Welcome to our Parent Forum on Protective Behaviours and Taking Care

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Resources used and referred to have been created by the Protective Behaviours' Team, led by Ann Seal

Protective Behaviours Training Partnership

Purpose of the evening

- To introduce and refresh to parents and carers with information about what Protective Behaviours is and the Taking Care element that is taught through PSHE lessons.
- To help to support your understanding of how we use this in school and how it is used to support all children in order that they feel safe - their personal safety.
- To take part in some activities ourselves to help our understanding of Protective Behaviours
- To see how we are embedding it across the whole school community.

What is Protective Behaviours?

- Protective Behaviours is a process designed to help people of all ages and stages feel more empowered.
- Some people describe the Protective Behaviours process as the things we say and do to keep ourselves and others feeling safe.
- These ideas are designed to help you as parents and your families connect with the process and discover more ways to communicate that respect individual differences.

Everyone is special and valued.

Warm up activity – please join in as much or as little as you like. I won't be asking you to share anything that you have written but more for you to use this as something to reflect on and see how these activities help to demonstrate how we apply Protective Behaviours and Taking Care across school.

Have a go at drawing a picture of yourself and add to it characteristics that are unique and special about you. Then list 5 things which you value about yourself. Now have a go at drawing a family member or friend and list their strengths and special features.

We all have the right to feel safe all the time
Protective Behaviours Theme 1
We can talk with someone about anything, even if it feels awful or small
Protective Behaviours Theme 2

How we can feel safe – a starting point.

What different things do we do to help manage how we are feeling and our ‘feeling safe’?

Theme 1: ‘We all have the right to feel safe all the time.’ Activity 1

Explore together what safe might feel like -

- **what someone might see in their safe place,**
- **smell in their safe place,**
- **hear in their safe place,**
- **taste in their safe place**
- **and be able to touch in their safe place.**

What single word sums up what safe feels like to you?

Now talk about when you have felt safe enough to do something because it can sometimes feel ‘fun to feel scared’, such as going on a fairground ride or cycling fast down a hill.
There are probably also times when it wasn’t fun to feel scared and more like ‘risking on purpose’ such as asking or answering a question in front of the whole class or travelling by aeroplane for the first time!

Theme 1: ‘We all have the right to feel safe all the time.’

Within school, we use this theme and explore it through different ways:

- ‘rights and responsibilities’ – what our rights are and having a responsibility for ourselves and to others is examined
- The difference between feeling safe, fun to feel scared (adventurous), risking on purpose (which may not be fun but we want the goal at the end) and feeling unsafe. This is known as the safety continuum.
- These differences are recognised by what we call our ‘**Early Warning Signs’(EWS).** This is the specific body responses which tell us when we do not feel safe.

Activity 2: Theme 1: ‘We all have the right to feel safe all the time.’

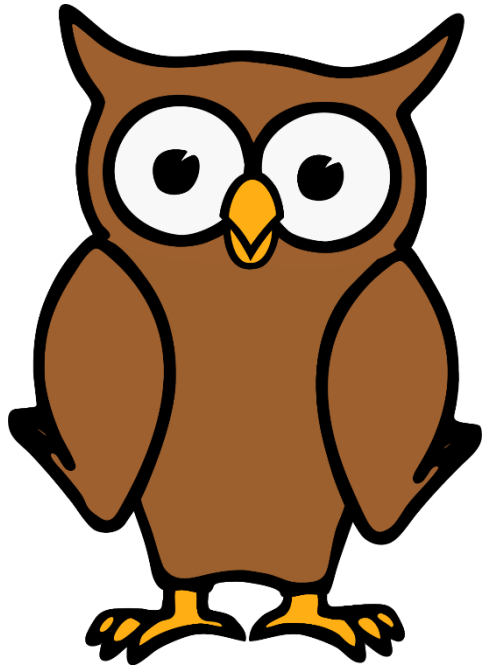
What might children put on to show their Early Warning Signs?

Feelings are feelings

- ‘Feelings are simply feelings and do not define who or what I am’.
- There are no good or bad feelings.
- No one can make me feel anything.

Feelings are feelings

The story of Terry the Tortoise was written to help young children understand how some feelings lead to unsafe behaviour. Have a read together and then talk about what some people might say about Terry – what labels might he be given? How might Terry feel about this label and how might he then behave?



Activity 3: Feelings, Thoughts, Behaviour

Think back to the story of Terry the Tortoise and highlight the unsafe things that Terry did. How do you think Terry was feeling when he did these things.

Sometimes people can mask one feeling with another or use behaviour as a way of avoiding or covering feelings. Once we are in touch with our feelings it helps free us to use our thinking, this can then influence both our feelings and behaviour.

A few notes on feelings

- There are no right or wrong ways to feel in any situation.
- Our behaviour in response to the feelings may be seen as right or wrong and certainly may be experienced by self an others as ‘safe’ or ‘unsafe’.
- Behaviour is a chosen response or a reaction, each with an effect.

