



# Body Safety Australia

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[www.bodysafetyaustralia.com.au](http://www.bodysafetyaustralia.com.au)



I would like to acknowledge the traditional custodians of the land on which we meet, the Wurundjeri people of the Kulin Nation.



# Body Safety Australia

Body safety education for  
kindergartens, primary schools,  
parents and  
community groups.



*Body Safety Australia celebrates diversity and respect for all. We have specialised knowledge and experience in faith-based education, special schools, LGBTIQ communities and culturally diverse communities.*



# What is Child Sexual Abuse?

- Child sexual abuse occurs when an adult, adolescent or another child uses their power or authority to involve a child in sexual activity
- Sexual abuse can be physical, verbal or emotional
- Children who have been sexually abused rarely show physical signs of abuse
- Signs of sexual abuse are often mistaken as behavioural or developmental differences or a response to life changes
- Childhood sexual abuse can cause physical and emotional harm to a child and can result in lifelong negative outcomes including across education, employment, relationships, and physical and mental health
- Increasingly technology is being used to groom, abuse and distribute child sex harm materials



# What is Child Sexual Abuse?

- 1 in 5 children will experience CSA before they turn 18
- 24% of female survivors will be first victimised by age 6
- 43% of perpetrators are juveniles when the victim is under the age of 6
- 89% of CSA will be perpetrated by a known offender
- 44% of victims are abused by a male relative
- We are currently seeing an increase of reporting of child-on-child abuse
- On average a child must disclose 5+ times before being believed



# History of Abuse Prevention in Australia

**1980s** Peg Flaundreau West introduced protective behaviours education to Australia

**1993/4** Mandatory reporting introduced

**2005** Working with Children Checks introduced

**2013** Royal Commission into Institutional Responses to Child Sex Abuse

**2013** Betrayal of Trust Inquiry

**2015** Failure to Disclose legislation

**2016** Child Safe Standards

**2017** Scope of Child Safe Standards expanded

**coming soon** Respectful Relationships in early childhood

# Child Safe Standards

**Standard 1:** Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

**Standard 2:** A child safe policy or statement of commitment to child safety.

**Standard 3:** A code of conduct that establishes clear expectations for appropriate behaviour with children.

**Standard 4:** Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

**Standard 5:** Processes for responding to and reporting suspected child abuse.

**Standard 6:** Strategies to identify and reduce or remove risks of child abuse.

**Standard 7: Strategies to promote the participation and empowerment of children.**

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability



## Fairytales for kids under fire in Respectful Relationships guide

MONIQUE HORE AND JAMES DOWLING, Herald Sun

April 5, 2017 9:30pm

Subscriber only

- [Kinder program to stop sexism in four-year-olds comes under fire](#)
- [Victorian children to be taught boys conditioned to dominate women](#)

FAIRYTALES could be at risk in public schools from moves to degrade the much-loved stories for gender bias.

# Best Practice in Body Safety

- Encourage active student engagement
- Give explicit instruction about core concepts
- Are delivered over time with repeated exposure to allow for uptake of concepts and skills
- Engage in group participation
- Are integrated with the curriculum
- Support parental involvement
- Delivered by specialist instructors



