

MY VOICE MATTERS!



BODY SAFETY RESOURCE PACK

POSTERS . ACTIVITIES . TOOLS . TIPS

BODY SAFETY EDUCATION

Child sexual abuse statistics are confronting. According to the 2023 Australian Child Maltreatment Study, **28.5% (1 in 4)** of the national population (1 in 3 girls and 1 in 5 boys) has experienced sexual abuse before the age of 18.



The good news is, Body Safety Education (aka sexual abuse prevention education) aims to empower children with skills and knowledge that will lessen the likelihood of them becoming victims of childhood sexual abuse.

BODY SAFETY EDUCATION TEACHES CHILDREN:

- the correct names for their private body parts
- the difference between safe and unsafe touch
- not to keep secrets that make them feel bad/uncomfortable
- what to do if they are touched inappropriately
- general assertiveness - especially in relation to their own body.

This resource pack assembled especially for **National Child Protection Week** contains a wealth of resources to get your family started on body safety education. Put these **posters** up in your home, work through the fun and engaging **activity sheets** with your children, and **start meaningful conversations** with the 'Key Body Safety Phrases' and the Body Safety Discussion Cards.



When to Begin Consent and Body Safety Conversations

by Jayneen Sanders

Below is an approximate guide on when to begin conversations with your child around Consent and Body Safety.

All children are different, and you know your child best. Be guided by their ability to focus and the questions they ask. These conversations are ongoing and can happen over years. Use their questions, family discussions, children's books, and situations that may occur to have open and ongoing conversations. Everyday situations that may arise, can be teaching and learning opportunities.



Birth – 2 yrs (non-verbal)

- Use the correct terms for your child's private parts from Day 1.
- Tell your child what you are doing to their body and why e.g. 'I'm just putting your socks on so your feet will be warm.'
- Validate their feelings, e.g. 'I can see you are sad, but I need to go shopping. I'll be back very soon. Gran will take good care of you.'
- Note your child's body language, e.g. if you are playing a tickling game and you can see from their body language they don't like it, stop immediately.
- Ensure health professionals talk to your child about what they are doing to their body and always ask for consent before entering your child's body boundary.



2 yrs – 3 yrs (verbal)

- Introduce the term 'body boundary' — the invisible space around our bodies. Explain that everyone needs to ask for consent before entering another person's body boundary.
- Let your child know they can say 'No' to kisses and hugs if they want to. How they greet another person is always their choice.
- Let your child know they can say, 'No' to tickling games and inform adults (or older children) when your child says 'Stop!' they need to stop immediately.
- Ensure health professionals ask for your child's consent.
- Let your child have choice and agency wherever possible, and if it is safe to do so.

3 yrs – 6 yrs +

- Continue to reinforce the concepts of body boundaries and consent.
- Formally (and over a number of sessions) teach your child about: feeling safe and feeling unsafe; Early Warning Signs; a Safety Network; the difference between secrets and surprises; the difference between safe and unsafe touch; private parts are private and what to do if they are touched inappropriately, see inappropriate images or someone asks them to touch their private parts.



Note: Most sexual abuse begins in pre-adolescence; between the ages of 6 and 12 years.

(Abd El Rahman et al., 2017; Aydin et al., 2015; Ferragut et al., 2021; McKillop et al., 2015)

It is never too early to begin these conversations.

Grooming Red Flags



Grooming is when an adult builds a relationship with a child and/or their family to gain trust for the purposes of sexual abuse or exploitation. Grooming can happen online or offline. It can involve gifts and/or compliments given as lures, the use of secrecy, isolating the child from others, and gradually making the relationship sexual.

It is also crucial to note, that child sex offenders 'groom' both the child and the family, and that the sexual abuse of children has no social boundaries. These offenders will work very hard to be liked (and even loved) and trusted by the family, in order for you to have no problem in leaving them alone with your child.

The following is a 'grooming' checklist. Keeping in mind, just because a person may tick some or all of these boxes does not mean they are an offender, but you should certainly keep your parent 'radar' switched on and not leave them alone with your child.