Rules - written and unwritten

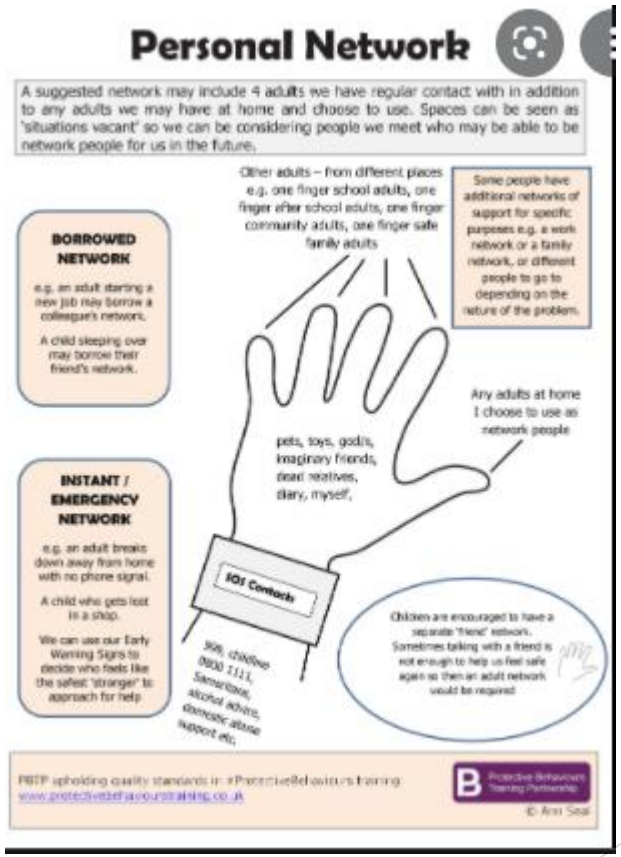
Activity 5: Rules: Written and Unwritten

Talk about the rules you follow because they are written down and those you follow just ‘because you do’. What would it be like if there were no rules, written or unwritten?

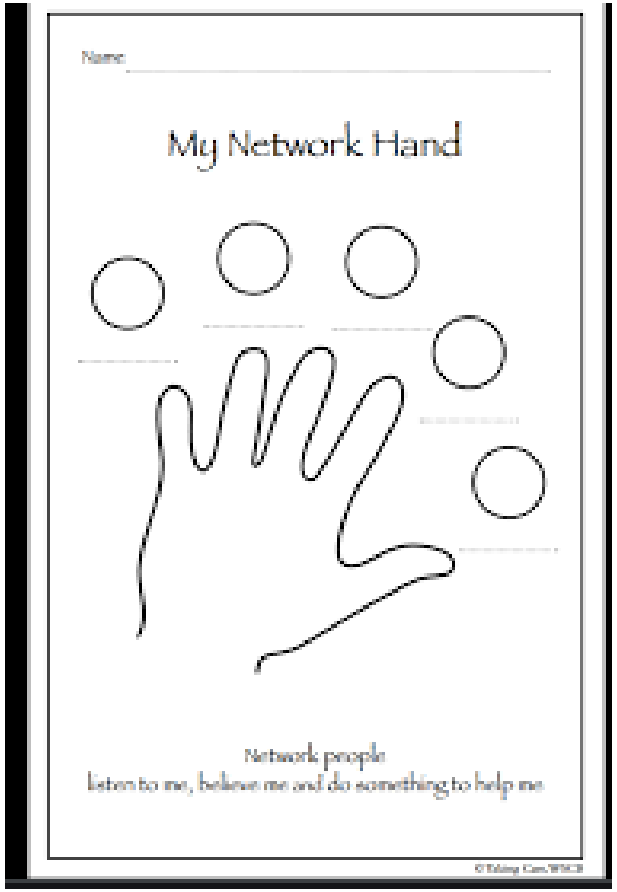
In Protective Behaviours, we look at the function of rules, how they develop, their effects and why we may or may not choose to follow them. We do this in line with Theme 1: We all have the right to feel safe all of the time.

Activity 4: Theme 2 ‘We can talk with someone about anything, even if it feels awful or small.’

This theme is focused on enabling children to identify with the idea that ‘talking’ can be beneficial and the effects if we do not believe this theme. We encourage everyone – children and adults within school to develop their personal networks of support. We call this the network hand, these people they could turn to if in need. We talk about the desired qualities of network people, how we use them and ways of letting people know. In school we call this our ‘network hand’



Examples of network hands



- A way of remembering who these people are is to draw around your hand and add their names to each finger – the thumb can be kept for the names of people you live with who you feel able to talk with
- As you're not always in school, it's a good idea to have an 'out of school' network hand too – who might these people be?
- Sometimes we might prefer to write things down or share how we feel with a pet perhaps. These 'things' can be written on the palm of the hand and be our 'Palm Pals'. Who might a Palm Pal recommend to us to talk with?
- A good idea to keep emergency contacts tucked up our sleeve like the Police, Ambulance, Fire Services or Childline.

We check on holidays, new year groups, moving schools etc.

The language of safety – Activity 5

“Sticks and stones may break my bones,
but names will never hurt me.”

Do you agree or disagree with this saying?

Words can be extremely powerful and the words people use can make a real difference to how we feel, what we think about ourselves and how we behave.

Have a look at the speech bubbles below and imagine how the person speaking might be feeling when they say these things. How could these speech bubbles be rewritten to say the same thing in a safer and more empowering way?

What effect could both versions of the speech bubble have on someone else?

Free thinking:

This doesn’t name or shame, it allows children to explore new or different ideas.

For example: How could someone keep themselves safe EVEN IF….

They were watching a scary film?
They couldn’t find their rucksack?
They spilt a drink over the person next to them?
They tried to talk with someone about a problem and that person did not listen?
The were asked to brush a crocodile's teeth?

Taking Care in school

Any questions?

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