



The POSH Approach to Teaching Children and Young People Protective Skills

A Guide for Parents and Caregivers

This resource was developed by Prosper (Project Australia) www.prosperprojectaustralia.org and Rainbow Families www.rainbowfamilies.com.au, and is funded by the Australian Government Department of Social Services.

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The information included in this resource is of a sensitive nature and may bring up issues or experiences that have been or are distressing to you.

If you need support, please seek assistance through one of the services listed below and always call 000 in an emergency;

QLife

Australia's national counselling and referral service for people who are lesbian, gay, bisexual, trans, and/or intersex (www.qlife.org.au) – 1800 184 527 (3pm - midnight everyday)

1800RESPECT

National 24/7 Sexual assault, domestic & family violence counselling, information & referrals, and web counselling (www.1800Respect.org.au) - 1800 737 732

Lifeline

(www.lifeline.org.au) – 13 11 14 (24/7 everyday)

If you need to report or get help with Domestic Violence call the NSW Government's Domestic Violence line on 1800 65 64 63.

If you wish to report risk of or actual harm to a child please do so by contacting the relevant Government department in your state as below:

South Australia - 131 478

Northern Territory - 1800 700 250

Australian Capital Territory - 1300 556 729

Tasmania - 1800 000 123

Western Australia - 1800 273 889

New South Wales - 132 111

Victoria - 13 12 78 (for after-hours reporting, or visit <https://services.dhhs.vic.gov.au/reporting-child-abuse> for your local reporting line)

The POSH Approach

This guide is designed to support parents and caregivers in using protective behaviours and child safety programs with their children and young people.

Building resilience and protective factors in children and young people is valuable in supporting their life-long wellbeing. It is also a vital prevention tool that reduces the likelihood of certain types of harm (including violence) occurring in their lives. Some form of child safety programming is taught across classrooms in Australia. However, like all school-based learning, the role that parents, carers and the home environment have in the education of a child or young person is the factor that is the greatest predictor of success.

When it comes to protecting children and young people there is so much you can do for children of any age to support their development and use of these protective skills. As so many forms of violence can start in or be tied to the 'home' and the attitudes and behaviours that lead to violence are often 'learned' from others, any prevention work that you do with your children is important. Not only does it reduce the risk of children and young people becoming a future victim or perpetrator of violence, but it will also create the conditions that make violence less likely to occur in the first place.

This guide - the POSH approach, is a framework for supporting you (the parent or caregiver) to teach and foster protective practices in your children and young people.

Prosper (Project Australia) and Rainbow Families have developed some resources for children and young people to accompany this guide. We have also listed a number of well-known personal protection and child safety programs at the end of this guide for your information and use if you would prefer a different approach. These have been organised by child age to help you decide which would work best for your family. The programs are all freely available for you to use in teaching your children and young people these important behaviours and the content in these programs is far more in-depth than anything provided at your child's school.

Note that in this guide, the term 'child' is used to describe anyone aged 18 years or younger.

Resources

Prosper (Project Australia) and Rainbow Families have developed a number of age-appropriate child safety resources that are tailored specifically for the children living in LGBTIQ+ families. These resources are listed against the school stage they are suited for. You know your child best though so please choose the set of resources that you think your child is developmentally ready for. This means you may have a 7 year old who is still very young in heart and mind and may be better suited to the simple safety messages set of colouring-in sheets, or you may have a 4 year old who hasn't started school yet but is mature enough to do some of the activities in the **Stay Safe for Children** resource.



For pre-schoolers and lower primary students, use – **Helping Hand** activity and Simple safety messages set of colouring in sheets.

For middle and upper primary school students, use – **Stay Safe for Children** resource.

For high school students, use – **Sort Your Safety** resource.

Parents, caregivers and other adults in the child's home are encouraged to read through this POSH approach guide to ensure that everyone is participating in the program and is on the same page.

