

## Description of words used in Protective Behaviours

<b>Bullying</b>	Involves repetitive, intentional harm to someone because they are different. This may be of physical, social or emotional intent, by a single person or a group.
<b>Cyber bullying</b>	Refers to the misuse of communication technologies to cause harm and to intimidate. Often anonymous; sent via e-mail, text messaging, chat rooms and social networking pages.
<b>Physical abuse</b>	Deliberate, ill treatment commonly characterised by physical injury and harm. Physical harm or maltreatment is caused to the child as a result of practices such as biting, beating, shaking, scalding, burning, punching, kicking, shoving and breaking bones.
<b>Sexual abuse</b>	Sexual abuse is when an adult or young person uses their power, authority or force to involve a child in sexual activity. Includes a range of behaviours including: <ul style="list-style-type: none"><li>• oral sex</li><li>• touching a child's genitals</li><li>• any form of penetration</li><li>• any exposure to or involvement in child pornography</li><li>• molesting</li><li>• fondling</li></ul>
<b>Avoiding risks</b>	Applying knowledge, skills and attitudes to assess situations and make informed decisions that protect personal safety and the feeling of being safe.
<b>Neglect</b>	The failure to provide reasonable care where the result can be detrimental to development and wellbeing. Children may be neglected when they do not receive food, care and attention.

**Peer pressure**

Influence upon a person or a group to change behaviour and to conform. Can affect people of all ages and may be of a positive or negative nature.

**Privacy and personal space**

Privacy is often referred to as being left alone and when you control your personal information: name; address; date of birth, etc. Privacy is often deemed as the state of being private. Personal space is an imaginary region around a person referred to as theirs. Invading personal space can mean standing too close to someone.

**Domestic violence**

Refers to the act of domination by a person towards a partner, where the threat of harm; either physical or psychological, is used to control and exert power.

**Road safety**

The safety of those who use public roads.

**Wearing a helmet**

Commonly refers to head apparel used in bicycling, motorcycling and sport to prevent head injuries. Also used by those who require head protection as a result of workplace, health and or disability.

**Safe sex**

Involves using knowledge, skills and health enhancing behaviours in order to protect oneself from infection and harm in sexual situations. Any sexual practices in which precautions are taken to prevent sexual transmitted infections.

**Inappropriate behaviour**

Behaviour that is unwanted and falls outside of what is deemed acceptable by the beliefs, rules, regulations or laws that govern a given situation. For example, umpire abuse in sport.

**Emotional abuse**

Where persistent and consistent inappropriate behaviour undermines and erodes the emotional development and wellbeing of an individual. Involves such abuse as humiliation, intimidation and threats.

**Personal safety**

Involves keeping oneself safe and includes freedom from both physical and psychological harm and danger.

**Disclosure of information**

Refers to the giving out of information, normally controlled by a set of principles, policies, and procedures that are compliant with a code of practice.

**Responding to disclosures**

One of the objectives of the Protective Behaviours program is to increase a child's help seeking behaviours such as telling a person on their network if they feel unsafe. Teachers may experience feelings of shock, anger and helplessness. It is important to conceal these feelings as your reactions may adversely affect the child concerned.

**Do**

- Reassure the child that telling was the right thing to do.
- Allow the child to tell the story in their own words.
- Use protective interrupting if their disclosure is in an inappropriate situation.
- Find a quiet place to talk.
- Let the child know what will happen next.

**Don't**

- Dismiss or ignore the disclosure.
- Put words in the child's mouth, push for details or investigate as this could jeopardise the interviewing process of DCPFS and WA Police.
- Make the child repeat the disclosure to the principal or third party.
- Stop the child from talking even though you may have heard enough to make a report.
- Promise not to tell.
- Confront the person believed to be the abuser.
- Engage in general staffroom discussion about the disclosure.

**Private parts**

A common term that refers to the external sexual organs and includes the mouth.

**Stranger danger**

Stranger danger describes the perceived danger to children presented by strangers. Based on the premise to distrust, this controversial phrase was used to educate children of the potential dangers of strangers. However, contemporary research indicates that safety is more at risk with known persons.

**Sexting**

This is the act of sending sexually explicit material usually between mobile phones.

**Child exploitation**

The practice of taking selfish or unfair advantage of a child or situation, usually for personal gain. For example, child abuse perpetrated through sending or receiving sexually explicit material depicting children.

**Inappropriate touching**

The type of touching that compromises the safety and wellbeing of one or both parties. It can create uncomfortable feelings, confused feelings and feelings of guilt. Inappropriate touching usually occurs as a result of abuse of power.

**Inappropriate relationships**

A relationship that compromises the safety of one or both parties.

**Seeking help**

This is where a person utilises support services or people to improve their life, problem or situation.

**Entrapment**

When someone tries to gain power and control over a child or a teenager and use this imbalance of power to manipulate and coerce the child or teenager into engaging in sexual activity.

**Grooming**

A similar concept to entrapment, grooming is when someone tries to gain power and control over a child or a teenager and use this imbalance of power to manipulate and coerce the child or teenager into engaging in sexual activity.

**Early warning signs**

The body's physical response to unsafe situations eg shaking, uneasy stomach.

**Coercion**

When someone keeps on pushing someone to do something, even when he/she does not want to do it.

**Consent**

When someone agrees to engage in sexual behaviour without being forced, intimidated, bribed or tricked. Even if they say yes, but felt they had no choice, it is not consent.