

TEACHERS

Teachers play their part to protect and care for children and young people in their community by building relationships with their students and showing that they respect and value them.

In the classroom:

-Build positive relationships with the students in your class. By being approachable and listening to them, you show young people that they are important and that you care.

-Include students in planning: by listening to what young people have to say on issues that affect them (such as their education), you will work to ensure that they feel heard and that you can appropriately address their needs.

-Share details of local youth events and services by setting up an information board or online network within your classroom or school. Encourage help seeking behaviour by discussing the role of community services and how young people can access them.

-Have discussions about difficult topics such as bullying, exam stress, mental health and different types of abuse. Ensure conversations aim to develop young people's strengths and resilience.

-Be aware of the signs children and young people may show that are indicators of child abuse and neglect and further inform yourself of the mandatory reporting principles.

-Consider facilitating education on child abuse and violence prevention.

Whole of School Approach to Child Abuse and Violence Prevention Education:

As children spend much of their time at school, classrooms are safe, structured environments that can provide child abuse and violence prevention education.

NAPCAN is involved in the implementation of child abuse prevention programs in primary and secondary schools around Australia, through the *Love Bites*, *All Children Being Safe*, and *#Friends* programs. Informed by this experience and also best practice standards for respectful relationships education; some of the key learning from this work includes:

-Engaging and consulting a variety of stakeholders within the school to ensure consistent messages are provided to young people.

-School audits to ensure policies are effective and identify any areas where additional policies need to be implemented.

-Programs delivered to students provide age appropriate material.

-Engage parents and community members to assist in making materials relevant to local issues/concerns.



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PREVENT CHILD ABUSE & NEGLECT

-Prioritising the safety of children and young people by linking them with supports in their community and having facilitators that work within a Code of Conduct and that programs have dedicated time for planning.

-Including young people in the development, evaluation and review of programs ensures prevention programs are engaging. It also means the program is informed by the experiences of children and young people.

-Aligning programs with existing curriculum supports teachers to more readily integrate key child protection learning outcomes as required. -Delivery of professional development to school staff, regarding child abuse and violence prevention, can increase teachers' skills and confidence in the delivery of prevention programs; as well as their response to individual students' concerns.