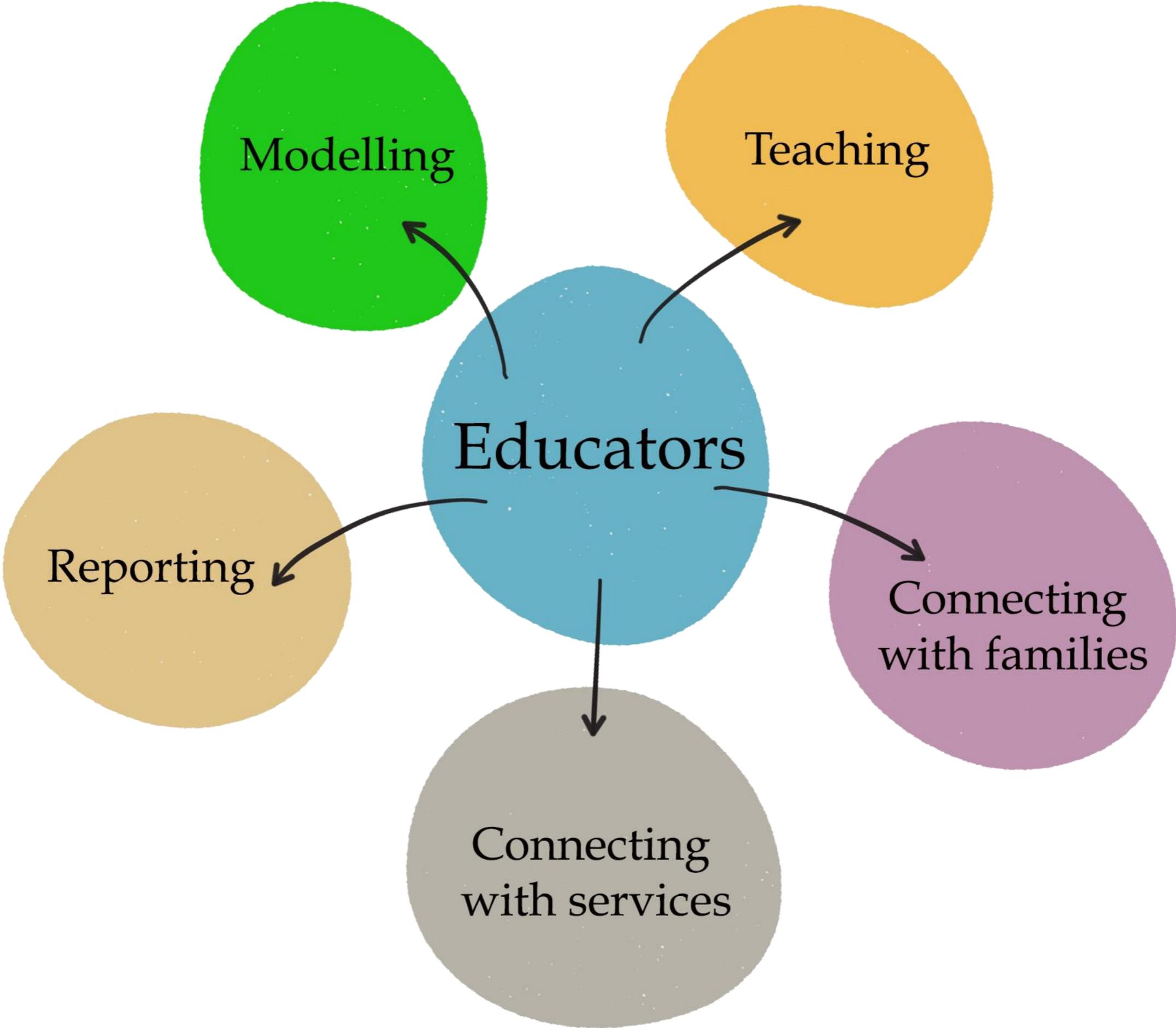
# Evolution of Body Safety Education

- Focus was on children protecting themselves
- Focus now on placing the onus on adults to protect children
- Stranger danger and the 'monster myth'
- Highlighting risk of known and trusted abuser
- Identified 'at risk' communities as less vigilant
- Identifies 'at risk' communities as least supported
- Risked children internalising blame
- Reassures children of adult responsibility and normal fear responses
- 'One size fits all' approach
- Culturally inclusive and sensitive
- Developed prior to widespread internet use
- Examines the role of technology and internet in grooming and abuse

# Body Safety Learning Objectives

- Emotions
- Early Warning Signs
- Fight, Flight, Freeze
- Assertive Communication including No! Go! Tell!
- Safe Adults
- Bodily Autonomy
- Private, Personal and Public Body Parts, including naming genitals
- Necessary Touch
- Secrets and Surprises
- Tricky Times
- **Technology** - embedded across program
- **Grooming** - in workshops for adults
- **Reporting** - in workshops for adults







# How this looks in early childhood education

## Modelling

- Educator may say:

When I heard that thunder it made me feel **SCARED!** I knew I was scared because my **heart was beating hard and fast, my palms were sweaty and my tummy felt like there were wriggly worms inside it!**

When I feel those **Early Warning Signs** I look around for a person who makes me feel safe.