Engagement & Time Spent

- ☐ 1. Seem to prefer children's company to adults' company?
- ☐ 2. Spend a lot of their time with children?
- ☐ 3. Like to be alone with your child and spend more time with them than other members of the family?
- ☐ 4. Capture opportunities to be with your child in private spaces like their bedroom or a cubby?
- ☐ 5. Play video/computer games with your child online (most often unsupervised by you)?

Physical Contact & Boundaries

- ☐ 1. Encourage low-level physical contact with your child via behaviors like tickling, rough and tumble play, carrying the child around on their shoulders, and other games involving touching? (These can gradually progress to more intimate touching.)
- ☐ 2. Seem to be unaware or ignore your child's body boundaries — for example, they may fail to ask for your child's consent when that is the norm in your family — going in for hugs, kisses, or other touching — assuming it will be okay?
- ☐ 3. Ignore your child when they squirm, wriggle away, or say 'Stop' or 'No'?
- ☐ 4. Discount your parenting ideas such as adults having to ask children for hugs and kisses?



Some of these behaviours fall into a 'grey' area, but are still questionable. You might consider asking other parents if they have noticed anything similar. The goal of the conversation is to keep children safe.

DOES THE PERSON:

Special Treatment & Secrets

- ☐ 1. Give your child compliments, or special privileges, and make your child feel special?
- ☐ 2. Act as your child's good friend or 'sounding board' especially if there are family arguments or upsets?
- ☐ 3. Give your child 'special' presents, gifts, or money — when other children do not receive the same?
- ☐ 4. Give your child special treats or treasured items and ask them to keep it a secret?

Trustworthiness & Reliability

- ☐ 1. Appear reliable and trustworthy in their job and present well to families and the community?
- ☐ 2. Offer to help out with your child/ren when you are super busy and/or at short notice?

For information and resources on topics on body safety and consent please visit:
www.e2epublishing.info



Written by Jayneen Sanders, author & educator and Professor Kerryann Walsh, School of Early Childhood and Inclusive Education, Creative Industries, Education and Social Justice: Queensland University of Technology

Questions to ask your child's Child-Care Centre & School

We all want to keep our kids safe especially when they are being cared for by others. Below is a checklist of questions you can ask of your child-care providers and schools. Please ask these questions because as caring, safe adults we need to be our children's voices in these spaces.



Child Protection & Policies

- ☐ 1. Is there a code of conduct for staff and other parents?
- ☐ 2. What checks are undertaken when employing staff and bringing in volunteers, including other parents?
- ☐ 3. Does the service have a specific approach to seeking references from recent employers?
- ☐ 4. Is there a clear complaints policy?
- ☐ 5. Do the staff know their obligations under mandatory reporting of child sexual abuse?
- ☐ 6. Do the staff know what procedures to follow if they suspect or know of an adult sexually abusing a child?

Supervision & Management

- ☐ 1. What is the ratio of child to adult?
- ☐ 2. Is a child ever left alone with an adult and out of view of others?
- ☐ 3. What are bathroom safety policies and supervision of younger children who need help with toileting?
- ☐ 4. Do staff feel fully supported by management to express concerns about a child or an adult's behaviours, including colleagues and other parents?

Staff Training & Awareness

- ☐ 1. Is training provided to staff about the tactics of perpetrators, such as grooming of a child for sexual abuse, current statistics, what to do if there is a disclosure, and reporting policies regarding peer-on-peer abuse?
- ☐ 2. Is there training on how to listen and act on children's expressions of concern and/or noticing red flags in children?
- ☐ 3. In Australia, do staff receive training in the National Child Safety Standards, and how often is this training reviewed and updated?
- ☐ 4. Do staff receive training in the language of body safety and consent and how to interact with children in a way that is respectful of the child's body autonomy?

Child Education & Empowerment

- ☐ 1. Do the children receive key body safety and consent skills?
- ☐ 2. Do parents have access to body safety and consent resources and presentations?

For information and resources on topics on body safety and consent please visit:
www.e2epublishing.info



My Body Safety Rules

I have a Body Boundary

My body boundary is the invisible space around my body. No one can enter my body boundary without my permission or consent. Consent is important word. It means asking if something is okay or not okay. It means one person asks for permission and another person happily gives permission or they don't.

