



A 'how-to guide' for engaging children and young people in conversations about safeguarding



Safeguarding is everyone's responsibility

Catholic Professional Standards Ltd acknowledges the lifelong trauma of abuse victims, survivors and their families, the failure of the Catholic Church to protect, believe and respond justly to children and vulnerable adults, and the consequent breaches of community trust.

Catholic Professional Standards Ltd is committed to fostering a culture of safety and care for children and vulnerable adults.

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Catholic Professional Standards Ltd respectfully acknowledges all Traditional Owners of the land and waters of Australia. We pay respect to their Elders, past and present, and young leaders of today and the future.

Catholic Professional Standards Limited (CPSL)

Catholic Professional Standards Ltd (CPSL) was formed in response to the findings of the Royal Commission into Institutional Responses to Child Sexual Abuse.

CPSL was established by the Australian Catholic Bishops Conference (ACBC) and Catholic Religious Australia (CRA).

CPSL is committed to fostering a culture of safety and care for children and vulnerable adults by developing the National Catholic Safeguarding Standards (NCSS, or the Standards). CPSL is auditing compliance with these Standards, holding the leaders and members of Catholic organisations accountable for the safety of children and vulnerable adults who come into contact with the Church and its works. This includes Catholic dioceses, congregations and institutions providing education, health and aged care, social and community services, pastoral care and other services.

CPSL publicly reports audit findings and provides education and training in respect of the National Catholic Safeguarding Standards.

CPSL is committed to the safety of children and vulnerable adults. Their protection and safety is our priority. We actively seek to listen to, empower and protect children and vulnerable adults.

For more information about CPSL and the Standards visit our website: www.cpsltd.org.au

Acknowledgments

CPSL acknowledges the lifelong trauma of abuse victims and survivors and their families; the failure of the Catholic Church to protect, believe and respond justly to children and vulnerable adults; and the consequent breaches of community trust.

CPSL would like to acknowledge the work of Australian Catholic University (ACU) and specifically the Institute of Child Protection Studies (ICPS), who have assisted in the development of this guide. The ICPS aims to enhance outcomes for children, young people and families through quality research, evaluation, training and community education. Their research strengths include promoting children's participation, strengthening service systems and informing practice, and supporting child-safe communities.

We would also like to acknowledge the assistance of Kids Helpline and the use of their child-friendly, 'Children's Rights posters'.

See: www.acu.edu.au/icps

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

The Kids Central Resources included as additional resources within this manual are available from the ACU Safeguarding Children and Young People Portal:

https://safeguardingchildren.acu.edu.au/practice_tools/articles/tools_and_resources_for_how_to_support_children_through_child-centred_approaches

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The National Catholic Safeguarding Standards

The National Catholic Safeguarding Standards (Edition 1, 2019) were formally released in May 2019 and comprise 10 Standards, providing the framework for Catholic Church entities to build child-safe cultures and to advance the safety of children and vulnerable adults across the Catholic Church in Australia.

The first phase of implementation of the Standards focuses on safeguarding practices for the protection of children, taking into account the guidance of the Royal Commission into Institutional Responses to Child Sexual Abuse and the National Principles for Child Safe Organisations (COAG, 2019).

The 10 National Catholic Safeguarding Standards (NCSS) are:



1. Committed leadership, governance and culture

Child safeguarding is embedded in the entity's leadership, governance and culture.



2. Children are safe, informed and participate

Children are informed about their rights, participate in decisions affecting them and are taken seriously.



3. Partnering with families, carers and communities

Families, carers and communities are informed and involved in promoting child safeguarding.



4. Equity is promoted and diversity is respected

Equity is upheld and diverse needs respected in policy and practice.



5. Robust human resource management

People working with children are suitable and supported to reflect child safeguarding values in practice.



6. Effective complaints management

Processes for raising concerns and complaints are responsive, understood, accessible and used by children, families, carers, communities and personnel.



7. Ongoing education and training

Personnel are equipped with knowledge, skills and awareness to keep children safe through information, ongoing education and training.



8. Safe physical and online environments

Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children to be harmed.



9. Continuous Improvement

Entities regularly review and improve implementation of their systems for keeping children safe.



10. Policies and procedures support child safety

Policies and procedures document how the entity is safe for children.

A 'how-to' guide for engaging children and young people in conversations about safeguarding

Introduction

The right of all children to be heard and taken seriously is a fundamental right, promulgated by the United Nations Convention on the Rights of the Child (UNCRC). It is a right seen by many as a gateway to all other human rights. Children are often overlooked in decision-making processes, and for vulnerable children this risk is even more acute.

Article 12 of the UNCRC states that:

A child who is capable of forming his or her own views has the right to express those views freely in all matters affecting the child and that they be given due weight in accordance with the child's age and maturity.

A child safe institution is one that seeks the views of children, and in seeking their views considers their age, development, maturity, understanding, abilities and the different formats and means of communication they may use. A child safe institution provides children with formal and informal opportunities to share their views on matters affecting the institution. A child safe institution makes access to sexual abuse prevention programs and/or information easy for children. A child safe institution enables children to feel confident to make concerns known and bring forward a complaint, for example, by using helplines. Personnel in child safe institutions are aware of signs of harm, including unexplained changes in behaviour, and routinely check children's wellbeing.¹

The empowerment and participation of children in all aspects of an organisation, especially regarding safeguarding endeavors, should not be a one-off event. It is an approach that needs to be a part of the entity's culture. An organisation's activities employed to empower and involve children need to be regularly reviewed for their effectiveness.

This guide has been developed to assist in this crucial endeavour and to support Church entities to engage with children on the topic of safeguarding.

Specifically, this guide is designed to assist Church entities to implement the requirements of the NCSS with respect to Standards 2, 3 and 4. Primarily, this guide can be used as a tool to support the application of Standard 2.

Standard 2: Children are safe, informed and participate

Children are informed about their rights, participate in decisions affecting them and are taken seriously.

This guide has two parts:

- Part 1: How to engage children and young people in conversations about safeguarding
- Part 2: Consultation activities which can be used when talking with children and young people about the National Catholic Safeguarding Standards (NCSS)

¹ Royal Commission into Institutional Responses to Child Sexual Abuse, Final Report: Volume 6, Making institutions child safe, p 416, 2017

PART 1. How to engage children and young people in conversations about safeguarding

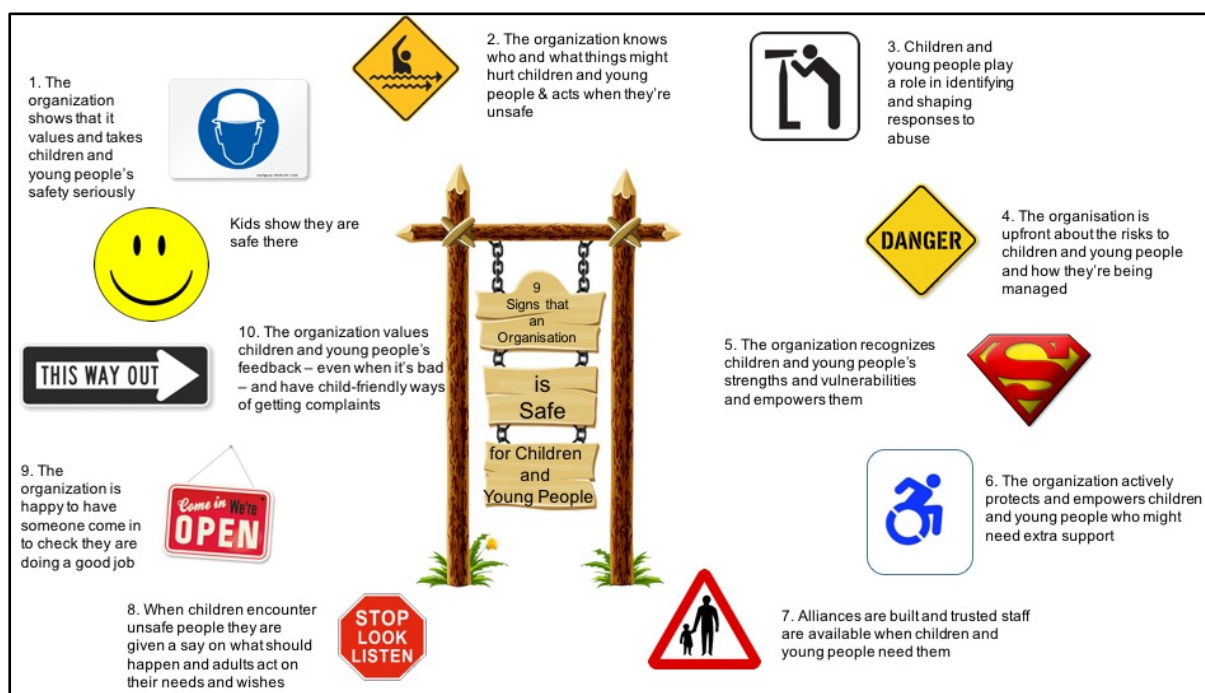
1.1 What makes an organisation safe for children and young people?

