Stage 1-3 child protection materials). The link under this heading opens to a PDF document entitled 'Teaching child protection education in PDHPE. The document is not dated, but concludes by noting that the material for the article was adapted from the Stage 4 and Stage 5 documents, *Child Protection Education: Curriculum materials to support teaching and learning in PDHPE* (NSW Department of School Education, 1997).

The article explains the purpose and aims of teaching child protection education and the three themes. It explains how the new materials are organised around the three themes, with 2-4 units per theme that link to the PDHPE Years 7-10 syllabus. The articles states that "[t]here is no expectation that all of the units and activities in the new support materials are to be taught. However, it is expected that child protection education be taught as part of each school's PDHPE curriculum at each stage."

The article provides 'teaching hints and suggestions' about how teachers can introduce and discuss child protection issues. These include: the use of fictitious examples; role-playing exercises with victims and abusers can reinforce roles; case studies and scenarios are useful for problem-solving discussions; the importance of debriefing with students after activities; the use of 'positive interrupting' to prevent a potential disclosure and to protect the student's privacy.

The article concludes with an overview of the themes, the child protection focus areas and units of work for Stage 4 and 5.

Support materials: The support materials link opens to the same document found via the Stages 1-3 page – 'Child Protection Education: Support materials to assist teachers of students with high support needs' – which the website lists as 'students who have complex disabilities and high learning support needs.'

The child protection Stage 4 and 5 materials follow the same format as the Stage 1-3 materials. Both include links to an 'Introduction and overview' section, and separate links to the three themes covered in the Stages 1-3 materials (Theme 1: Recognising abuse; Theme 2: Power in relationships; Theme 3: Protective strategies)

Stage 4: Child Protection Education: Resource: *Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education* (1998).

By Stage 4, two of the three aims of child protection education remain as they were for Stages 1-3 (to assist students to develop skills in: recognising and responding to unsafe situations; and establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility. However, for stages 1-3, one of the aims of child protection education is 'seeking assistance effectively'. By Stage 4, this changes to 'exploring a range of protective strategies'.

The resource notes the approach adopted in the materials is informed by experts in the field of child protection and it notes a number of characteristics of effective programs. It also describes what is covered by the term abuse – sexual, physical, emotional abuse and neglect in addition to addressing "the dynamics of abuse in the broader framework of psychological manipulation, dating violence, cults and sexual harassment". These latter themes are not covered in the Stages 1-3 resources. The resource also notes the importance of peers, as they are often the first to hear disclosures of abuse.

Under the heading, 'Key concepts in child protection education', the resource covers the elements of the three themes. It then explains how the 'NO, GO, TELL' message

of the Stages 1-3 child protection education materials is replaced by the 'TRUST, TALK, TAKE CONTROL' message.

A box elaborates on the TRUST, TALK, TAKE CONTROL message:

- TRUST – your feelings, thoughts and your reading of the situation
- TALK - about it to someone about it (use your network if appropriate)
- TAKE CONTROL - by using your own plan for becoming comfortable and safe.

The resource includes advice on 'Teaching strategies for child protection education' and 'dealing with sensitive issues'.

The section on 'Community involvement' states that "Permission by parents or caregivers is required before students can participate in child protection education and other aspects of PDHPE which deal with sensitive issues. Active permission is not essential for secondary school programs, but the school has a responsibility to inform parents prior to teaching about sensitive issues so that parents can raise any concerns." The first line about requiring parent permission seems to be redundant as it appears in the Stage 4 resource when students are in secondary school.

The resource explains that child protection should be taught in PDHPE. A section on 'Implementation' explains that there are 2-3 units of work per theme and that each unit has links to outcomes, content strands and key ideas within the 7-10 PHHPE syllabus. Page 22 of the resource provides an example of how each unit is presented, that is:

- child protection focus,
- related content strands and key ideas,
- things to look for and
- activities.

The appendices listed in the table of Contents are not included in the version of the resource on the Department's public website, however are included in other versions.

The **Stage 5: Child Protection Education**: *Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education (1998).* There are few differences between the content of this resource and the Stage 4 resource. Differences include:

- no elaboration on the TRUST, TALK, TAKE CONTROL message
- A different emphasis in teaching the protective strategies component – The Stage 4 resource: "When learning about protective strategies, students are given the opportunity to analyse situations and to explore alternative courses of action and their consequences.". In the Stage 5 resource: "Self help and support strategies are extended in the context of the school and the community."

The appendices listed in the table of contents are not included in the public website version of the resource, however are included in other versions. In the body of the document, teachers are advised to use the review sheet on p. 184; however it is not

included in the document.

Stage 4: The *Theme 1: Recognising abuse* document provides an overview of the three units of work, their child protection focus and their related content strands and key ideas.

- Unit 1: Sometimes things can go wrong in caregiving
- Unit 2: How can we tell if we are unsafe?
- Unit 3: Homes are sometimes unsafe places for adults and children.

These units are linked to the Stage 4 objectives and outcomes for the NSW Board of Studies Personal Development, Health and Physical Education Syllabus Years 7-10, 1991. For each unit, content under the following headings is included:

- child protection focus
- related content strands and key ideas
- things to look for
- activities

The units provide very detailed guidance on how the unit should be taught, activities to include, what materials will be needed, worksheets, definitions of key terms and detailed teacher notes.

The *Theme 2: Power in Relationships* document provides an overview of the three units of work, their child protection focus and their related content strands and key ideas.

- Unit 1: We all have power
- Unit 2: A two way street
- Unit 3: This business called bullying

The remainder of the document follows the outline above in the Theme 1 document.

The Theme 3: *Protective strategies* document follows the same format and includes the same materials as the Theme 1 & 2 documents. It comprises two units:

- Unit 1: Keeping safe
- Unit 2: Protecting ourselves – taking control

Stage 5: *Theme 1: Recognising abuse:*
- Unit 1: A matter of abuse
- Unit 2: Some effects of abuse
- Unit 3: Homes are sometimes unsafe places for adults and children
- Unit 4: It's never OK – No excuses

Theme 2: Power in relationships:
- Unit 1: Finding a balance
- Unit 2: Abuse of power

Queensland

Child protection resources:

The Queensland Department of Education and Training website provides information about the Daniel Morcombe Child Safety Curriculum for Queensland students, with was developed in partnership with the Daniel Morcombe Foundation:
http://education.qld.gov.au/parents/school-life/child-safety-curriculum.html

- It consists of classroom lessons for children across three phases of learning: Prep-Year 2, Years 3-6 and Years 7-9.

- It is aligned with the Australian Curriculum: Health and Physical Education and is available to all Australian teachers through password-protected websites.

- It aims to teach children about personal safety and awareness (incl. cyber and phone safety) and focuses on three messages: Recognise, React and Report.

- The website provides links to parent guides for the three learning phases to encourage parents "to reinforce the key safety messages at home', a fact sheet for parents and a 'frequently asked questions' PDF.

- Specialised resources for schools and teachers for each phase include a teacher guide, a safety resource list and a principal and curriculum leaders information guide. The teacher resources are available online only via password protected websites.

In an April 2015 media release from the Queensland Department of Education and Training on the curriculum, the following points were made:

- The Daniel Morcombe Child Safety curriculum was "developed using evidence based research to align with principles of best practice in child safety education"

- Feedback on the resource was provided by advisors with expertise in child abuse and its prevention – A/Prof. Kerryann Walsh, Queensland University of Technology; Dr Jennifer Sanderson, Queensland Commission for Children and Young People and Child Guardian; and Holly Brennan OAM, Family Planning Queensland.