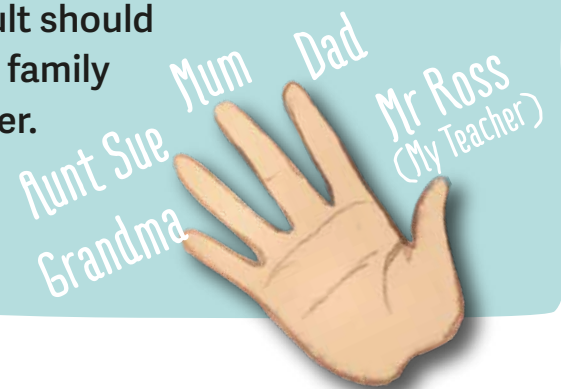


My body is my body and it belongs to me!

I can say, 'No!' if I don't want to kiss or hug someone.
I can give them a high five, shake their hand or elbow bump instead.
I am the boss of my body and what I say goes!

I have a Safety Network

These are 3 to 5 adults that make me feel safe and who I trust. If I feel worried, scared or unsafe, I can tell an adult on my Safety Network how I am feeling and why I am feeling that way. They will listen to me, believe me and help me. It is always my choice who is on my Safety Network. One adult should not be a family member.



Early Warning Signs

If I feel frightened or unsafe I may sweat a lot, get a sick tummy, become shaky all over and my heart might beat really fast. These feelings are called my Early Warning Signs.

If I feel this way about anything, I need to tell a safe adult on my Safety Network straight away.



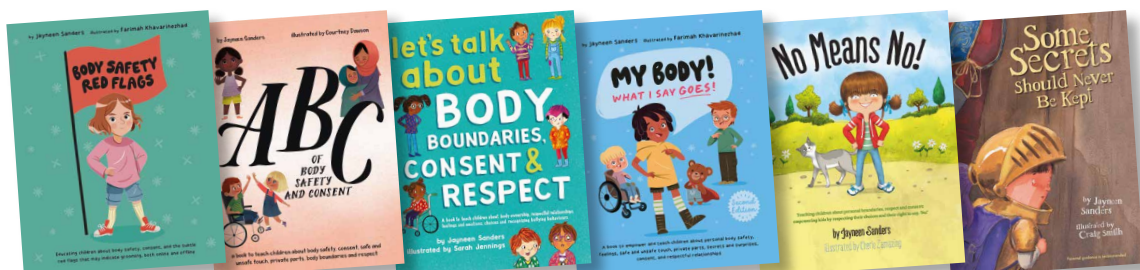
Private Parts

My private parts are the parts of my body under my bathing suit. My mouth is a private part too. I always call my private parts by their correct name. No one can touch my private parts, asks me to touch or look at their private parts or shows me pictures of private parts. If any of these things happen, I need to tell a trusted adult on my Safety Network straight away.



Secrets

I should never keep secrets only happy surprises because they will ALWAYS be told. If anyone asks me to keep a secret that makes me feel bad or unsafe, I need to tell an adult on my Safety Network straight away.



My Early Warning Signs

If I feel unsafe my body lets me know.

Here is how!