A large amount has been written, and considerable work undertaken, to try and discern the characteristics of a child-safe organization. However, absent from much of this work is a consideration of what children and young people want, and what they feel they need in order to be safe in organisations. The illustration on the following page is based on findings from the Children's Safety Studies, conducted by the [Australian Catholic University's Institute of Child Protection Studies](#), as part of research carried out for the Royal Commission into Institutional Responses to Child Sexual Abuse. It showcases the 'signs' that an organisation is safe for children and young people. These are:

1. The organisation shows that it values and takes children and young people's safety seriously.
2. The organisation knows who and what things might hurt children and young people and acts when they are unsafe.
3. Children and young people play a role in identifying and shaping responses to abuse.
4. The organisation is upfront about the risks to children and young people and how they're being managed.
5. The organisation recognises children and young people's strengths and vulnerabilities and empowers them.
6. The organisation actively protects and empowers children and young people who might need extra support.
7. Alliances are built and trusted staff are available when children and young people need them.
8. When children encounter unsafe people, they are given a say on what should happen and adults act on their needs and wishes.
9. The organisation is happy to have someone come in to check they are doing a good job.
10. The organisation values children's and young people's feedback (even when it is bad) and have child-friendly ways of receiving complaints.

These signs are represented in Figure 1: 'Signs' that an organisation is safe for children and young people on the following page:

Figure 2: 'Signs' that an organisation is safe for children and young people



Source: https://safeguardingchildren.acu.edu.au/research_and_resources

1.2 Why engage children and young people in discussions and consultations about safeguarding?

- Abuse is more common in organisations where children have no voice.
- It makes sense to ask those you are trying to protect when they feel safe and when they feel unsafe.
- Due to the significant power imbalance that exists between children and adults, every effort must be taken to ensure the voices of children are heard.
- When children and young people are respected and valued, they are much more likely to speak up about issues of safety and wellbeing.
- If children and young people feel they cannot express themselves in an organisation, there is a risk that any harm that is occurring will remain undiscovered and be ongoing.
- Children and young people may not feel safe if they are unaware of what you are doing to keep them safe. Participation and communication are vital.
- Children and young people's comments and insights will nearly always be different from an adult perspective.
- Well-intentioned people put policies and procedures aimed at protecting children and young people in place, yet it is rare that children and young people know these policies exist. Often children and young people do not know what to do if they feel unsafe or are concerned about something.
- Engaging children and young people in discussions and consultations on safeguarding will result in relationships improving between the organisation's leaders and its children and young people. Higher levels of respect and trust will form, leading to a safer environment for children and young people.

1.3 Children's rights and responsibilities

Prior to engaging children and young people in conversations about safeguarding, it is vitally important that Church personnel have a good understanding of safeguarding and children's rights.

Some questions adults need to consider include:

- What does safeguarding mean for the children and young people we look after, teach and support?
- How is safeguarding implemented in our church, service or organisation?
- Who is the Safeguarding Officer in our church, school, community, and how can we make them more accessible to children and young people?
- How can we ensure that children are aware of their rights and responsibilities?

Children's and Young People's Rights	Children's and Young People's Responsibilities
<ul style="list-style-type: none">• To be safe	<ul style="list-style-type: none">• We all have responsibility to care for and respect each other
<ul style="list-style-type: none">• To be heard and believed	<ul style="list-style-type: none">• To tell a trusted adult if someone is unsafe
<ul style="list-style-type: none">• To be accepted and valued	
<ul style="list-style-type: none">• To be supported	

1.4 A child-centred approach

Engaging children and young people on a specific topic or issue can be fun and exciting. It can also bring with it many challenges. There are many ways to engage or interact with children and young people to seek their thoughts and feedback.

The following five elements represent a child-centred approach to working with children and young people. Using this approach places children and young people at the centre of the work being done.

1.4.1 The five elements of a child-centred approach are

1. *SEE children and young people*

- This is the first step towards creating a safe environment for children and young people.
- The more visible children and young people are and the more adults they have in their lives who are conscious of child safety, the more likely it is that children and young people will be able to ask for help and the less likely it is that abuse and harm can be hidden.

2. *DISCOVER what is important to the child or young person, what they worry about and what are the risks to their safety.*

- Wherever possible this should include finding opportunities to talk to children or young people themselves.
- Get into the habit of drawing attention to children and young people's needs, for example by always asking yourself, other staff, volunteers, members of the church community and their parents/carers and guardians how individual children and young children are going.

3. *DO what is important to the child or young person.*

- It is critical to understand what they worry about and what risks to their safety they themselves identify.

4. *UNDERSTAND the child or young person's context.*

- This includes their family circumstances, culture, language, diversity of experience, needs and abilities, age and stage of development.
- Understanding the context in which they live can help to identify how safe or vulnerable the child or young person may be.

5. *PROVIDE creative and flexible responses that fit the child and young person and their context.*

- Be aware of how your personal and work context may affect your responses to a child or young person and don't be afraid to ask for help from other workers, community members, volunteers and supervisors.
- Always address the child or young person's safety needs as the priority.

(Moore and Layton, 2007)

1.5 Important considerations prior to engaging children in discussions and consultation on safeguarding

As with all activities, it is important to plan your involvement of children in discussions and consultations about safeguarding. It is ok to introduce children's and young people's participation gradually, as inviting them into the conversation requires support and resources to be effective. Start small and gradually increase levels of participation.

Ensure participation is designed to be:

- ethical
- age-appropriate
- culturally respectful
- inclusive of children and young people from a diverse range of abilities & social and cultural backgrounds (where possible)
- positive and fun
- voluntary

It is important to be honest with children and young people about the extent of their involvement and to give feedback on how their views may be actioned. Do not promise changes that cannot be delivered.

1.5.1 Keeping children and young people safe during discussions and consultations

Part of conducting consultations with children and young people is about ensuring that their safety is paramount. Central to this is ensuring that children and young people know and understand that everything possible has and will be done to keep them safe. Recognise that there are ongoing and real risks to children and young people from staff, volunteers, teachers and parents, as well as older or more powerful children and young people. Be alert and proactive about these risks prior to and during any feedback gathering or consultation process. This can be achieved by avoiding situations where staff or volunteers are alone with children and young people, particularly in cross-gender situations and ensuring proper supervision and risk management planning (Moore and Layton, 2007).

Additionally, it is important to monitor any impact your consultation may have on the children and young people involved. Ensure you have procedures in place to support any child who may be distressed as a result of their involvement or disclosure of concerns.

1.5.2 Dealing with possible disclosures

Talking to children and young people about being safe and feeling safe might trigger a child or young person who has been, or is still being, abused to disclose or discuss the abuse that is happening/has happened to them.

Whilst it is hoped that children and young people will not disclose personal issues or abuse in a group setting of peers or public forum, it may occur, and facilitators need to be prepared.

A useful strategy to prevent children and young people from saying something inappropriate or disclosing abuse in these settings is 'protective interruption'. This means interrupting the child or young person before they disclose and at the same time advising they can talk privately with you after the session or in a break. Ensure that this is followed up as a matter of urgency.

When a child or young person does disclose it is important to:

- Listen carefully to what they are saying
- Control any expressions of panic or shock
- Reassure the child or young person that you believe them
- Acknowledge that it is hard to talk about such things
- Let the child or young person know that you will need to let your supervisor, or a more senior person know about the disclosure to seek their advice as to what you need to do next (Moore and Layton, 2007).

It is not your role to investigate the disclosure or abuse. You need to reassure the child or young person that there are people whose job it is to investigate and support them. It is a legal requirement to report suspected cases of child abuse and neglect to the authorities. You may need to contact your supervisor or person in charge immediately after receiving a disclosure so that a police or child protection notification can be made. The safeguarding contact or officer in your church, school, community or service will be able to support you in this process. However, anyone can make a child protection notification at any time and are protected by law if they report their concerns in good faith (Moore and Layton, 2007). For further information about disclosures and how to deal with them when working with children and young people, you can also visit:

<https://aifs.gov.au/cfca/publications/responding-children-and-young-people-s-disclosures-abu>

1.5.3 Right to privacy vs duty of care

It's crucial when running consultations with children and young people that their right to privacy is acknowledged and accepted. Children and young people need to know that what they say or do during the consultation will stay in the group. This is an important element in developing child-focused and child-centred practice and in developing relationships with children and young people that are based on trust and respect. Children and young people need to know that what they say will be taken seriously and that it will not be used against them in another forum or in an unintended way. If you share any personal information that children and young people have shared with you, in any way, outside of the consultation and feedback process (i.e. with colleagues, friends or partners) then this may be a breach of their privacy, unless you have asked that child or young person for their permission to do this.