- Implementation of the curriculum is encouraged but it is not compulsory.

- A list of the resources available to inform parents about implementation.

- The Curriculum is sequentially and developmentally structured.

- The lessons focus on personal safety and awareness, including cyber and phone safety and use interactive materials and real life scenarios to teach the

key safety messages - recognize, react and report.

- Although abduction scenarios are covered, the curriculum focused primarily on "a range of safety issues and situations that children and young people are more likely to encounter".

http://s3-ap-southeast-2.amazonaws.com/wh1.thewebconsole.com/wh/5338/images/Daniel-Morcombe-Child-Safety-Curriculum-Fact-Sheet-for-ministers-FORMATT---.pdf

The Daniel Morcombe curriculum is reviewed below.

Respectful relationships and domestic and family violence resources:

The Queensland Department of Education and Training website: http://education.qld.gov.au/parents/information/domestic-family-violence.html

- Provides a link to the 'Not Now, Not Ever: Putting an End to Domestic and Family Violence in Queensland Taskforce Report'
- Makes a commitment to eliminating domestic and family violence in any of its forms
- Provides a range of links to departmental resources, external organisations and resources and phone numbers and information under the heading 'Find help'

Departmental resources:
- Provides links to Departmental resources on the following issues:
  - bullying;
  - preventing violence in schools;
  - preventing violence – information for parents and carers
  - preventing violence – information for students
  - Learning and wellbeing framework (which "guides schools in developing a school-wide positive learning culture that enhances student mental health and emotional and social wellbeing")
  - Queensland Government website with links to:
    - Counselling, support and advice
    - Planning for your safety
    - If you use violence in your relationship
    - Financial and legal help
  - Australian Government Family Safety Pack

External organisations and resources:

The Department of Education and Training website also provides a range of links under the following headings: information, education and services.

- Under 'Information', links are provided to the following:
  - White Ribbon – Australia's only national, male-led campaign to end men's violence against women;
  - Our Watch - established to drive nation-wide change in the culture, behaviours and attitudes that lead to violence against women and children.
  - Online Safety – this link to the Office of the eSafety Commissioner

provides advice and information concerning online safety

- o Never Alone – the Luke Batty Foundation established to support victims of family violence and highlight family violence as a major national issue
- o Smartsafe: information and advice concerning technology abuse and safety
- o A link to the keynote address by the COAG Advisory Panel on Reducing Violence against Women and their Children
- o A link to Immigrant Women's Support Services with information on domestic and family violence available in multiple languages

- Under 'Education', links are provided to:
  - o Bravehearts – an NGO whose key purpose is "to educate, empower and protect Australian Kids form sexual assault'
  - o Love Bites: this links to the NAPCAN (National Association for Prevention of Child Abuse and Neglect) website and their Love Bites program which is " a school-based domestic violence and sexual assault prevention program"
  - o The Safe Schools Hub – a website funded by the Australian Government Department of Education and Training providing information and resources to promote 'safe and supportive schools'

- Under Services, links are provided to six counselling and support services:
  - o Brisbane Domestic Violence Service;
  - o DV Connect;
  - o Kids Helpline;
  - o The Line – a primary prevention behavior change campaign for young people aged 12-20 years. It "encourages healthy and respectful relationships by challenging and changing attitudes and behaviours that support violence."
  - o eheadspace: an online mental health support service targeting young people aged 12-25 years and their family and friends by offering live information sessions

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Daniel Morcombe Child Safety Curriculum

With assistance from Queensland Department of Education and Training, the Daniel Morcombe Child Safety Curriculum was accessed via Scootle 'a national digital learning repository' (https://www.scootle.edu.au/ec/p/about).

The Scootle website also provides access to resources and materials to support curriculum implementation. Materials include: newsletter inserts, a parent presentation; and Morcombe visit postcards.

- The 'newsletter inserts' document states that informing parents about the curriculum is important to encourage the reinforcement of safety messages in the home. Schools are encouraged to adapt the text for their school community. The document includes text to: announce the implementation of the Daniel Morcombe safety Curriculum; about parent information sessions;

and to inform parents about the curriculum content as it is delivered.
- The parent presentation in PowerPoint (including slide notes) notes that the curriculum was developed by drawing on the research evidence base and that it incorporates good practice recommendations. These include:
  o Repeat instruction each year rather than 'one off sessions'
  o The curriculum is designed for a range of years
  o Parents are given information about the program
  o The program does not focus on just one issue (e.g. train safety, bullying) but is intended to teach children 'lifelong learning' skills and strategies to help them in a range of situations
  o The program includes online safety
  o A variety of teaching methods are used including books, role play, discussion groups, interactive technology and online tasks
  o Parent involvement is important to reinforce messages at home
- The presentation covers the three core messages – Recognise, React, Report – that are used across all year levels.

The Curriculum is structured sequentially and developmentally across three phases of learning: Prep–Year 2; Years 3–6; and Years 7–9.

Resources available via Scootle for each learning phase include:
- Teacher Guide
- Lesson plans and resources
- Parent Guide
- Safety Resources for Teachers
- Assessment Exemplar, and
- Principal and Curriculum Leader Information.

Given the volume of materials available and the necessary repetition in the resources, only the Prep-Year 2 materials are described here.

The Daniel Morcombe Child Safety Curriculum: Prep – Year 2

Teacher Guide: The Teacher guide lists the contribution of:

- A reference group, including individuals from the (Queensland) Commission for Children and Youth People, the Daniel Morcombe Foundation, the Department of Department of Communities, Child Safety and Disability Services, Department of Education, Training and Employment, and Queensland Police Service staff.
- Curriculum development – the Department of Education, Training and Employment staff
- Critical friends - Holly Brennan OAM, Family Planning Queensland, Dr Jennifer Sanderson, Commission for Children and Young People and Child Guardian, Associate Professor Kerryann Walsh, Faculty of Education, Queensland University of Technology

It also notes that The Daniel Morcombe Child Safety Curriculum aligns with several Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum documents.

Evidence-based curriculum: The guide cites research studies that identify a number of benefits to teaching child safety, including: lower rates of victimisation for children

who have participated in a safety program; children being less likely to blame themselves if they are victimised; and a greater likelihood that children will report the abuse if they have participated in a program.

The guide also refers to the research evidence base that has identified elements of good practice for effective safety education stating that effective safety education:

- is supported by school policies
- is integrated into the school curriculum
- involves parents
- is comprehensive
- is developmentally appropriate
- teaches students the anatomical names for private body parts
- promotes active participation
- respects and reflects diversity

The curriculum content: The guide notes that:

- the curriculum is organised around three key messages - recognise, react, report – which are addressed through developmentally structured, sequential lessons delivered across three learning phases.
- implementing the curriculum is encouraged but not compulsory.
- lessons are designed to be flexible in their delivery allowing teachers to spend more or less time on different components
- scripts are provided to assist teachers with their delivery of the program
- teachers are advised to follow the outlined lesson sequence
- there is no set timeframe for delivering the curriculum or lessons
- the lesson plans identify a range of teaching strategies that can be used and they are encouraged to use a variety of strategies to promote effective learning
- teachers are encouraged to assess their students learning and an Assessment Exemplar is provided. However, it is not clear if teachers are expected to develop their own assessment for the other lessons.

