

Teachers Pack

The National Childhood Protection Initiative — A National Platform for Brave Creative Voices

EMPOWERING STUDENTS · SUPPORTING EDUCATORS · STRENGTHENING COMMUNITIES

The Child Protection Foundation is a grassroots charity, founded in 2007 and endorsed as a Deductible Gift Recipient. We believe every child has the right to feel safe. Our directors and staff are volunteers; we are independent and non-partisan, and while we welcome support from across the community, no sponsor or political party controls our work.

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1. Introduction

The National Childhood Protection Initiative is a national, school-centred prevention platform designed to empower students, support educators and strengthen communities through age-appropriate awareness, creative expression and student voice. It equips students with age-appropriate understanding, empathy and confidence to speak up about safety, while giving teachers structured tools to safely guide those discussions in the classroom.

Participation is open to all Australian schools (public, private, independent and Catholic), with student categories from Kindergarten to Year 12, plus national senior group categories and the two self-selected national doors.

Core theme: “Every Childhood. Every Voice. Heard. Valued. Safe.”

2. Initiative Purpose

This initiative is designed to:

- Strengthen protective-behaviours education through creative expression.
- Empower young people to reflect on what safety means and how to seek help.
- Reduce the stigma and silence around abuse and unsafe environments.
- Celebrate student leadership in promoting kindness, respect and courage.
- Reinforce schools as safe and proactive communities for child wellbeing.

It complements existing school wellbeing programmes and aligns with the Australian Curriculum (v9.0) General Capabilities:

- **Personal and Social Capability** — understanding emotions, relationships and resilience.
- **Ethical Understanding** — exploring respect, fairness and moral courage.
- **Critical and Creative Thinking** — expressing complex ideas through art and writing.
- **Literacy** — interpreting and creating meaningful text for advocacy and awareness.

Educators are at the heart of this initiative. Teachers are asked to:

- Facilitate class discussions around the theme.
- Support students in developing their creative entries (artwork, writing, or group projects).
- Ensure all activities remain age-appropriate and emotionally safe.
- Monitor for distress or potential disclosures and follow school safeguarding policies.
- **Tell your school counsellor, wellbeing coordinator or child safety lead before you begin.** They should know the sessions are running and be available to you during the welfare screen.

- Complete the welfare and content screen, and obtain and **retain** parent, guardian or authorised carer consent forms at the school before entries are submitted. **The screen asks whether a piece of work suggests a concern — it is not a clinical assessment.** Where you are unsure, review the entry with your wellbeing or safeguarding staff rather than deciding alone.
- Submit student entries under token (digital or postal) by the due date.

Important: Teachers do not need to address explicit details of abuse or trauma. The goal is to build positive protective language and reinforce help-seeking behaviour.

3. Managing Sensitive Topics and Disclosures

Expect that some students will raise something personal. A disclosure does not require a direct question — discussing trusted adults, safe and unsafe feelings, or who to turn to is enough to prompt a child to speak about their own circumstances. This is a normal and anticipated feature of protective-behaviours content, not a sign that anything has gone wrong. Schools should plan for it rather than hope to avoid it, handle every discussion with sensitivity and care, and manage any concern that arises through their existing wellbeing and child-protection procedures.

If a student becomes distressed

- Gently check in and offer quiet time or a support space.
- Avoid probing questions — simply acknowledge the emotion.
- Offer reassurance: “You’ve done the right thing telling me you feel upset.”
- Refer to the school counsellor or wellbeing officer as needed.

If a student discloses abuse or harm

- Follow your school’s mandatory-reporting obligations.
- Do not investigate or promise confidentiality.
- Report the concern to your school’s Child Protection Officer or Principal immediately.

Teachers are not expected to investigate, verify, or assess allegations. Your role is to listen appropriately, respond calmly, document concerns in accordance with school procedures and follow existing reporting requirements. The Initiative does not alter or replace any school, departmental, diocesan, or legislative child-protection obligations and is not designed to encourage students to disclose personal experiences. See the **Safeguarding Response Guide**, the **Wellbeing Coordinator Guide** written for your counselling and safeguarding staff and the state-by-state overview in **Appendix A**.

4. Classroom Implementation Guide

The Initiative fits flexibly within existing classroom and wellbeing programmes. Typical participation:

- Kindergarten to Year 6: 1–2 classroom sessions.
- Years 7 to 12: 1–3 classroom sessions.
- Senior group categories: teacher discretion depending on project scope.

When to run it: schedule sessions for a time when your counsellor or wellbeing staff are on site and not in the last period before a weekend or holiday break. If a student needs support afterwards, it should be available the same day.

Step 1 — Introduce the theme

Start with a discussion about *what safety feels like*. Suggested talking points: What does it mean to feel safe? Who are people you can trust? How can we help friends feel safe too? What can we do if something does not feel right? Keep the focus positive and empowering.

Step 2 — Connect to curriculum

Integrate the theme into English/Literacy (personal writing, persuasive essays, poetry), Visual Arts (poster design, mixed-media, digital graphics), Health & Physical Education (self-care, wellbeing, respect, boundaries, protective behaviours) and Drama/Music/Media (performances, songs, short films).

Step 3 — Create and reflect

Encourage individual reflection before students begin: Why is safety important? How can one voice create change? What makes a community caring and kind?

Step 4 — Internal shortlist, then submission

Ensure each entry reflects the student's own thoughts and that consent forms are completed and retained at the school. **The teacher who runs the Initiative then completes an internal shortlist of the best entries (typically 3–5) before the end of the school year**, so that any school or P&C recognition can be awarded at the school's own year-end. Shortlisted entries are then submitted to the Foundation under token.