In certain circumstances, however, confidentiality will need to be breached. Such circumstances include when:

- a child or young person reveals they are in a situation where they could be seriously harmed
- a child or young person discloses physical, sexual or emotional abuse or neglect

It is important that this limit on confidentiality is made clear to children and young people at the outset of any discussions and consultation on safeguarding.

If, as a facilitator, you believe that a child or young person participating in the consultation is at risk of significant harm or has been abused, you have a duty of care, and a legal obligation if you are a mandatory reporter, to act immediately. (*Refer to 'Dealing with possible disclosures' above*).

1.5.4 Group rules

Establishing group rules and boundaries is an important part of running a consultation with children and young people. During consultations children and young people will share lots of information: some of it may be personal and some of it may disclose larger concerns. It is important that all participants know the rules of the group and how each other's privacy will be maintained. Group rules might include some of the following and will need to be age appropriate to the group being consulted.

- Only one person can talk at a time.
- Everyone is aware of what time the group will start and finish.
- Time will be provided for breaks and refreshments.
- Everyone has the right to participate (or not) in the group, no matter which way they chose to do this (e.g. writing, drawing or painting their feedback).
- Everyone in the group will be treated as an equal regardless of race, gender, culture, sexual preference or disability.
- No bullying, sexual harassment or abusive behaviour will be accepted or tolerated in the group.

1.5.5 Informal activities and feedback from children and young people

Informal feedback can be gathered from children and young people during everyday activities and interactions; it does not have to be structured and does not require a step-by-step guide. It is

essentially about having a conversation with children and young people about a safeguarding topic in a way that introduces them to the topic or issue. It is then unpacked and explained, and then general questions are asked to help gather children and young people's insights and views on safeguarding.

Other ways to gather feedback from children and young people on any aspect of safeguarding include:

- Anonymous suggestion boxes
- Anonymous online surveys
- Focus/advisory groups (such as Student Representative Councils or young people's reference groups) as a first point of call.

1.5.6 Formal activities and feedback from children and young people

Formal activities and feedback from children and young people can take many forms. This guide will focus on conducting activities and consultations with focus groups in a group setting. These groups can be conducted with a set group of children and young people, at a set time, with questions relating to a specific topic or issue. However, it's up to you to decide how you want to conduct your consultation and engagement process.

Group activities 1, 2, 3 and 4 are included in this guide, as well as additional activities from the ACU Kids Central Toolkit (See pages 16-23 and page 39.)

- Activity 1 is for personnel working with children and young people to help them better understand what children and young people think about safety.
- Activities 2, 3 and 4 have been designed to be used with children and young people to encourage them to start to think about safe and unsafe spaces in their Church, school and communities. Activity 3 introduces children and young people to the differences between 'being safe' and 'feeling safe' and encourages them to identify these differences through a body map exercise and a mind map exercise.

Part 2 of this guide- Consultation activities for use when talking with children and young people about the National Catholic Safeguarding Standards (NCSS)- is an example of gathering formal feedback.

PART 2. Consultation activities for use when talking with children and young people about the National Catholic Safeguarding Standards (NCSS)

IMPORTANT: Facilitators must read Part 1 of this guide prior to beginning consultation activities on the Standards. It includes important information on:

- Keeping children and young people safe during discussions and consultations.
- Dealing with possible disclosures.
- Right to privacy vs duty of care.
- Group rules.

2.1 Information required prior to consultation

It is important to read and have a sound understanding of the NCSS (both the adult and the Child-friendly versions) prior to commencing an information gathering session or consultations with children and young people.

It is important to consider and have thought through questions such as:

- What do the Standards mean to children and young people?
- Can you name and identify who in your Church entity has (or will be) appointed as a Safeguarding Contact?
- Who can children and young people speak to if they have further questions or queries around the Standards?

These questions may be asked by the children and young people during the consultations and it is important to not only have thought them through but to also have clear and concise answers to these questions, in order to appropriately respond and support children during the discussion.

2.2 A 'checklist' in preparation for talking with children and young people about the Standards

The following provides a checklist for Church personnel wishing to engage with children and young people about the Child-friendly Standards, seek their understanding and request feedback.

As part of a child safe approach, it is recommended to have two facilitators present when conducting formal consultation with children and young people. Two facilitators allow for greater interaction with the children and young people. Two facilitators also allow for greater monitoring of the group, helping to increase the likelihood of identifying any harm or safety issues for children and young people attending, along with reducing the likelihood of harm or abuse occurring to children and young people during the group. Facilitators should also become familiar with the activities and tools included in this manual. It is important that the activities run smoothly and that the facilitators have thought about what they would like to gain from the consultation.

Prior to commencing the consultation facilitators should:

- Read Part 1 of this guide.
- Read the consultation checklist (**Attachment 3**).
- Become familiar with the Standards and the Child-friendly Standards prior to conducting the consultation sessions so that as facilitators they are not reliant on reading directly from their notes.
- Be aware of any differing or special needs of the children and young people involved in the consultation.
- Have viewed and booked an appropriate, safe and comfortable venue and ensured that there is adequate seating, tables to work on (if the activities conducted need space to work in) and suitable access and amenities.
- Have developed a risk management plan, considering appropriate safeguards to minimise opportunities for children to be harmed. Partnering with parents and families in the development phase of a risk management plan is a great opportunity to make them aware of the activities, get input in the development and running of the activity, share with them the safeguarding practices which have already been planned, and obtain appropriate consent for the activities to occur.
- Have carefully managed the number of participants. Too few children and young people attending can result in limited conversation and can inhibit the sharing of ideas. Conversely, large numbers can result in facilitators needing to employ crowd control activities, rather than focusing on the consultation questions themselves. It is important prior to the consultation that both facilitators agree on the number of children and young people it will be comfortable to work with and manage (the risk management plan should inform this).

Any resources required to complete the activities need to be on hand and readily available.

Consultations with children and young people can quickly get out of hand when facilitators are caught out preparing resources and appropriate attention is not given to the children and young people.

It is important at the end of your consultation to ask the children and young people for their feedback on how they think the session went. This feedback can be used to review and re-design aspects of the consultation process.

2.3 Resources

It is recommended that you prepare a box of resources (the ones you will use during the consultation) and an additional box prior to the consultation. It is good to have additional activities on hand, such as sticker books (age appropriate) or colouring books, in case one or more of the children or young people lose interest during the consultation. These resources can be handed out by one facilitator quickly to those who are not actively participating, while the other facilitator continues with the attendees still participating.

Examples of resources may include:

- Stationery (e.g. pens, pencils, coloured marker pens, white board markers, sticky notes, butcher's paper, coloured paper, blue tac, sticky tape, glue);
- Snack food (for times when you sense that participants need a bit of a 'pick me up');

It is always important to have more resources than you think you will need rather than fewer, especially when working with children and young people.

2.4 Explain how the Standards are important to children and young people

Children and young people need to see that the issues they are discussing are relevant and that through their participation they will contribute to a decision-making process. This is why it is important that they are supported to consider the questions asked of them and that the feedback they provide is recorded. At first, the Standards will seem like an overwhelmingly large document to try and discuss with children and young people (it can be overwhelming for adults as well). It is important that anyone discussing the Standards with children and young people have a sound knowledge and understanding of what the Standards mean and how they will help to keep children and young people safe.

The Child-friendly Standards were developed to support this process. Each of the principles within the Child-friendly Standards directly relate to the NCSS Edition 1 and have been translated into words that children and young people will be able to read and understand (**See Attachment 1. Child friendly version of the Standards**).

The 'Child-friendly Standards Commitment' describes, firstly, what the Standards mean to children and young people; how children and young people can expect to be treated; and who they can talk to if they are feeling unsafe. Secondly, it describes the way the people who look after children and young people will act towards them, respond when they need help and how the people who look after them will work with children, young people and their communities to keep them safe (**See Attachment 2. Child friendly Standards Commitment**).

2.5 Consultation activities for use when talking with children and young people about the Standards

The following activities have been developed to support anyone wishing to engage children and young people in a discussion about the Standards.