Implementing the curriculum: The guide notes that:

- that it should be delivered consistently across the year rather than as a 'one off' lesson
- schools should aim to inform parents about the key safety messages in the curriculum
- that schools should be aware that some parents may find some aspects of the curriculum content confronting ("such as the use of genitalia terminology") and be prepared to respond appropriately (with several key points noted in the guide)

Delivering the curriculum: based on the research evidence, the guide notes that safety education is most effective when:

- Groups guidelines are established
- Key messages are reinforced
- The 'one step removed' approach is used – using the third person rather than the first person when asking questions.

- Teachers adopt 'protective interrupting': "prevents the student from revealing details of personal abuse that they may later regret sharing in a group setting or that increases their own vulnerability. Protective interrupting also prevents other students experiencing distress as a result of hearing a disclosure." (p. 13)
- Teachers consult with carers of students with a history of harm

Responding to disclosures: The guide also advises teachers on how they should respond to disclosures of harm with a number of responses/behaviours that are considered good practice listed (for example, listening attentively, telling the students what you will do next, NEVER informing the accused person of the allegation made).

Additional inclusions in the guide are*:* Related legislation, policies and frameworks; a glossary of terms; a curriculum scope & sequence from Prep – Year 9; and how the curriculum aligns with curriculum frameworks.

Lesson plans and resources: The Prep-Year 2 curriculum covers nine lessons:
- Lesson 1: Safe and unsafe
- Lesson 2: Safety clues
- Lesson 3: Body clues
- Lesson 4: Private body parts
- Lesson 5: Body ownership
- Lesson 6: Safety options
- Lesson 7: Persistence and safety helpers
- Lesson 8: Phone and online safety
- Lesson 9: Review – Recognise React Report

Each lesson is accompanied by a Word document that outlines:
- How it aligns with different aspects of the Australian curriculum;
- Lesson objectives
- Evidence of learning
- Resources required
- Learning area specific language
- Teaching and learning sequence – detailed notes on teaching the lesson, including teaching strategies to be used, consolidation activities, closing the lesson.

Additional materials include for the different lessons include: posters, scenario pictures, sound files, online interactive resources, role-play scenarios.

Parent Guide: The parent guide for Prep to Year 2 provides an introduction to the curriculum, noting that it is "informed by current evidence-based safety education research". The guide describes the three core messages – Recognise, React, Report. It encourages parents to discuss the lessons with their children and provides tips on how to do this:

- Ask your child what they have learnt about safety
- Use 'teachable moments'
- Discuss 'What ifs…'
- Familiarising themselves with the resources used in the lessons

The guide lists: the resources that will be used in the classroom and additional child

safety resources (books, websites).

Safety Resources for Teachers: The document lists additional resources that schools may use to further develop and implement child safety education. It also lists 'research-based recommendations for inclusion in effective child safety education':

- Active participation
- Explicit training for students – e.g. rehearsing specific behaviours
- Group training
- Integration into the school curriculum
- Long rather than short programs
- Parental involvement
- Important content: grooming strategies, limits of adult authority, harm can be cause by people you know and trust, harm can be cause by other children and young people.

Resource listed include: books and websites that cover aspects of child safety and risk.

Assessment Exemplar: As assessment exemplar is provide for Lesson 2. It is not clear whether teachers are expected to develop similar assessments for each lesson.

Principal and Curriculum Leader Information: Key points in the document are:
- that the curriculum aligns to other Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum documents.
- An overview of the key safety messages and how they are covered in Lessons 1 – 8 and reviewed in Lesson 9.
- The lessons are sequentially and developmentally structured
- Ongoing communication in the home environment is encouraged
- Teachers can use the scripts provided verbatim or as a guide
- It gives an overview of the content of the teacher's guide, the safety resources documents, the parent guide and presentation and the assessment exemplar.
- That assessing student learning is a school-based decision.
- That uptake of the curriculum is encouraged but not compulsory
- That schools can be flexible in how they implement the curriculum
- The schools should provide opportunities for parents to familiarise themselves with the key safety messages

The resources include a schedule of implementation of the curriculum as an example of how schools might prepare.

Victoria:

Child protection resources:
http://www.education.vic.gov.au/school/parents/health/Pages/childsafetyresources.aspx

The Department of Education and Early Childhood Development in Victoria partnered with Queensland's Department of Education, Training and Employment (DETE) to

make the Daniel Morcombe Child Safety Curriculum available for use in Victorian schools.

Links are provided for the password protected websites to access the resources.

A link is provided for parents to the Queensland's Department of Education, Training and Employment (DETE) where the parents' resources are provided.

Respectful relationships and domestic and family violence resources:

http://www.education.vic.gov.au/school/teachers/health/Pages/respectrel.aspx

The Victoria Department of Education and Training engaged VicHealth to review respectful relationships education in Victorian secondary schools. The report released by VicHealth (Flood, Fergus and Heenan, 2009) provides advice on best practice (this is referenced in Section 2). The Victoria Department of Education and Training subsequently engaged CASA House & Deakin University "to develop and trial a range of the teaching and learning materials which address the key issues related to violence prevention and gender-based violence."

"The resulting resource, *Building Respectful Relationships: Stepping Out Against Gender-Based Violence* takes into account the key findings around effective violence-prevention strategies in schools proposed in the above report. It provides teaching and learning activities planned around key themes of gender, power, violence and respect for Years 8, 9 and 10 as well as advice around a whole-school approach to violence prevention."

The resource is available online (updated December 2015) at: https://fuse.education.vic.gov.au/content/659daacc-6eb7-48db-b55a-c32214785866/Building%20Respectful%20Relationshps_FINAL_Full%20RESOURCE_Dec2015.pdf

The resource provides an introduction and overview of the resource. The resource covers three units:
- *Unit 1: Gender, respect and relationships*: consists of 8 sessions each with between 1-4 activities. Handouts are also provided for use in the unit. The sessions are:
    - Respect & relationships
    - Gender, respect and relationships
    - The power of expectations
    - Gender positioning
    - Introducing gender-based violence
    - Understanding sexual harassment
    - Developing respectful practices
    - How to help a friend
- *Unit 2: The Power Connection*: consists of 8 sessions each with between 1-3 activities. Handouts are also provided. The sessions are:
    - Getting a position on gender, respect and relationships
    - If respect is free, why is it so difficult to get?
    - Sexual intimacy, respect and relationships

- o Building an awareness of gender-based violence
- o Consent & the law
- o Barriers & enablers to consent in relationships
- o The implications of gender-based violence
- o Learning respectful communication
- *Unit 3: Gender, Power & Media*. This new unit was developed for students in Year 10. it consist of 6 sessions with between 1-4 activities in each. Handouts are also provided. The sessions are:
  - o Getting a picture on sexualisation
  - o A deeper look into the culture of sexualisation
  - o Developing a common understanding of explicit sexual imagery
  - o Real-life strategies
  - o "Idealworld'
  - o Developing skills to build respectful relationships

Assessment of student learning:
The resource contains a number of strategies for assessing students' learning. These include keeping a journal for students' personal reflections on the lessons, writing tasks, developing guides to help other students understand and deal with issues such as sexualisation, explicit imagery and pornography.

The *Building Respectful Relationships: Stepping Out Against Gender-Based Violence* resource was written by Dr Debbie Ollis and colleagues, Deakin University, for DET Victoria. Ollis and colleagues have produced an additional resource - *Sexuality Education Matters*, a resource for pre-service teacher education. It highlights the dearth of professional development in the area of sexuality education, particularly for primary teachers, currently available in Australia. The resource is "designed to assist those teaching in pre-service teacher education programs and to enable graduating teachers to be equipped with the knowledge, skill, comfort and confidence to integrate sexuality education content, issues and activities in health education programs, in line with AusVELS (the Australian Curriculum in Victoria; AusVELS 2013) and student wellbeing policies and practice". It contains a section on teaching "Respectful relationships".

http://www.deakin.edu.au/__data/assets/pdf_file/0004/252661/sexuality-education-matters-april-2013-online.pdf

South Australia
Child Protection resources: http://www.sa.gov.au/topics/education-skills-and-learning/health-wellbeing-and-special-needs/safety/child-protection-in-education The 'Child protection in education' page of the Government of South Australia website informs that: - Individuals are required to undertake training in their child protection responsibilities. - It provides parent and carer information on the Keeping Safe: Child Protection Curriculum (KS:CPC) for Preschool to Year 12.

