

KAMSC Protective Behaviours Community Way

Workshop Presenters

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**KAMSC Regional Centre for Social and Emotional
Wellbeing and HPU**

Kimberley Aboriginal Medical Services Council Inc (KAMSC)

- An organisation of Aboriginal People, for Aboriginal People, controlled by Aboriginal People
- Established in 1986, currently servicing five ACCHS' and eight remote clinics
 - BRAMS, DAHS, OVAHS, Yura Yungi AMS, Palyalatju Maparnpa Health Committee
 - Provides support, training and education, clinical services and administration



Where did PBCW come from?



**Peninsula Women's Bush Meeting 2002
Group Photo**



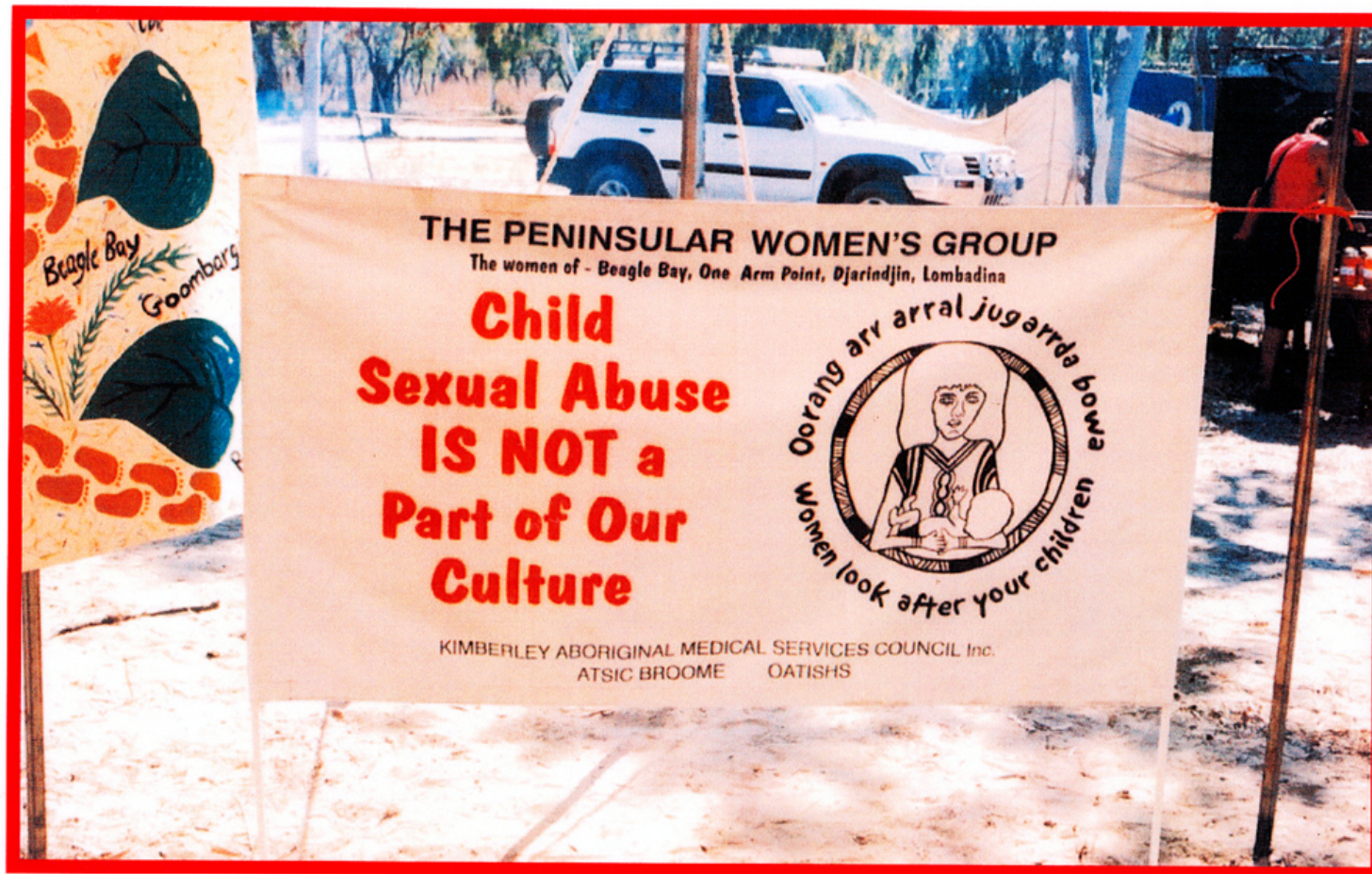
Our Community Elders



**Peninsula Women's Bush Meeting 2002
Elders**



The Next Step



Penninsula Women's Bush Meeting 2003



