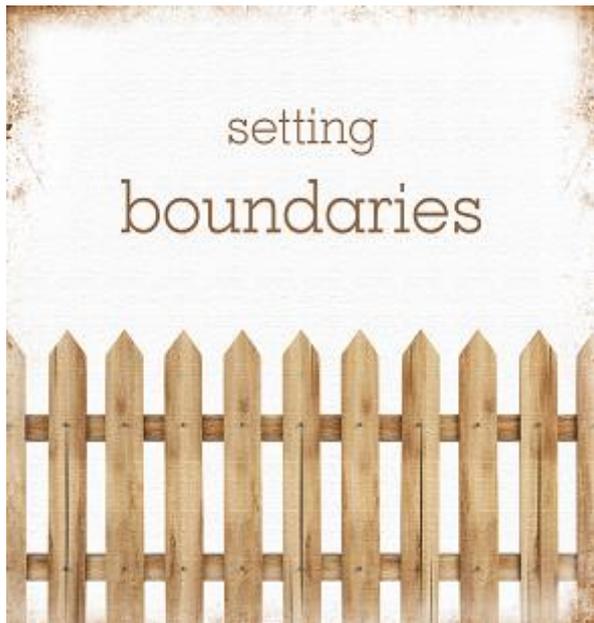




**Teaching Boundaries, Safety,
Social Media & Electronic
Communication Presentation**

PROTECTING OUR CHILDREN

**Holy Family Parish, Williston,
Diocese of Saint Augustine, Fl.
DOSAFI**



What are “boundaries?” - Boundaries are the limits that define one person as separate from another or from others.

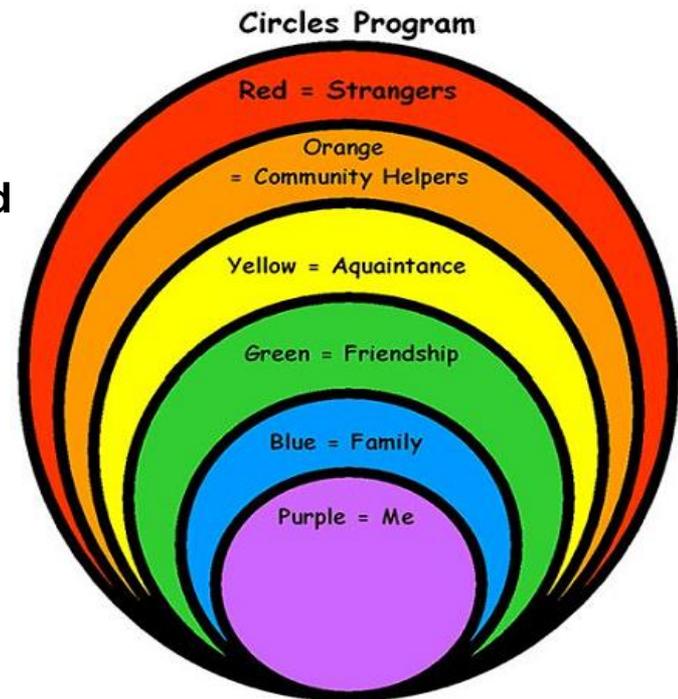
- Boundaries promote and preserve personal integrity.
- Boundaries give each person a clear sense of “self” and a framework for how to function in relation to others.
- Boundaries bring order to our lives and empower each of us to determine how others will interact with us.
- Provide a framework to function in relationship to others.

Boundaries may be physical, emotional, mental, behavioral, and spiritual. They can also involve language.

An appropriate relationship boundary is determined by evaluating the role of a particular individual and relationship within the context of our beliefs and values. For example, appropriate boundaries between a husband and wife are not the same as appropriate boundaries between friends or acquaintances.

Appropriate boundaries between a parent and child are not the same as appropriate boundaries between the child a, teacher, or counselor or other caring adults. Children learn boundaries from adults, and model that behavior.

– TEACH CHILDREN WHAT ARE APPROPRIATE & INNAPPROPRIATE BOUNDARIES.



Teaching Boundaries

- Defining a child's role and teaching appropriate boundaries reduces the child's risk of sexual exploitation and the likelihood that s/he will be groomed.
- Although children naturally test boundaries, it is important to consistently re-establish them and set limits on their behavior.
- Maintaining appropriate boundaries with children will build their security and help them learn how to create healthy relationships and set personal boundaries.
- Respecting a child's personal boundaries (including physical, emotional and sexual boundaries) teaches him/her how s/he should expect to be treated by others.