- Links are provided to PDF documents on the Government of South Australia website on:
    - Keeping Safe Child Protection Curriculum Preschool to Year 12 – Parent and carer information
    - Keeping Safe Child Protection Curriculum Early Years Ages 3-5 – Parent and carer information
    - Keeping Safe Child Protection Curriculum Early Years R-2 – Parent and carer information
    - Keeping Safe Child Protection Curriculum Middle Years 6-9– Parent and carer information
    - Keeping Safe Child Protection Curriculum Senior Years 10-12 – Parent and carer information
    - Information for Aboriginal and Torres Strait Islander parents and carers
    - Information for parents and carers of children with disability or additional needs

Keeping Safe: Child Protection Curriculum:
http://www.decd.sa.gov.au/teachingandlearning/pages/pandp/Childprotection/

- The Curriculum aims to teach children from a young age to:
    - recognise abuse and tell a trusted adult about it
    - understand what is appropriate and inappropriate touching
    - understand ways of keeping themselves safe
- The curriculum was developed by child protection experts and experienced educators
- It is a requirement that all children have access to the approved child protection curriculum each year
- It is a requirement that all staff who teach the child protection curriculum have undertaken training in its use thought completing a full day face to face training session. The Principals Australia Institute (PAI) is the only department approved training provider. A link is provided to information about how teachers can access training:
    http://www.decd.sa.gov.au/teachingandlearning/pages/Yearsr10/48931/
- Information is provided about the program's two main themes
    - we all have the right to be safe
    - we can help ourselves be safe by talking to people we trust
- These two themes are explored through four focus areas:
    - the right to be safe
    - relationships
    - recognising and reporting abuse
    - protective strategies

Implementing the Child Protection Curriculum:
- The South Australia Department for Education and Child Development website advises on how the KS: CPC can be integrated into the curriculum.
- Teaching support documents are available through a child protection portal when staff have completed the full day face to face training and update course.

http://www.decd.sa.gov.au/teachingandlearning/pages/Yearsr10/48930/?reFlag=1

Communicating with parents and caregivers
- The website notes that parent permission is not required for students to participate in the program, sites are encouraged to inform parents and caregivers. Samples of parent information are accessible through the password protected online portal.

Respectful Relationships resources:

The South Australia Department for Education and Child Development website provides links to information on relationships and sexual health education. http://www.decd.sa.gov.au/teachingandlearning/pages/Yearsr10/48930/?reFlag=1

Links are provided to password protected resources that map "relationships and sexual health" with the Keeping Safe: Child Protection Curriculum (KS:CPC) and with the Australian Curriculum for Primary (Yr 5-7) and secondary (Yr 8-10).

Western Australia

CP education resources:

WA Department of Education:
http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/resources/Resources.en

The WA Department of Education website provides little context for the links it provides on its Child Protection page. It provides links to a range of resources under three headings: Child protection resources, Sexual Assault Resources Centre Resources and Protective Behaviours Resources.

The resources under Sexual Assault Resources Centre Resources relate to respectful relationships resources.

Child protection resources:
- A link to Hannah Baker's books is provided. The books draw on the author's experience of dealing with sexual abuse as a child.
- A (broken) link is provided the Australian Institute of Family Studies website that hosts resource sheets compiled by staff at the National Child Protection Clearinghouse on children in care and child protection matters
- A link to the Association for Services to Torture and Trauma Survivors (ASeTTS). The link opens to a 2008 research report - Exploration of the Nature and Understanding of Family and Domestic Violence within Sudanese, Somalian, Ethiopian, Liberian and Sierra Leonean Communities and its Impact on Individuals, Family Relations, the Community and Settlement
- A link to "guidelines for pregnant and parenting young people to continue their education
- A link to the UNICEF website

Sexual Assault Resource Centre Resources: [these resources address respectful relationships education]:

A few lines about the Sexual Assault Resource Centre (SARC) are provided, introducing it as the emergency assault (rape crisis) service for Perth, WA and noting that it provides "quality, evidence-based education and training opportunities on issues related to sexual assault and sexual abuse to professional workers, students and volunteers. Links are provided to resources about:

- o Respect and sexting
- o Other resources – this link opens to a page with multiple links concerning:
- o Client information handouts in a range of languages;
- o Posters for schools – "People you can talk to' that are tailored for different CALD groups;
- o General youth resources: this pages includes links to:
- o A SARC services for youth brochure
- o Sexual consent poster
- o Respect & alcohol & other drugs
- o Respect and connect
- o Respect and online chatting
- o Respect and dating
- o Respect when you are out and about
- Respectful relationships
  - o Ready, willing and able poster – a young person's guide to consent
  - o Respect and sexting
  - o Respect and sex

Aboriginal resources – 'If you don't agree it's not okay'

Aboriginal youth resources:
- Sexual consent poster
- No means no poster
- Respectful relationships sun poster

Clips: Links are also provided to clips on the following topics:
- Online risks
- Sexting
- Partying and consent
- Going to SARC

Via the **Protective behaviours WA resources** link visitors are directed to the website of Protective Behaviours WA Incorporated which is managed by a board of volunteers. The Protective Behaviours Program "teaches children, young people and adults a range of skills and strategies to help prevent and reduce child abuse and violence in our communities."

The website lists the 10 themes that underpin the program:

1. Theme One "We all have the right to feel safe at all times" and feelings.
2. Early Warning Signs(the physical sensations we experience in our body when feeling unsafe or excited.)
3. Safety continuum (safe/fun to feel scared/risking on purpose/unsafe) and Problem Solving (How could someone feel safe even if...?)

4. Theme Two "We can talk with someone about anything, no matter what it is" and safe secrets/ unsafe secrets
5. Networks (Identifying adults that we can talk with and ask for help if we feel unsafe/scared/worried.)
6. Persistence expectation (Persisting in asking for help until you feel safe again.)
7. Body Awareness and Ownership and Private and Public parts of the body (including teaching and using the correct anatomical names for private parts of the body) Private and Public clothing/Private and Public places/Private and Public Behaviours/ Private and Public Information.
8. Personal space (social distance) and safe and unsafe touch
9. Assertiveness (body language/ tone of voice/ NO GO TELL)
10. Theme and Program Reinforcement

A range of resources are available for purchase.

The organisation also offers training workshops for teachers/Child Care Workers/Youth Workers/Health Care/Social Workers/Residential Care Workers - professionals working with or interested in working with children and young people.

CP resources:

The Government of Western Australia School Curriculum and Standards Authority website provides an overview of the Health and Physical Education curriculum for pre-primary to Year 10.

http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education

The Curriculum introduces 'Protective behaviours to keep safe and healthy' in the pre-primary syllabus by focusing on: saying 'no'; moving away; telling an adult; and asking for help.

http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/training/child-protection.en?oid=Article-id-3160729&tab=Main

The Department of Education provides professional learning programs for school staff to help increase their capacity to respond effectively to child protection concerns. These are available online or face-to-face. Principals, deputy principals, teachers (including casual/relief), school psychologists, social workers and chaplains need to complete the course and assessment with a minimum 80% pass rate.

