



# PARENTING SAFE CHILDREN



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safely ever after, inc. 



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## ABOUT US

### About Tzedek

Tzedek ('Justice' in Hebrew) was founded in December 2012 to take a proactive stand against increasing cases alleging serious child sexual abuse (CSA) and cover-ups within various Jewish community institutions throughout Australia.

### Tzedek's History

In July 2011, Tzedek Founder Manny Waks went public with his personal story of child sexual abuse. This led to dozens of other victims coming forward.

Due to rapid development within Australia (including the ongoing Royal Commission into Institutional Responses to Child Sexual Abuse), it was considered most appropriate to establish an independent organisation to respond to this issue.

In late 2014, Manny stepped down from the position of CEO and relocated overseas.

Dr. Michelle Meyer was appointed to the role of CEO in March 2015. Michelle has a social work degree and completed a PhD in 2008. She has 30 years' experience in sexual assault centres, the Children's Court of Victoria and Federal Circuit Court. Michelle also has counselling experience in the Jewish community in cases of child sexual abuse.

### Tzedek's services

- To support and advocate for Jewish victims/ survivors of child sexual abuse and their families.
- To prevent child sexual abuse by:
  - o Raising awareness and creating a cultural change in relation to child sexual abuse;
  - o Educating the community including children, parents and organisations; and
  - o empowering members of the Jewish community to be able to prevent, recognise and address child sexual abuse for themselves and others.
- To prevent and address the harm arising from the sexual abuse of children within the Jewish community by assisting and supporting the victims/survivors of child sexual abuse within the Jewish community and their families by:
  - o providing resources and referrals to support services such as counselling and legal services; and
  - o organising meetings/conferences, support groups and other activities for victims/survivors of child sexual abuse and their families.



## 4 STEPS TO CHILD SAFETY

### 1) Learn the facts and recognise the signs

- What is child sexual abuse?
- Incidence of child sexual abuse
- Sex Offenders: What we Know
- Recognise the Signs
- Age appropriate behaviour

### 2) Minimise the opportunities:

- Grooming Strategies
- Reducing the Opportunities for Risk
  - o High Holidays
  - o Camps

### 3) Talk and empower

- Messages for safety
  - o Say No ( Body Safety)
  - o Go Away
  - o Tell an Adult
  - o Safety Awareness

### 4) React

- Believe Them
- Let them know it's not their fault;
- Tell them what you will do together to protect them;
- Don't promise confidentiality
- Note down as many details from the conversation as you can.

## TRUST YOUR INSTINCTS



## STEP 1: LEARN THE FACTS

### a. What is Child Sexual Abuse

“Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- the inducement or coercion of a child to engage in any unlawful sexual activity;
- the exploitative use of a child in prostitution or other unlawful sexual practices;
- the exploitative use of children in pornographic performance and materials”.(World Health Organisation 1999)

### b. Incidence of Child Sexual Abuse

- 1 in 10 children are sexually abused
- 1 in 3 girls and 1 in 6 boys will be sexually abused in some way before the age of 18 years. (Australian Institute of Criminology, 1993)
- The most vulnerable age range for childhood sexual abuse is between the ages of 8 and 12 years old (Finkelhor, 1994)
- Children with disabilities are 4-10 times more vulnerable than their non-disabled peers (National Resource Centre on CSA, 1992)
- It has been estimated that less than 30% of sexual assaults are ever reported (Taylor, 2007).
- The average time taken to disclose is 22 years (Royal Commission into Institutional Abuse 2015)
- If an allegation comes from a child it is rare that it is a lie. In 98% of cases their statements are found to be true. (Dympna House, 1990)
- 80% of sexual abuse occurs in a secluded, one-to-one environment... a child sex offender needs two elements:

### c. Sex Offenders: What We Know

- 90% of all childhood sexual abuse occurs by someone the child knows and has a trusted, established relationship with... not by a stranger.
- 93% of sex offenders are male
- Approximately 30% of victims are abused by family members (Finkelhor, 2012).
- Only 5% of child sexual assault cases constitute ‘stranger danger’ (Child Protection Council, 1993).
- 70% of child sex offenders have between 1 and 9 victims; 20% have 10 to 40 victims (Elliott & Kilcoyne, 1995).
- One in three child sexual offenders are adolescents (Bagley, 1995). Nearly 30% of child sexual abuse cases involve juvenile perpetrators.



