



PROTECTIVE BEHAVIOURS

play ideas for playgroups & families with
children aged 0-5

What is Protective Behaviours?

Originally developed by Peg Flandreau West in the 1980's, Peg's work has led to the creation of this life-changing, child-focused approach to safety education.

Protective Behaviours is a personal safety program designed to empower children with the knowledge, skills, and strategies to identify and respond to unsafe situations in their everyday lives.

It is based on two key themes:

1. "We all have the right to feel safe and be safe at all times."
2. "We can talk with someone about anything, no matter what it is."

Protective Behaviours can be taught from birth using simple, age-appropriate messages and fun, engaging activities—at home, in playgroups, and in early childhood settings. The approach is gentle and helps children build safety awareness in a positive way.



Building solid foundations from birth:



As parents and carers of young children (0–5 years), we have a wonderful opportunity to help our little ones grow up safe and confident. By gently introducing safety messages and habits from the very beginning, we lay strong foundations that will support their safety and wellbeing as they grow and explore the world around them.

This can start from the beginning, 0–2 years, with the words we say, how we behave, and having clear family rules and expectations.

Learning Protective Behaviours through play & everyday moments:

Babies and young children learn through play and by watching what their parent or caregiver is doing and saying (role modelling).

Teaching your child Protective Behaviours isn't a one-time lesson – it's achieved through ongoing support and regular conversations. As a parent, try to spot everyday moments where you can naturally bring up and reinforce these important messages.

For example:

- **Bath time, nappy changes or toileting** – use these moments to teach correct names for private body parts and remind them of body safety rules.
- **At playgroup** – talk about personal space during group activities like mat time, story time, or snack time.
- **At the park or playgroup** – encourage your child to use a strong voice to say “no” if someone does something they don't like.
- **At home or out and about** – help your child name their feelings. Model this by using simple “I feel...” statements, like “I feel frustrated when I have to clean up alone.”



Protective Behaviours for the Early Years:

In this booklet, you'll find a range of activities, books, songs, games, tips, and conversation starters you can use with your child at home or in playgroup. The activities provided are fun and engaging, providing gentle, age-appropriate messages, focused on building important life skills. You can do these at home, in playgroups and in early childhood settings.

The Protective Behaviours program includes 10 topic areas, but some are more suited to older children. This resource focuses on the key topics that are suitable for 0-5 year olds, providing a gentle introduction to Protective Behaviours. It's designed to help families lay a strong foundation that can be built on as children grow and are ready to explore the other topics. The topics covered will be:



1. Feelings



3. Safe and Unsafe Secrets



5. Body Safety



2. Warning Signs



4. Networks and Persistence



6. Personal Space and Consent

Each topic is defined with examples showing what children will learn, why it's important for their safety, and simple, playful ways caregivers can support learning at home and in playgroup.

Helpful tips before you get started...

Sharing Books

In each area, there are books listed to share with your child. For children under 3, many of these recommended books will have too many words, but you can still enjoy them by talking about the pictures and summarising the story as you go. Never force children to sit and listen to all the words if they want to move on.



For your child to get the most out of the books you share with them, it is important for you to read the book and be familiar with the themes before reading with your children.

One-Step Removed Problem Solving

One step removed problem solving is a simple strategy that helps children learn how to deal with tricky or unsafe situations—without putting them on the spot. We can use toys, books, puppets, and videos as a ‘one step removed’ to help children identify solutions to problems or situations.



Instead of asking your child directly, “What would you do if you felt unsafe?” you ask them to help someone else solve the problem—like a character in a story, a puppet, or a pretend friend.

For example, instead of asking “what would you do if someone made you feel unsafe?” try asking “What do you think a child could do if someone made them feel unsafe?” or “This puppet is feeling worried—who could they talk to?”

Why use one-step removed problem solving?

- It feels **safer and less confronting** for children
- They can **think clearly** and come up with ideas without pressure
- It helps them **practise problem-solving** and get ready to handle real situations
- Over time, they'll learn to apply these ideas to their **own life**

This approach creates a safe space for important conversations. It's great for building your child's confidence, decision-making skills, and ability to speak up if something doesn't feel right.