The WA Department of Health: https://gdhr.wa.gov.au/-/protective-behaviours

The WA Department of Health provides the clearest overview of the WA approach to child protection education. It begins by providing a context for the need for child protection education by reporting child abuse statistics and the aims of 'protective behaviours education'.

The website provides advice to educators about **Teaching protective behaviours**

education. The advice includes ground rules for establishing a safe learning environment and the importance of using appropriate language.

It describes the two key messages of protective behaviours education:

1. We all have the right to feel safe at all times.
2. We can talk with someone about anything no matter what it is.

and the three key concepts.

1. Early warning signs (recognising specific internal physical and emotional sensations)
2. Safety (recognising safety and knowing rights)
3. Networks (knowing how to ask for help and who to ask)

The website includes information on a number of topics: early warning signs; safety massages; language of safety, dealing with disclosures (with a link to the WA Department's Child Protection Policy); use of protective interruption; and teaching tips.

The website notes that parental consent is not required to teach protective behaviours education, but it recommends informing parents.

Links to relevant resources are provided. These include:

- Professional development Child Protection and Abuse Prevention Education online course, WA Department of Education. An interactive online course for WA Department of Education employees. Includes a unit on teaching Protective Behaviours. The Protective Behaviours web page can be accessed by DoE employees by logging in.

- Protective Behaviours WA Protective behaviours workshops are available for teachers and other professionals who work with children.

- Other resources Protective Behaviours WA. A wide range of resources are available to purchase to facilitate teaching protective behaviours.

- Everyone's Got a Bottom

Northern Territory

The NT Department of Education 'health and safety' page :
http://www.education.nt.gov.au/parents-community/early-childhood-services/health-safety has links under four headings – health services, keeping your child safe, Tip sheets and Useful links.

- Under the heading 'Keeping your child safe' is a link to a resource developed by the Department of Health and Families, called 7 Steps to Safety. http://www.childrenandfamilies.nt.gov.au/Families/7_Steps_to_Safety/index.aspx. The resource is designed to help parents give their child 'skills and confidence they need to feel and be safe at home' [interesting that it is about

safety in the home]. Step 3 is 'Feel Safe with People'. The resource encourages parents to tell their children that they have a right to feel safe with people and how to recognise when they feel unsafe/unsure and what to do about it.

- Under the heading 'Tip sheets' is a (broken) link to a range of tip sheets developed by the Department of Health and Families to assist parents on topics including child abuse, 'domestic violence: more than just arguments' and 'Protect your children from paedophiles'
- Under the Useful links heading are links to 'Safe Schools Northern Territory' which is password protected (as is the link to http://www.safeschools.nt.gov.au) and a link to Kidsafe NT – the Child Accident Prevention Foundation of Australia

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New Zealand

Child protection resources: *Keeping Ourselves Safe*
http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/kos-info-teachers

Keeping Ourselves Safe (KOS) is a comprehensive child protection program in which students at all levels of schooling learn and apply a range of safety skills that they can use when interacting with others.

The website include a link to a 'frequently asked questions' document. The document includes a wealth of information and further references about the program. Key points include:

- The key aims of KOS are:
    o teaches students a range of safe practices they can use when interacting with other people
    o encourages students who have been, or are being abused to seek help
    o contributes to an overall community prevention programme by making parents and teachers more aware of their responsibilities to help children avoid abuse.
- The program is intended to address all forms of abuse (physical, emotional, sexual abuse, neglect, family violence and online abuse).
- It is aimed at primary, intermediate and secondary school students
- It consists of two parts – the first involves a 'whole school planning process' which includes reviewing school policies, establishing procedures for assisting students who report abuse and consulting with parents/community. The second part involves developmentally appropriate teaching activities to equip students with skills
- Implementation involves liaison between police (School Community Officers) and schools and parents/caregivers.
- Teachers deliver the program in class
- KOS was developed by the New Zealand Police and the (then) Department of Education in the 1980s. It was based on education best practice under the guidance of Emeritus Professor Freda Briggs and has been revised several times to ensure that it complies with current bests practice in education and

child abuse prevention

- The program aims to teach students skills to keep themselves safe and to encourage students to report abuse, ask for help and what to do if they do not get the help they need.
- Students are taught to recognise behaviour that makes them feel unsafe, that people they know and strangers can engage in inappropriate behaviour.
- The program has been revised several times to ensure it meets best practice standards
- Research conducted by Professor Freda Briggs has been found the program to be effective in improving children's understandings and skills to enable them to avoid abuse; it has led to increased reporting of abuse among children who participated in the program; and it has contributed positively to raining the school community's awareness of the need to protect students from abuse.
- The document concludes with a list of references for reports concerning the effectiveness of the program, teacher education and evaluations.

Resources on the website include links to a range of resources to support the program. These include:

- A tool for monitoring the effectiveness of KOS
- An implementation guide for primary schools
- An implementation guide for secondary schools
- A sample PowerPoint presentation to a staff workshop & parents' meeting
- "A comprehensive range of curriculum-linked, age-appropriate and evaluated learning activities" for Yrs 0-3, Yrs 4-6, Yrs 7-8, Yrs 9-10 & Yrs 11-13.
- An evaluation report of KOS
- Pamphlets for parents and caregivers in English & Maori

As noted above, the KOS program is delivered at five learning stages. Given the range of material available, the resources for Years 4-6 only were reviewed. The links to the Year 4-6 program give an overview of what students will learn:

- a range of safe practices that they can use when interacting with others
- what they can do if they have been or are being abused
- what happens when abuse is reported

The Year 4-6 program is organised into five focus areas:

- Focus area 1: Confident me
- Focus area 2: Safe or unsafe
- Focus area 3: No excuse for abuse
- Focus area 4: Why should I tell?
- Focus area 5: What have I learnt?

Each focus area is accompanied by a document. The focus document for focus area 1 "Confident me' was updated in 2014. It explains what the focus is on, the key messages included, curriculum links; and success criteria. The resource includes 'Notes for the teacher, resources needed, and guidance on how to run the activities, homework sheets and optional learning exercises.

At each learning stage, the focus areas change and each is accompanied by a document that explains what the focus is on, the key messages, notes for the

teacher, curriculum links; and resources (worksheets).

New Zealand - Respectful relationships resources:

The New Zealand Police website/school portal has two additional programs focused on assisting students to develop and sustain successful relationships.

Kia Kaha:
- A positive safety program in which students develop strategies for respectful relationships where bullying behaviours are not tolerated.
- Links are provided to information for principals and Boards of Trustees; for parents/whānau, for teachers
- Links are provided to student learning activities for Years 0-13

Loves-Me-Not:
- The Loves-Me-Not program is a healthy relationship program in which senior secondary students learn about relationships and the sometimes difficult subject of relationship abuse and consent.
- It adopts a whole school approach and includes a one-day workshop
- Links are provided to an implementation guide, workshop material and Frequently Asked Questions – all updated in 2015.