- **Activity 1** ("Thinking About Safety") has been designed to be completed by adults and people who work with children and young people, to encourage critical thinking and reflect on how their entity currently works to keep children and young people safe. We encourage everyone wishing to talk with children and young people about the Standards to first take a moment to watch the video and look at all the attachments included.
- If the children and young people have not completed Activities 2, 3 and 4 previously, it is recommended that they precede this consultation in order to gradually introduce the children and young people to the topic of safety. This also gives the children and young people time to think more critically about the issues and themes relating to safety and child safe organisations.
- The next step is to share the 'Child friendly Standards Commitment' (**Attachment 2**) and the 'Child friendly version of the Standards' (**Attachment 1**) with the children and young people. Each participant should be provided with a copy of each. For larger groups, a number of copies should be handed out and shared in organised smaller groups.

It is important to explain to the participants that there is a larger version of the Standards which details each of the Standards and the actions required to implement them. The Child-friendly version contains the main principles expressed in the Standards, just in a simplified, more easily understood format. Older young people participating in the consultation may choose to look at the adult version if they wish (NCSS Edition 1).

- A number of questions have been drafted to support facilitators to discuss and seek feedback from children and young people on the Child-friendly Standards (**Attachment 1**).

The questions are general and overarching. The questions have been developed as a guide to help start a conversation with children and young people about the Standards and to hear their thoughts and views.

- Be sure to have a look at the consultation checklist to ensure that you have completed all tasks before, during, and after your consultation (**Attachment 3**).

If you have any questions or queries relating to the Standards, or about how to seek feedback from children and young people about the Standards, please contact CPSL, as we will be more than happy to discuss with you.

Email info@cpsltd.org.au or call on 1300 603 411.

2.6 Feedback and data collection

As part of the consultation process, CPSL would appreciate any feedback received from children and young people on the both the NCSS Edition 1 and the Child-friendly Standards. This feedback can come in any form. Feedback could be comprised of notes collated from formal consultations with children and young people, it could be an email with individual comments that have been collected verbally, or it might be a picture, drawing or poster which has been created by a child or young person. We want to hear from as many children and young people as possible.

Please contact CPSL directly if you have something to say or want to share the views and voices of the children and young people you work with.

Please email info@cpsltd.org.au or call on 1300 603 411.

2.7 Activity 1: “Thinking About Safety”

For use by Church personnel

Why?

- For adults working with children and young people to better understand what children and young people think about safety.
- It is designed to explore what children believe they need to be safe and feel safe in institutions, along with how they would like adults to prevent and respond to harm.

Who with?

- This animation can be used with children and young people, parents, families and communities. This reflective exercise has been developed for those working directly with children and young people.



Time?

- It's probably best that you allow 30 minutes to an hour (the YouTube clip is 10 minutes long).

You'll need?

- Internet access and the technology to project, watch and listen to the animation.
- The animation is available at: <https://www.youtube.com/watch?v=jaxjSu4UGlw>

What to do:

- Introduce the clip, explaining that:
 - “This animation was developed by the Australian Catholic University (ACU) Institute of Child Protection Studies and the Southern Cross University (SCU) Centre for Children and Young People and presents the findings of three Children’s Safety Studies. In it, researchers report findings from their studies. It was developed for children and young people and will give you insights into what they were thinking and feeling.”
 - “As you watch, ask yourself ‘what does this mean for our practice?’ and ‘what would children and young people in our organisation need because of the things raised in the clip?’

- Discuss as a group and ask yourselves:
 - What were the key messages that resonated for you?
 - Are there particular concerns that you can imagine children and young people in our church, school, service or organisation might raise if they were involved in similar conversations?
 - One of the key messages in the animation is that **for children and young people “being safe” and “feeling safe” are different things** and that sometimes adults do things to protect them that make them feel unsafe.
 - Can you think of anything that you do that might make children or young people feel unnecessarily worried or anxious or unintentionally make them more at risk?
 - If so, how can you minimise this worry or unintentional harm?
 - How can you tell whether your efforts are increasing children’s feelings of safety?

Something different?

- You might want to have a “talking circle” where Church personnel and children and young people sit down together and engage in a broader conversation about safety.
- Children and young people might be asked what things were most relevant to them and what they would like your organisation to do if children and young people are unsafe or feel unsafe.

To think about:

- Although it’s important to talk about children’s perceptions of safety, young people have argued that it is also important for you to act on their needs and concerns. You should think about recording or taking notes of these conversations so they can be included when reviewing future documents, policies or procedures.

Hazard zones:

- Children and young people stressed the fact that they often believed that adults dismissed their fears and concerns. It might be useful to be upfront about this and to recognise that even if child’s perceptions are misplaced that their observations might influence their feelings of safety and the ways that they look to you for support.
- It is also possible that some of the adults you work with have their own experiences of abuse or have supported children and young people when they have been harmed. It is not likely that they will be affected by the clip, but it is always good to ask yourself “how might a survivor respond to a conversation about safety and how can we be sensitive to their needs?”

2.8 Activity 2: Risk mapping activity for children and young people

Aim: *To determine safe and unsafe areas in Church groups, schools, communities and organisations where children and young people gather, and to identify actions to address the risks.*

1. If large numbers of children and young people are attending the activity, organise the group into smaller groups of no more than four participants.
2. Ask the children and young people to work together to build a map of their community, church, school or organisation.
3. Ask the children and young people to highlight/draw the places they like and/or feel safe in (for example each participant could put a green tick, shade the area in green or place a smiley face in the locations they like and feel safe in).
4. Talk as a larger group about the places that were identified as safe places. Are they similar in each group, or are there areas which one group may have identified as safe and others didn't?
5. Ask the children and young people to highlight/draw the places they don't like and/or feel unsafe in their community, school, church or organisation (for example each participant could put a red cross, shade the area in red or place a sad face in the location they don't like and feel unsafe in).
6. Talk as a larger group about these spaces. Are they like the other groups? Have different areas been identified by different aged children and young people?
7. Ask the children and young people to indicate three risk areas in their school, community, organisation or church group that they would most like to change (stars could be used to do this part of the activity; children and young people could place them on the risk areas).
8. Talk with the whole group about the areas identified. Have any of these risk areas been discussed or addressed by adults? Do the children and young people think that something needs to be done or changed about these areas to address the risks?
9. Encourage a big group discussion about the actions that could be taken to address the risks, i.e. what practical things could be done to make these areas safer so that all children and young people are safe and feel safe and protected.

Resources required:

- Butcher's paper or large sheets of paper.
- Pens, coloured felt markers.
- Gold stars, sticky notes.



2.9 Activity 3: Body map activity

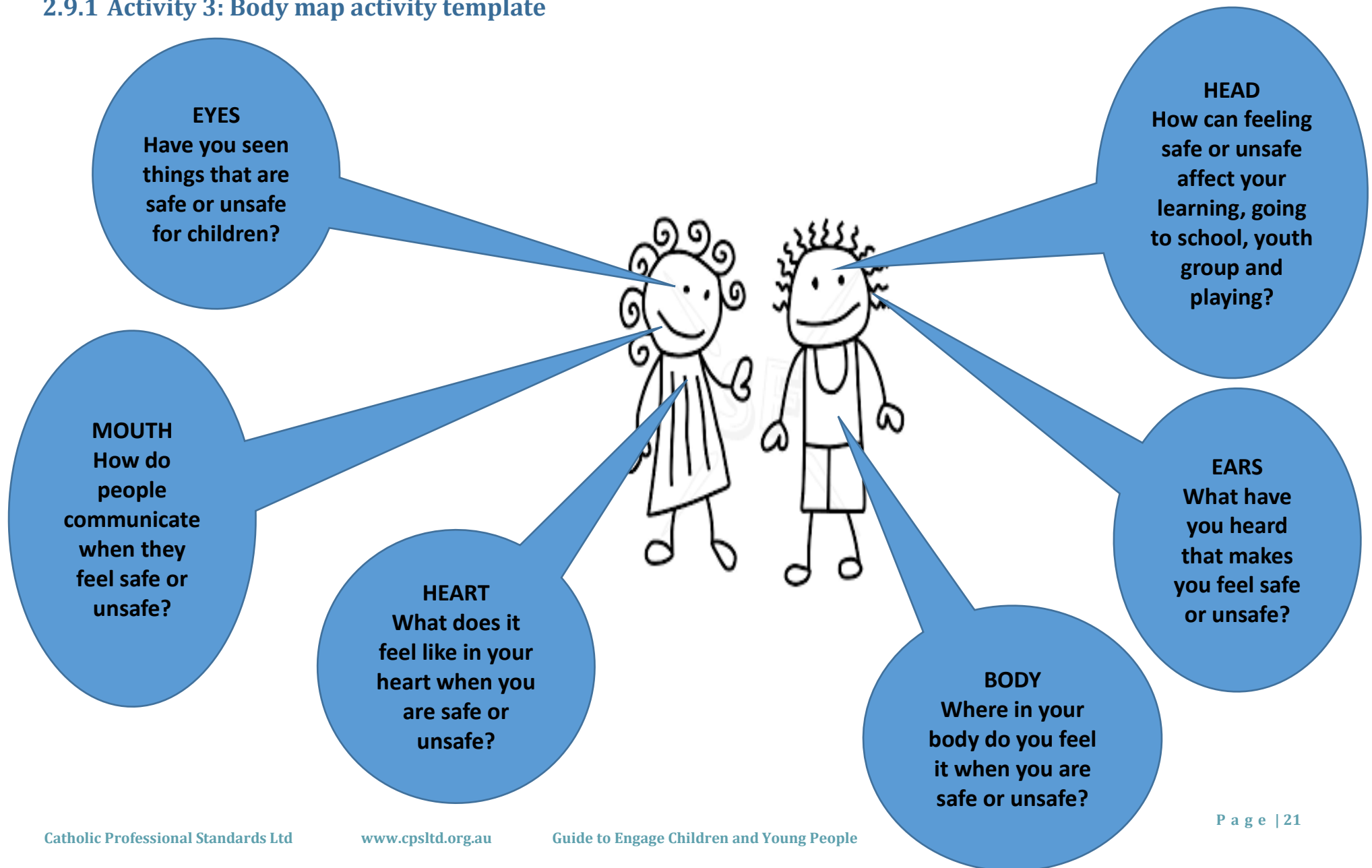
Aim: *To encourage children and young people to identify the difference between 'being safe' and 'feeling safe' or being or feeling unsafe by using a body map to represent thoughts and feelings.*