Hair feels like it is standing on end

Sweaty brow

Start to cry

Heart beats fast

Feel sick in the tummy

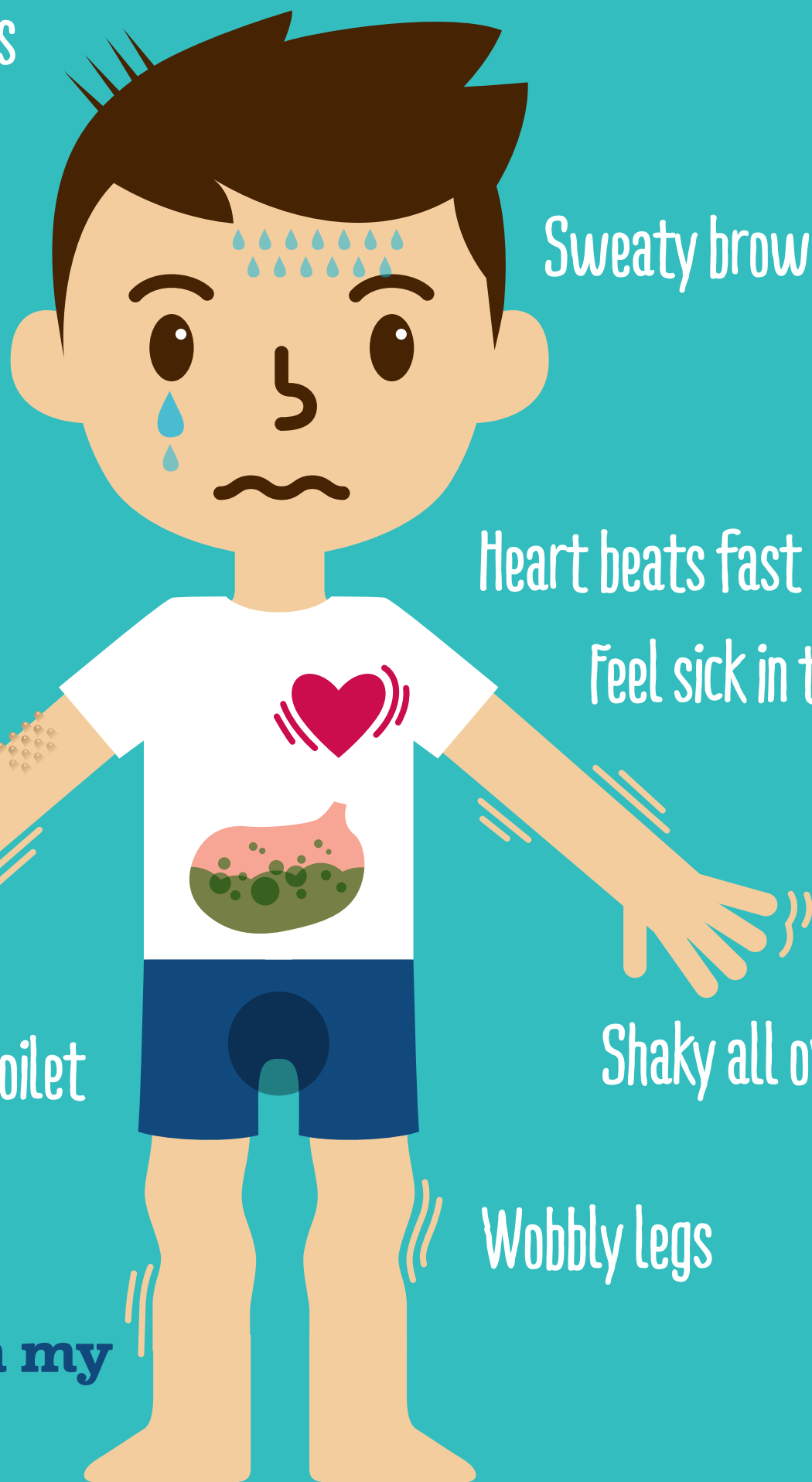
Goosebumps

Sweaty palms

Need to go to the toilet

Shaky all over

If I feel unsafe,
I need to tell a
trusted adult on my
Safety Network
straightaway!



we are a

CHILD SAFE

home



We PROUDLY teach Body Safety Education to the children in our care.

The children are educated to TELL when they feel unsafe.

We are educated to:

- 1.** recognise and report grooming behaviours.
- 2.** recognise and report indicators a child is being sexually abused.
- 3.** teach Body Safety Education to the children.

We have ZERO tolerance for the sexual abuse of children!





Know the Signs of Childhood Sexual Abuse



A child who is being sexually abused may consciously or subconsciously show a number of telltale signs of the abuse. Children who are being sexually abused are, in most cases, too scared to actually tell their crippling secret, so it is crucial we maintain our parent/teacher 'radar' for the subtle signs a child may be trying to give us.