True – relationships & reproductive health (formerly Family Planning Queensland) – child protection resources - http://www.true.org.au/

The True (formerly Family Planning Queensland) website hosts a range of resources and links about child safety and healthy relationships education. Links are provided to teaching and learning resources http://www.true.org.au/Resources/All-Resources?retain=true&RefineModule=891&StartTax=48

Resource links:
- 'Communicating about sexuality' factsheet
- 'Everyone's got a bottom' - a storybook for children aged 3-8 years
- *Feeling safe* – promoting personal safety factsheet
- '*I have the right to be safe'* flip chart and brochure package
- *'Is this normal?'* book about 'Understanding your child's sexual behaviour
- 'Is this normal?' iBook – Kindle edition
- *Ngathu Bimbi Bulba* (My safe place) a book about child safety - the result of a collaborative effort by local Indigenous elders and students from primary schools in the Rockhampton area.
- *Puberty for parents* factsheet
- *Safe relationships, safer sex* brochure
- *Sexuality development in early childhood* factsheet

Teaching resources:
- Teaching Unit for Years 5-6: changes ahead

- Teaching Unit for Year 7: Me, may family & my friends
- Teaching Unit for Year 8: Media mayhem and reality bites
- Teaching Unit for Years 9-10: Making sense of sex and relationships

Additional resources:
- The Traffic Lights app - helps parents, carers and professionals to understand child sexual behaviour
- Traffic lights: A 6-page brochure guide to sexual behaviours in children and young people
- "Where do I start? DVD and guide about children's sexual development
- Where do I start? Early childhood package – resources are designed to help your staff gain confidence in educating children about personal safety, their bodies, privacy and rules about touch - in a gentle, age appropriate way

The organisations also runs online training (groups webinars for professionals) and full and half day training sessions on a range of topics including:

- *Teaching sexuality education* – special needs context, primary schools context
- *Because 'Don't touch' is not enough* – Sexual behaviours and positive behaviour support
- *Is this normal?* Understanding healthy sexual development and child protection
- *Positive and protectiv*e – Promoting healthy sexuality in children and young people.

Protective Behaviours Consultancy Group of NSW - http://www.protective-behaviours.org.au/

Protective Behaviours Consultancy Group of NSW Inc. is a not for profit community organisation focused on reducing child abuse. It has developed a Protective Behaviours Program which aims to develop children and young people's personal safety skills to help keep them safe.

The website states that the Protective Behaviours program "is an effective primary child abuse prevention strategy" [not clear what this assessment is based on] and that the training and implementation resources are distributed internationally.

Information on the website reports that the protective behaviours program focuses on 'feeling safe, being safe and talking about it'. It is based on two themes:

- We all have the right to feel safe all of the time.
- Nothing is so awful that we can't talk about it with someone

The program's three major concepts are: safety - a feeling and a right; early warning signs – physical indicators the alert us to possible risks; and networking – identifying people to talk to and developing communication skills.

The group is endorsed by the Board of Studies, Teaching and Educational

Standards (BOSTES) to provide QTC Registered Professional Development for teachers accredited at Proficient teachers level.

Resources: The website also hosts a range of resources (available at a cost) including:

- A 'Let's talk about it' poster that includes the themes of the Protective Behaviours Program
- A guide for parents and carers about the Protective Behaviours Program
- 'Everybody's business' DVD about introducing the Protective Behaviours Program in the primary school curriculum
- 'Safe generations' resource for facilitators with suggestions for implementing 'the materials'. It includes material for 'children and young people who may be challenged by difficult situations'.
- "Primary Protective Behaviours' – a teaching resource for teachers and trainers in primary schools. Includes worksheets in 6 languages.
- 'Protective Behaviours: About Domestic Violence' resource…
- Theme posters reinforcing the themes of the Protective Behaviours Program
- Four children's story books about: unsafe situations
- Protective Behaviours Early Learning resource
- 'All set for high school – A Protective Behaviours Approach' resource

Resource reviewed: 'Primary Protective Behaviours'

The 'Primary Protective Behaviours' resource was purchased online for inclusion in the review. It was originally produced in 1994 and has been revised in 2004 and 2010. Dr Cath Laws, President of the Protective Behaviours NSW Board of Management, and Dr Marea Nicholson, member of the Protective Behaviours NSW Board of Management, are the chief contributors named on the resource.

The introduction to the resource describes protective behaviours as "a living skills and personal safety program, designed to address issues of bullying, harassment, violence and abuse". The suite of protective behaviours beliefs and skills are intended to be lifelong, applicable to a range of places (home, school, community) and applicable to a range of unsafe situations and types of abuse - physical abuse, family violence, sexual abuse, bullying, emotional abuse and verbal abuse.

The introduction notes that 'talking to someone about feeling unsafe' is central to Protective Behaviours' and that children should have the opportunity to revisit and reinforce their safety skills over time.

A section on 'Learning context' makes a number of key points:

- *Primary Protective Behaviours* is designed to be implemented in the health and physical education learning area.
- A range of approaches, practices and programs exist in each jurisdiction that seek to promote student wellbeing.
- Schools should communicate with parents about the program content and schools may need to obtain parental approval.

The resource identifies the two themes of Protective Behaviours as:

- Theme 1: We all have the right to feel safe all of the time
- Theme 2: Nothing is so awful that we can't talk about it with someone

Three key concepts are presented with the themes and strategies (with each defined in the report):

Theme	Concept	Strategy
Theme 1	Safety Early warning signs	Theme Reinforcement One step removed
Theme 2	Networks	Network review Persistence Protective interrupting

The resource includes a section on 'Presenting Protective Behaviours'. Key points include:

- That individuals presenting Protective Behaviours (PB hereafter) have been trained in PB
- Children should be informed about program content and have the option to opt out
- Activities should be presented in a way that reinforces themes and empowers
- Modules should be covered sequentially and each is designed to last 30-45 minutes
- Each module include tips and reminders for presentation, including resource and worksheets needed
- Use 'one step removed' (third person) language, and protective interrupting
- Finishing sessions on a positive note
- Having an appropriately trained person available to speak with children after the activities if they want to

Effectiveness: The resource provides a number of questions that can be used to test children's knowledge and awareness. It also notes that knowledge and awareness can be tested before and after the program.

Language: The resource includes worksheets in English, Spanish, Italian, Greek, Arabic, Vietnamese and Japanese.

Target age/developmental appropriateness: Although not clearly explained, the resource is divided into Sections – Stage 1, Stage 2 & Stage 3 – which presumably refer to the three stages of learning in primary school (Stage 1- Kindergarten, Years 1 & 2), Stage 2 (Years 3 &4), Stage 3 (Years 5 & 6).

Each stage comprises 9-11 modules. For each module, the following is presented: main idea; activity focus; tips for teaching; and activities. Activities can include points for discussion, storybook suggestions, worksheet suggestions, drawing activities.

Stage 1 modules include:

- Module 1 begins with Theme 1 (We all have the right to feel safe all of the time).
- Module 2 continues the focus on Theme 1 (We all have the right to feel safe all of the time)
- Module 3 continues with Theme 1 and introduces the concept – "early warning signs'.
- Module 4 introduces Theme 2 (Nothing is so awful that we can't talk about it with someone) and introduces the concept of networks
- Module 5 introduces the strategy of persistence
- Module 6 focuses on the 'applying networking' strategy
- Module 7 focuses on applying strategies to situations involving violence of others
- Module 8 focuses on applying strategies to verbal violence and revises the concept 'persistence'
- Module 9 focuses on applying strategies to bullying situations
- Module 10 focuses on applying strategies to physical violence
- Module 11 revises 'early warning strategies' and applies the program to sexual abuse situations

Stage 2 modules:

- Module 1: We all have the right to feel safe all of the time & early warning signs
- Module 2: Nothing is so awful that we can't talk about it with someone & networking
- Module 3: Networking
- Module 4: Applying program strategies
- Module 5: Violence of others
- Module 6: Verbal violence
- Module 7: Bullying
- Module 8: Physical violence
- Module 9: Sexual abuse

Stage 3 modules:

- Module 1: We all have the right to feel safe all of the time & early warning signs
- Module 2: Nothing is so awful that we can't talk about it with someone & networking
- Module 3: Networking & persistence
- Module 4: Using themes & strategies
- Module 5: Violence of others
- Module 6: Verbal violence
- Module 7: Bullying
- Module 8: Physical violence
- Module 9: Sexual abuse

The resource includes:

- a teacher evaluation
- a student evaluation
- A list of references to books covering the themes and strategies (rights, feelings, bodies & personal space, safety and early warning signs, feeling unsafe – emergencies, bullying, talk about it and networks, using protective behaviours)
- The reference list also includes 'Protective behaviours resources' and 'resources for adults'
- The final resource list covers a number of web links to Protective Behaviours organisations, government departments, the NSW Commission for Children and Youth People, NGOs with a focus on child protection and wellbeing.