MAINTAINING BOUNDARIES

APPROPRIATE	INAPPROPRIATE
Side or shoulder to shoulder hugs	Lengthy embraces; kisses
Handshakes	Comments about physique or physical development
“High Fives”	Showing affection while in isolated areas
Verbal Praise	Winking
Pats on the shoulder, back or head (where culturally appropriate)	Massage/Caress
Note in child’s diary	Personal note to child

Who are Safe Friends and Safe Adults?

For the purposes of teaching touching safety, safe friends and safe adults are people who:

- Won’t hurt the child without a good reason and won’t confuse or scare the child intentionally, i.e., medical exams, vaccinations, throat swabs, etc.; and
- Are sure to respect the child’s wishes and the wishes and the rules of the child’s parents, guardians, and caretakers when it comes to personal safety—including touching safety.
- Teach the child who are their Safety Network: Mom, Dad, Grandma, etc. Identify the child’s special safe adults (e.g., mother, father, doctor)—those very few special safe adults.

Teaching Touching Safety

Teaching touching safety requires parents and other caring adults to help children learn appropriate relationship boundaries and how to protect themselves from violators. By teaching touching safety, we can empower children to respond in the best possible ways when those boundaries are violated.

- Provide a setting where the child's attention is focused on you and nothing else.
- Give specific examples to the child when you are describing safe touches (e.g., when grandpa bounces your child on his knee), as well as unsafe touches (e.g., when one child hits another child).
- Name the people who are known safe friends and safe adults (e.g., Grandma Judy, Uncle Joe, etc.). If you know people who have shown that they are not safe, name them also.
- Identify the child's special safe adults (e.g., mother, father, doctor)—those very few special safe adults.

MY BODY SAFETY RULES

"Say No"

I can say No if I don't want to kiss OR hug OR shake hands with someone

I am the Boss of my body, no one can tell me to do what I don't want to do



"Private Parts"

My Private PARTS are parts of my body under my bathing suit

- No one is allowed to touch them
- No one can ask me to touch their Private PARTS
- No one can take photos of it
- No one can show me photos of it also

If any of the above happens, I will tell someone in my safety network



"My Safety Network"

These are the people I trust

Mom, Dad

Grandma, Grandpa

I will tell them if I feel worried, uncomfortable OR unsure of something and they will help me



"Secrets"

I don't keep secrets from my family

I don't keep secrets that make me feel uncomfortable OR bad

If some one has asked me to keep a secret that makes me feel bad OR unsafe I must tell someone from my safety network immediately



Who are Safe Friends and Safe Adults?

For the purposes of teaching touching safety, safe friends and safe adults are people who:

- Won't hurt the child without a good reason and won't confuse or scare the child intentionally, i.e., medical exams, vaccinations, throat swabs, etc.; and
- Are sure to respect the child's wishes and the wishes and the rules of the child's parents, guardians, and caretakers when it comes to personal safety—including touching safety.

Safe Touches

One way a child can tell if someone is safe is by observing how the person touches others. Safe friends and safe adults touch children in safe ways and not in ways that are scary or confusing. Safe friends and safe adults don't touch children in ways that seem strange, or that hurt without a good reason, such as a dental exam or removing a splinter.

You should explain safe touches by emphasizing a child's own experiences:

- "A safe touch is when I kiss you good night on the cheek."
- "A safe touch is when your dad hugs you after he comes home from work."
- "A safe touch is the 'high five' you give."

You should then explain why these touches are safe. They are touches that have a good purpose, are not intended to hurt, and are familiar and safe. Teach children that safe touches are safe, even if they don't know the person well, as long as those touches are appropriate for the particular relationship.

Children need caring, safe touches from relatives, teachers, and friends. They need the reassurance provided by safe touches. You should teach children which touches are safe and give them specific examples. Accidents are not "unsafe touches".

Unsafe Touches

An unsafe touch is any touch that is meant to hurt or scare someone. Hitting, punching, tripping, kicking, and spitting are examples of unsafe touches. In addition to these

examples, parents must also explain that touching private body parts can also be an unsafe touch.