Our Community Elders



Penninsula Women's Bush Meeting 2003



Strong women yarning



Peninsula Women's Bush Meeting 2003



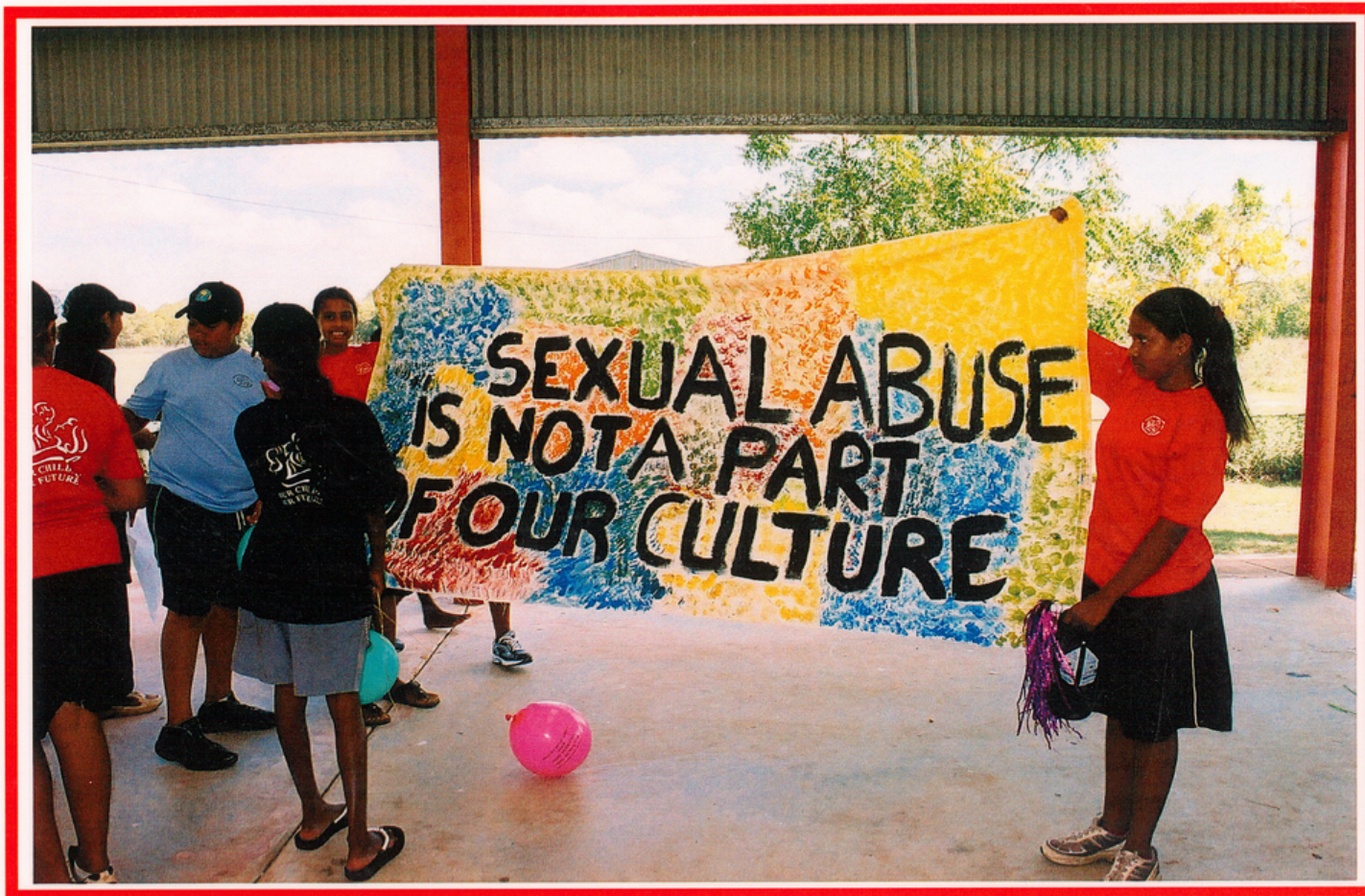
Celebrating our strengths



Penninsula Women's Bush Meeting 2003



Our Future Leaders



Beagle Bay Rally Against Child Sexual Abuse 2003



United and strong






Beagle Bay Rally Against Child Sexual Abuse 2003



Protective Behaviours Community Way






Introduction

-  **The Protective Behaviors' Community Way is a living skills and personal safety program.**
-  **It can be used in a non- threatening way of looking at specific areas such as Child Abuse and Domestic Violence.**
-  **It is a safety package developed as an educational program to be used by families teachers , health workers and community groups when interacting with children.**