A Step-by-step Guide to Teach Children Protective Strategies

1. Choose from the resources listed on the previous page based on the developmental age of your child.
2. Read through the resource you have chosen for your child before you start using it with your child. Make sure you understand all of the content and seek support using the contacts listed at the beginning of this guide if the content brings up anything uncomfortable or distressing for you.
3. Hold a family meeting with all members of the household to discuss with your child that you will all be participating in a program at home to teach everyone more about staying safe. Encourage your child to talk to you about any safety programs they may have done at school or to ask any questions they may have. If you have a family member such as an older teenager or another adult who isn't willing to participate, you can still go ahead with the meeting without them.
4. Set aside some time to implement the content in the resource you have chosen, with your child. You will likely need no more than 15 minutes at a time. This should be a time when you can be available to sit down and help your child, and also a time when no one is rushed. Weekend mornings can be good for this. If you know that yours is a family that is not going to have the time to do this every week then make it a project to complete in the school holidays.
5. Each resource is split into individual sections or activities. Plan to take on one activity at a time, and at a suggested rate of one section or activity each week (or every few days if you are doing it in the school holidays). For example, with pre-schoolers you may get them to do one colouring





in sheet each week for three weeks and then do the *Helping Hand* activity in the fourth week. This is a good pace and allows you to teach the content a bit at a time. Note that with the *Sort Your Safety* resource for older children the content is less activity-focussed and more about holding a conversation with your child or checking in with them about their feelings or questions on the content.

6. Before you start each activity or conversation (and every time you start one of these activities/conversations) with your child remind them that it is ok for them to ask questions and ok to stop if anything makes them feel uncomfortable. For primary school and high school aged students you should make a special point of guiding them through the introductory page of their resource where support numbers are listed for children requiring extra assistance, so that children know there is external help available.
7. Now it's time to start doing these activities or holding these conversations with your child. Make sure they have what they need to complete the activities – a quiet and uninterrupted space, a pen or some coloured pencils and a piece of paper. Pick one activity or one conversation each week. They should be done in the order they appear in the resource. You should get through the pre-schooler content within about 4 weeks. The content for school-aged children will take a bit longer. Note that some school-aged children may want to read through the content themselves and do the work themselves. This is ok, as long as you check in with them when they have finished their reading or activity. Otherwise you should sit next to your child and read through the content with them or get them to read it to you, then be with them as they do the activities, helping them as needed.
8. Where help is required coach your child but do not do it for them. You cannot tell your child what makes them feel safe or what warning signs their body sends them when they feel unsafe, so don't put words into their mouth. There is no right or wrong answer and every answer needs to be your child's answer, not yours.
9. Once the activity or conversation is finished for the week make sure your child is ok. Ask if they have any questions. You might also get

them to talk about whether they have already done some of this stuff at school before and what they can remember. Some older children may not want to talk about things like dating violence or bullying with a parent. That's ok! Remind them that they can talk to Kids Helpline if they ever need to. The Kids Helpline phone number appears on almost every page of the child resources.

10. If your child has done an activity or you've had a conversation and they seem confused or not able to understand, just put the activity to the side and come back to it next week. If they still don't understand after you have had another try you might need to choose a different resource for them that is from a younger stage. You can also try using the free materials from the child safety programs listed at the end of this guide.
11. Check in with your child a few days after they have completed each activity just to make sure they are ok and ask if they have any questions.
12. At the beginning of each new activity do another check in with your child about what they remember from the previous activity. If they don't seem to remember clearly then get them to come back to that activity again. Only get them to re-do an activity once. It will just become boring if they are doing the same thing repeatedly.
13. Be consistent. These programs are short so it won't take very long. Don't give up or lose interest. If children don't learn these important lessons from you they will get their information from sources that you are not in control of such as the media or other kids at school.

14. Get involved. Some of the activities in the child resources will require your child to practise a specific skill such as asking for help. Help them with this, let them practise on you or role-play with you.

15. Put your child's work on display. You should have your child's *Helping Hand* or safety network contacts displayed in their room or somewhere in the house for them to use if needed. Stick their colouring-in sheets on your fridge. Let this be a reminder for you to check in with them during the week.

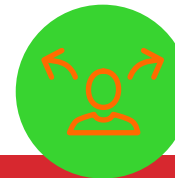
16. Once the program is completed you should celebrate with your child. Get them to tell you about something important that they learned.