## d. Recognise the Signs

### Behavioural Indicators of Sexual Abuse

- 1) Disclosure
- 2) Sexualised behaviour – not age appropriate; describing sexual acts, drawings, stories; sexual aggression towards younger or more naïve children
- 3) Knowledge beyond their developmental level
- 4) Changes in behaviour:
  - Regressive behaviour (such as soiling, bedwetting, speech, thumb sucking, etc.)
  - Becoming withdrawn or very clingy or particularly insecure
  - Unexplained Fears
  - Change in relationship with peers
  - Challenging and aggressive behaviour or cruelty to animals
  - Outbursts of anger
  - Deterioration or pre-occupation with school performance
  - Suicidal and self-harm behaviour including self-mutilation, drug or alcohol abuse
  - Signs of depression such as persistent crying, lack of motivation to engage in activities, lack of expression or enthusiasm
  - Risk taking behaviours such as lighting fires, criminal activity or running away from home

(If you see your child displaying several of these behaviours, it may be a sign that something is wrong and you should seek help.)

### Physical Indicators of Sexual Abuse

- Pain when toileting
- Bruising
- Chronic urinary tract infections or difficulty urinating
- Psychosomatic illness: abdominal pain, eating disorders, recurring or frequent nightmares (can make children afraid of the dark)

Many of the physical indicators of abuse are only identifiable via a medical examination.

Seek medical advice immediately if you see physical signs such as unexplained soreness or bruises around the child's genitals or symptoms of sexually transmitted infections.



## e. Continuum of Sexual Behaviour in Children and Adolescents (adapted from SECASA's Continuum of Sexual Behaviour in Children and Adolescents )

As a general rule:

Children under 5 years of age may typically touch or rub their private parts; show others their private parts; enjoy being nude; play doctors and nurses or mummies and daddies or touch or look at the private parts of those familiar to them

Persistent masturbation; sexual play with toys or forcing another child to engage in sexual play or simulating sex; touching the private parts of an adult not known to them or chronic peeping are concerning behaviours.

Children under 5 years of age should not be talking about sexual acts or using sexually explicit language; having physical sexual contact with other children or showing adult-like sexual behaviour or knowledge.

School aged children (5-12) may typically touch themselves / masturbate occasionally and in private; play "show me yours / I'll show you mine" with peers; kiss, hold hands, flirt; tell age-appropriate dirty jokes with peers or engage in genital / reproduction conversations with peers.

Persistent masturbation; initiating sex games with children much older or younger; attempting to touch the private parts of other children; peeping or exposing their own private parts; attempting to expose other's private parts or sexual knowledge too great for age are concerning behaviours.

School aged children should not be masturbating in public; peeping or exposing themselves repeatedly; degrading or humiliating themselves or others using sexual themes; touching the private parts of others without permission; threatening others sexually; forcing the exposure of others or simulating intercourse with peers, animals or toys.

Adolescents (13-18) typically have sexually explicit conversations with peers; use obscenities and tell dirty jokes within the cultural norm; flirt, kiss, hug and hold hands; masturbate; and may choose to engage in foreplay and / or consensual intercourse with a peer-aged partner.

Sexual preoccupation or anxiety; being verbally sexually aggressive or obscene; promiscuity; or attempting to invade other's body space are concerning behaviours.

Adolescents should not be masturbating in public or compulsively; degrading or humiliating themselves or others using sexual themes; have a chronic preoccupation with sexually aggressive pornography or any interest in child pornography; forcing the exposure of others; touching the private parts of others without permission; threatening others sexually; peeping (voyeurism), exposing themselves, making obscene phone calls or sexually harassing others; having sexual contact with children that are much younger; having sexual contact with animals or forcing penetration with anyone.

## STEP 2: MINIMISE THE OPPORTUNITY

### a. Grooming Strategies

The one thing that stops a sexual offender from targeting a child is the possibility of being caught.

A child sex offender needs ACCESS and PRIVACY to victimise their target.

Pay attention to WHO IS PAYING ATTENTION TO YOUR KIDS!

