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Cherwell

SAFER TOGETHER

Protective Behaviours Programme for Years 3 & 4

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The pack contents can only be used and reproduced in the context of the delivery of the Safer Together Programme.

Project Information

Safer Together is a school approach to preventing violence and abuse and aims to support pupils in years 3 & 4 to learn the skills to keep themselves feeling safe, and to ensure they have the confidence and skills to get support and help if they need it.

It is based on Protective Behaviours, an evidence-based programme that has two core themes:

'We all have the right to feel safe all the time'

'We can talk with someone about anything even if it's awful or small'

The resource when delivered will help schools to demonstrate how they meet the Ofsted requirements around **Keeping Children Safe.** Protective behaviours also supports PSHE curriculum core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

The pack is designed to be used flexibly with groups of children and can be used on a 1:1 basis if required. It is not just focused on those children who have already experienced abuse, but is for **ALL** children, as Protective Behaviours is a life skill which can be used every day to support children to identify their feelings and well-being, as well as addressing more serious problems. The lessons can be taught as part of the schools PSHE education.

How the pack works:

1. Lesson plans and resource materials for the year group.
2. Ideas for reinforcing the Protective Behaviours principles and key messages across the whole school.
3. Ideas for involving parents and carers in reinforcing safety messages.

The 6 Lesson Plans for the year group

1. Confident Me – confident kids make safe decisions
2. Feelings and Feeling Safe- I have the right to feel safe all the time
3. Feeling Unsafe- Our Early Warning Signs
4. Me and my body – safe and unsafe touch and secrets
5. Who should I tell? - personal networks and telling
6. What have we learnt – what do we know about Protective Behaviours

The general aims of each lesson in an age appropriate way to:

- Inform children of their right to feel safe

- Explore how our choices and behaviour can affect the feelings of others
- Acquire skills and tools for feeling and keeping safe
- Develop awareness of our bodies and how they can help us to stay safe
- Learn the correct anatomical names for all our body parts
- Improve children's ability to assess risk, problem solve and plan for safety
- Encourage children to develop a support network when they need to ask for help
- Develop children's well-being, self-esteem and resilience

Training and Support

The pack is provided by Sharon Groom Training and Development who has over 30 years' experience of supporting children and families and managing teams within children's services. She is an endorsed Protective Behaviours trainer and champion through the Protective Behaviours Consortium and the Feeling Safe Foundation.

The ethos of the whole programme and approach is one of true partnership working. The Kingfisher unit are instigating and developing the content, along with Brighter Futures input and critical funding, SAFE are a registered Protective Behaviours Training Centre and all accreditation will be via this centre. The LCSS along with Early Help staff and 3rd sector colleagues will attend and implement the programme in partnership with schools and train key staff within schools to continue to deliver (**Programme Facilitators**). Schools as fundamental partners will then commit to the continued and ongoing delivery for all years 3 and 4 in school. This approach will ensure the sustainability of the project and hence provide current and future children with the skills and knowledge to protect and keep themselves safe and seek support when needed.

The pack will include lesson plans along with age appropriate resources and will identify readily available resources within schools such as story books which complement the PB programme for example: 'Can't Sleep Little Bear'.

Training will be provided for LCSS and teams and other identified partners who will support schools to deliver the programme to all year 3 and 4 pupils. It will consist of training for the Foundation Level Protective Behaviours and a train the trainer's module for the use of the pack and to support school staff to deliver as part of PSHE lessons.

Training will enable schools to:

- Promote a culture of safety by applying the principles, strategies, approaches and language of safety of Protective Behaviours (Strengthening safeguarding practice, Ofsted School Inspection Handbook ,2014)
- Enhance the teaching input to children through developing a common language and a set of tools and strategies that everyone understands, and which support the values and ethos of the school.
- Explore how the school policies, rules, practices and values can harmonise and reinforce the programme.
- Help staff to feel confident in an ever increasing complex and challenging environment.

- Involve parents and carers in the programme and support them to reinforce the principles and approaches at home.

Structure of the Safer Together Programme

1. There is guidance on Protective Behaviours Process
2. Teachers guidance
3. There are 6 lessons plans for each year group (years 3 & 4)
4. Resources for each lesson
5. Additional resources

There is an additional information pack for using with parents, including a template letter and a session plan for a parent workshop. It is crucially important that parents are informed and involved to support and the key messages at home and feel confident to have those, sometimes 'difficult conversations' with their children.

Preparing to teach the lessons

In order to feel safe in teaching the sessions, it is important that staff feel confident and comfortable with the topics and session content. As the programme will be delivered alongside staff who have undertaken the Protective Behaviours Foundation course and accreditation, they will provide support, clarification and wider understanding of the Protective Behaviours Process.

There are opportunities for a school to develop Protective Behaviours training across the whole school staff should they choose to do so.

Lesson plans include links to media clips and the use of books. It is advised these are reviewed before showing to a class to ensure you are familiar with the content and that is meets the needs of the children. You can substitute clips and books that you have readily available and can demonstrate they meet the core messages and PB elements.

It is advisable that staff have to opportunity to plan alongside the programme facilitators and explore how you are going to teach the sessions ensuring that everybody feels safe. It may be valuable to consider a range of scenarios such as:

- You have children in your class who you know have experienced bullying or abuse, they may be more sensitive to some of the materials – how might you provide them with additional care and support?
- A child makes a disclosure?
- Children ask embarrassing questions; how might you choose to respond?
- Due to some of you children's experiencing they may 'over share', how could you anticipate and prevent this as it may lead to them feeling unsafe?

Evaluating

It is important to measure if the programme is succeeding and making a difference to how children are feeling about their safety and well-being. To help with this there is an evaluation form included in the appendices. It should be used prior to the programme starting and at the end. It may also be beneficial to consider revisiting later in the term/year to see if it has been sustained or not.

The **learning tree** poster for the class is a method of ongoing evaluation, this should be displayed in class and at the end of each session the children should be encouraged to identify the key things they have learned from that session. It is suggested no more than 3 points in the children's words wherever possible. The pack includes 'leaves' that can be used to write the key learning on and add to the tree.

Lessons Plans

The suggested format for each session:

- Introduction
- Recap of previous session
- Main activities
- Plenary
- Key learning for the tree
- Home task

It would e beneficial to have the 2 Themes prominently displayed in the classroom throughout the programme. There are 2 posters for the themes included in the pack and it is suggested these are enlarged for display.

The pack includes a set of lessons plans and resources for each year group. However, you do have discretion to use flexibly and fluidly should the need arise.

It is important throughout the lesson we make sure we have the approach that safety is a wide spectrum and from emotional well-being to abuse and assault.

Feeling Safe

While physical safety is about external factors and is tangible and concrete, emotional safety is about the ability to be safe with oneself, to rely on your own ability to keep ourselves safe and exercise self-control and self-discipline. Emotional safety encourages the development of self-esteem and resilience.

Knowing when we are safe is an essential starting point to be able to recognise when we feel unsafe. When we use the word safe we mean emotionally safe as well as physically safe. we can also use other words such as relaxed, comfortable or secure. Children are encouraged to find a safe place, both real and imagined, to help them to return to a relaxed, calm and state and to ensure that they can find a place of safety if they need one.