Feelings

WHAT YOUR CHILD WILL LEARN:

- Recognise how they are feeling
- Name how they are feeling
- Appropriately express how they are feeling



WHY IS THIS IMPORTANT?

Children experience the same range of feelings as adults. Teaching children feelings helps children learn that it's normal to feel a whole range of emotions. Helping your child understand their feelings helps them to feel safe and understood.

When children can identify, name and express their feelings, it helps them to manage strong emotions, solve problems, handle challenges, and speak up when something doesn't feel right.

WHAT YOU CAN DO AT HOME AND PLAYGROUP:

Learning happens best through play, modelling, and routine, including conversations, books, games, songs and looking for teachable moments.

Use *simple words* and *real-life examples*. Talk about feelings in everyday conversations in ways that connect to daily life.

- **Show your child how to talk about feelings by using "I feel..." sentences**

For example: "I feel frustrated when I have to pack away the toys by myself."

- **Help your child name their feelings when they happen**

For example: "You look sad – are you feeling upset because we had to leave the park?"

- **Talk about lots of different feelings, not just happy or sad.** This helps your child build a big feelings vocabulary.



HAPPY



SAD



CALM



WORRIED



ANNOYED



EXCITED



SCARED



ANGRY



CONFUSED



GAMES & ACTIVITIES:

- **Feeling faces with playdough:** [printable playdough mats](#)
- **Feeling faces with paper plates:** [printable facial features to cut out and make feeling faces](#)
- **Feeling cards:** [free feeling cards](#)
- **Guess that Feeling Game:** watch [Daniel Morcombe Foundation Safety School - Feelings](#) video and then play it with your child
- **Use feeling words** when playing with dolls or puppets
- **Use mirrors** to practice making different feeling faces. E.g. "show me your sad face", "show me your proud face" etc. This can be done whilst brushing their teeth or getting dressed!
- **Paint/draw** how you are feeling
- **Make puppets** with different feelings



SONGS:

Songs and play are a fun way to help little ones build emotional literacy through learning to name, understand and express their feelings.

♪ If you're happy and you know it... clap your hands! ♪ Try changing each verse to a different feeling. For example:

- "if you're **angry** and you know it **stomp your feet**"
- "if your **excited** and you know it **jump up high**"
- "if your **frustrated** and you know it **take a breath**"
- "if your **scared** and you know it **tell someone**"
- Try make some others up with your child!

♪ [Sing along to our Feelings Song](#)

♪ Here's another great song to sign and sing along to at home: [Daniel Morcombe Foundation song](#).



BOOKS:

- **When I'm Feeling series:** Tracey Moroney
- **Tough Guys Have Feelings Too:** Keith Negley
- **The Way I Feel:** Janan Cain
- **The Colour Monster:** Anna Llenas
- **How Do You Feel:** Anthony Browne



HELPFUL TIP:

You can use most books to talk about feelings. Most books have situations where you can ask "how do you think the character is feeling", "what do you think the character could do", "who could they ask for help?", "when is a time you felt that way?", "who did you ask for help?".

Warning Signs

WHAT YOUR CHILD WILL LEARN:

- Listen to their body
- Identify their warning signs
- Understand that their body gives them messages about how they are feeling
- Identify when they are feeling safe and unsafe or worried
- Practice calming strategies, like slow breaths out
- Practice help seeking strategies



WHY IS THIS IMPORTANT?

Our bodies have an alarm system that sends us messages about what we are feeling. When we are hungry, our tummy might growl. When we are thirsty, we might get a dry throat. When we are feeling hot, we might sweat or get red in the face. Our body also send us messages when we are feeling unsafe or worried. We call these feelings, "Warning Signs".