- I. Eliminate or reduce isolated, one-on-one situations between children and adults to decrease the risk for abuse.
- II. More than 80% of sexual abuse occurs in one-adult/one-child situations.
- III. Think carefully about the safety of situations in which older youth have access to younger children

#### Common Grooming strategies include:

The grooming process of a child sex offender can often start with one or more strategies. There are three types of boundaries a child sex offender will attempt to “blur” during their grooming process: physical, personal and relationship.

#### A. Physical:

- Inappropriate touching, such as becoming too physical with your child, frequently engaging in accidental touching, invading a child’s personal space, or makes inappropriate comments about a child’s looks or body.
- An older child using physical force or manipulative behaviour on younger, more vulnerable children

#### B. Personal:

- Inappropriate comments or suggestions about a child’s looks or body
- Sharing inappropriate jokes, language, or photographs of a sexual nature with a child

#### C. Relationship:

- Creating a “Special friend” or secretive relationship with one child (lavishing praise, attention, gifts) and having secrets to establish a personal “bond” and establish trust.
- Befriending parents (especially single parents), filling a role within the victim’s family that make him trusted and valued (such as offering babysitting or transport services, lessons or taking children overnight to assist busy parents.)
- Undermining a parent’s authority by allowing children (especially pre-teens) to engage in behaviours or activities that a parent does not allow.
- Making a child or parent feel guilty or confused because you have set your boundaries.
- Threatening the child they will get into trouble for telling or that the offender will hurt them or a loved one for telling.
- Seeking employment or volunteering in events that involve children
- Spending time in playgrounds, shopping centres, game arcades, etc

## b. Reducing Opportunities for Risk

### High Holidays and Cultural Traditions

Children and young people are keen to participate in certain Jewish festivals and celebrations, sometimes without a level of adult supervision. In Australia, there has been increasing publicity about concerns regarding our children's safety at festivals such as Purim, Lag B'Omer and Simchat Torah, often associated with alcohol abuse and other risk taking behaviour. It is customary for communities to run functions to celebrate these festivals. Some of our children attend these functions with groups of friends, possibly without a level of monitoring from adults.

#### TIPS FOR CHILDREN/YOUNG PEOPLE

Tzedek would like to share the Magen for Children and Families Child Protection Agency's advice. They suggest sitting down with your children before a festival to calmly warn them about the nature of the risks and to give them practical tools and ground rules.

- During festivities, do not walk or hang around by yourself. Stay at all times with one or more friends.
- If someone who is not a part of your family or group invites you to go with them, even to do a big mitzvah, firmly reject the offer and tell the person they should find an adult to help them.
- Tell your parents. Especially if anyone tells you NOT to tell something to your parents, you must tell your parents straight away. Your parents will not be angry with you.
- Fix a to-be-home-by time.

#### TIPS FOR PARENTS

##### WHAT MAKES A SAFE ENVIRONMENT:

- Require all children under the age of bar/bat mitzvah to be in a supervised children's program if they are not attending services with their parents.
- Ensure all staff in your synagogue who supervise children's programs have a current Working with Children Check.
- Ensure that there are at least two staff members in the room at all times during a supervised children's program. Further, the room in which the supervised children's program is held should never be locked and always easily observable from the outside.
- If a bathroom is not attached to the room in which the supervised children's program is held, staff should escort children to the bathroom in a group, never alone.
- Ensure that all buildings within synagogue premises that are not required for services cannot be accessed.
- Establish and implement a roster for two congregants (who hold current Working with Children Checks) to walk the synagogue grounds and keep an eye out for children who are not attending the service or a supervised children's program.



## Camp Guidelines

### Keeping Our Children Safe at Camp

Camps run by Jewish community organisations and youth groups serve as a great activity for children during the school holidays. Tzedek is aware of several cases of child sexual abuse that have occurred during camps. For this reason, we urge parents/guardians to initiate an age-appropriate dialogue about personal safety with their children before they attend camp.