EMOTIONAL

- withdrawn and anxious behaviour (irritable, clingy, listless)
- excessive crying and unable to be soothed
- increase in nightmares and sleep disturbances
- sudden changes in behaviour, e.g. from a happy child to an angry and/or defiant child
- becoming upset when viewed changing clothes

PHYSICAL

- strong body odour
- sores around the mouth
- bruising, scratches, rashes, cuts, burns or bleeding in the genital area and/or breasts, buttocks, lower abdomen or thighs
- blood or discharge on sheets or in underwear
- pain while urinating or with bowel movements
- frequent urinary tract infections



BEHAVIOURAL

- overly interested in theirs or other's genitals
- inappropriate sex play
- seductive/advanced sexual behaviour
- sexualized play with dolls or toys or animals
- sexualized play involving forced penetration of objects vaginally or anally
- chronic peeping, exposing and verbalizing obscenities
- touching or rubbing against the genitals of adults or children that they do not know
- persistent use of 'dirty' words
- describing sexual acts and sexualized behaviour beyond their years
- drawings and/or games that involve inappropriate sexual activities
- drawings that include large genitals on naked or clothed bodies
- secretive or say they have a 'special' secret they can't tell (this may be to gauge your reaction)
- going to bed fully clothed
- regressive behaviour, e.g. a return to bed-wetting or soiling
- learning difficulties, poor concentration, lower grades, problems with peers
- unexplained accumulation of money and gifts
- increased talk of a 'special older friend'
- not wanting to go to a certain person's place or to an activity
- indirectly dropping hints about the abuse (again, to gauge your reaction)

If you or a child is in danger, CALL THE POLICE!

SUPPORT SERVICES

1800respect.org.au - 1800 737 732

Centre Against Sexual Abuse - casahouse.com.au

Bravehearts - bravehearts.org.au





What to Do if a Child Discloses Sexual Abuse



Our reaction to a child's disclosure is crucial to their ongoing wellbeing and healing. If we react with disbelief, they may never tell again. If we react with shock, horror and/or anger, the child may believe that in some way they are to blame. What a child needs more than anything from the person they disclose to is compassionate reassurance and to be believed.

PROVIDE A SAFE SPACE

- If a child begins to disclose abuse in a one-on-one situation, stop what you are doing immediately and find a safe space to talk with them.
- If a child begins to disclose abuse amongst a large group, stop them gently and say, 'What you are going to tell me is very important. We can talk about this after our lesson/when we are alone.'
 - If possible, leave the group so they can disclose in a safe environment.
 - If another trusted person is available, have them continue the lesson/supervise other children while you speak with the child in a safe space.



REASSURE THE CHILD...

- you believe them
- they have done the right thing in telling
- they are incredibly brave and courageous
- they are in no way to blame
- they are loved
- they are safe and will be looked after
- you will do everything you can to stop the abuse (however, make no promises)

SEEK SUPPORT

Once the child is with a trusted and caring adult, contact one of the Key Organisations listed below.

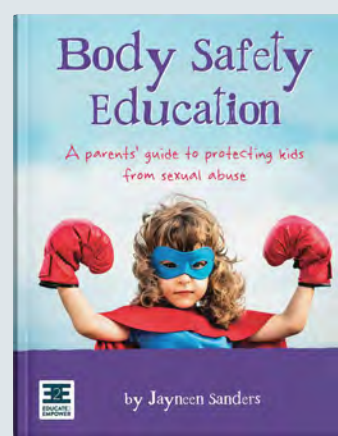
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Taken from 'Body Safety Education – A parents' guide to protecting kids from sexual abuse'.



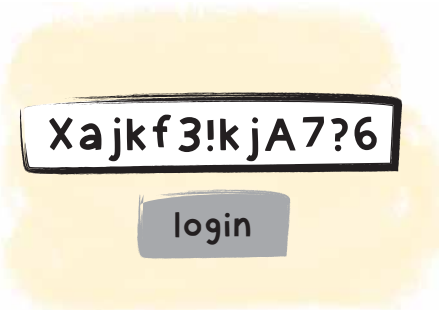
INTERNET SAFETY



I have a Safety Network.



My accounts are set to private.



I have strong passwords which are hard for someone to guess.



I know not to give out private details such as my address, phone number, date of birth or my school's name to anyone online.