17. Repetition is needed! Make a calendar note every month to ask your children if they still feel comfortable using their *Helping Hand* or support network contacts. Get them to talk to you about a time in the past month when their body may have given them warning signs/safety signals. Remind them of how to get help if they need it.

18. Look back over the program with them once every year. They don't need to do the whole program again annually but just a quick check in on each section of content to make sure they remember. Get them to re-do the whole program every three years.

19. As children get older move them on to the next resource.

20. Do your bit! None of this works if a child's home life does not support the messages in the program.



If you need help using any of these materials, reach out for assistance. Email mail@prosperprojectaustralia.org and we will walk you through it.

Read on to learn about the POSH approach. This is the part of the program that only you can action. Without the POSH approach in place any child safety content that your child learns cannot properly take hold. Time to do your bit!

Personal Protective Factors

The 'P' in the POSH approach stands for 'personal protective factors'. This part of the approach is very straight forward. It is about program content and ensuring your child is learning the key concepts listed below, all of which will be covered by using the program resources developed by Prosper (Project Australia) and Rainbow Families. Depending on their school stage, your child may have already begun to learn some of this content at school as well.



Read through the program materials that your child is using to ensure you understand the key themes;

Safe and unsafe

Helping your child understand these concepts by tuning in to how they feel.

Risk taking

Safe versus unsafe risks and the role of decision-making and choice.

Secrets

Exploring the difference between a good secret such as a surprise birthday party, and a bad secret which creates unsafe feelings.

Safe touch vs. unsafe touch

Developing an idea of touch that is appropriate (consent is provided, respectful of boundaries and so forth) as opposed to touch that is unsafe (unwanted and causes 'no' feelings).

Learning to ask for help

Building a network of trusted adults both inside and outside of the immediate family, who can assist your child if they need help.

Boundaries

Helping develop your child's sense of what is ok and not ok for them, including specific strategies such as saying 'No', even to an adult. Understanding boundary-lowering tactics.

Safety signals/Warning signs

Encouraging the use of instinct, body-awareness and personal sense of safety as an important protective strategy.

Bystander behaviour

Fostering respect for and respect in the treatment of others and supporting your child in building skills to become an ally to those who may be vulnerable.

A detailed approach to these concepts is included in the resources, however if you want further information or an alternative program jump to the list of child safety and protective behaviours programs at the end of this guide.

Opportunities

The 'O' in the POSH approach is for 'opportunity'! It's about giving your child the opportunity to practice the valuable protective strategies learned in program content and taking the opportunity yourself to reinforce this content as much as possible through various strategies outlined below.

Practice

Role-playing is a great way for children to practise what they might say to an adult if they need to ask for help or get out of an unsafe situation. This should be done in an age-appropriate and reassuring way, avoiding the use of words that might scare your child. If your child is very young using toys to create scenarios such as needing to say 'no' to something that makes them feel unsafe, or approaching a safe stranger for help is useful. Similarly, you can do 'walk-throughs' with your child around their school, the route they walk home, or other community settings to show them and practice where they can go and what they can do if they feel unsafe.

If there are existing risks to safety in your own home you should include the practice of specific safety planning with your child. For example, letting them know that it is ok to leave you and go and get help in an unsafe situation. 1800 RESPECT has some useful information about safety planning if domestic violence is an issue in your home or if you or your child are around unsafe people. Find that information here - <https://www.1800respect.org.au/help-and-support/safety-planning/checklist>.

As discussed earlier, you should also be checking in with and getting your child to practise the protective strategies they learn in this program at least a few times each year (even in their late teens) and checking in often with them just to remind them that they know what to do and they have your support to do it.



Persistence

Your child should be reminded that adults can at times be too busy to listen, or unavailable but this doesn't mean that your child should give up. Teach your child that if they ask for help and no one listens they should ask again, ask someone else and keep asking until they get the help they need. The 'safe people and places' section of this resource includes information about how to help your child create a network of trusted adults. Older children and teens can also include a friend or peer of similar age to them in their network. Teaching children to be persistent in their use of and communication with this network is vital.