1. Give a body map template and a spare piece of paper to each child or young person participating in the activity.
2. Read each question out aloud and allow time for the children or young people to write or draw their responses to each of the body map questions.
3. Encourage a group discussion after each body map statement has been completed i.e. once you have given the children and young people time to respond to the eye statement, or you may choose to wait till each statement has been completed and then go back over and reviews each statement one at a time.
4. Pose questions to encourage a group discussion on the body map exercise, including:
 - a. Are there similarities between everyone's answers?
 - b. Are there differences between everyone's answers? (Highlight how this shows that being safe and feeling safe means different things for everyone and that this is OK).
 - c. What is the difference between being safe and feeling safe?
 - d. Where and how do we feel this?

Resources required:

- Body map template (one for each participant).
- Pens and pencils for writing.
- Note taking pad for facilitator.

2.9.1 Activity 3: Body map activity template



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2.10 Activity 4: Safe and unsafe mind map activity

Aim: *To explore how children and young people understand 'being safe' and 'being unsafe', and the times, places, people and things they considered to be safe or unsafe.*

1. Break the group of children or young people into smaller groups of four to six participants (or stay in one group if there are fewer than eight participants).
2. Hand out the mind map cloud template sheets – one for 'safe' and one for 'unsafe'. Provide the children and young people with coloured markers and pens.
3. Ask the participants to write words or draw pictures that represent the things which come to mind when they think about safety. They can think about safety in their school, church, organisation or community.
4. Ask the group the following questions to help ascertain the types of people, places, times and things that were safe and made them feel safe.
 - a. Who are the people you feel safe with?
 - b. What things are in this place that make you feel safe?
 - c. Where are the places you feel safe?
 - d. When do you feel the safest in these places?
5. Be sure to let them know they can write or draw their responses (younger children might find it easier to draw their responses).
6. Repeat the same process for the unsafe mind map cloud template using the following questions:
 - a. Who are the people that make you feel unsafe?
 - b. What things are in the place that make you feel unsafe?
 - c. Where are the places that you feel unsafe?
 - d. When do you feel the most unsafe in these places?
7. You can choose to talk with the group after each template is completed or let the group finish both templates and then talk about everyone's responses. Let the children and young people share their response with the group and discuss the emerging themes.
8. If you have a number of groups, each group could take it in turn to present back to the larger group and discuss the differences and/or similarities of the emerging themes.

All verbal responses and key themes should be recorded (where possible, via note taking). Collect all drawings or notes from the participants at the end of the group session to collate and then send this feedback to CPSL to help inform the ongoing development of the NCSS.

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2.10.1 Activity 4: Mind map template (SAFE)

Who?

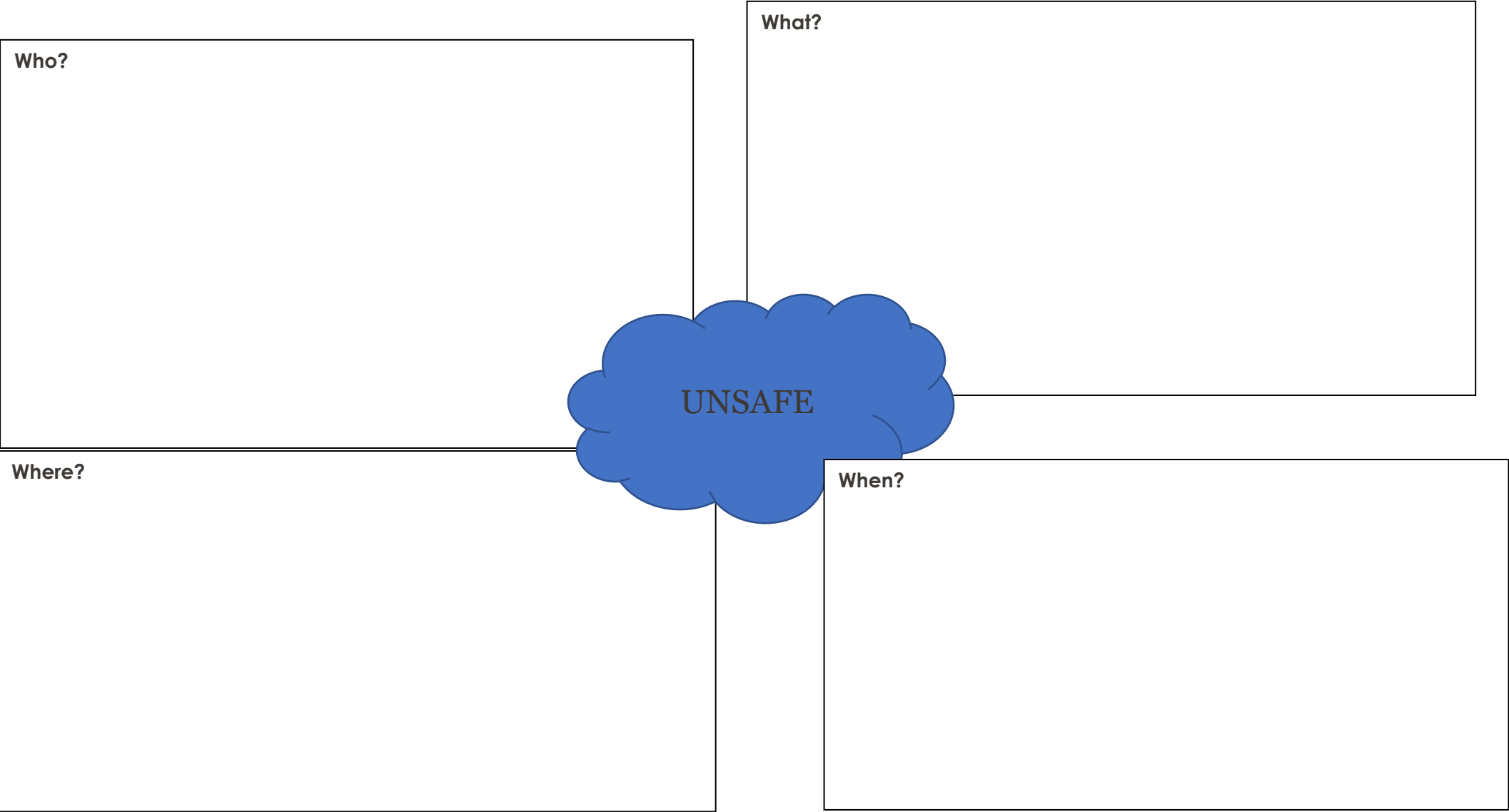
What?

SAFE

Where?

When?