I have switched off location on my devices.



I only use my device in public spaces.



I only accept friend requests from people I know.



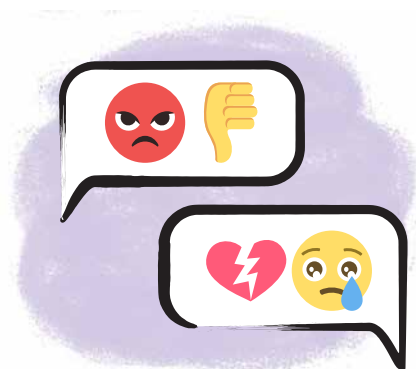
My trusted adults know who I am chatting with online.



I don't meet people from online in real life without my safe adult knowing and coming with me.



I know to tell a trusted adult if I see something unsafe online, someone asks me to keep a secret or asks for private pictures of me.



I don't post harmful or mean content and I am always respectful online.



I ask for a person's consent before I post or share about them.



I would not care if the whole school knew what I posted or shared.



I have a safe adult I can talk to if anything online or offline makes me feel uncomfortable or unsafe.



My Safety Network

Who can you ask for help when you need it? Think of 3 to 5 adults that you trust and are there for you when you need help or just someone to talk to. One should not be a family member.

Write one name in each finger of the hand.

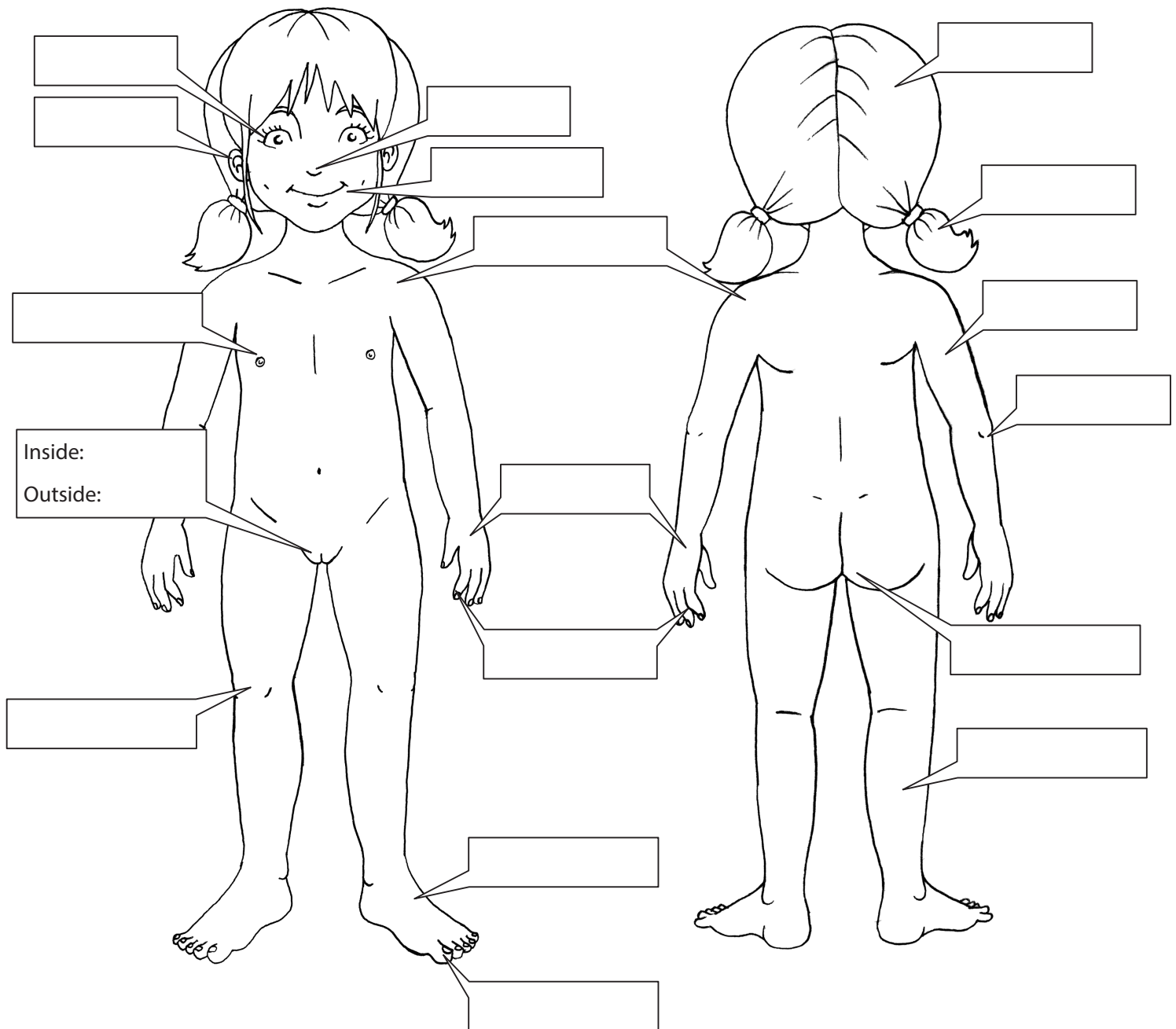
Let these people know you have chosen them as part of your Safety Network.