For the child to understand touching safety, the child needs to know that we treat our private body parts special by keeping them covered. One reason is to help keep them clean and healthy. Only a few special safe adults may see or touch a child's private body parts—and only to help keep the child clean and healthy.

Let your child know that any touch that is new, scary, or confusing—or a touch that starts out okay but becomes scary or confusing—may be an unsafe touch.

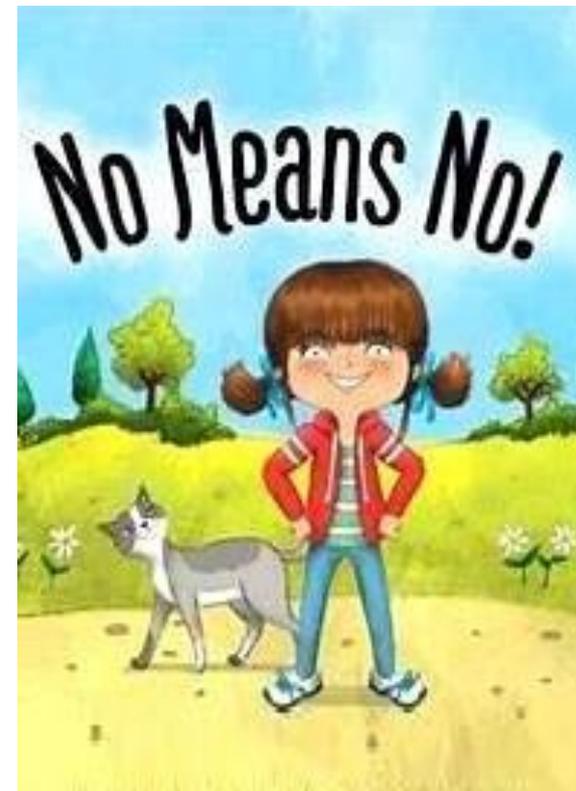
Teach children to trust their own instincts and to speak up when something makes them uncomfortable.

Teaching What to Do if Touched in an Unsafe Manner

Teach your child a simple rule for what to do if someone tries to touch him or her in an unsafe way. The child must send a clear signal to any child or adult whose behavior is unsafe—a signal that unsafe behavior will not be tolerated.

A child needs to know that any time someone tries to touch his or her private body parts or tries to get the child to touch the private body parts of the other person, the child should say words that mean “No!” and then should tell the child's mother or father or another safe adult as soon as possible.

Instruct young children to run away if the touching involves private body parts or if they don't feel safe for any other reason. Let children know that you will believe them, and that they will not be in trouble for saying “No!” and running away.



Teaching “No Secrets”

Communication is necessary to prevent abuse. It is difficult for children to talk about child sexual abuse—even children who understand and practice touching safety. It is not uncommon for children to keep abuse hidden, and child molesters rely on this secrecy.

That’s why you should establish this important points:

- Your child can tell you about anything that makes him or her feel unsafe—even if someone told him or her to keep it a secret or threatened the child if he or she told.**
- Assure your child that you will listen to him or her and not get angry, and that your child’s safety is your top priority.**
- Teach children early and often that there are no secrets between children and their parents, and that they should feel comfortable talking with their parent about anything -- good or bad, fun or sad, easy or difficult.**

A child molester will often try to manipulate a child into silence, or drive a wedge between the child and the parent or guardian. For example, an abuser may threaten a child’s loved one or may manipulate the child into doing something that the child knows the parents or guardians would forbid—in an effort to drive a wedge between the child and the parent or guardian. The molester’s actions are intended to trap the child in a cycle of secrecy that protects the molester from detection.

A child molester will manipulate and confuse his or her victims. A child molester may be bright, charismatic, and attentive to the victim’s needs. The molester may give the victim gifts, or disguise sexual actions as love, friendship, playfulness, or teaching. The child molester may overcome a child’s resistance by confusing the victim in this way.

Let children know that there are no secrets when it comes to personal and physical safety. There is a big difference between Secrets (Not Allowed) and Surprises (Are OK).

SECRETS: (Not Allowed), Are Hidden; Never told; Exclude others; Potential to harm; May cause fear or sadness.

SURPRISES: (Are OK), Are temporary; Are revealed and shared; Are inclusive; Are usually fun (Birthday surprise, special treat, etc.); Cause feelings of happiness and joy.

