

# Parent Post Session Information Pack

## What is Protective Behaviours?

KidsROAR delivers personal safety programs based on Protective Behaviours themes, that aim to promote resilience in children, young people and adults using empowerment strategies and awareness of 'safe' behaviours.

The Protective Behaviours program is world-wide and was originally developed as a child abuse prevention program. Today, Protective Behaviours has a much broader application, not just focusing on abuse prevention but addressing empowerment, communication, self-esteem, resilience, social skills and other life skills. By teaching these concepts, Protective Behaviours helps to prevent abuse, reduce violence and promote positive health and wellbeing.

## Current Statistics

- 🐾 **1 in 5** children experience sexual abuse before their 18<sup>th</sup> birthday (Pereda et al 2009)
- 🐾 The most vulnerable age for children to be exposed to sexual assault is between the ages of 3 – 8 years (Browne & Lynch, 1994)
- 🐾 In over 90% of cases, the offender is known to the victim (ABS, 2006)

## When should children learn Protective Behaviours?

Protecting children from harm is a shared responsibility for the family, the community and professionals. You can start teaching children as soon as they can talk about their bodies and personal boundaries.

Our KidsROAR programs commence from 3 years of age. The Protective Behaviours program empowers children with the right to feel safe and provides them with strategies to respond to situations where they may be feeling unsafe. The Protective Behaviours message is delivered in a clear, simple and non-confronting way, using fun, engaging and age-appropriate activities.

## The Children will learn to ROAR

After taking part in the interactive KidsROAR Protective Behaviours Program children will have developed skills and strategies to help protect their own personal safety. We teach children to be persistent and assertive whilst developing a greater understanding of how important it is that they can **ROAR**.

- 🐾 **Recognise** – safe/unsafe secrets, warning signs and safe/unsafe situations
- 🐾 **Own** – their body and understand it belongs to them
- 🐾 **Assert** – confidence to implement the “No, Go, Tell” strategy
- 🐾 **Report** – to their identified trusted adults and persist in telling them how they feel

# GROOMING

## Be AWARE of someone who.....

- A -** **Always** is available and gives your child particular attention
- W -** **Wants** to give gifts for no reason or the gifts are excessive
- A -** **Attempts** to spend a lot of 'alone' time with your child
- R -** **Rejects** your child's cues that they don't want to be touched or kissed
- E -** **Enjoys** the company of younger children over people their own age

# PREVENTION

## What Adults can Teach children at home and school to help keep them safe!

- P -** **Private** Body Parts – teach your children what their private body parts are and the correct anatomical names
- R -** **Read** body safety books and reinforce personal space “Body Bubble” and consent
- E -** **Explain** the difference between safe and unsafe secrets
- V -** **Vigilant** know who they are with and what they are doing
- E -** **Encourage** understanding of the safety hand and what Trusted Adults are and communicate with Trusted Adults
- N -** **Need** to educate children that adults **don’t** need assistance from a child with their private parts
- T -** **Talk** about Early Warning Signs
- I -** **Introduce** a family safe word
- O -** **Ok** for a child to say ‘No’ to an adult to avoid an unsafe situation
- N -** **Never** a child’s fault if someone older looks/touches their private body parts and believe them if they talk to you about it.

# SAFETY HAND GUIDE – For Adults

**A Safety Hand is a team of at least 5 adults who a child knows will help keep them safe.**

## Message for Adults

Please ensure that your child keeps their Safety Hand and puts it in a visible place i.e. up on fridge or pinned in their bedroom. This will remind them who they can speak to if they are feeling unsafe or worried.

**Being chosen by a child to be one of their trusted adults is an absolute privilege!!!**

## Receiving a Disclosure

If I disclose that I have been abused or put in an unsafe situation, here are some suggestions which may help us both.

### **Stay Calm:**

I need to hear you say “I’m glad you told me”

### **Believe Me:**

Kids rarely lie about abuse.

### **Reassure me:**

I need you to tell me that its not my fault.  
You could use phrases like “You have done the right thing telling me” or “I’m sorry this has happened to you and we will work it out together”.

### **Don’t pressure me:**

To give in-depth details about the incident, leave this for the authorities.

### **Don’t promise:**

To keep it a secret as you may have to tell someone, like the authorities for help.

### **Contact:**

Police — 000

Child Protection crisis line — 13 12 78

Centre Against Sexual Assault -  
1800 806 292

# Recommended Reading

## Kindergarten aged 3 & 4

- 🐾 Everyone has a bottom – Tess Rowley

## Foundation

- 🐾 Everyone has a bottom – Tess Rowley
- 🐾 No Means No – Jayneen Sanders
- 🐾 My body belongs to me – Jill Starishevsky

## Grade 1

- 🐾 Everyone has a bottom – Tess Rowley
- 🐾 No Means No – Jayneen Sanders
- 🐾 MY BODY! What I say GOES! – Jayneen Sanders

## Grade 2

- 🐾 No Means No – Jayneen Sanders
- 🐾 MY BODY! What I say GOES! – Jayneen Sanders
- 🐾 Matilda learns a valuable lesson – Holly-Anne Martin

## Grade 3

- 🐾 MY BODY! What I say GOES! – Jayneen Sanders
- 🐾 Some Secrets Should never be kept – Jayneen Sanders
- 🐾 Let's talk about body boundaries, consent & respect – Jayneen Sanders

## Grade 4

- 🐾 MY BODY! What I say GOES! – Jayneen Sanders
- 🐾 Some Secrets Should never be kept – Jayneen Sanders
- 🐾 Let's talk about body boundaries, consent & respect – Jayneen Sanders

## Other helpful books

- 🐾 How big are your worries little bear? – Jayneen Sanders  
*(Book with extra hints to help an anxious child)*
- 🐾 You, Me & Empathy – Jayneen Sanders  
*(Teaching children about empathy, feelings, kindness, compassion, tolerance, respect and recognising bullying behaviours)*
- 🐾 A nice walk in the Jungle – Nan Bodsworth  
*(A book that demonstrates persistence in telling things that are important)*
- 🐾 A Terrible Thing Happened – Margaret M Holmes  
*(Could be a useful tool to open the channels of communication with a child who has witnessed any terrible thing)*

# Further Resources

## Recommended Resources for Teachers & Educators & Parents:

### eSafety Commissioner

<https://www.esafety.gov.au/parents>

### Kids Helpline – Parents

<https://kidshelpline.com.au/parents>

### Educate to Empower Publishing

<https://e2epublishing.info>

## Useful links

### Centres Against Sexual Assault

1800 806 292

<https://casa.org.au>

### Kids Helpline

1800 551 800

<https://kidshelpline.com.au/>

### Department of Human Services – Child Protection Crisis line 13 12 78

<https://providers.dhhs.vic.gov.au/child-protection>

### Lifeline

13 11 14

<https://www.lifeline.org.au/>

### National Sexual Assault and Domestic Family Violence Counselling service

1800 737 732

<https://www.1800respect.org.au>