Let your child problem-solve

If you find your child in a situation where they are safe but faced with a challenge or a problem, leave it to them. Give them the opportunity to work it out themselves. This is how a child learns to problem solve, and where resilience comes from. Some examples may be if you witness another child take a toy from your child in a play setting, or if your child has to negotiate with others for use of a piece of equipment or the rules of a game.

If older children and teens are struggling with problem-solving, coach them towards a solution, helping them to explore possible options, and letting them have the opportunity to make a decision rather than telling them what to do or making the decision for them.

Use emotion coaching

The emotional life of a child is so important for their wellbeing and development, and the emotional 'stuff' going on inside your house plays a big part in this. Parenting is hard at the best of times but any parenting approaches that are too harsh, or any unhealthy adult relationships in the household can create an emotionally unsafe place for children.

Emotion coaching provides parents with a great opportunity to improve communication, relationships and parenting. Anyone can emotion coach and you can emotion coach anyone. Emotion coaching involves labelling

an emotion, letting your child (or the other person) know that you understand their emotion and letting them know that their emotion is ok and you are ok with them having their emotion. It is easy to learn about and is known to reduce conflict, make communication better and improve wellbeing. Most of all if you use emotion coaching with your child you will be giving them the opportunity to express themselves, communicate their emotions and solve problems in a healthy and safe way. This is another great set of protective skills you can help your child learn. A recommended, free parenting program to teach this approach is www.tuningintokids.org.au.

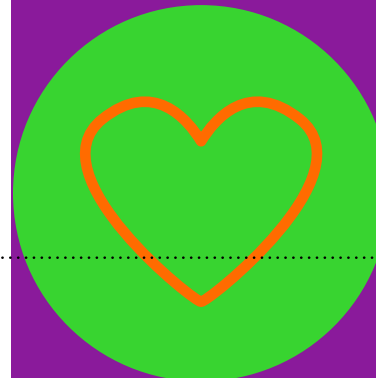
Build resilience

You can create resilience and boost confidence across your entire household through simple strategies such as; enjoying quality time together, practicing kindness, communicating respectfully, encouraging all members of the household to participate in things they enjoy and are good at, maintaining self-care for all family members, seeking support to manage difficulties, working together as a team and focussing on family and individual strengths.

Model 'safe'

Give your child the opportunity to learn what 'safe' touch feels like by building appropriate, respectful and caring gestures of affection into your family routine (such as hugs, or a pat on the back). Choose kind words as you communicate with other adults and children. Maintain safe relationships so that a child learns what a safe relationship looks like.

Behaviour, words and attitudes that harshly criticise, disrespect, shame or harm others are unsafe and hurt children regardless of whether a child is the target of such behaviours or not. If you need support in managing harmful practices 1800 RESPECT (1800 737 732) is a good place to start.



Safe People and Places

The 'S' stands for 'safe people and places'. This part of the approach involves thinking about your child's life to identify;

1. What places your child goes to frequently
2. The people your child comes in to contact with
3. The trusted adults your child feels comfortable enough with to include in their support network

Write down each of the main 'places' in your child's life. This may include; home, online, school, before and after school care, sports venues your child frequents, tutoring facilities, playgroups, community activities, shopping centres regularly visited or the local neighbourhood. Any activity that your child participates in should be listed. You should also include settings that your child may regularly pass through. For example, the route your child walks home from a music lesson, or the bus stop and bus your child uses to get to and from school.

Help your child to identify specific locations, strategies and contacts that they can use in each setting to build their personal safety if they have a problem or need assistance.

For example;

If you are waiting at the bus stop and someone approaches you and makes you feel unsafe walk down the street to the chemist on the corner, go inside and ask the person behind the counter if you can wait there while you call your parents.

OR

If you are at school and another child makes you feel unsafe during lunch, go into the library and sit near the front desk so the librarian can see you.

This also includes safety planning if your child may be exposed to unsafe situations within your own home. Give your child specific directions on what they should do and who they should go to for help if an unsafe situation arises. Visit www.1800RESPECT.org.au for further information on safety planning.