#### Prior to camp, parents/guardians should:

- Talk to their child about body safety.
- Request to view the camp child protection policy and a code of conduct.
- Ask camp management if all camps staff and volunteers have had training about child sexual abuse prevention and the organisation's child protection policy and if they all hold a working with children's check.
- Ensure camp management conveys rules to camp participants (and parents/guardians) pertaining to appropriate behaviour relating to the personal safety of campers.
- Ask camp management what the ratio of campers/staff/volunteers will be.
- Ask camp management how campers are made aware of what to do if they feel unsafe?
- Ask camp management if staff/volunteers allowed to be alone with a camper? If not, how is this ensured?
- Ask camp management how staff/volunteers monitor interactions between older and younger campers?
- Ask camp management what the sleeping arrangements will be for campers and staff/volunteers?
- Ask camp management how they accommodate the needs of campers who may feel unsafe.

#### After camp, parents/guardians should:

- Discuss all aspects of the camp experience with their child.
- Observe and listen to their child's reactions.

## STEP 3: TALK AND EMPOWER - Strategies for parents

### TALK:

**Naming private parts:** teach your children the correct names for body parts (vagina, penis, bottom) so that they have terms for these parts that anyone would understand if they needed to talk about something.

**Safe / Out of comfort zone/Unsafe:** getting children to recognise the difference between safe and unsafe feelings e.g. being home with the family, going to the movies, being lost in the mall, someone threatens to hurt you, learning to swim for the first time, going on a roller coaster, having an immunisation, giving a speech in front of the school.

**Warning signs of feeling unsafe:** heart pounding, sweating, shaking limbs, eyes wide open or shut, body hair standing on end, goose bumps, wanting to cry/crying

**Private and public:** private vs public places e.g. home vs the park, lounge vs bathroom or bedroom; private body parts i.e. bottom, breasts and penis / vagina; personal parts i.e. mouth, hands

**Ok / not ok touches:** hugging someone who wants a hug, high fives, pinching someone on the bottom, touching someone else's private parts, hugging someone who does not want a hug. Any touch that makes a child feel unsafe or out of their comfort zone is not ok.

**My safety network:** help children identify 5 adults they can turn to if anything makes them feel uncomfortable. At least 2 should not be family members.

Teach your children about the difference between secrets and surprises. Everyone gets to find out about a surprise. Secrets are not ok. If unsure, speak to one of your trusted adults.

### EMPOWER: THERE ARE THREE SIMPLE MESSAGES TO CONVEY TO CHILDREN: SAY NO, GO AWAY, TELL AN ADULT

As parents, you are children's first defence when it comes to recognising concerning situations and people, and knowing how to act accordingly. Here are some important strategies:

- 1) Teach your child a variety of ways to say "NO" to someone whose actions make them feel uncomfortable. Give them scripted lines to use...loudly:
  - "STOP TOUCHING ME!"
  - "I DON'T LIKE THAT"
  - "THAT'S NOT OK"
  - "YOU CAN'T TOUCH ME LIKE THAT"
  - "MY PRIVATES ARE PRIVATE!"
  - "I DON'T LET ANYONE TOUCH MY PRIVATES!"
  - "MY PARENTS TAUGHT ME THAT THAT'S NOT OK, YOU HAVE TO STOP."

- 2) Children have the right to say “go away” and / or remove themselves from a situation if they feel uncomfortable. Children also have a right to choose with whom and how they express affection.
- 3) Encourage your child to tell an adult if something has made them feel uncomfortable. **LISTEN TO YOUR CHILD** if they persistently don’t want to be around a particular person.

### STRATEGIES TO EMPOWER CHILDREN

**EMPOWER** children to recognise “tricky people” and potentially unsafe situations. A tricky person is someone who tries to trick you into breaking a safety rule or does something that feels uncomfortable or unsafe. They can be someone you know, don’t know, or know just a little bit.