Sometimes when I get a big fright I might **freeze** for a minute and nothing comes out of my mouth.

or ...

Modelling consent with all physical contact with child including expecting the child to ask for consent



# How this looks in early childhood education

## Teaching

- Develop activities to help child explore each of the ten key learning objectives
- Ensure that for each learning area the children know their responsibilities as well as their rights
- Repeat lessons throughout year

## Connecting

- Run parent/carer information nights
- Create activities that encourage adult participation and support in the home

# Inclusivity and Sensitivity



## Language matters

- Do you know the words for genitals in all the languages represented in your centre?
- Are you inclusive of all family structures or places children live?
- When discussing private/public/personal body parts, does that accurately reflect the reality in the children's cultures?

## Representation matters

- Most resources developed for this topic only show white able-bodied children.

# Inclusivity and Sensitivity



## Support matters

- What can you do to ensure *all* parent/carers can attend information sessions or access information?
- How do you reassure high risk families or families traditionally negatively profiled that your intent is to support not judge?

# Beyond Mandatory Reporting

**Professionals have expressed the following:**

- Fear of personal repercussions
- Concern for all or some members of the family
- Concern that nothing will be done to help child
- Worry that they don't know what is 'normal'
- Belief that they will be unsupported by employer





# What is normal?

- Sometimes we aren't sure if children are showing sexualised behaviours
- Children are naturally curious about bodies



# SEXUAL BEHAVIOUR TRAFFIC LIGHTS

## Birth to 5 years

- behaviour which is excessive, secretive, compulsive, coercive, degrading or threatening
- significant age, developmental and/or power difference between children involved
- of concern because of the nature of the activities and the manner in which they occur
- indicates a need for immediate intervention and action

- simulation of explicit foreplay or sexual behaviour in play
- persistent masturbation
- persistent touching of the genitals of other children
- persistent attempts to touch the genitals of adults
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

- outside 'normal' sexual behaviour in terms of persistence, frequency or inequality in age or developmental abilities
- outside normal in either type or persistence of activities
- of concern due to frequency and duration of the behaviour
- behaviour which is 'unusual' or different for a particular child or children
- signal the need to take notice and gather information to assess the appropriate action

- preoccupation with adult sexual type behaviour
- pulling other children's pants down/skirts up against their will
- explicit sexual conversation using sophisticated or adult language
- preoccupation with touching another's genitals (often in preference to other child focussed activities)
- chronic peeping
- following others into toilets to look at them or touch them

- 'normal' sexual development which is spontaneous, curious, light hearted, mutual and easily distracted
- play or activities among equals in terms of age, size and ability levels
- behaviour that reflects information gathering, balanced with curiosity about other parts of life
- provide opportunities to give the child positive feedback and information

- thumb sucking, body stroking and holding of genitals
- wanting to touch other children's genitals
- asking about or wanting to touch the breasts, bottoms or genitals of familiar adults, eg when in the bath
- games - 'doctor/nurse', 'show me yours and I'll show you mine' enjoyment of being nude
- interest in body parts and functions



BLUE KNOT HELPLINE  
(FOR SURVIVORS OF CHILDHOOD TRAUMA)  
1300 657 380

CENTRE AGAINST SEXUAL ASSAULT  
WWW.CASA.ORG.AU

1800 RESPECT  
(1800 737 732)  
WWW.1800RESPECT.ORG.AU

CHILD PROTECTION CRISIS LINE  
13 12 78

ABORIGINAL FAMILY VIOLENCE  
PREVENTION AND LEGAL SERVICE VICTORIA  
1800 105 303

INTOUCH MULTICULTURAL CENTRE  
AGAINST FAMILY VIOLENCE  
1800 755 988

MEN'S HELPLINE  
1300 78 99 78

SEXUAL ASSAULT CRISIS LINE  
1800 806 292

KIDS HELPLINE  
1800 551 800

POLICE 000



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# Questions?



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