Warning Signs are the signals our bodies give us when something doesn't feel right, like a fast-beating heart, butterflies in your tummy, or jelly legs. These feelings help children recognise when they might be excited, unsafe or worried. It is important to understand that everyone feels differently about situations and experiences, and that is ok. For example, some people might feel unsafe going high on a swing, and others enjoy it and feel excited. We want our children to learn how to recognise how **they** are feeling, and what **their** body is telling them - so they can identify when **they** are feeling unsafe or scared.

We want to teach our children to recognise and tell a trusted adult when they have their Warning Signs. When our children learn to identify, listen and tell us about these warning signs, it helps to keep them safe. Watch Daniel Morcombe Foundation Inc , Safety School - Body clues video to learn more: <https://www.youtube.com/watch?v=puHY4GAHZCg>

WHAT YOU CAN DO AT HOME AND PLAYGROUP:

For babies and young toddlers, you can role model and build language and understanding about feelings, using simple words and real-life examples, including talking about your own feelings.



For older toddlers and young children, look for moments when your child is excited, nervous or scared and help them identify their warning signs. They can think about how they are feeling and what they need to do to feel safe again. Role model talking about times when you have Warning Signs in your every day life.

Build in conversations with your child about listening to their body, in every day moments. For example, encourage your child to practice listening to their body, and tell you when they are hungry or full, when they need to go to the toilet, or when they feel hot or cold.



GAMES & ACTIVITIES:

Playing games is a great way to help children identify their own **warning signs**.

You can teach Warning Signs by using any game that creates excitement or anticipation! Some examples are:

- Building block towers (or jenga) see how high you can get the tower before it falls!
- Balancing on beams
- Going high on a swing
- Climbing a climbing frame
- Egg and spoon race
- Boom boom balloon
- Pop up pirate
- Bake ginger bread biscuits and decorate with warning signs e.g. butterflies in tummy, jelly legs, beating heart etc.
- Practice role playing with a puppet

Warning Signs Poster: EDUCATE2EMPOWER



SONGS:

Learn 'My Body Belongs to Me' song and sing it together with you child (to the tune of 'A sailor went to sea'):

"My body belongs to me me me (point to your chest as you say "me")"

My body belongs to me (point to your chest as you say "me")

From my head down to my feet feet feet (touch your head and then bend and touch your feet)

My body belongs to me. (point to your chest as you say "me")

My body feels like jelly jelly jelly (wobbly your body)

My heart beats like a drum- boom boom (use your hand to tap your heart twice as you say boom boom)

I've got a feeling in my belly belly belly (move your hands around your belly)

I'll go and tell someone- talk talk talk (tap your thumb and fingers together to show talking)

[Click here for an example of the song!](#)



BOOKS:

- **Max's Creepy Crawley Slimy Things:** Cath Law
- **Jasmine's Butterflies:** Justine O'Malley
- **Little Big Chats – Early Warning Signs:** Jayneen Sanders
- **Hattie and the Fox:** Mem Fox
- **Going on a Croc Hunt:** Laine Mitchell
- **Going on a Bear Hunt:** Michael Rosen

HELPFUL TIP:



Look in your bookshelf at home. There are so many books you can use to talk about Warning Signs! Any book where there is a situations where a character is excited, scared, worried, you can ask "do you think they have their warning signs?", "what are your warning signs?", "what do you think the character could do", "who could they ask for help?".

Safe & Unsafe Secrets

WHAT YOUR CHILD WILL LEARN:

- Understand what makes a safe secret/surprise (e.g. birthday present)
- Understand what makes an unsafe secret
- Have an understanding we don't keep unsafe secrets
- Seek help from a trusted adult about unsafe secrets



WHY IS THIS IMPORTANT?

Perpetrators often encourage secret-keeping as a way of controlling and manipulating children, which can make it harder for children to speak up. Helping children understand the difference between safe and unsafe secrets supports their ability to recognise when something feels unsafe, and to seek help. It helps to learn the 'rules' about secrets from the very beginning.