Objectives

**The KAMSC Protective Behaviours
Community Way Package aims to:**

-  **Teach our children to be strong and feel safe in their homes and community.**
-  **Teach them that they can talk about good and bad secrets.**
-  **There are people who they can trust and will listen and support them.**



What is Child Abuse

- Child Abuse is a serious problem that has significant long term impact on individuals, families and communities
- It is a sensitive issues that is rarely openly discussed by the general community
- Sadly, there is a significant underestimation by community of the extent of the nature of the problem
- Raising awareness and understanding of Child Abuse is the first important step towards addressing the issue.

(Through Young Black Eyes S.N.A.I.C.C. 2002)



Abuse - Physical

- Physical abuse is when an adult or older person deliberately inflicts pain/injury on a child or young person.
- Characterised by physical injury (eg. Bruising, fractures) that has resulted from acts such as:
 - Slapping, kicking, biting, strangulation, throwing a child, punching, flogging, burning, belting, pinching**

(Through Young Black Eyes S.N.A.I.C.C. 2002)




Abuse – physical (cont)

- Sometimes the offender may not mean to inflict the degree of harm that occurs. The injury may have resulted from discipline that is too harsh, or physical punishment that is inappropriate to the child's age
- Physical injury can be caused by a single episode or repeated episodes of abuse. The severity of injury can range from minor bruising to death.

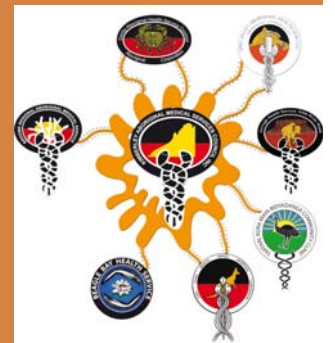
(Through Young Black Eyes S.N.A.I.C.C. 2002)



Abuse – Sexual

 Sexual abuse or child sexual assault occurs when an adult or an older person uses his or her power over a child to involve the child in sexual activity. It is different to other forms of child abuse in the way it is usually premeditated. The abuser may trick, bribe, threaten or force a child to take part in sexual activity.

(Through Young Black Eyes S.N.A.I.C.C. 2002)



Examples of sexual abuse

- Flashing or inappropriately exposing private parts of the body to a child
- Using suggestive behaviours or comments
- Fondling genitals
- Masturbation
- Oral sex
- Penetration of the vagina or anus by a finger, penis or any other object
- Exposing a child or young person to pornography or using them for pornography
- Obscene calls, remarks or emails
- Voyeurism (getting sexual pleasure from looking at sexual acts or organs of children)
- Kissing or holding in a sexual manner

(Through Young Black Eyes S.N.A.I.C.C. 2002)



Abuse – Emotional

- Emotional abuse is sustained and repetitive behaviour by a parent, caregiver, sibling, relation or elder which damages a child's emotional wellbeing. A child's confidence, self esteem and social competence are continually attacked.
- Emotional abuse is present in all forms of abuse and covers a range of behaviours that may cause psychological harm to a child which, over time, can result in serious emotional deprivation or trauma.






Abuse – Emotional (cont)

- Some examples of actions which can cause a child emotional abuse include
 - ❖ Being witness to family violence
 - ❖ Constantly being told you are no good, useless, a waste, worthless
 - ❖ Being continually rejected or shown little or no affection
 - ❖ Repeatedly being subjected to threats and verbal abuse such as name calling, ridiculing and intimidation
 - ❖ Being isolated or locked up alone (often as punishment) or not being able to socialise with friends

(Through Young Black Eyes S.N.A.I.C.C. 2002)



Abuse - Neglect



-  Neglect occurs when a child is harmed as a result of their carer's failure to meet their physical and emotional needs. (Unlike other forms of abuse it is an act of omission by those responsible for the welfare of the child)
-  Is a failure to provide a child with the basic needs of life such as food, clothing, shelter and care to the extent that a child's health is placed at risk and their development impaired.
-  A child who is neglected may be at risk of injury or harm due to inadequate supervision