2.10.2 Activity 4: Mind map template (UNSAFE)





2.11 Attachment 1: Child-friendly version of the Standards




NATIONAL CATHOLIC SAFEGUARDING STANDARDS

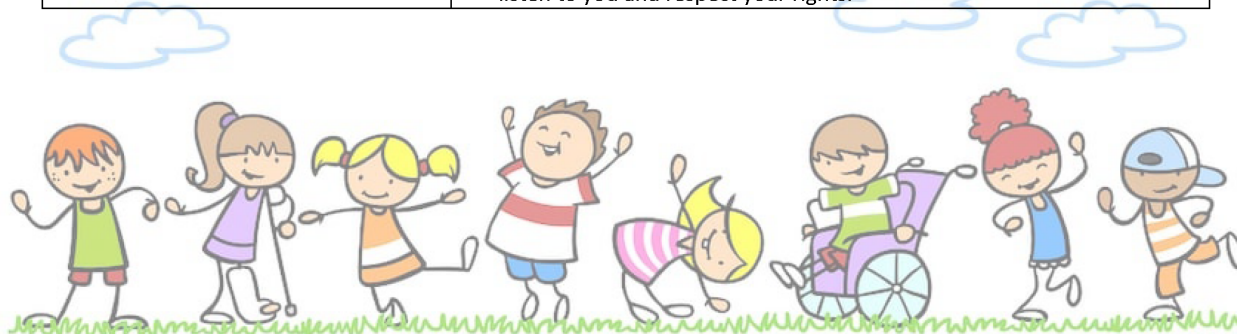


Child-friendly Standards

National Catholic Safeguarding Standards	Child-friendly Version
 <p>1. Committed leadership, governance and culture</p> <p><i>Child safeguarding is embedded in the entity's leadership, governance and culture.</i></p>	<ul style="list-style-type: none"> We have written a big story to help keep you and other kids safe and happy. All the adults who look after you need to read the story. Your mum and dad can too. The story tells the adults who look after you how to make sure you are safe and happy and how to listen to you and ask you to join in. The adults who look after you, made a promise or a 'commitment' to make sure that you are safe and that they will do everything they can to make sure you are safe and happy. The adults who look after you need to follow some rules called a 'code of conduct'. This means that they make a promise to look after you, not hurt you or be mean to you when they are looking after you.
 <p>2. Children are safe, informed and participate</p> <p><i>Children are informed about their rights, participate in decisions affecting them and are taken seriously.</i></p>	<ul style="list-style-type: none"> You are very important and the adults who look after you need to listen to the things you say and make sure that you are safe and happy. They need to know if you are worried, sad or scared about anything and you can tell them how you feel and what you need to feel safe. These are called 'your rights'. You have lots of rights and no matter what you look like, where you were born, or what language you speak, you will be treated the same. You also have the right to participate. This means that you can talk with adults about how you think and feel about things in your life. And guess what? Having rights means that the adults who look after you need to make time to listen to you, hear what you want to say and ask questions so they understand what you said. If they can't help you, then they will find another adult who can. There are special people called 'Safeguarding Champions' and 'Safeguarding Coordinators'. Their job is to make sure you are safe and happy and to listen to you when things aren't OK. They really want to hear what you want to say about how you and other kids can be happy and safe. There are other adults like your parents, carers and grandparents who you can talk to if something or someone is making you feel worried or scared. You can also draw pictures or bring a friend with you when you talk to the adults about how you are feeling or what you are worried about. This can help you to feel safe. If you want to know more about how you can help adults write the story about keeping kids happy and safe, you can ask the adults who look after you about how you can help.






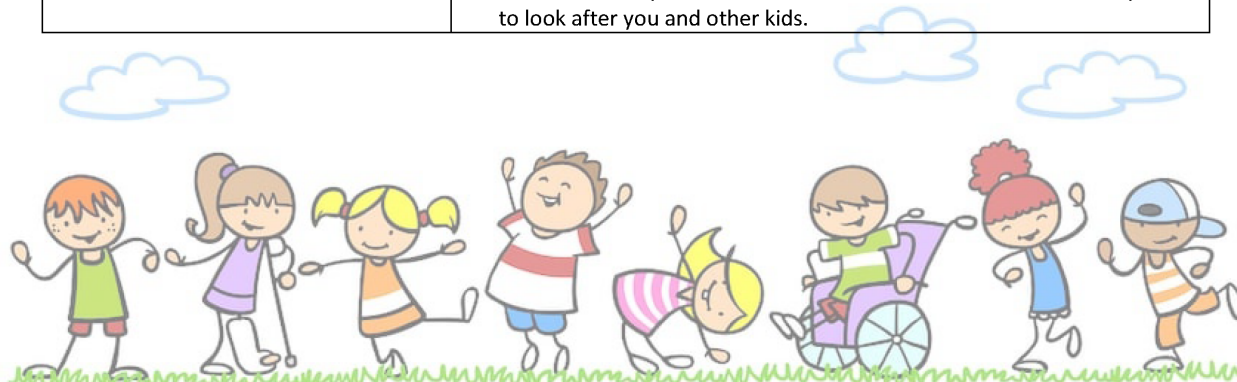
 <p>3. Partnering with families, carers and communities</p> <p><i>Families and carers participate in decisions affecting their child.</i></p>	<ul style="list-style-type: none"> • We want all the adults to help make sure you are safe and happy, this means your family, your carers and the adults who look after you when you are not with your mum and dad. • We want the adults who care for you to help write the story. They can draw, paint or write anything they want about how to help keep kids happy and safe and we will add it to our story. • The adults who look after you know that you can help to write the story. They might share some of the story with you and ask you what you think or feel about it. • You can talk to the 'Safeguarding Champions' or 'Safeguarding Coordinators' if you really want to be involved in helping to writing the story. Ask the adults who care for you how to can contact them. • You can also talk to a 'Safeguarding Champion' if you see anything bad happening to other kids or if you are worried about something bad that's happening to you.
 <p>4. Equity is promoted and diversity is respected</p> <p><i>Equity is upheld and diverse needs respected in policy and practice.</i></p>	<ul style="list-style-type: none"> • There are lots of different people in the story we are writing but it doesn't matter who you are, if you are a boy or girl, where you were born, what you look like, what colour hair, eyes or skin you have or if you are in a wheelchair we care about you all the same way. This mean that no one is better than anyone else and that everyone has the same 'rights'. • It is important that you can read and understand lots of different stories. If you speak a different language from other kids, we will try to make sure that you can read and understand the stories in your own language. Or we will find an adult who speaks your language and we will ask them to explain the story to you.
 <p>5. Robust human resource management</p> <p><i>People working with children are suitable and supported to reflect child safeguarding values in practice.</i></p>	<ul style="list-style-type: none"> • All the adults who look after you have been checked by the Police (your mum and dad don't need to be) to make sure they can look after you. • They also had a 'Working with Children Check', because sometimes adults hurt and do bad things to kids and we don't ever want those adults looking after kids again. We needed to check to make sure that they haven't hurt other kids before they were able to look after you. • You can ask the adults who look after you if you can see their 'Working with Children' card. They all look a bit different because Australia is so big and there are lots of different adults looking after lots of kids everywhere. • If you are worried or feel scared about what an adult is doing to you, you can ask a friend to come with you to talk to another adult. You can tell your parents or carers if you are worried or scared about an adult who is looking after you. • The adults who look after you have a 'code of conduct' that they must follow. These are like rules, it means that they need to look after you, listen to you and respect your rights.



<div data-bbox="284 600 343 660" data-label="Image"> </div> <p>6. Effective complaints management</p> <p><i>Processes for raising concerns and complaints are responsive, understood, accessible and used by children, families, carers, communities and personnel.</i></p>	<ul style="list-style-type: none"> • If something bad has happened to you or a friend and you don't know what to do, then you can tell an adult about it. This is called making a 'complaint'. It is a good thing to do as it helps the adults looking after you to hear what you want to say and learn about your feelings and what you need to feel safe and happy. • There are lots of different ways you can make a 'complaint'. You can talk with an adult, you can draw or paint a picture of what you are feeling or what happened and you can also write a letter. • There are adults who work as 'Safeguarding Champion' you can talk to if you are feeling sad, worried, not safe or are upset about how an adult is treated you. • You can have an adult or a friend with you when you talk to the adults about the things that are worrying you, or you are scared about. Having someone with you can make you feel safer. • Sometimes you might see adults who look after you, doing lots of work on their computers and writing lots of stories. • Adults need to tell things to their big boss (sort of like your Principal). They tell their boss all the things they are doing to help keep you happy and safe. All the things they say go in to the big story we are writing. • You can help the adults do their jobs better by telling them if you see anybody hurting any kids or if you know that one of your friends is being hurt by an adult or another kid. • Bullying is not OK and can make you feel sad and scared. If you are being bullied or you see other kids being bullied, you need to tell the adults who look after you so they can help stop the bullying and make you feel safe. • There are lots of adults in the world whose job is to listen to kids and do all they can to make sure they feel happy and safe. You can ask your parents and carers about these people and how to contact them.
<div data-bbox="284 1187 343 1249" data-label="Image"> </div> <p>7. Ongoing education and training</p> <p><i>Personnel are equipped with knowledge, skills and awareness to keep children safe through information, ongoing education and training.</i></p>	<ul style="list-style-type: none"> • The adults who look after you need to read lots of stories and learn new things about how to look after you and keep you safe and happy. • The adults who look after you have to go to special classes which are like school, so they can learn how to protect kids and keep them safe and happy. • Maybe the adults will learn some new games and activities to share with you. You can ask them about what classes they are going to, and ask them to share the things they learnt with you. • It is important that you know what adults are learning about kids, sometimes you might see things differently and adults need to hear this so they can learn to know kids better.