As part of the POSH approach you should also work with your child to develop and practise the use of a **Helping Hand**. This is a network of trusted adults from both inside and outside of your family that your child feels comfortable approaching if they need to talk or have a problem. The **Helping Hand** activity is useful for pre-school and primary school aged children and is available as part of the Rainbow Families Family Violence Prevention Program package. Teens can simply identify and list their 5 chosen network people.

Don't forget that 'online' is also a place where children spend a lot of time. Use this as an opportunity to review where and how your child uses technology, if and what kind of supervision is available when they are using technology, what your level of familiarity is with the apps and games they are accessing, and what tools you may need to add for protection (filters, privacy settings, parental controls, etc). This is also an opportunity to give children specific instructions for staying safe online. For example;

If someone sends you a nasty message by text, through a game chat or social media, do not respond. Come and show me and we can block them.

OR

If you see something online at school that makes you feel scared, you can look away or close the window or page and go and talk to your teacher about it.

Difficult as it may be at times, parents should also try to minimise the amount of time children spend with people that make the parent feel unsafe, because a child can tell when a parent feels unsafe and this can be scary and even harmful. This may include extended family members who do not support your sexuality or identity, or other adults who are vocal about beliefs you disagree with. If a person is unsafe for you, they are unsafe for your child.

Home

The good work that you can do as a parent in teaching your child protective strategies can be easily undone if life and relationships in and around your child's home are unsafe, or if one or both parents are unsafe. So, the 'H' in the POSH approach stands for 'home' and relates to what you can do to make 'home' safer for everyone.

Manage risk factors

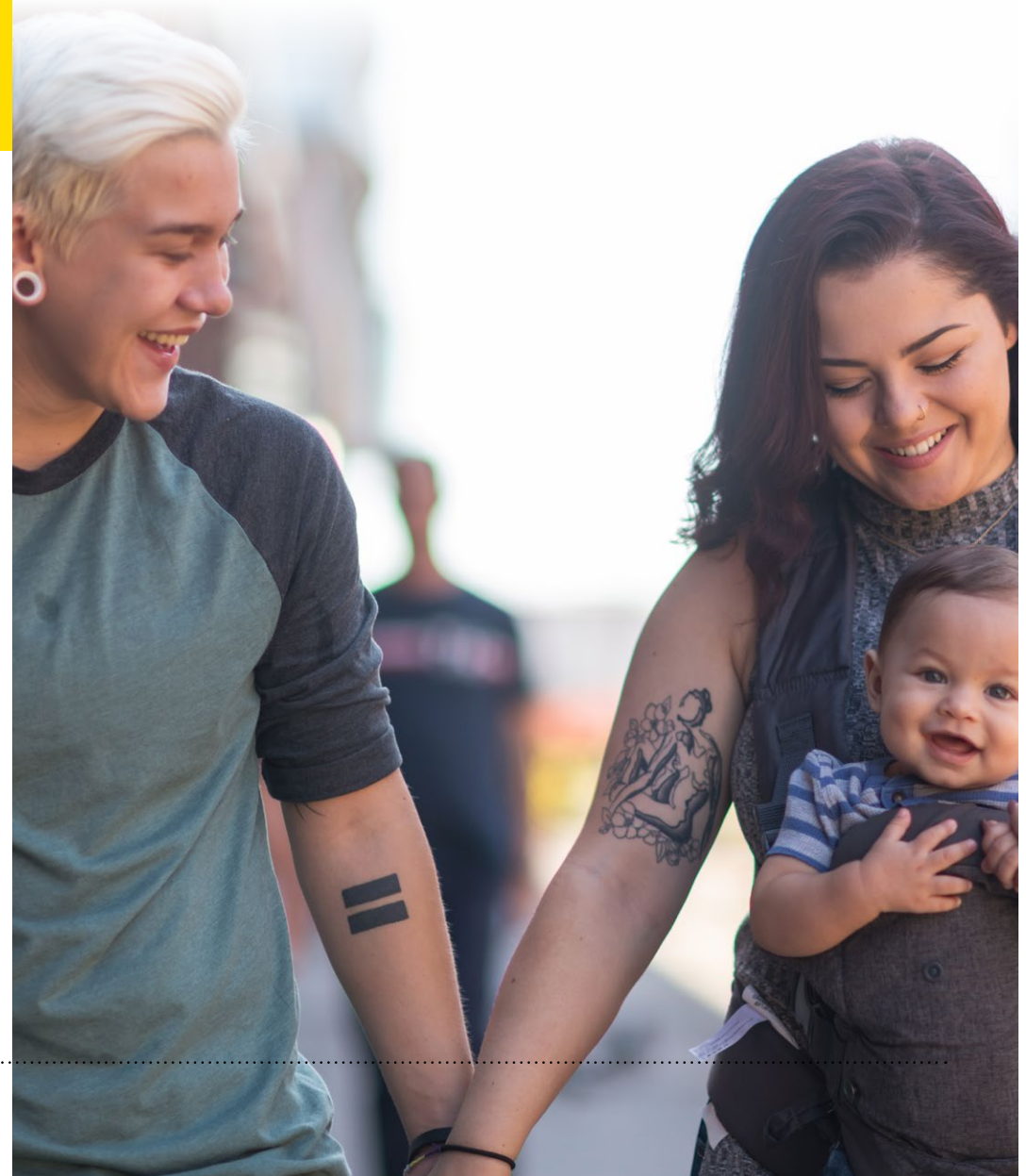
Conduct an honest review of your child's world to identify areas that may not be safe for them. This may include; where a parent or child has a limited or non-existent support network, the presence of factors that increase risk (for example, parental addiction or mental illness or a child's previous exposure to bullying or child abuse) or even just a passage of time in family life that is highly stressful for all family members.