SAFE SECRETS

- The secret only needs to be kept for a short while, as it will be shared later.
- Everyone involved feels happy and excited
- No one is hurt on the inside or outside of their body
- You can choose to tell someone on your network if you want to
- You have choice or control over sharing the secret



UNSAFE SECRETS

- You have to keep the secret forever, because someone has said you can never tell anyone.
- Someone might be feeling worried or scared about the secret
- Someone might be hurt on the inside or the outside of their body
- You're not allowed to tell someone on your network if you want to.
- You don't have any choice or control about sharing the secret

WHAT YOU CAN DO AT HOME AND PLAYGROUP:

- Start teaching the difference between safe and unsafe secrets with everyday life events: birthday, Father's Day, Mother's Day, Christmas etc.
- Set an expectation within your family that there are no secrets, only surprises
- Talk to your extended family to make sure they do not ask your child to keep secrets from you



BOOKS:

- **Little Big Chats- Secrets and Surprises:** Jayneen Sanders
- **Handa's Surprise:** Eileen Browne
- **Snow Bears Surprise:** Catherine Allison



GAMES & ACTIVITIES:

Playing games is a great way to help children learn the difference between **safe** and **unsafe secrets**.

Incorporate safe and unsafe secret messaging into every day play. For example:

- **In the home corner-** you could make a pretend cake to surprise someone for their birthday or 'just because'
- **Get crafty-** make a card, drawing, or painting for someone as a gift or surprise
- **Play with puppets-** role play different secret scenario's and ask your child if it is a safe secret or unsafe secret.
- **Playing with dolls-** role play different secret scenario's and ask your child if it is a safe secret or unsafe secret.

Reinforcing the safe and unsafe rules (listed on the previous page) to help your child understand what makes it a "safe secret" or "unsafe secret"

Networks & Persistence

WHAT YOUR CHILD WILL LEARN:

- “We can talk to someone about anything – no matter what it is.”
- They have a network of people they can talk to and get help if they are feeling unsafe
- They can tell a trusted adult if they are feeling unsafe, confused, scared or worried
- To be persistent when asking for help. To keep on telling trusted adults until someone listens and they feel safe again



WHY IS THIS IMPORTANT?

A **network** is a group of 5 adults (chosen by the child) who they believe will support and help them if needed. This could include a trusted friend, family member, neighbour, educator, or even someone at playgroup. You can guide your child to identify the adults they trust and can talk to when they need help to create their own network.

Networks help build children’s confidence to speak up when something feels wrong or unsafe. It helps them understand that they don’t have to face problems alone and that there are people they can trust and turn to. Persistence also teaches children that it’s okay to ask for help more than once, especially if they don’t feel heard the first time. Together, these skills empower children to protect themselves, seek support, and feel safer in their everyday lives.



WHAT YOU CAN DO AT HOME AND PLAYGROUP:

- Role model using your own network of people for help, and talk about this with your child
- Encourage your child to use their network and practice asking others for help
- Give your child opportunities to problem solve. “I am busy now, is there someone else you can ask for help?”

ACTIVITY: HELP YOUR CHILD CREATE A NETWORK:

- Help your child identify **5 adults** who they feel comfortable talking too, and who they think will help them. Network members have an important job. They need to listen, believe and take action.
- Write the names of the people they choose on a drawing of a hand, with one person for each of the five fingers. [Here is a free printable helping hand](#) you can use or you can draw around your child's own hand or use network helpers ([network helpers template](#))
- Include the KidsHelp line and 000 on the 'sleeve' of your hand, so your children know that they can contact them and ask for help (if old enough to do so)
- Remember to tell the people who are on your child's network, so they know they have an important job to do.