Safe Start: Protective behaviours
http://www.personalsafetyaust.com/children/children_3.html

Personal Safety Australia is a Brisbane-based education, training and consultancy organisation. It delivers awareness sessions, workshops, courses and consultations focussed on equipping individuals with practical strategies to enhance safety and wellbeing.

The organisation delivers a number of programs focussed on children's safety including The *Safe Start: Protective Behaviours for Children* program *for children aged 3-12 years. It focuses on reducing harmful behaviours* including physical, emotional and sexual abuse, neglect, bullying, suicide, self-harm and substance abuse. The website reports that an adaptation of the program is available for young people aged 13-19 years.

The website reports that the program was developed because there were deficiencies in the international Protective Behaviours programs available. It notes that it retains many elements of Protective Behaviours programs but also includes "additional key safety concepts and delivery methods to reflect current best practice in child protection."

The program is underpinned by five core philosophies (see website) and four safety concepts:

1. *I am special, so are you.* Objective: To build a healthy self-worth and encourage respect and empathy for others.

2. *Safety is my right.* Objective: To identify and effectively respond to potentially unsafe situations and environments, including bullying.

3. *My body belongs to me.* Objective: To identify, prevent and stop all forms of abuse.

4. *I can get help.* Objective: To access help from trusted adults and relevant organisations.

The program aims to assist children to:

- build a healthy self-esteem and resilience
- encourage respect and empathy for others
- identify and effectively respond to potentially unsafe situations
- identify, prevent and stop inappropriate behaviour
- remove victim blame, if abuse takes place
- access help from trusted adults and relevant organisations
- report abuse and continue reporting until the abuse stops
- avoid victimisation
- reduce the risk of engaging in abusive behaviour

The organisation delivers Safe Start awareness sessions that seek to raise parents, carers, teachers, social workers etc. "awareness of risks, key safety messages and support strategies to maximise the 'people safety' of children (aged 3 - 12 years)". It also delivers Safe Start presenter workshops and coordinator workshops.

Lesson plans, teaching guides and worksheets for teaching the four safety concepts of the *Safe Start* program are available on the Children's Safety Australia Inc. website (www.childsafety.org.au), a sister organisation to Personal Safety Australia (http://childsafety.org.au/infosheets.html) . Age-appropriate worksheets are included for children in Prep-Year 2, Years 3-4, & Years 5-6. An all-ages quiz is also available to reinforce learning.

Lessons 3 and 4 ('My body belongs to me' and 'I can get help') also include age-specific materials for discussing 'practice scenarios'. The material encourages teachers "to read through the scenario and provide students with the opportunity to respond to questions. The desirable answers should be covered prior to continuing. The 'Remember..' section on p.2 provides a summary of the key points."

The teacher notes are comprehensive. For example, the Lesson 1 teacher notes providing a rationale for focussing on developing children's self-esteem (to reduce their risk of victimisation).

The Children's Safety Australia Inc. website also advertises a Children's Safety Kit for Primary schools to raise children's awareness of the four key safety messages http://childsafety.org.au/resources.html#a). The kit is available for $30 and includes:

- A teacher instruction guide and four lesson plans: The website states that "teachers are encouraged to deliver one lesson per week over a four-week period. Teachers of younger grades may wish to break each lesson into two, to cater for shorter attention spans."
- A CD containing teachers' notes and worksheets
- Posters "to provide visual reinforcement of the safety messages"
- Stickers – to reinforce safety messages.
- Bookmarks – "to be sent home for parents and carers at the commencement of the program, to assist them in reinforcing safety messages at home."

Appendix D: Respectful Relationships resources

iMatter App	DonCare Community Services (Doncaster Community Care and Counselling Centre) is a non-governmental organisation that provides a range of counselling and family support services and domestic violence and advocacy support. In February 2015, Doncare launched the interactive *iMatter* app. According to the website the app was developed to "help young women understand the warning signs of abusive and controlling behaviour in relationships as well as to promote healthy self-esteem. The aim is to build resilience, to educate about disrespect and intimate partner violence and to promote conversations among young people about healthy relationship behaviour. Users can share content, save content to their phone and learn how to recognise and address controlling/abusive behaviour and gender inequality, as well as support others who are experiencing violence." http://www.doncare.org.au/news&events/latestNews.html The app has content under the following headings: • *Inspiration:* links to inspirational images and quotes (E.g. 'A flower grows every time it rains') • *Videos:* links to nine short video clips were available (07/03/16) including the following titles: "Break the box – Challenging stereotypes'; 'Consent 101 – consent is essential'. • *Blog:* links to 10 blog discussions were available (07/03/16). Topics included: 'Stereotypes – staying true to yourself' and 'Are they date worthy – Questions you need to ask' • *Quizzes*: Links to five quizzes were available (07/03/16) including 'Expectation Vs Reality – Is it masc or femm?' and 'Is it abuse? – Does your partner do this?' A trial of one of the quizzes gave a score and a few lines about the result (an assessment of whether a relationship is positive or negative for example). It also included links to some of the inspiration images, videos and blogs. • *MyMatters* – this section is for user content under the following headings; MyDiary, MyLists, MyCalendar • *Find support*: The find support links provides links to Australian and international (Australia, New Zealand, UK, USA & Canada) resources including phone numbers, websites and apps • *About iMatter:* this content describes the origins of the app. The app could be a useful resource for helping young people who need relationship advice. The value of the app could be affected by the frequency with which content is updated. If it is not updated

	regularly it may have limited appeal for some users. The calendar and diary functions may, however, prolong its usefulness.
NAPCAN	The NAPCAN website hosts a range of resources about their respectful relationships programs, under the banner 'Growing Respect'. The respectful relationships programs target children from grades 3 to 10 (the LOVE BITES program). The website lists the elements involved in GROWING RESPECT's best practice for prevention curriculum: http://growingrespect.org.au/growing-respect/about/we-believe/

NAPCAN has produced a document *'NAPCAN's whole of school respectful relationships education resources: An overview'* http://napcan.org.au/wordpress/wp-content/uploads/2015/11/NAPCAN-Respectful-Relationships-Education-Brochure.pdf: |
| *Solving the jigsaw* | The Centre for Non-Violence is located in Bendigo, Victoria. It provides services for women and children who have experienced family violence. The website states that the *Solving the Jigsaw* program was developed in 1997 by the Centre for Non-Violence and that it is "a multi-award winning early intervention program that aims to reduce the incidence and impact of violence and bullying in children's lives through facilitating social change led by school communities".

The program involves a trained facilitator delivering a one hour weekly session with the assistance of the classroom teacher over 20 or 40 weeks.