- Always use the buddy system while walking to school, hanging out in the neighbourhood, or waiting at the bus stop. Children who are alone are more vulnerable to a sexual offender’s tricks.
- Children under 10 should be discouraged from walking home alone. They are more easily tricked and less able to make a quick, safe decision if approached.
- Instruct your child to **NEVER LEAVE** a public place to look for you. Let them know you would never leave or go to your car or the parking lot without them. If lost or separated, they should stay put or ask another mother with kids for help.
- For younger children, create a list of two or three other people that you would send if you couldn’t pick them up. Let your children know you would **NEVER** send someone they don’t know. They should always try and call if unsure.
- Don’t write your child’s name on the outside of any personal belongings such as a jacket or backpack. A child’s “danger-radar” is short-circuited when someone calls them by name.
- **Walking to School:** Establish a “safe route with safe-stops” along the way where kids can quickly go to it if they get scared or feel unsafe. (A public store, business, or trusted neighbour’s home.)
- Children should not walk with headphones on or while talking on the phone. Stay alert and aware of your surroundings. Kids who appear distracted are more easily victimised.
- If followed by a car, **IMMEDIATELY** run in the opposite direction. If followed by someone on foot, cross the street and get away from them as quickly as possible. Do not engage in any conversation with that person at all. Run **AWAY** from danger, never toward it.
- If someone grabs them and says: “Don’t Yell / Don’t Run” – Kids should do the **OPPOSITE:** Yell, scream, and run!!
- **DO NOT** assist anyone they don’t know who may be asking for help. Teach kids that it’s ok to say **NO**.
- Children should never give out any personal information online, including their school, suburb, sports or team names, nicknames, after school hangouts, etc. Child sex offenders can easily piece together bits of seemingly innocent information to determine where a child lives or goes to school.

## STEP 4: REACT

If a child tells you about inappropriate touching:

### A. BELIEVE THEM

### B. TELL THEM IT'S NOT THEIR FAULT

### C. TELL THEM WHAT YOU WILL DO TOGETHER TO PROTECT THEM

### D. DON'T PROBE FOR INFORMATION BUT RECORD AS MANY DETAILS AS POSSIBLE.

### A. BELIEVE THEM

- Stay Calm
- Accept what the child says
- Allow the child to talk at their own pace and use their own language
- Listen attentively

### B. IT'S NOT THEIR FAULT

Children who have been sexually assaulted may feel:

- Scared about getting the perpetrator into trouble
- Worried that they are to blame for the abuse
- Ashamed that they have been abused
- Angry that they have been abused and not protected
- Powerless to change their situation
- Confused about what might happen if they tell

### C. TELL THE CHILD WHAT YOU WILL DO NEXT

- Do not promise that you will not tell anyone about it.
- Explain that for them to be safe you will need to talk to a professional who deals with these issues
- Tell them that they can ask questions as often as they need to

Do NOT confront the perpetrator

Contact a professional to seek advice



## Support services

### Victoria

Child Protection Crisis Line: 13 12 78 (24 hours, 7 days a week).

Victoria Police Sexual Offences and Child Abuse Investigation Team (SOCIT) Unit:  
(03)95566127 [www.police.vic.gov.au](http://www.police.vic.gov.au)

SANO Task Force Victoria Police, investigations involving Religious and Non-Government organisations: 1800110007

South Eastern Centre Against Sexual Assault (SECASA): (03) 9594 2289 [www.secasa.com.au/](http://www.secasa.com.au/)

Sexual Assault (CASA) 1800 806 292. Free confidential 24 hour crisis care service for victim/survivors who have recently been sexually assaulted [www.casa.org.au/](http://www.casa.org.au/)

Sexual Assault Crisis Line: 1800 806 292 A state wide, after-hours, confidential, telephone crisis counselling service for victims/ survivors of both past and recent sexual assault [www.sacl.com.au/](http://www.sacl.com.au/)

Victims of Crime- Department of Justice: 1800 819 817 [www.victimsofcrime.vic.gov.au](http://www.victimsofcrime.vic.gov.au)

Child First, Jewish Care 8517 5999

Tzedek: 1300 TZEDEK or 1300 89 33 35 [www.tzedek.org.au](http://www.tzedek.org.au)

### National support services for sexual assault

Child Abuse Prevention Service Helpline: 1800 688 009 [www.nrsdc.org.au/](http://www.nrsdc.org.au/)

Kid's Help Line: 1800 551 800 (24-Hour service)

Lifeline: 13 11 14: provides 24/7 crisis support and suicide prevention services [www.lifeline.org.au/](http://www.lifeline.org.au/)

Department of Health and Human Services (Child Protection): 131 288  
[www.dhs.vic.gov.au/home](http://www.dhs.vic.gov.au/home)

1800RESPECT or 1800 737 732: talk to someone immediately about sexual assault or domestic violence, or find services in your area [www.1800respect.org.au/](http://www.1800respect.org.au/)