In everyday life you can:

- Reinforce to your child that they can tell a trusted adult on their network if they are feeling unsafe or worried.
- Problem-solve with your child about being persistent when asking for help. If someone on their network isn't available or doesn't help, to keep on telling the others on their network until someone listens and they feel safe again.
- Make puppets and practice asking different characters for help. Encourage your child to use the words "Can you help me, I feel unsafe". As your child gets older you can encourage them to build upon their narrative including the when, what, where and why they need help. [Network helpers template](#)



WATCH:

- **Bluey Cricket or Bike episodes** to learn about persistence. Comment throughout the show how the characters are being persistent in trying and reinforce if you are feeling unsafe you need to be persistent in asking for help from an adult.
- **Daniel Morcombe Foundation** [Safety School – Safety Helpers](#)



BOOKS:

- **Max's Creepy Crawley Slimy Things:** Cath Law
- **Jasmine's Butterflies:** Justine O'Malley
- **Little Big Chats – My Safety Network:** Jayneen Sanders
- **Monkey Puzzle:** Julia Donaldson
- **Stuck:** Oliver Jeffers
- **Where is Spot:** Eric Hill



HELPFUL TIP:

Look in your bookshelf at home. There are so many books you can use to talk about Networks! Any book where there is a situation where a character is scared, worried or unsafe, you can ask "what do you think the character could do", "who could they ask for help?", "what can they do if the first person they ask for help doesn't listen or doesn't help?"

Body Safety

WHAT YOUR CHILD WILL LEARN:

- The correct words for private body parts such as penis, scrotum, testicles, anus, nipples, breasts, vagina, vulva, and bottom.
- The Body Safety Rules:
 - Nobody should see, touch or take a photo of their private parts (without a good reason). As parents we can help talk to our child about what some of those good reasons could be, such as needing to help clean/wash themselves, or going to the doctors if a private part is sore.
 - If someone looks or touches the private parts of their body, they can tell an adult.
 - If they have questions about their private parts, or their private parts are sore, they can tell a trusted adult.



WHY IS THIS IMPORTANT?

Teaching the anatomically correct terms for private body parts empowers children to have shared language about their bodies.

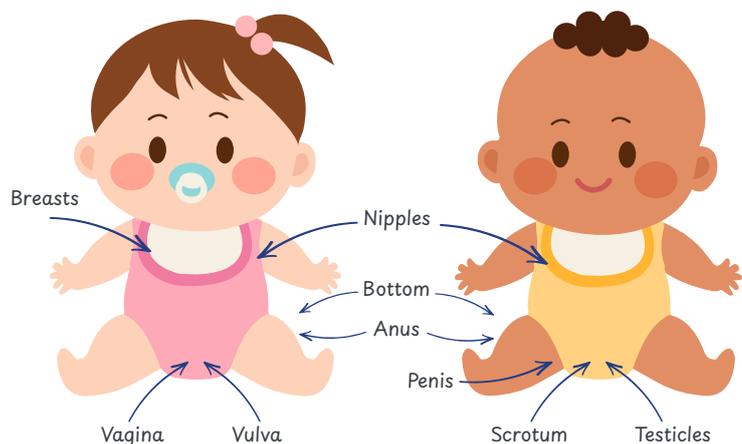
Teaching body safety to children gives children the language and confidence to speak up if something doesn't feel right and to recognise unsafe or inappropriate behaviour. It helps them understand what is private, recognise when something doesn't feel right, and know how to speak up. Body safety also supports a positive body image, builds confidence, and encourages open, healthy communication. It helps children learn about personal boundaries, safe and unsafe behaviour, and who they can turn to for help. These early lessons lay the foundation for respectful relationships as they grow.

WHAT YOU CAN DO AT HOME AND PLAYGROUP:

We can start teaching our children body safety messages from birth, by simply using the anatomically correct terms (penis, scrotum, testicles, anus, nipples, breasts, vagina, vulva, bottom) for the private parts of their bodies.

Look for moments in everyday life where you can use the correct terminology for the private parts of bodies and reinforce body safety messaging:

- when helping your child get changed
- bath time
- nappy change time
- toileting
- bed time





GAMES & ACTIVITIES:

You can normalise the correct terminology for the private parts of the body through play. It helps to have anatomically correct dolls available for your child to play with at home and at playgroup.