Teaching touching safety is only one part of a multifaceted solution for protecting children from child sexual abuse. More is required because child molesters have many ways to get around the rules. Remember that:

- Victims, parents, and guardians often know the child molester. Parents and guardians may trust the person with their child. This trust allows child molesters to manipulate parents and guardians and their child victims—even children who have been trained on touching safety.
- A child molester will often introduce children to drugs, alcohol, and pornography in an attempt to make them feel complicit, and to keep children from reporting the abuse. Also, the use of drugs and alcohol impairs judgment and reduces children's ability to protect themselves—even children who know about touching safety.
- A child molester may use his or her standing in society (as a principal, teacher, coach, minister, or priest) to confuse victims about his or her motives—even children who understand touching safety.

REMEMBER THE WORD PAN

Public

Appropriate

Non-sexual

ANY VIOLATION OR COMPLAINT REPORT IT IMMEDIATELY

Social Media and Electronic Communication (Holy Family has this Policy)

There can be no compromise regarding the use of social media and contact through Internet and other electronic means. Predators often used social media and electronic communication to seduce young people, share pornography and initiate contact that led to alcohol and drug use, and sexual assault.

- No private contact with any young people involved in youth ministry (other than the volunteer/employee's own children and family)**
- No "friending" of any parish young people other than through group/organization sponsored web-pages that keep everyone informed.**
- Text or email young people only as an emergency "group" communications, and send notices to everyone.**
- Text or email other communications to parents to forward to young people or pass on to them verbally.**
- Do not exchange pictures/videos with young people.**
- If young people initiate electronic one-on-one contact with you, decline to answer and communicate the incident to a supervisor.**

The supervisor should notify the parent or guardian that one-on-one electronic communication between youth ministry volunteers/employees and young people is not allowed.

Review and Monitor all Behavior

In addition to raising the bar on electronic communications, it is important to review all activities and interactions with the "no conditioning" standard in mind. Make sure that none of your actions or those of other adults in ministry can be characterized as behavior that conditions children to lower their barriers to inappropriate contact.

The majority of sex offenders are not in a position where we so easily give our trust to them. They use techniques to groom vulnerable individuals. There are probably as many grooming techniques as there are offenders; it would be impossible to list them all, but it is easy to understand the general methods of grooming. To conceptualize the methods, let's call them the "B's" of grooming—Bullying, Buying, Building, Bonding, Blackmailing, Belittling and Burning Bridges.

There are some behaviors that sometimes creep back into the picture because they are justified or rationalized as "just how she (or he) is." These include full-on hugs, a single person giving a child a ride home and meeting a young person outside of the office to "talk" about something that is bothering them. The problem is that these are not "harmless" as predators are counting on us to water down our vigilance and open the gate.

Volunteers and employees who minister to youth must regularly review the policies and examine any behaviors in the interactions with youth that creates a risky environment. They must also review the policies with other ministers and volunteers and reinforce the message that there is a no tolerance policy for those who work in youth ministry.

We must monitor each other and communicate when you see something risky.

OUR CHILDREN'S SAFETY IS EVERYONE'S RESPONSIBILITY

ANY VIOLATION OR COMPLAINT REPORT IT IMMEDIATELY:
SEE SOMETHING, SAY SOMETHING

Levy County, Fl. Sheriff's Office

Victim Services (352) 486-5111, ext: 273
Raquel Alfonso Victim Services Director
(352) 486-5111, ext: 344

Williston Police Department

5 SW 1st Ave, Williston, FL 32696
(352) 528-4991

DIOCESE OF SAINT AUGUSTINE

Judy Pinson, Victim Assistance
Coordinator at (904) 262-3200, ext. 129

Fl. Dept. of Health and Human Services

1-800-96ABUSE

BIBLIOGRAPY & RESOURCES USED:

- VIRTUS Teaching Boundaries & Safety Guide 2015 (English) At: <https://www.virtusonline.org/educators/Teaching-Boundaries-and-Safety-Guide-English.pdf>
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- Preventing Child Sexual Abuse (2007) Center for Disease Control CDC At: <https://www.cdc.gov/violenceprevention/pdf/preventingchildsexualabuse-a.pdf>
- National Plan to Prevent the Sexual Abuse and Exploitation of Children (2012) FINAL At: <http://www.preventtogether.org/Resources/Documents/NationalPlan2012FINAL.pdf>
- Holy Family P&P 12 (08-08-18) Social Media and Electronic Communication Policy.