



# WE PUT CHILDREN FIRST: A MULTILAYERED CHILD SAFETY STRATEGY

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VE

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We all share the responsibility for child safety

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**PHASE 1:  
OUR STANCE ON  
CHILD SAFETY  
AND WELLBEING**

# A SITUATIONAL PREVENTION APPROACH

*“Organisations can reduce risk by changing the environment”*



Not just a focus on the risk that individuals present



Can be the physical environment



Can also be the organisational culture

# AWARENESS



*At Life Without Barriers, we all share the responsibility for child safety.*

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**PHASE 2:  
UNDERSTANDING  
CHILD SEXUAL ABUSE**

# PEOPLE WHO WORK WITH CHILDREN...

## Need to know...

What child sexual abuse is

Who is most at risk

How offenders operate

What the indicators are

What the impacts are

How to respond to disclosures

## So that they can...

Be aware and vigilant

Distinguish myths from facts

Protect children

Recognise signs

Speak up

Support children

Respond appropriately to  
disclosures

# WE USED ANIMATED VIDEO



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**PHASE 3:  
TALKING WITH  
CHILDREN AND  
YOUNG PEOPLE**

# TALKING WITH CHILDREN AND YOUNG PEOPLE

- *We Put Children First: Talking with children and young people is a communication strategy with children and young people we support about our position on child safety, what unacceptable behaviour is, and how to raise concerns. It also aims to provide an opportunity for children and young people and workers to provide feedback about the safety of each child we support.*



# SAFE SERIES PILOT



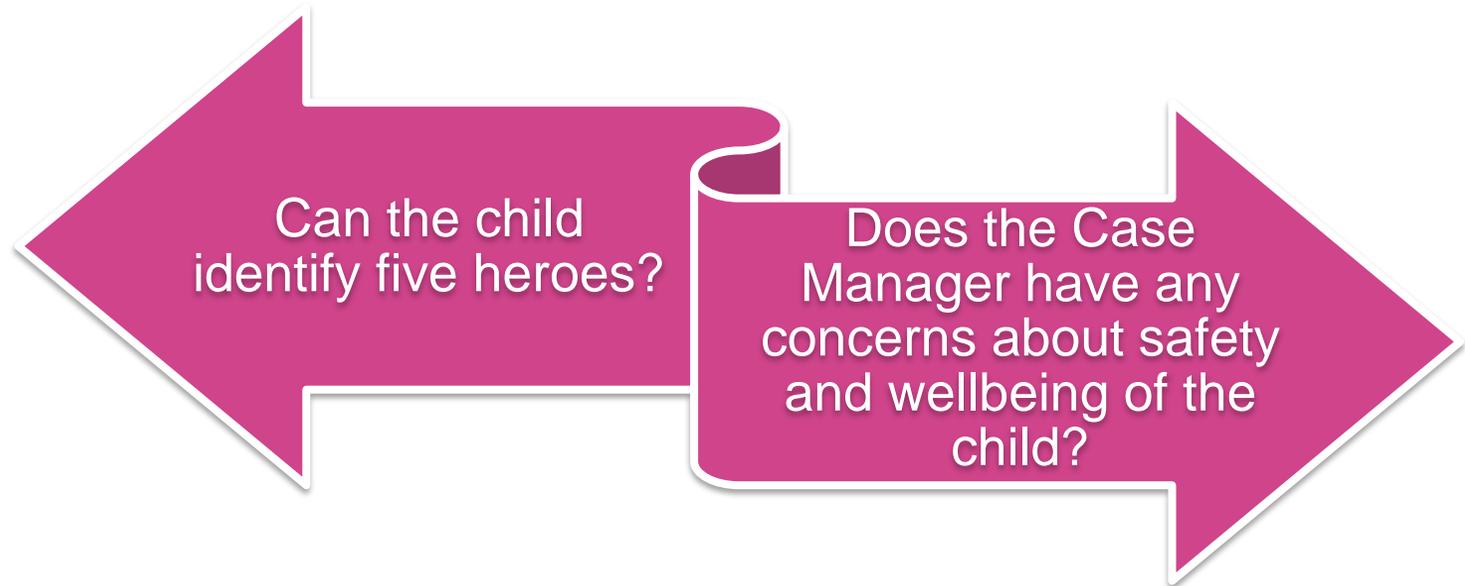
## THE SAFE SERIES

Developed by the NSW Office of the Children's Guardian.

The books

- Support the rights of children
- Promote the concept of children having a voice
- Help children identify the parts of their body that are private
- Help children understand their feelings
- Encourage children to think about five people they trust to help them if they feel scared, sad or upset

## FEEDBACK ABOUT CHILDREN'S SAFETY



Cases where children could not identify five heroes or where significant concerns existed were escalated to Operations Managers for attention.