When your child plays with the dolls, you can reinforce the correct names and body safety messaging. You can role model body safety messages whilst playing alongside your child washing, drying and changing the dolls clothes.

Watch: Daniel Morcombe Foundation: [Safety School - Body parts](#)



SONGS:

Learn '[My Body Belongs to Me](#)' song and sing it together with you child (to the tune of 'A sailor went to sea'):

My body belongs to me, me, me
My body belongs to me
From my head down to my feet, feet,
feet

My body belongs to me
My body feels like jelly, jelly, jelly
My heart beats like a drum
(**BOOM BOOM**)

I've a feeling in my belly, belly, belly
I'll go and tell someone!
(**TALK TALK TALK**)

Here's another song from WA Child Safety Services: [Body Safety Song](#) written by Jane Heskett



BOOKS:

- **Everyone's got a bottom:** Tess Rowley
- **Only for me:** Michelle Derrig
- **My body your body:** Melita Rose
- **From my head to my toes I say what goes:** Charlotte Barkla & Jacquie Lee
- **Little Big Chats - Private Parts are Private:** Jayneen Sanders



Use anatomically correct baby dolls during playtime

Personal Space & Consent

WHAT YOUR CHILD WILL LEARN:

- They are the boss of their own body
- The space around them is their personal space and they can say who and when people are allowed to come into their personal space
- It is ok to say 'no' if someone comes into their personal space
- They should ask for consent to go into someone else's personal space
- There might be times when people need to come into their personal space (for a good reason*)



WHY IS THIS IMPORTANT?

One of the most important lessons we can teach our children is that they are the boss of their own body. No one should enter their personal space or touch them without permission—or without a valid reason.

Teaching children about personal space helps them develop social and emotional skills such as empathy, respect, consent, and boundary-setting.

When children learn to understand and value both their own space and the space of others, they become more self-aware, confident, and able to navigate social situations in a healthy and safe way.

When children learn they have the right to set their own personal space boundaries—and that it's equally important to respect others' boundaries—we're helping them build the foundations for safer, more respectful relationships.

Children can say "no" when someone enters their personal space without permission. You can explore what situations might be exceptions, or a good reason*—like visiting the doctor or dentist, or needing help with bathing or changing—so they understand when certain touches are appropriate and necessary.

WHAT YOU CAN DO AT HOME AND PLAYGROUP:

For babies and young toddlers, it's less about teaching and more about role modelling respect and building secure, respectful interactions. As they get older, you can start to read books and do other activities. Your language and actions guide their understanding and language.

- You can model respect for their space and ask for consent using simple language like, "Can I give you a hug?" or "Can I pick you up now?" or "Can I give you a high five?"
- Narrate actions to help build awareness ("I'm going to wipe your face now", "time for a nappy change, I am going to come into your personal space and help clean your private parts and put a new nappy on")



- Respect body language – if they pull away, pause and acknowledge it and add language “would you like me to stop? You can say “stop please”
- If they can't tell you yet, you can still tune into their cues—for example, pausing play if they appear overstimulated or need a break. Add language, “I stopped tickling you because it looked like you had enough”
- Teach your child simple sentences like ‘stop it, I don't like it’ or ‘stop, that's my personal space’. You can use simple phrases like:
 - “Your body belongs to you.”
 - “You can say no to hugs.”
 - “Let's ask before we touch someone.”
- Praise boundary-setting: “Great job saying you didn't want a hug.”
- Practice alternatives to physical affection: waves, fist bumps, blowing kisses. If a child doesn't feel like a hug, for example when they say goodbye to a family member, there are many other meaningful ways children can express kindness or appreciation— such as walking with someone, waving goodbye, or blowing a kiss.