Take action to minimise these risks through strategies such as seeking out specialist services for help, increasing self-care for all family members and leaning on friends and family for support. If you are unsure of where to start or these networks are unavailable to you, call QLIFE (1800 184 527).

Recognise the impact of harm

Children who are exposed to lots of parental conflict experience harm, even if a child's parents don't live together. Recognise that a conflict that you have with your partner, your ex-partner, your child's former parent or the biological parent of your child is harmful to your child. We are not talking about disagreements which are a normal part of any relationship, we are talking about conflict. Even if you do not think you are hurting your child, exposure to domestic violence is a form of child abuse.

If you, your child's other parent, or another adult in your child's home is destructive and hurtful with actions, attitudes, words or behaviour this is violence. It may not occur in front of your child, you may not think your child even knows about it but it IS harmful to your child and it is violence.



If you are not already aware then become aware of exactly what violence includes. It isn't just physical. It can be the harming of pets/property/ possessions, forcing a partner into having a baby, criticising a partner or child because they are LGBTIQ+ or revealing/threatening to reveal that they are LGBTIQ+ to others as a form of hurt or revenge. It can be withholding money from them, stalking them, constantly and purposely disrespecting them, making inappropriate comments and claims about them on social media, threatening them or threatening their child with harm, making them have sex without their consent, telling them they are worthless, mocking them, bullying them or much more. Visit www.1800RESPECT.org.au for detailed information about the many forms of violence that can take place in a family, then do everything you need to do to make sure there is no violence in your family.

Be particularly aware of your behaviour towards your child's other parent, even if you are no longer together, or their other parent has never been a part of your life (if your child was fostered or adopted by you). Your child gets part of their identity from every parent in their life. Sarcastic comments, criticism, nastiness, disrespect and any form of abuse or violence towards your child's other parent is a direct attack on your child and your child's identity. Even if you are aware that your child's other parent is being harmful towards you, do not resort to the same toxic behaviour. It is never ok to behave that way!

Understanding parenting style and its impact

Be aware of your own parenting style and the impact that it has on the messages that your child receives. As an example, we want to encourage children to tune in to how they are feeling and the signals that their body sends them. This helps children learn to use their instinct as an early warning indicator that they may be unsafe. Yet it is easy to dismiss your child's emotions if they are whingeing or upset about things you don't agree with. If you regularly dismiss or disapprove of how your child feels (for example, by making statements such as "stop sooking like a baby") this sends the wrong message to your child. Your child may learn over time not to trust their emotions and not to share their feelings with you. This is the opposite of what a child needs to do to stay safe.