5. Entry Submission Process

Identity stays at the school. Generate a unique entry token for each entry using the Foundation's Entry Tokeniser. The student's name and signed consent form remain at the school; only the token, category, age band and the entry are sent to the Foundation. Do not include student names in any submission.

Digital submission (preferred): email the entry to your state address, with the subject line as below — using the entry token, not the student's name.

State	Email address	Subject line
NSW	nswentries@cpf.org.au	Age band or category · door if applicable · entry token
VIC	vicentries@cpf.org.au	Age band or category · door if applicable · entry token
QLD	qldentries@cpf.org.au	Age band or category · door if applicable · entry token
WA	waentries@cpf.org.au	Age band or category · door if applicable · entry token
SA	saentries@cpf.org.au	Age band or category · door if applicable · entry token
TAS	tasentries@cpf.org.au	Age band or category · door if applicable · entry token
NT	ntentries@cpf.org.au	Age band or category · door if applicable · entry token
ACT	actentries@cpf.org.au	Age band or category · door if applicable · entry token

Individual Written and Visual entries are judged within six geographic segments (NSW; VIC; QLD; WA; SA; and NT, TAS & ACT combined). The **First Nations** and **All Abilities (Accessibility)** doors and the two **senior categories** are judged **nationally** — mark the door or category in the subject line.

Postal submission: The Child Protection Foundation, PO Box 2080, Peakhurst NSW 2210. Post the entry with its token label only (no student name).

Each submission to the Foundation must include (identity excluded):

- Entry token, category and age band (and door, if chosen).
- The entry itself.
- School and geographic segment.

The student's name, school address and signed consent form are recorded and retained **at the school**, linked to the token by the school's local key only.

Closing date: end of Term 4, 2026 (state closing dates vary by about a week; the exact date for each jurisdiction is confirmed at www.cpf.org.au/schools). **National judging:** January–February 2027. **Winners announced:** March 2027.

6. AI and Originality Policy

- Entries should be the student's own work; schools may provide guidance and feedback.
- **Generative AI is not eligible in the individual and written/visual categories**, except as a declared accessibility aid.
- **AI assistance is expressly permitted in the Senior Video / Animation / AI category** and must be declared. Entries in that category must be suitable for a whole-school audience — no higher than a PG standard — with no sexual or explicit content, no graphic depictions of violence, abuse or injury and no depiction of suicide or self-harm methods. Full content and safety criteria are at www.cpf.org.au/schools.
- Teachers may be asked to verify authenticity and CPF reserves the right to review entries for originality.

7. Judging Criteria

Entries are judged by a panel of educators, child-safety experts and creative professionals, under token. Criteria:

- Creativity and originality
- Relevance to theme
- Clarity of message
- Emotional impact and empathy
- Technical/artistic merit

Winning entries are featured nationally, with student prizes (as vouchers or equivalent) and school wellbeing grants awarded.

8. Foundation Background

The Child Protection Foundation advances education, awareness and prevention of child abuse in Australia through early education and creative engagement. **Founded in 2007** by **Kerry and Bruce Fozzard**, educators and child-protection advocates, the Foundation works with schools, communities and policymakers to build safer environments for every child. It was registered with the ACNC in 2012 and holds Deductible Gift Recipient (DGR) status; its directors are volunteers who take no fees or salaries. This national initiative forms part of the Foundation's long-term mission — *from silence to safety, from shame to empowerment*.

9. Resources and Support

Participating schools receive a Certificate of Participation recognising their contribution to child safety, student voice and wellbeing.

CPF provides:

- This Teachers Pack
- Student Consent Form
- Safeguarding Response Guide
- Entry Tokeniser (for local, on-site tokenising of entries)
- Poster Pack for school display

Resources at www.cpf.org.au/schools. Educator contact: schools@cpf.org.au · 0421 822 576.

10. Safeguarding FAQ for Teachers

What if a student shares a personal experience?

Acknowledge their courage, thank them and refer the matter through your school's reporting system.

Can I modify the prompts?

Yes. Adapt them for your class's maturity level, but retain the theme "Every Childhood. Every Voice. Heard. Valued. Safe."

Are group discussions suitable for younger years?

Yes. Group brainstorming normalises conversation when kept positive and supportive.

What if parents are concerned about sensitive content?

Explain that the focus is safety, empathy and positive protective behaviours — not explicit material.

Sincerely,



Kerry Fozzard

Director, The Child Protection Foundation
0414 653 954 · kerry@cpf.org.au

Appendix A

State-by-State Mandatory Reporting Overview

State / Territory	Who must report	Where to report
NSW	Teachers, principals, counsellors	Dept. of Communities & Justice — Child Protection Helpline
VIC	Teachers, early childhood staff, principals	Child Protection, DFFH / The Orange Door
QLD	Teachers, nurses, doctors, police	Dept of Families, Seniors, Disability Services and Child Safety
WA	Teachers, doctors, nurses, midwives, police	Dept of Communities — Child Protection
SA	Teachers and school staff, health practitioners, police, social workers and other prescribed people (not all adults)	Child Abuse Report Line (CARL)
TAS	Teachers, nurses, police, childcare staff	Strong Families, Safe Kids Advice Line
NT	All adults (universal reporting)	Dept of Children and Families / NT Police
ACT	Teachers, doctors, police, nurses	Community Services Directorate — CYPs

This is a general guide only, current as at June 2026. Mandatory-reporting laws and department names differ between jurisdictions and change over time. Always follow your school's child-protection policy and confirm current requirements with your jurisdiction's authority. **If a child is in immediate danger, call 000.** For current reporting phone numbers and online forms, see the AIFS resource sheet “Mandatory reporting of child abuse and neglect.”

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