

Child Protection Week



Date: 3rd to 9th September

Child abuse and neglect is preventable. If we all work together as a community, we can create an Australia where all children can grow up safe and well.

What role can you play in supporting children and their families?"

– Richard Cooke, CEO, NAPCAN

What is the special event?

Every child, in every community, needs a fair go.

2023 Theme – Where we start matters

Rosemary Sinclair and Christine Stewart founded NAPCAN on 2 August 1987 with the support of Professor Kim Oates. NAPCAN began coordinating National Child Protection Week (NCPW) across Australia in an effort to engage and educate all Australians to understand they have a part to play in keeping our children and young people safe.

For over 30 years, NAPCAN has been running the annual NCPW campaign. Each campaign builds on the strengths of previous years and has evolved to provide support to communities to act on the core message, "protecting children is everyone's business".

As it stands today, NCPW aims to engage, educate and empower Australians to understand the complexity of child abuse and neglect and work together to prevent it. The campaign does this through sharing evidence through webinars and events as well as creating resources in order to empower communities to have conversations regarding children's safety and wellbeing.

Why is it important to Keiki Early Learning?

At Keiki Early Learning, every decision we make is in the child's best interest. We put children first every day and nothing is more important than their safety and wellbeing. As educators we have a responsibility to help families learn about child protection and to teach children how to stay safe and well.

For some children, we are their safe place. Unfortunately, some homes have major stressors which can have a long-term effect on children's brain development and even on their physical needs. Severe adversity that lasts over long periods of time can send the body's stress systems into permanent high alert, flooding the vital organs and brain with stress hormones. This 'toxic stress' response can derail healthy development and has been linked to adult health problems like heart disease and diabetes.

Research tells us that there is a powerful source of protection against long-term negative effects of adversity on children. What is it? Stable, supportive relationships with caring adults. These relationships actually buffer them from toxic stress, softening and moderating the biological stress response.

YOU are making a difference to all children by being that caring adult.

Parent Protective Behaviours Workshop

**We are holding a parent workshop on Saturday the 9th of September at Mindarie Keys.
Places are limited so get in quick!**

What are our expectations?

Keiki has made a pledge to NAPCAN-

We pledge to support and educate children, families, and the community on how to keep children safe in a way that is meaningful to them.

We expect the services to strive to continue to meet this pledge.

Event Fact Sheet

	Children and young people thrive when they grow up safe, connected and supported in their family, community and culture. They have the right to grow up in environments that support them according to their needs, now and into the future. ‘Secure, respectful and reciprocal relationships’ is one of the five core principles of the Learning Frameworks. Genuine connections with children encourage meaningful learning. Educators can build these relationships with children by acknowledging and respecting the individuality of each child in the service. At Keiki we put child safety and protection into practice daily. Child protection week is an opportunity to reflect on what we do and to build our knowledge and awareness within the services and community. This year we have purchased parent and carer information packs from WA Child Safety Services (WACSS) which will be distributed to each service to be used as a resource that parents can borrow. It includes the fundamentals of the Protective Behaviours program along with conversation starters, tips and resource ideas to help incorporate the concepts into their everyday lives. Please notify families once you have this available (reach out to the Hub if you would like help writing or sending the notification).
Activity Ideas	Here are some ideas to get you started. You may wish to use some of these or create your own. Take input from educators, children and families and choose activities that have meaning for your service. We have many books and resources available across services however if there is something specific you would like purchased for the week please let the Hub know. Activities for children: • Recognise and name emotions (playdough faces/paper plate masks/collage faces from magazines/practise making faces) • Read books about protective behaviours, online safety and emotions • Play games, especially those that are suspenseful, to help children recognise the feeling of butterflies in their tummy. Discuss how they could feel that feeling in a safe situation or an unsafe situation and what to do if they get that feeling in an unsafe situation. • From your toes to your nose song https://youtu.be/Qabir4lh6y4 • Wibbly the Wombat song and puppets http://www.desertblueconnect.org.au/wp-content/uploads/2020/04/12.-Wibbly-the-wombat-story-and-puppets.pdf Links to resources for educators and parents: • NAPCAN resources https://www.napcan.org.au/get-involved-tips-for-educators/ • eSafety for under 5s It's never too early to start talking about online safety eSafety Commissioner • Talk soon. Talk often. A guide for parents talking to their kids about sex. Talk Soon. Talk Often (healthywa.wa.gov.au) • WACSS Free Resources https://wacss.com.au/free-resources/

LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

How can we link this event to our Philosophy?	Core Value: Our Community We believe the quality of each child's environment influences how they grow and develop and acknowledge families as children's first and most influential educators. We provide ongoing, high quality professional development for our teams to ensure each educator has a deep understanding of the holistic needs of each child and can reach their full potential. By creating an inclusive environment our curriculum is enriched and each child's sense of belonging and development is enhanced, helping to create a strong foundation for lifelong learning. Core Value: The Whole Child Our highly experienced teams provide beautiful, thoughtful environments where children are invited and encouraged to make their own choices, to explore the arts, enjoy physical play, practice mindfulness and develop meaningful, positive relationships with others. We understand that every child learns at their own pace, so we facilitate children to direct their own learning with a focus on their particular interests, theories, ideas and needs. We follow the individual 'meander' of the child in their learning journey, observing and sharing the joys of wonder and discovery. We believe the emotional needs of every child must be met first to enable them to participate, play and learn.
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How does this event link to the AEDC Data?

Physical Health and Wellbeing

Area	At Risk	Vulnerable
Stirling	8.9%	8.4%
Joondalup	8.1%	5.4%
Wanneroo	11.9%	8.2%

The 2022 Active Healthy Kids Report Card shows that children are getting too much screen time. As well as being detrimental to physical Health and Wellbeing it means that children of all ages are online. The risk of exposure to these harms increases with the amount of time they spend online, but simply restricting screen use is not enough to protect them. Educators should share information with families to support them in keeping their children safe.

Social Competence

Area	At Risk	Vulnerable
Stirling	12.8%	6%
Joondalup	9.6%	4.4%
Wanneroo	13.5%	7.5%

The AEDC social competence domain measures peer social skills and responsibility and respect. Child protection week isn't just about keeping children safe, but teaching them to keep themselves and their peers safe. Providing tools and opportunities to learn how not to be a 'bully' and to develop an understanding of consent. Provide children with opportunities to discuss right and wrong and empower them to make choices.

Emotional Maturity

Area	At Risk	Vulnerable
Stirling	13.3%	6.7%
Joondalup	10.7%	4.6%
Wanneroo	14.1%	7.2%

Emotional Maturity supports children to understand and manage how to respond when faced with situations that illicit an emotional reaction. It is the brains way of keeping us safe from danger and socially connected. Providing children with opportunities to discuss emotions and feelings, will support them to begin to recognise them. Being able to recognise fear or anxiety is important for children to be able to protect themselves.

Language and Cognitive Skills

Area	At Risk	Vulnerable
Stirling	9.3%	5.6%
Joondalup	6.9%	3.1%

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	Wanneroo	11.8%	6.6%
An awareness of simple concepts of time can support children to feel and be safe. Although most children are unable to tell the time until primary school years, helping younger children understand the concept of time will provide a predictability that will support the development of self-regulation skills. Talk to children in a ‘first, then’ way. First we are playing outside, then we are washing our hands for lunch. First we are resting our bodies and then we can use the bikes.			
Communication and General Knowledge			
Area	At Risk	Vulnerable	
Stirling	11.4%	6.8%	
Joondalup	9.6%	3.5%	
Wanneroo	13.8%	7.9%	
Children need to feel listened to, to feel safe. Developing skills to communicate their needs and wants in socially appropriate ways is important to ensure they can develop secure relationships with their caregivers and others. Encourage and create opportunities for children to communicate with their peers. Listen actively to children and engage in conversational turn taking.			

How does this link to the ECA Code of Ethics?	In relation to children, I will: - Act in the best interests of all children - create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning - ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin - safeguard the security of information and documentation about children, particularly when shared on digital platforms. In relation to families, I will: - develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging - learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems - respect families' right to privacy and maintain confidentiality. In relation to my profession, I will: - take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society In relation to community and society, I will: - advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.
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How does this event link to the UN Rights of the Child?	Articles: 12. Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account. 16. Children have the right to privacy 24. Children have the right to good quality health care, clean water, nutritious food and a clean environment so they will stay healthy. Richer countries should help poorer countries achieve this. 36. Children should be protected from any activities that could harm their development. 39. Children who have been neglected or abused should receive special help to restore their self-respect. Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?
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Event Fact Sheet

How can we link this event to Aboriginal and Torres Strait Islander culture?	It is important to ensure we are building an organisation and an environment for children that is culturally safe. Cultural safety for Aboriginal and Torres Strait Islander children as defined by SNAICC means “...the child being provided with a safe, nurturing and positive environment where they are comfortable with being themselves, expressing their culture... their spiritual and belief systems, and they are supported by the carer... [who] respects their Aboriginality and therefore encourages their sense of self and identity.” Here are some educator resources to understand cultural safety https://www.snaicc.org.au/policy-and-research/child-safety-and-wellbeing/keeping-our-kids-safe/
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