BOOKS:

- **Yes! No!** Jessica Rallli
- **Little Big Chats - Consent:** Jayneen Sanders
- **No means No:** Jayneen Sanders
- **Don't Hug Doug:** Carrie Finison & Daniel Wiseman
- **Can I give you a squish?** Emily Neilson



GAMES & ACTIVITIES:

- **Personal Space Bubbles:** Use a hula hoop to show the idea of a ‘personal space bubble’” If no hula hoop is available, have children pretend to blow up their personal space bubble by slowly stretching out their arms to create their “bubble.” Practice interacting with others while respecting the personal space bubble
- **Personal Space Bumper Cars:** Children move around the room in hula hoops, trying not to bump into anyone else's “car.” Try different speeds and directions –fast, slow, high, low, backwards—and see if they can “park” their car on a mat without touching others.
- **Mat time:** When sitting on a mat for book time, ask children to use their personal space bubble to find a space on the mat.
- **Feelings and Boundaries Role-Play:** Use dolls or puppets to act out social scenarios: someone trying to hug without asking, asking for space, saying no, etc.

What to do if a child tells you they have been abused:

The way you respond when a child talks about abuse can make a big difference in how they heal and get the help they need.

Here are some important things to keep in mind right away:

- Stay **calm and composed**
- **Listen calmly and attentively** without interrupting.
- Find a **quiet, safe place** to have the conversation
- **Believe** what the child is telling you
- Be **honest**—don't make promises you can't keep
- Let the child **take their time** and speak at their own pace
- Reassure them that **telling you was the right thing to do**
- Explain, in simple terms, **what you will do next**
- Keep the conversation **confidential**, sharing only with people who can help
- Take care of **your own feelings and wellbeing**—it's normal to feel upset or overwhelmed
- **Document the disclosure** as soon as possible, noting the child's exact words.
- **Report the disclosure** to the Department of Communities or local police.

REMEMBER, YOUR SUPPORT AND CALM RESPONSE ARE CRUCIAL IN HELPING YOUR CHILD FEEL SAFE AND SUPPORTED.

Important Things to Avoid When a Child Discloses Abuse

- Don't ask questions that might upset or confuse the child
- Avoid telling or confronting the person they've talked about
- Don't ask questions that suggest an answer or lead the child



Hear it - See it - Report it

If you witness or suspect child abuse in Western Australia, it's crucial to act promptly to ensure the child's safety and well-being. Here's what you should do:

- **For immediate concerns: if the concern is life threatening, call the police on 000**
- For concerns about a child's safety or well-being that don't require immediate police attention, call the **Department of Communities - Child Protection and Family Support** on **1800 273 889** or they are available 24/7 to assess and respond to reports of child abuse or neglect. For after-hours assistance and information, call **Crisis Care: 1800 199 008**



PROTECTING CHILDREN IS EVERYONE'S RESPONSIBILITY. IF YOU'RE EVER IN DOUBT, IT'S BETTER TO REPORT A CONCERN THAN TO REMAIN SILENT. YOUR ACTIONS CAN MAKE A SIGNIFICANT DIFFERENCE IN A CHILD'S LIFE.

Concerns for the safety or wellbeing of a child or young person:

Visit the Department of Communities- Child Protection and Family Support
<https://www.wa.gov.au/organisation/department-of-communities/concerns-the-safety-or-wellbeing-of-child-or-young-person>

Protective Behaviours program

For more information or to attend a Parent Workshop about the Protective Behaviours Program, please visit:

- ★ **WA Child Safety Services** www.wacss.com.au
- ★ **Protective Behaviours Australia:** www.protectivebehaviours.org
- ★ **Bravehearts** www.bravehearts.org.au
- ★ **Daniel Morcombe Foundation:** www.danielmorcombe.com.au
- ★ **eSafe Kids:** www.esafekids.com.au
- ★ **Safe4 Kids:** safe4kids.com.au
- ★ **Child Focused Safety Services WA:** www.childfocusedsafety.org.au
- ★ **PB West:** www.pbwest.com.au

Additional Resources:



Kids Helpline (kidshelpline.com.au) – Free counselling and child safety info for young people.



eSafety Commissioner (esafety.gov.au) – For protective behaviours in online environments.



Scan here or for more info and to access these play ideas digitally or visit:
resourcekit.playgroupwa.com.au/child-safety