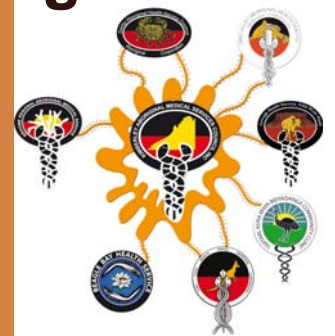
(Through Young Black Eyes S.N.A.I.C.C. 2002)



Family Violence Statistics

“For many Indigenous people the term family violence is preferred as it encompasses all forms of violence in intimate, family and other relationships of mutual obligation and support” (PADV 1981:1)

-  The incidence of family violence within the Indigenous community is 45 times greater than that of mainstream society
-  Statistics show that Indigenous women will almost always return to their partners/ husbands, therefore exposing themselves and their children to ongoing abuse.



Aboriginal Kinship and Child Rearing Practices

- The living circumstances of family naturally affect the ideal operation of this form of child rearing
- Families are spread across the country these days
- Adults have problems: alcoholism, mental illness, diabetes
- Some are in prisons or institutions
- Many have not dealt with the abuse in their own lives, past or present.
- Children were stolen and removed
- Grandparents die young
- Poverty affects the ability of some to care for additional children

(Through Young Black Eyes S.N.A.I.C.C. 2002)



Aboriginal Kinship and Child Rearing Practices

- While European presence has had a real, often destructive influence on Aboriginal child rearing practice, it has not altered the essential values and beliefs of most Aboriginal People as they have adapted to new and ever changing circumstances
- An Aboriginal child is not isolated from the rest of the Community. Children are seen to belong to the whole Community, and many adults and children are involved in their lives and upbringing

(SNAICC 1996)



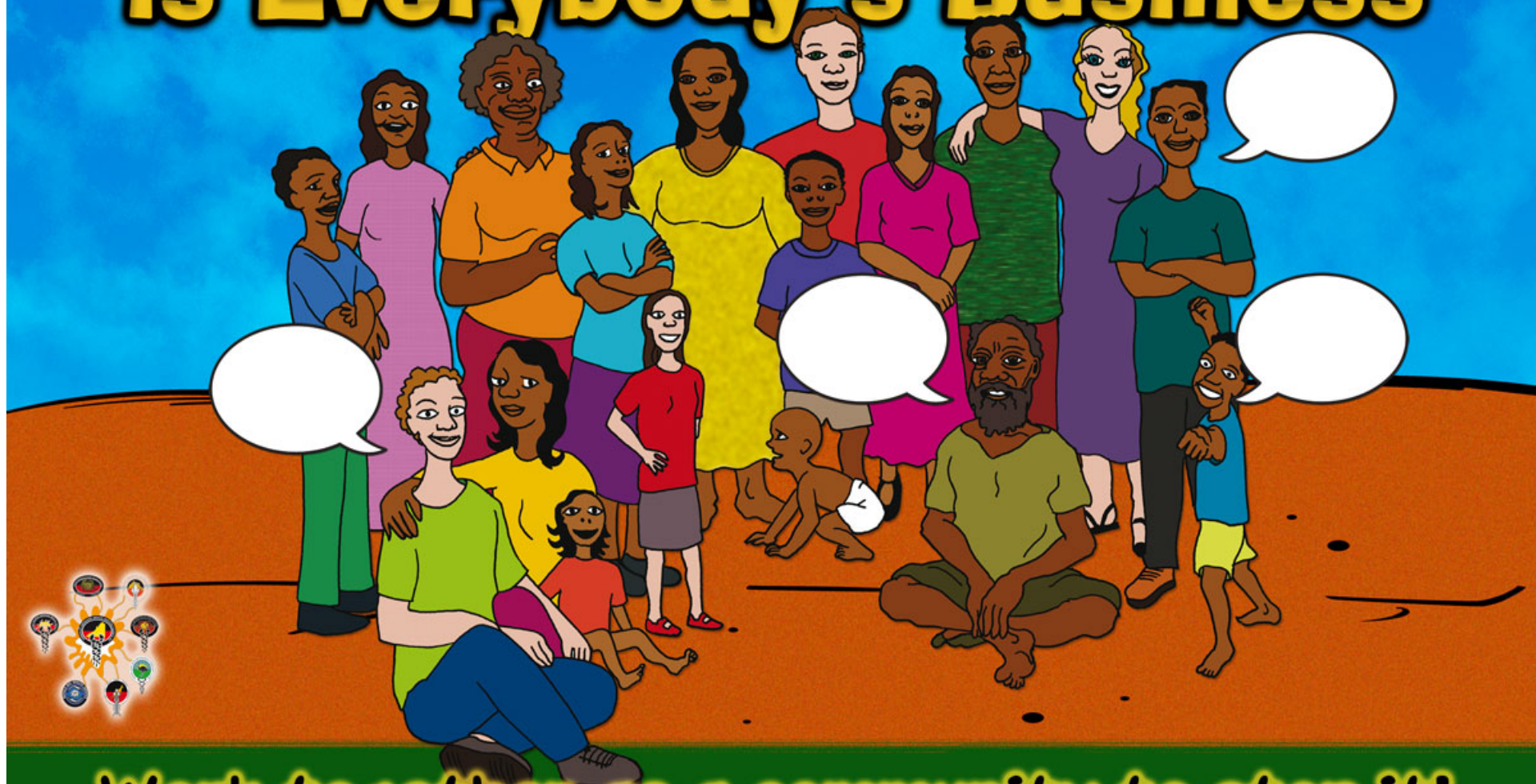
Aboriginal Kinship and Child Rearing Practices