Remember! You can always ring a Kids Helpline if you need help or someone to talk to.

CAN YOU NAME ALL THE BODY PARTS?

Colour in the person and label the all body parts.
It is important to use the correct names for your body parts.

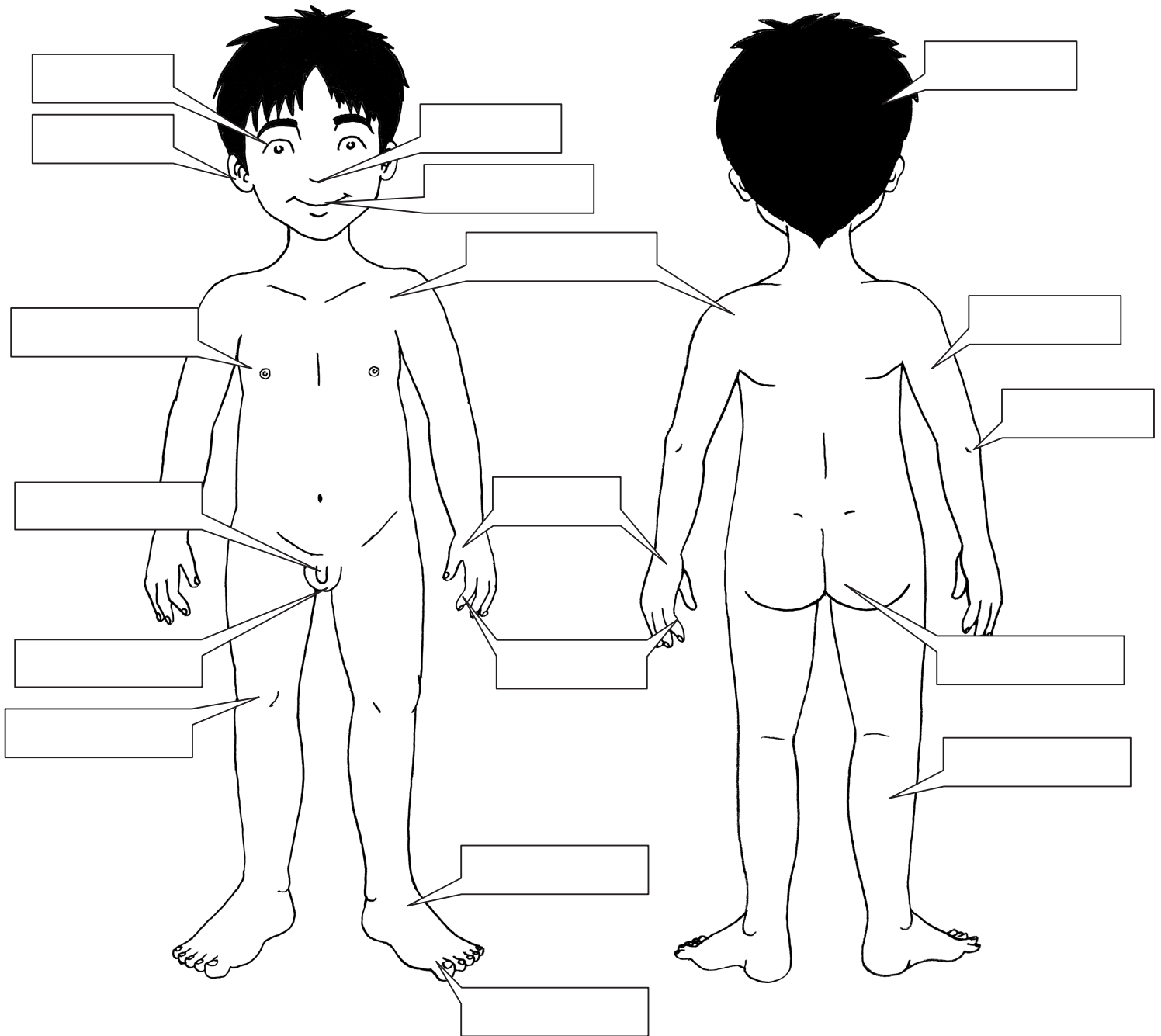


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CAN YOU NAME ALL THE BODY PARTS?

Colour in the person and label the all body parts.
It is important to use the correct names for your body parts.



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For children's books, free resources and lesson ideas for this poster go to: www.e2epublishing.info

INTERNET SAFETY CHECKLIST

Just like in real life, it is important to make sure you are safe online.

Read this list of online safety tips with one of your trusted adults.

What things do you do already? Are there some things that you don't do?

- ☐ I have a Safety Network.
- ☐ My accounts are set to private.
- ☐ I have switched off location on my devices.
- ☐ I have strong passwords.
- ☐ I know not to give out private details such as my address, phone number, date of birth or my school's name to anyone online.
- ☐ I only use my device in public spaces.
- ☐ I don't post harmful or mean content and I am always respectful online.
- ☐ I ask for a person's consent before I post or share about them.
- ☐ I would not care if the whole school knew what I posted or shared.
- ☐ I only accept friend requests from people I know.
- ☐ My trusted adults know who I am chatting with online.
- ☐ I don't meet people from online in real life without my safe adult knowing and coming with me.
- ☐ I know to tell one of my trusted adults if I see something unsafe online, someone asks me to keep a secret or asks for private pictures of me.
- ☐ I have a safe adult I can talk to if anything online or offline makes me feel uncomfortable or unsafe.