 <p>8. Safe physical and online environments</p> <p><i>Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children to be harmed.</i></p>	<ul style="list-style-type: none"> • The adults writing the big story need to make sure that you are safe and happy when you are doing different things. This means they need to know when you are playing with other kids, or playing games or playing on-line that you are safe and happy. • The adults who look after you know that you like to go on your iPad and computer playing games, sometimes doing school work or looking at fun things. We want to make sure that you are safe when you are doing this. • We know that there are some things that you will see or hear 'online' that can make you feel sad or scared. We also know that you can get bullied 'online' and that's not OK. • The adults who look after you can teach you how to be safe on line. You can talk to them if you are worried about something or if you are being bullied. • The adults who look after you are not allowed to speak with you 'on-line' unless they are working. This means that they need to use their work or school email if they want to talk with you. This is because this email can be checked by other adults to make sure it is safe. • If adults or kids send you things that upset, worry or scare you, you need tell an adult so they can help you feel safe.
 <p>9. Continuous Improvement</p> <p><i>Entities regularly review and improve implementation of their systems for keeping children safe.</i></p>	<ul style="list-style-type: none"> • The adults who look after you are always thinking of better ways to look after you and other kids. • They are always writing stories to each other about how adults can help keep kids be safe and happy. • If you think of things that can help make you and other kids safe and happy, you can talk to a 'Safeguarding Champion'. Their job is to listen and hear the things you say so they can make sure that you and other kids are looked after. • You can also draw, write or paint pictures to share your thoughts and ideas about how adults can look after and keep kids safe and happy. The adults who look after you can help you do this.
 <p>10. Policies and procedures support child safety</p> <p><i>Policies and procedures document how the entity is safe for children.</i></p>	<ul style="list-style-type: none"> • To keep you safe and happy the adults who look after you need to write lots of stories, some of these are hard to understand. • The reason adults write so many stories are to make sure they know how to protect you and keep you safe and happy. • You can ask the adults who look after you if they can share some of the stories they have written with you. You can ask them to explain the stories to you. If you think something is missing from the story and it will help keep kids safe then let the adults know. • The stories are sometimes called, 'policies' and 'procedures'. Adults who work with you read them because it tells the adults how they need to look after you and other kids.



NATIONAL CATHOLIC SAFEGUARDING STANDARDS



Our commitment is to create safe spaces and protect young people from harm

What children need to know....

- You are awesome – just as you are!
- You will always be welcomed and your thoughts and feelings are valued.
- If you are an Aboriginal or Torres Strait Islander, we will support you in feeling proud and strong of your culture.
- Your background, culture, language and religion will be respected and valued.
- You can play, pray and learn in spaces that are safe and friendly.
- If you feel unsafe or you are worried about a friend's safety, talk with a trusted adult.
- You will be involved in decisions that are about you and your safety.
- Your information will only be shared in order to help people look after you.

The people who support and teach you will:

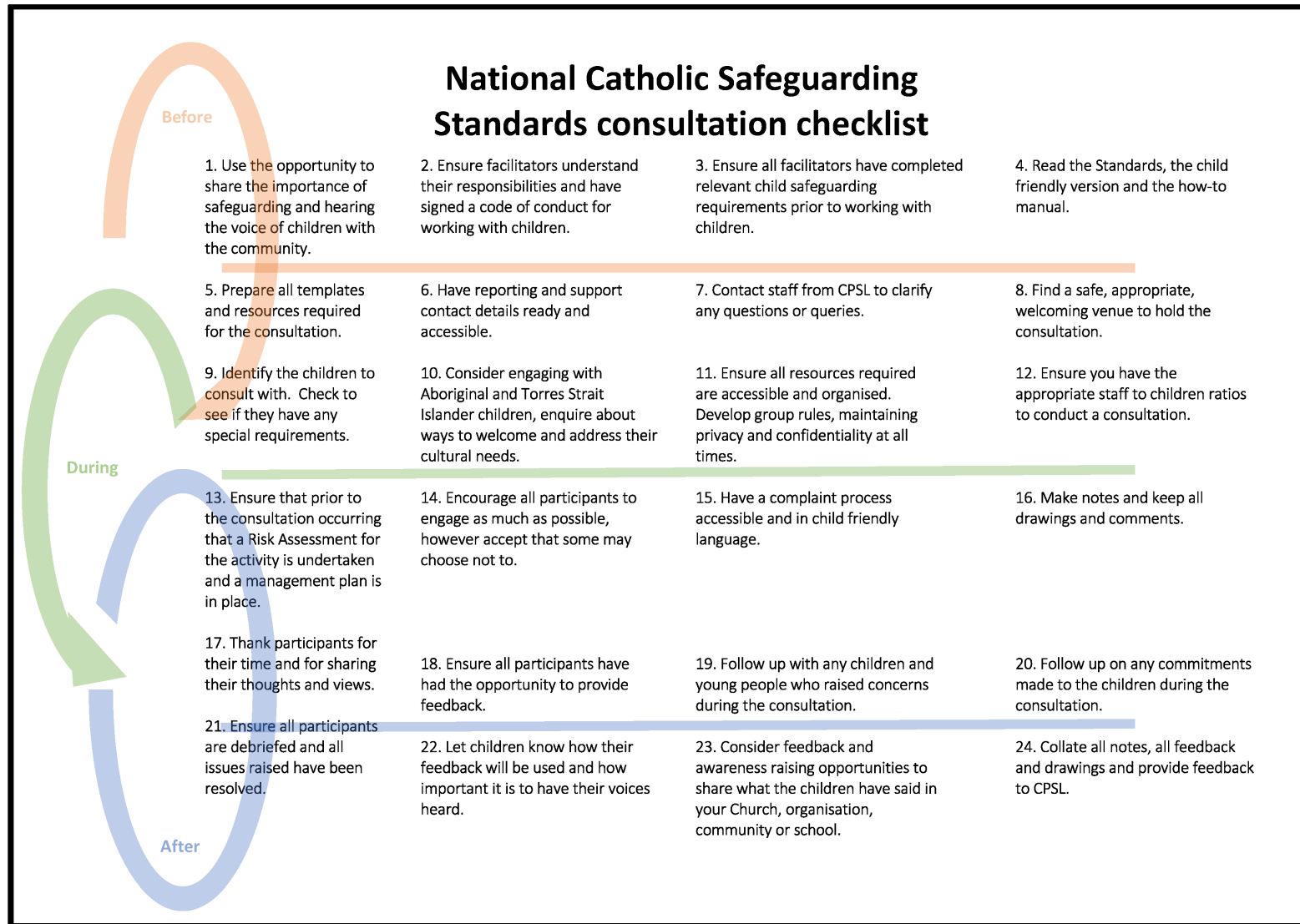
- Listen without judging you.
- Talk to you about how to stay safe and keep your body safe.
- Help you, if you or your friends are being hurt or feel unsafe.
- Talk with your family and community about how to keep you safe.
- Learn different ways to keep all young people safe.
- Ask for your ideas on how to keep young people safe.
- Not hurt you with words or actions.
- Sign a code of conduct to promise to help keep you safe



2.13 Attachment 3: Consultation questions on the Standards

1. Now that you've had a look at the Child-friendly Standards and you've had some time to think about safe and unsafe places, people and situations, what are the key principles/elements that could be part of a child safe organisation?
 - Children and young people can be prompted with the points that were discussed in the previous activities.
 - This activity can be conducted with individuals, or in large or smaller groups depending on the participants. It is up to the facilitator to decide how to run this section of the consultation.
 - You can use a white board or some butcher's paper to write up the principles or elements the children and young people come up with.
2. After completing the above step, share the Child-friendly Standards with the participants.
 - Explain to the participants that you would like to know how important each statement is to them.
 - Ask the children to move to either side of the room on a continuum (line) with left being 'very relevant', the middle being 'unsure', and the right being 'not relevant at all'.
 - Read each statement out loud and ask the children or young people to move to the side of the room or a point on the line which represents how important each statement in the Standards is to them.
 - Note the position of the majority of participants and record this.
 - Ask the participants if they would like to comment on why they choose to stand to the left, the right or in the middle.
 - Ask the participants if they think that there are any principles or elements which need to be included which aren't already stated.
3. Using the same continuum as above, ask the children and young people to stand on a point with left being 'not at all', right being 'totally' and the middle being 'unsure' in relation to the the following statement.
 - Will the people (mainly adults) in your school, church and community read and commit to the Child-friendly Standards?
 - Ask the children and young people to explain why they have chosen to stand where they have on the continuum. What are their reasons for choosing to stand where they have?
4. The following questions ask for overall comments on the Child-friendly Standards:
 - Are there too many words? Are there other words which we could use that children and young people may better understand? What are they?
 - Can you think of any other ways we can make it easier for children and young people to read and understand the Standards? Could we use more pictures and fewer words? Do you have any other ideas?
 - Can you think of any pictures or drawings that we could use to represent what the Standards mean for children and young people?
5. Is there anything else you would like to say about the child-friendly draft Standards? We would really like to hear from you.