- Some families are isolated by geography or living in urban areas with poor access to transport and communications
- These challenging circumstances faced by Aboriginal and Torres Strait islander individuals, families and communities, must be considered but never should justify the abuse of a child, nor provide a reason for not acting on the child behalf.

(SNAICC 1996)





CHILD SEXUAL ABUSE **is Everybody's Business**



Work together as a community to stop it!

Themes and Concepts

Two main themes

-  We have the right to feel safe all the time
-  Nothing is so awful that we can't talk about it with someone

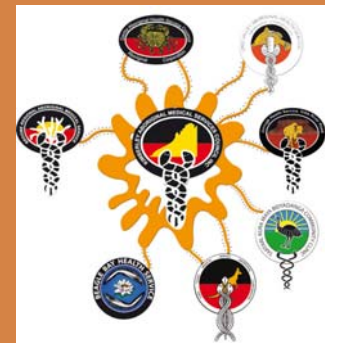
Three core concepts of PBCW

-  Safety
-  Early Warning Signs
-  Networking



Working with the package

- Work with each book from beginning to end
- Time depends on the group, level of understanding and number of themes
- Each session begins with ground rules
- Program involves games, activities, storytelling and is designed to be fun



Book 1 – Session One

- Lesson one- theme one – **“We all have the right to feel safe all of the time**
- We all – all of us in this room
- Right -Basic human rights – love, food clothing etc
- To feel safe all the time – awake, asleep, anytime



Book 1- Session One

Lesson two – theme two- **“Nothing is so awful that we can’t talk with somebody”**

Talk about good things

Talk about bad things

We need to know who we can talk to



Book 2 – Session Two

Lesson three – Early Warning Signs and Safety



Feeling Safe

Feeling Unsafe

Early Warning Signs

When you feel this way you need to talk to somebody you trust



Book 2 – Session Two

Lesson Four – The Safety Cycle

Safety = choice + control + time limit



Talk about how it feels

Good when you feel safe

Fun to feel scared

Fun to do scary things on purpose



Book 2 – Session Two

Lesson Four – The Safety Cycle






You are the Boss of Your Body



Book 3 – Session Three

Lesson Five – Networking

A network is

-  A group of adults
-  Be available
-  Listen
-  Believe
-  Take action if necessary



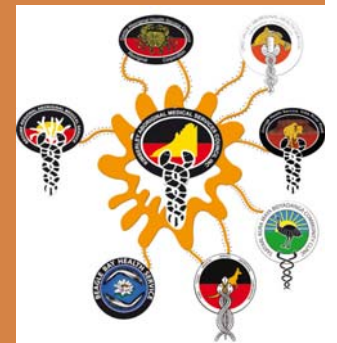
Book 3 – Session Three

Lesson Six – Problem Solving

 Billy has a problem

 Can you tell me what it is?

 What things could he do?






Book 3 – Session Three

Remember the two themes

- 🌀 You have the right to feel safe all the time.
- 🌀 Nothing is so awful that you can't talk to someone about it.



Protective Behaviours Community Way

-  We hope you have enjoyed using the Protective Behaviours Community Way Package.
-  We encourage teachers, parents and all community people to keep young people safe.
-  We encourage you to provide them with wonderful childhood memories so that they embrace the world and grow up happy people.



Thank you for your participation

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