1800MY LINE or 1800 695 463: advice about relationships or relationship violence [theline.org.au/](http://theline.org.au/)

Family Relationships Online or 1800 050 321: provides all families (whether together or separated) with access to information about family relationship issues [www.familyrelationships.gov.au](http://www.familyrelationships.gov.au)

Adults Surviving Child Abuse (ASCA) or 1300 657 380: [www.asca.org.au/](http://www.asca.org.au/)

Tzedek: 1300 TZEDEK or 1300 89 33 35 [www.tzedek.org.au](http://www.tzedek.org.au)



## Books and resources for children and parents

### Books for children

'Some Secrets should never be kept' –by Jayneen Sanders, illustrated by Craig Smith. Published by UpLoad Publishing 2011. <http://somesecrets.info/>

'My Body Belongs to Me' by Jill Starishevsky, illustrated by Sara Muller, published by Safety Star 2008

'Everyone's Got a Bottom' by Tess Rowley, illustrated by Jodi Edwards, published by Family Planning Queensland 2007

'Matilda Learns a Valuable Lesson' by Holly-ann Martin, illustrated by Marilyn Fahie, published by Safe4Kids 2011

'Jasmine's Butterflies' by Justine O'Malley, illustrated by Carey Lawrence, published by Protective Behaviours WA

'Amazing You' by Dr Gail Saltz, illustrated by Lynne Avril Cravath, published by Penguin 2005

'The Right Touch' by Sandy Kleven, illustrated by Jody Bergsma, published by Illumination Arts 1997

'It's My Body' by Lory Freeman Girard, illustrated by Carol Deach, published by Parenting Press 1982

'I Said No!' by Zack and Kimberly King, illustrated by Sue Rama, published by Boulden Publishing 2008

'Your Body Belongs to You' by Cornelia Spelman, illustrated by Teri Weidner, Albert Whitman & Company 1997

### More Books for children:

'Wesley's world' by Vivien Resofsky, illustrated by Alex Pavlotski

'Let's stay safe' by Yakov Horowitz, illustrated by Tova Leff, published by Mesorah Publications Ltd in conjunction with Project Y.E.S. and Artsroll

'No Means No' –by Jayneen Sanders, illustrated by Cherie Zamazing. Published by UpLoad Publishing 2015.

'Some Parts are not for Sharing' by Julie Federico

'Talking to Your Kids about Sex' by Dr. Laura Berman, New York, 2009



## Books for parents

'Body Safety Education' –by Jayneen Sanders. Published by UpLoad Publishing 2015.

'What to do when your child has been sexually abused: Turning Surviving into thriving' by Helise Pollock, MSW

'Is this normal?' by Holly Brennan and Judy Graham, published by Family Planning Queensland 2012

## Online resources

Tzedek [www.tzedek.org.au/resources.html](http://www.tzedek.org.au/resources.html)

Being Safety Smart [www.beingsafetysmart.com.au/BSS/](http://www.beingsafetysmart.com.au/BSS/)

Child Wise [www.childwise.net/](http://www.childwise.net/)

Daniel Morcombe Foundation: contains downloadable child safety resources and information about the foundation [danielmorcombe.com.au/](http://danielmorcombe.com.au/)

Protective Behaviours Australia [www.pbaustralia.com/](http://www.pbaustralia.com/)

Caring for Kids [www.nctsn.org/trauma-types/sexual-abuse](http://www.nctsn.org/trauma-types/sexual-abuse)

Parents Protect [www.parentsprotect.co.uk/](http://www.parentsprotect.co.uk/)

Darkness 2 Light [www.d2l.org](http://www.d2l.org)

Talking about touching [www.cfchildren.org/child-protection/talking-about-touching](http://www.cfchildren.org/child-protection/talking-about-touching)

## Support for men

Living Well: online support for male survivors of sexual assault [www.livingwell.org.au/get-support/](http://www.livingwell.org.au/get-support/)

MensLine Australia: 1300 78 99 78 telephone and online support, information and referral service for men dealing with relationship problems [www.menslineaus.org.au/](http://www.menslineaus.org.au/)

One in Six Online: resources and information for men who have had unwanted or abusive sexual experiences in childhood <https://1in6.org/>



### Disclaimer

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 **tzedek**  
A Jewish community free of child sexual abuse