Sign: _____ Date: _____

Sign: _____ Date: _____
parent/guardian



BODY SAFETY BOOKS FOR FAMILIES



Body Safety Education

A parents' guide to protecting kids from sexual abuse.

No Means No!

Teaching children about personal boundaries, respect and consent; empowering kids by respecting their choices and their right to say, 'No!'

Let's Talk About Body Boundaries, Consent & Respect

A book to teach children about body ownership, respectful relationships, feelings and emotions, choices, and recognizing bullying behaviours.

Some Secrets Should Never Be Kept

A story to help protect children by teaching them to always speak up if they experience unsafe touch.

ABC of Body Safety and Consent

A classic 'A is for...' book to teach children about body safety, consent, safe and unsafe touch, private parts, body boundaries and respect.

Body Safety Red Flags

Educating children about body safety, consent, and the subtle red flags that may indicate grooming, both online and offline.

My Body! What I Say Goes!

A book to empower and teach children about personal body safety, feelings, safe and unsafe touch, private parts, secrets and surprises, consent, and respectful relationship.

LittleBIGChats

Little books to help kids unpack BIG topics

The Little BIG Chats series of 12 books has been written to assist parents, caregivers and educators to have open and age-appropriate conversations with early learners around crucial, and yet at times, 'tough' topics.

Each book is full of child prompts and a page of discussion questions to help further explore these important topics with your child.

Titles Included:

- Consent
- My Safety Network
- My Early Warning Signs
- Private Parts are Private
- Secrets and Surprises
- Families
- I Always Try
- Feelings
- Everyone is Equal
- Empathy
- Mindfulness
- Around the World