Similarly we want to encourage children to speak up and ask for help but if you are tired and busy it is easy to snap at or even punish your child for

calling out at night or asking you to help or do something you know your child can do themselves. If you are always showing frustration when your child approaches you for assistance, if you are always too busy or if you are in constant conflict with your teen this trains your child not to approach you or ask for help. That is not what we want.

If there are issues that consistently cause conflict between parent and child in your household, or if you feel that you might benefit from receiving some support to improve your parenting, a recommended parenting program is www.triplep-parenting.net.au/.

Most importantly, parenting that is harmful – physical discipline, harsh criticism, the abuse of a child's other parent, consistent disapproval of a child's emotions, and other unhealthy approaches have a profound and life-long impact on the safety and wellbeing of a child.



Child abuse includes not just physical abuse, but also neglect, emotional abuse, sexual abuse and exposure to domestic violence. Emotionally abusive behaviours can be particularly difficult for parents to recognise in themselves, yet it is often the most common form of child abuse reported to authorities in Australia.

The impact of all forms of child abuse including emotional abuse is significant. Children who experience child abuse or who have been exposed to any form of domestic or family violence can have poorer health, more problems with school, friends and relationships all the way into adulthood. They are more likely to turn to unhelpful ways of coping such as drug or alcohol abuse and are sadly at greater risk of becoming both a victim and/or a perpetrator of violence in the future.

Preventing all forms of violence against children is something that you as a parent can contribute to in a very significant way. If you recognise harmful or abusive behaviours as your own, or that of your partner there is help available. Reach out to 1800 RESPECT (1800 737 732) for assistance.



Communication

Keep communication channels open and practise addressing your child's emotion before you deliver consequences or advice so that your child is always shown that you care about them more than the problem. This is particularly important for teens.

Let your child know that it is ok to talk about the good things and the bad things that happen. A great habit to get into is to ask your child what the best and worst things were that happened in their day, and then to reciprocate by telling them in an age-appropriate way what the best and worst thing that happened in your day was. This lets your child know that it really is ok to discuss difficulties with you and it is another opportunity for you to role-model how a resilient adult may respond to a problem.

Also ensure that the way that you communicate with your child and other adults, including your partner, is respectful. This involves using positive words and tone, responses that increase the dignity of others, and allow for others to be heard and express opinions that you may not agree with. Any communication that is too negative, critical, regularly dismissive, aggressive or demeaning can fall into the ballpark of emotional abuse. This style of communication is harmful to everyone exposed to it and greatly decreases the safety and wellbeing of children.

As children get older they can pick up bad language, disrespect and challenging communication styles from peers, the media and other sources. This is normal. Don't let this be a trigger for you and a reason to re-enter conflict every time you talk to your teen. Some parents end up with just as much of a bad attitude as their child! Stay in respectful relationship with your child at all times when you communicate with them. Treat the behaviour as a separate issue. Remember you are the grown-up!



Be a good role model

Do you need to make changes in your own circumstance to be a better role-model to your child around resilience and personal safety? Are you someone who never asks for help? Do you say yes when you really should be saying no? Do you have any toxic people in your life? Are you terrible at maintaining boundaries? Do you behave in a way that reduces the safety and wellbeing of yourself or others? If so, help is available. Use this as an opportunity to reduce risk factors and build protective factors in your own life in example to your child.

Teach consent

You can build important protective factors and healthy boundaries for your child by teaching consent from an early age (but starting at any age is ok!). This begins by reinforcing that a child is the 'boss' of their own body, by seeking permission around touching, dressing or similar. For example, if you are helping a toddler dry off after the bath you can ask "Is it ok if I dry your bottom?". If your child says no (and toddlers sometime will, just for the comedy) you should respect that boundary and allow them to do it themselves. If you are assisting a young child in changing, you might ask "Can I help you put your undies on?". This makes getting consent and seeking permission a normal part of your child's life. It also gives your child the ability to say no and reinforces that they are in charge of their own body.