2.14 Attachment 4: Consultation checklist for the Standards



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2.15 Attachment 5: Children's Rights Posters



If you or someone you know are aged between 5 and 25 and require professional and confidential help, you can contact Kids Helpline Anytime and for Any Reason on 1800 55 1800 or visit [kidshelpline.com.au](https://www.kidshelpline.com.au)

Your Rights...

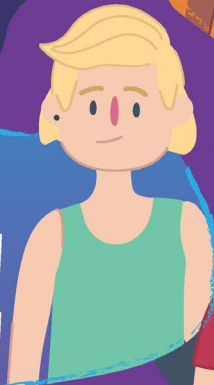


**To be
safe**



**To be
heard
and
believed**

**To be
accepted
and valued**



**To be
supported**

Your Responsibilities...



**We all have
responsibility
to care for
and respect
each other**



**To tell a
trusted adult
if someone
is unsafe**

If you or someone you know are aged between 5 and 25 and require professional and confidential help, you can contact Kids Helpline Anytime and for Any Reason on 1800 55 1800 or visit kidshelpline.com.au

Your Rights...



Your Responsibilities...



Jason A Passfield © 2014

If you or someone you know are aged between 5 and 25 and require professional and confidential help, you can contact Kids Helpline Anytime and for Any Reason on 1800 55 1800 or visit kidshelpline.com.au

2.16 Attachment 6: UN Convention on the Rights of the Child (in Child Friendly Language)

UN Convention on the Rights of the Child



In Child Friendly Language

"Rights" are things that every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about the rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel and harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected, or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your right than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43 to 54
These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.

A collaborative
**Children's Week
Project** between
the Department for
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Department for
Communities



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PART 3. Additional resources

3.1 Group activities for children and young people

The following additional resources can be used with a group. They are designed to help you begin discussions with children and young people about the NCSS. These activities are sourced from the Kids Central Toolkit.

The Toolkit aims to provide workers, staff, volunteers and services with information resources and tools to use child-centered approaches in their work with young people and families. Further resources and activities can be found at:

http://www.acu.edu.au/about_acu/faculties_institutes_and_centres/centres/institute_of_child_protection_studies/kids_central_toolkit

- **Tool 1** – ‘Things that make me feel safe’. This activity can be used to find out who children feel safe with in their network and to find out how many support people the child or young person has.
http://www.acu.edu.au/_data/assets/pdf_file/0007/253996/Tool_1D_Things_that_make_me_feel_safe.pdf
- **Tool 2** – ‘Helping hands’. This activity can be used to help children and young people identify supports in their lives.
http://www.acu.edu.au/_data/assets/pdf_file/0004/255874/Tool_6C_Helping_hands.pdf
- **Tool 3** - ‘The name game’. This activity could be used to help children get to know the other children in the group.
http://www.acu.edu.au/_data/assets/pdf_file/0006/254346/Tool_2A_The_name_game.pdf
- **Tool 4** - ‘I’m a star’. This activity can be used to develop rapport with children in a group setting.
http://www.acu.edu.au/_data/assets/pdf_file/0009/254349/Tool_2B_Im_a_star.pdf
- **Tool 5** – ‘It’s all about me’. This activity could be used to learn how children see themselves and what safety means to them.
http://www.acu.edu.au/_data/assets/pdf_file/0020/254351/Tool_2C_Its_all_about_me.pdf
- **Tool 6** – ‘Here and there’. This activity could be used to find out how children feel about their safety and level of involvement in their church, school and community in the present, and how things could change in the future.
http://www.acu.edu.au/_data/assets/pdf_file/0017/254411/Tool_2E_Here_and_there.pdf
- **Tool 7** – ‘Dream catchers’. This can be used to help children reflect on their safety and to generate new ideas to improve safety.
http://www.acu.edu.au/_data/assets/pdf_file/0005/254417/Tool_2G_Catching_dreams.pdf
- **Tool 8** - ‘Safe spaces’. This activity could be used at the end of the group activities to encourage children to develop relaxation skills.
<https://www.acu.edu.au/-/media/feature/pagecontent/richtext/about-acu/institutes-academies-and-centres/icps/docs/tool-1h-safe-spaces.pdf?la=en&hash=E1073D310839C1735D875E3C6A73BD62>

3.2 Glossary of Terms

<p>Child abuse</p>	<p>There are different legal definitions of child abuse in Australia. Most commonly, the categories of child abuse include sexual, physical, psychological, neglect, ill-treatment, exploitation and exposure to family violence.</p> <p>The following glossary of terms provides general definitions only. For specific legal definitions related to your state or territory, please visit: https://aifs.gov.au/cfca/publications/cfca-resource-sheet/reporting-child-abuse-and-neglect</p> <p>Child abuse, when referenced throughout the National Catholic Safeguarding Standards, includes:</p> <ul style="list-style-type: none"> • physical abuse refers to any non-accidental physically aggressive act towards a child. Physical abuse may be intentional or may be the inadvertent result of physical punishment. Physically abusive behaviours include shoving, hitting, slapping, shaking, throwing, punching, biting, burning and kicking; • sexual abuse refers to a person who uses power, force or authority to involve a child or young person in any form of unwanted or illegal sexual activity. This can involve touching or no contact at all. This may take the form of taking sexually explicit photographs or videos of children, forcing children to watch or take part in sexual acts and forcing or coercing children to have sex or engage in sexual acts with other children or adults; • neglect refers to a failure by a caregiver to provide the basic requirements for meeting the physical and emotional developmental needs of a child. Physically neglectful behaviours include a failure to provide adequate food, shelter, clothing, supervision, hygiene or medical attention; • psychological abuse refers to inappropriate verbal or symbolic acts and a failure to provide adequate non-physical nurture or emotional availability. Psychologically abusive behaviours include rejecting, ignoring, isolating, terrorising, corrupting, verbal abuse and belittlement; • exposure to family violence is generally considered to be a form of psychologically abusive behaviour, where a child is present (hearing or seeing) while a parent or sibling is subjected to physical abuse, sexual abuse or psychological maltreatment, or is visually exposed to the damage caused to persons or property by a family member's violent behaviour; and • grooming refers to a pattern of behaviour aimed at engaging a child as a precursor to sexual abuse. It includes establishing a 'special' friendship/ relationship with the child. Grooming can include the conditioning of parents and other adults to think that the relationship with the child is 'normal' and positive. The process can take as little as a few days or as long as months or even years.
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Safeguarding Champion	An individual who champions safeguarding and advocates for children.
Church organisation	A diocese, religious institute and any other juridical person, body corporate, company, organisation or association, including an autonomous lay organisation, that exercises pastoral ministry within, or on behalf of, the Catholic Church.
Church personnel	Means a cleric, member of a religious institute or other person who is employed by the entity or engaged on a contract, subcontract, voluntary or unpaid basis.
Safeguarding Coordinator/Officer	An individual who champions safeguarding and coordinates the implementation of the National Catholic Safeguarding Standards
Statutory Authority	A body set up by law which is authorised to enact legislation on behalf of the relevant State/Territory or Federal Government.
Working with Children Check	<p>Generic term used in the Standards to denote the statutory screening requirement for people who work or volunteer in child-related work. There is no single national framework setting out requirements for ‘working with children’ checks. Each state or territory in Australia has its own name, procedures and differences in scope regarding what this type of check entails. They are one part of a Church entity’s recruitment, selection and screening processes.</p> <p>https://aifs.gov.au/cfca/publications/pre-employment-screening-working-children-checks-and-police-checks/part-overview</p>

3.3 References

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