



## Educating Children about Protective Behaviour

**Educators will regularly include child protection issues in the curriculum. For example they will intentionally teach children:**

- ... about acceptable/unacceptable behaviour, and appropriate/inappropriate contact in a manner suitable to their age and level of understanding
- ... that they have a right to feel safe at all times
- ... to say 'no' to anything that makes them feel unsafe
- ... the difference between 'fun' scared that is appropriate risk taking and dangerous scared that is not ok
- ... to use their own skills to feel safe
- ... to recognise signs that they do not feel safe and need to be alert and think clearly
- ... that there is no secret too awful, no story too terrible, that they can't share with someone they trust
- ... that educators are available for them if they have any concerns
- ... to tell educators of any suspicious activities or people
- ... to recognise and express their feelings verbally and non-verbally
- ... that they can choose to change the way they are feeling.

Educators believe that:

- ... children are capable of the same range of emotions as adults
- ... children's emotions are real and need to be accepted by adults
- ... an adult's response to a child during their early emotional development can be hugely positive or detrimental depending on the adult's reaction
- ... children are very in touch with their bodies' reactions to their emotions
- ... children who better understand their body's response to an emotion are more able to foresee the outcome of a situation and avoid them or ask for help.