## Evaluation feedback from Case Managers

The **books** are suitable for children in OOHC

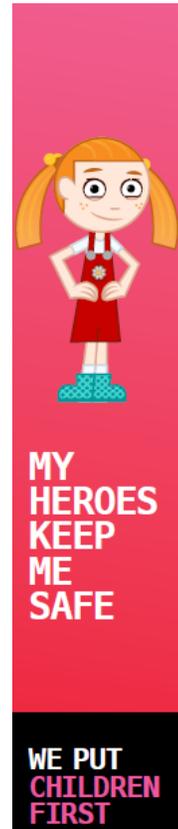
The **supporting materials** and recording solution were suitable and easy to use

Suggestions to alter the **age range for the books** – extend to older children, especially relevant for children with disability.

Suggestions to limit the **age range for the five heroes question** – younger children/those with a disability not able to respond

# FULL IMPLEMENTATION

# CHILDREN IN OOHCA AGED 2-10

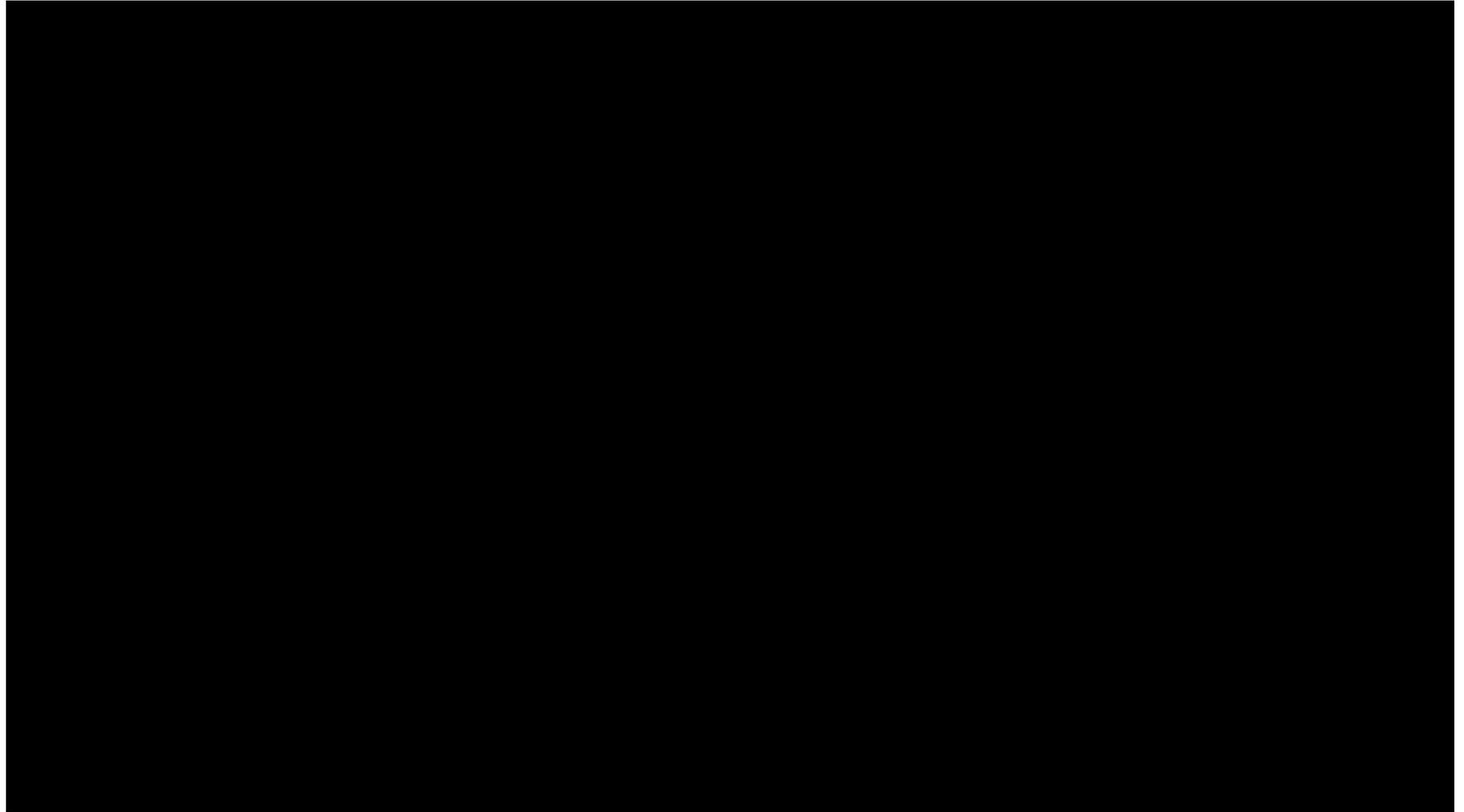


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# HOW MANY KIDS



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# CHILDREN AND YOUNG PEOPLE AGED 11-17

Talking with  
older  
children and  
young  
people  
about:

What it means  
to be safe

What respectful  
relationships look like

What abuse  
looks like

What they can expect from adults  
and other young people at LWB

How to speak up if  
something is wrong.

# THE FIRST STEP

How can we get information to young people that will be useful for them and will help keep them safe?

How can we create a way for young people to talk to us if something is wrong?



# SOME RESEARCH

## Exploring how young people use technology



What device?



What social media platforms for what purpose?



What times of day and night?



Which websites?



Which YouTube channels?



Which apps?



Where for chat and where for information?



More things we haven't thought of...

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