The program underwent *A Clinical Review of Group Process and Content* http://www.solvingthejigsaw.org.au/development/wp-content/uploads/2013/03/Executive-Summary-a-clinical-review.pdf

"Overall, the review found the program to be a highly valuable and innovative approach to violence prevention in the school system. The content is extremely well thought through, based on solid empirical evidence, and presented in a forum that actively engages and sustains children in increasingly higher levels of reflection on the nature of violence, and their role in prevention."

The resources are not available online and it is not clear what age range is targeted.

http://www.solvingthejigsaw.org.au/classroom-program/ |
| *Interrelate* | Interrelate is a relationship support service with multiple sites across NSW. It runs the Kids conneXions program for Year 6 students that aims to "improve students' understanding about, and development of, healthy relationships". http://www.interrelate.org.au/program/schoolservices/ |

	The program was evaluated by researchers at the Centre for Children and Young People, Southern Cross University. The program consists of two 90 minute class-based sessions and involves a =range of creative activities and teaching methods. The evaluation found that teachers were extremely satisfied with the program and that students found it a useful learning experience: http://epubs.scu.edu.au/ccyp_pubs/33/
No means no show	According to Nelly Thomas' website, she is "an award-winning comedian, speaker and MC, author and health promotion ambassador". Her No Means No Show is a comedy show for teenagers about sex, consent and respectful relationships. "The principal aim of the show is to raise awareness of rights and responsibilities in sexual encounters and to empower young people to have healthy and happy sexual relationships when they are ready and old enough." The show involves a one hour performance followed by a one hour question and answer session with trained professionals. The website indicates that the show plays separately for boys and girls and there is also an Indigenous version. http://www.nellythomas.com/no-means-no-show

In a briefing paper produced by the Australian Institute of Family Studies, it is reported that the show was evaluated using pre and post- performance surveys with students and an evaluation session that the Royal Women's Hospital also conducted an evaluation: "Generally it was felt by both staff and students that the show was valuable, funny, clever and a perfect medium to deliver key messages which were sent and understood."

https://www3.aifs.gov.au/acssa/pubs/newsletter/n23pdf/n23h.pdf |
| *Partners in Prevention* | Partners in prevention (PiP) "is a network of professionals working in Victoria to support excellence in the delivery of respectful relationships education." It is resourced by the Domestic Violence Resource Centre Victoria and funded by the Victorian Government.

The website hosts a range of multimedia resources to support respectful relationships education programs under the following headings (with the content under only the first three heading listed):
Partners in Prevention Productions: clips include " Fairy Tales to reality TV: How girls and guys are portrayed in movies and TV', "getting 'likes': The pressures of social networking on guys and girls', 'Legends, sluts, players and prudes: Gender double standards' *Gender and children*: includes multiple links including to a Huggies nappy ad " demonstrating how girls and boys are taught to be different *Gender and the media*: includes links to videos developed by |

	United States organisation The Representation Project to highlight the consequence of sexism in the media
	• *Gender representation in Hollywood*
	• *Linking gender inequity to violence against women*
	• *Community attitudes*
	• *Violence in relationships*
	• *Consent*
	• *Bystander*
	• *Rape culture*
	• *Sexual harassment*
	• *Reversing gender roles*
	• *Pornography*
	• *Masculinity and femininity*
	• *Online and mobile technology*
	• *Music videos created by young people*
	• *Video resources created by respectful relationships programs*
	• *Presentations by primary prevention of violence workers*
	• *Feminism*
	• *Photo and image resources*
	http://partnersinprevention.org.au/resources/multimedia-tools/
The Line	*The Line* is a primary prevention behaviour change campaign for young people aged 12 to 20 years. It encourages healthy and respectful relationships by challenging and changing attitudes and behaviours that support violence. The Line is an initiative under the National Plan to Reduce Violence against Women and their Children 2010 - 2022 and is funded by the Australian Government Department of Social Services. It is delivered by Our Watch. The Line uses online articles, resources and a social media campaigns to challenge rigid gender roles, gender inequality, and sexism and encourage young people to break the cycle of violence. The 'You can't undo violence' campaign was launched across digital channels in September 2015. It also appeared in cinemas and high foot-traffic areas for young people. The website also includes information for teachers. Topics include: • Talking to male students about masculinity • Discussing gender and stereotypes with students • Gender versus se: Expectations, myths and models • Are you a gender equitable teacher • Discussing gender stereotypes with 9-11 year old students http://www.theline.org.au/teachers

	The recently available evaluation report from Our Watch (undertaken by TNS Social Research) presents a *Summary of attitudes and behaviours of young people in relation to consent* (Our Watch, 2016). The evaluation involved a comparison of baseline and subsequent data on attitudes and behaviour (collected through online surveys and interviews). However, the evaluation summary does not clearly explain what level of exposure the participants had to *The Line* campaign materials, nor does it clearly describe any changes between the baseline and subsequent data. http://www.ourwatch.org.au/getmedia/fa1265e8-abfd-4ca3-ac3a-099bbb612910/The-Line-Evaluation-Research-on-consent-FINAL.pdf.aspx
Brainstorm Productions	Brainstorm Productions is 'one of the largest and most respected educational theatre companies in Australia'. Through its shows it aims to bring about "positive social change through a range of bullying programs, cyber bullying programs and positive behaviour programs. We tackle bullying in school, cyber bullying, violence, prejudice, cyber safety, under-age drinking, binge drinking, teenage drug abuse, youth depression, eating disorders, family separation, values, ethics and discrimination." Its shows are targeted at students at primary and high school. Shows for primary school students include: • *The H Team*: an anti-bullying program • *Saving Lil & Archie*: bullying program • *Sticks and Stones*: K/P-6 an anti-bullying program • *Being brave:* an anti-bullying program http://www.brainstormproductions.edu.au/primary-school-shows
Violence Resource Centre Victoria	The DVRC website includes a 'respectful relationships education map' for Victoria. The page includes details about a number of programs focussed on respectful relationships: • Girls Talk – GuysTalk Health Promoting Schools program • Gippsland Respectful relationship Education in Schools (GRREiS) • Sexual Assault Prevention Program in Secondary Schools (SAPPSS) • Sexuality Education & Community Support (SECS) program • Y's Girl • The White Ribbon Breaking the Silence in Schools Program • Respect Protect Connect (RPC) Program • Living Safer Sexual Lives: Respectful Relationships • Be The Hero! • You, Me and Us

	• Respectful Community Initiative • We Can Do It: Good Samaritan Inn Prevention Project • Sex Young People and the Law http://www.dvrcv.org.au/help-advice/teachers-schools/respectful-relationships-education-map
Breaking the Silence, White Ribbon	White Ribbon is Australia's only national, male led Campaign to end men's violence against women. It works 'through primary prevention initiatives involving awareness raising and education, and programs with youth, schools, workplaces and across the broader community. Its Breaking the Silence Schools Program "is an award-winning professional learning program for principals and senior teachers that supports them to embed models of respectful relationships in school culture and classroom activities." Links are provided to: ▪ The Breaking the Silence Program Model ▪ The Breaking the Silence Program Evaluation ▪ A "Whole of School" Approach to Culture Change http://www.whiteribbon.org.au/schools
Love, the good, the bad and the ugly	The *Love: the good, the bad, the ugly* website was developed by staff from the Domestic Violence Resource Centre Victoria and is funded by VicHealth. The site is aimed at young people and is focussed on 'dating and being in love'. Most of the material is from 2009/2010 and does not appear to have been updated. The most recent post on their Facebook page is April 2015. http://lovegoodbadugly.com/

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