Similarly, if a child really doesn't want to give Aunty Jade a kiss hello at the next family BBQ then that boundary should be respected not overthrown be an embarrassed parent. Your child cannot learn to say no or to set appropriate boundaries around what they may or may not be comfortable with, if you constantly override them. This makes it very hard for your child to find their voice if they ever really do need to say no to an adult for personal safety.

Helping your older child to learn and maintain boundaries requires you to compromise, to let your child do some things their own way if it is safe for them to do so, to respect privacy, show trust and at times be a lot more flexible than you would like to be.

Trust your instinct

You do not have a crystal ball and cannot be expected to get it right all the time. However, you know your child better than anyone so tune in to your instinct if you sense that something is off. Be aware of out-of-the-ordinary changes in your child's behaviour or emotional state as these can be a signal that something is wrong.

Don't be afraid of trusting your instinct around others as well. For example, when there is no logical explanation a parent may be cautious of an adult that shows more interest in spending time with a child than spending time with their parents or an adult that shows an unusual level of interest in one child as opposed to all children in a group. If it feels wrong, don't dismiss it and don't leave your child in an environment or with a person that gives you a sense that something is not right.

As children get older, it becomes difficult to be aware of, let alone have any control over who your child associates with. Trying to stop a teen from seeing someone they care about often drives the teen even further towards the person you may be trying to keep them away from. In cases where you don't approve of one or a group of your teen's friend's or someone they are dating; safety planning with your teen around what they can do in unsafe situations, making sure you know where they are and can contact them at all times and keeping communication open so they will approach you if they have a problem are the most effective strategies. However, if you know your child is in danger never hesitate to contact the authorities.

Ask for help

There is a wide variety of free, high quality support services and resources available to assist adults, children and families. A great deal of excellent information and programming is also available online. Make use of these supports whether it is to get help with a specific issue, feel connected and build your support network, or to develop your skills and capabilities. Draw on your family and friends when you need a break. Getting support and asking for help is the key to resilience and success and doing so provides the direct role-modelling that your child needs in order to learn to ask for help themselves. If you want some direction about getting support with a specific issue contact Rainbow Families in your state or make use of the additional information listed on the next page.

Additional Information

If you require support with any of the concepts mentioned above or you want further information about specific challenges relating to parenting and family life, the websites below contain comprehensive resources and information –

QLife
(LGBTIQA+ peer support with a range of issues)
www.qlife.org.au

The Australian Parenting website
raisingchildren.net.au

Tresillian
(early parenting support)
www.tresillian.org.au

Think U Know
(online safety)
www.thinkuknow.org.au

Reach Out
(mental health support for young people and their parents)
www.au.reachout.com

Bullying No Way
(support and resources on bullying)
www.bullyingnoway.gov.au

1800 RESPECT
(National sexual assault, domestic and family violence service)
www.1800respect.org.au



Child Safety and Protection Programs



These are included as additional references for you, and are organised by appropriate age group;

For pre-schoolers (under 6 years old)

Protective Behaviours

www.protective-behaviours.org.au

Bravehearts

www.bravehearts.org.au/what-we-do/education-and-training/for-parents/resources-for-parents

www.bravehearts.org.au/dittoinbox

Safe Books

www.kidsguardian.nsw.gov.au/child-safe-organisations/training-and-resources/child-safe-resources/safe-series-resources

For lower primary (approximately 5 – 8 years old)

Protective Behaviours

www.protective-behaviours.org.au

Safe Books

www.kidsguardian.nsw.gov.au/child-safe-organisations/training-and-resources/child-safe-resources/safe-series-resources

Kids Rules

www.kidsrulepublishing.com

For upper primary (approximately 8 – 12 years old)

Protective Behaviours

www.protective-behaviours.org.au

For early high school years (approximately 11 years old to 14 years old)

7 Steps to Safety

www.territoryfamilies.nt.gov.au/__data/assets/pdf_file/0020/234056/7-steps-to-safety-your-guide.pdf

Protective Behaviours

www.protective-behaviours.org.au

For upper high school years (approximately 14 years – 18 years)

Protective Behaviours

www.protective-behaviours.org.au