

areyouok?
ask the question - make a difference

BUILDING HEALTHY FUTURES

Primary
TALK

A resource for professionals supporting 4 to 11 year olds



A Note from the Safeguarding Team

This pack is an educational toolkit for the benefit of children of primary age and is a resource for primary schools to help inform, explore and manage the impact of domestic violence and abuse. It is intended to encourage discussion and debate to increase safety, confidence and identity as well as aiding emotional awareness and positive relationships.

The themes in Primary Talk are linked to Torbay Council's strategy to end DSVA (domestic and sexual violence and abuse) which incorporates prevention, early help and intervention, support and protection as well as promoting recovery and resilience. These are reflected in our Torbay DASV Strategy 2018-2022.

This toolkit, written by the Safeguarding Team at Devon Domestic Abuse Support Service (DDASS), has been produced to provide support and resources to professionals from primary education settings.

It complements and builds on the information given in PHSE lessons and can be used by anyone working in a supportive role with children of primary age.

The aim of the Safeguarding Team is to increase the safety and wellbeing of children and young people affected by domestic abuse and to break the cycle of abuse.

If you require any further information about our service or the support we can offer please contact us.

Emma Stephens, Alice Hope, Shaun Leworthy



Splitz Support Service in Devon have produced this resource with assistance from the Exeter Board; Community Grant Fund 2016/17.

Thanks to the following schools for their valuable contribution towards the resource.

Woodwater Academy
Alphington Primary
Whipton Barton Federation
Exwick Heights
Willowbrook

St Nicholas Catholic Primary
Ladysmith Infant and nursery
Wynstream
St Thomas primary

A special thanks to Iris Cleland and Emma Woodgate.

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A LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES



As Chair of the Board of Trustees I am delighted to have been invited to contribute towards this important primary tool kit. I am confident the tool kit will help to significantly change the lives of many children and young people.

Each year in England and Wales 750,000 children and young people are witness to instances of domestic violence or abuse (DVA); criminal offences in many forms of violence or emotional abuse that take place every day, mainly behind closed doors. These young folks are at risk of being harmed through witnessing or through being a victim of DVA – perhaps whilst they are in the very place where they should feel safe; a place which they feel should be their haven.

The impact of DVA on young people can often be so detrimental that they can disengage from their family, school or normal social activities where no-one really knows what the problem is – indeed, that there is a problem at all. It has long been recognised that the impact of DVA in the home has a significant and damaging effect on children and young people; whether they are present in the room, elsewhere in the house, or outside.

Notwithstanding the immediate impact on the young person today, research shows that young people who grow up in this environment, who know nothing else but conflict and control, can go on to incorporate abuse into the families and homes they eventually build for themselves. The consequence of inaction is not therefore just continued abuse today, but the possibility of new perpetrators and new victims tomorrow.

It is vitally important for young people to have the opportunity to talk about what they have seen or what may have happened to themselves. Keeping things to themselves will, in all probability, lead to confusion, anxiety and heightened fear.

The atmosphere of tension, trauma, fear and anxiety is a powerful thing and can be the cause of our children learning negative and harmful behaviours. It is the hope that this primary tool kit will assist in enabling children and young people to understand they are not responsible for someone else's behaviour and that, with the right support, they can deal positively with their life challenges and become healthy, independent young adults.

A handwritten signature in dark ink, appearing to read 'Francis Wakem'.

Francis Wakem QPM
Chair, Board of Trustees
Splitz Support Service

WHAT IS DOMESTIC VIOLENCE AND ABUSE?

DVA is any violent, abusive or coercive behaviour from a partner, ex partner or family member. The abuse can be physical, emotional, verbal, financial or sexual.

Anyone can experience DVA regardless of religion, class, sexuality, gender, age or disability. Whilst the Government definition of domestic violence applies to young people aged 16 and above, it is important to also acknowledge that domestic abuse has a far reaching impact on children and young people under 16, caught up in and affected by, the abuse carried out in the household. Young people can also be involved in abusive partnerships and it is vital that they have opportunities at a young age to learn about what makes a healthy relationship.

A number of serious case reviews involving children and DVA have made the headlines in recent months and serve as a stark reminder that we all need to recognise the risks faced by children exposed to DVA. There is specific evidence showing the overlap between DVA and direct emotional harm to children. Safe Lives research (2015) tells us that 130,000 children in the UK live in homes where there is a high risk of murder or serious injury and 62% of the estimated 750,000 children who witness DVA each year are also directly harmed. A quarter of these children exhibit abusive behaviours once their exposure to the DVA has ended.

The emotional impact on children who have witnessed DVA is complicated and varied. There are often behaviours many would consider as 'adult' emotions, such as depression and low self esteem.

DVA can impact on every area of a child's life including education, health, development of relationships and social involvement. Every child exposed to DVA will react differently, but these are some of the most common reactions that are seen regularly. Immediate effects can include; tummy aches, eating problems, concentration difficulties, sleeping problems, struggling with school work, problems maintaining friendships, regression in behaviours, aggression, sadness and withdrawal. Longer term effects can include; self harm, social isolation, drug and alcohol misuse, mental health disorders, post traumatic stress, exclusion from education, risk taking and aggressive behaviours. In addition to behavioural and mental health issues a study by Kitzmann et al. (2003)¹ found that children exposed to domestic violence are more likely than others to experience other academic difficulties. Witnessing DVA often teaches children that the world is a scary place and is not safe and consequently that people cannot be trusted. Children and young people feel extremely isolated, like they are the only ones experiencing this. Isolation can be a very damaging factor.

The guiding focus within the tool kit is always the safety of the child. The focus on children being and feeling safe and on you as the professional being able to recognise the risk through talking about safety and using the safety tools. Without an outlet to discuss the DVA they are experiencing at home, many children come to their own conclusions. This includes self blame or blame of the non abusive parent. The tool kit includes templates around which bespoke activities can be organised, depending on the child's needs and vulnerabilities and their level of engagement with school staff. The aim is to help you to help the child to develop resilience, a better emotional awareness and be able to grow towards a happier and healthier more positive life.

1.Kitzmann KM, Gaylord NK, Holt AZ, Kenny ED. Child witnesses to domestic violence.

Journal of consulting and clinical psychology, 2003

RAINBOW EMOTIONS - EVALUATION AND MONITORING

This activity is designed to allow children to evaluate the child's perception of their own progress, whilst ensuring that adults have an understanding of any concerns the child may have.

Activity overview

This activity is designed specifically as an activity for individual children to go along side the individual safety plan 'Staying Safe' (see page 24). It can be used to record a child's emotional progress and safety concerns throughout the support sessions and beyond.

Who is this aimed at?

This activity is aimed at all children of primary age. It is an activity suitable for all children not dependent on their personal experience, circumstance, abilities or gender.

Learning objectives and outcomes

To give the children the opportunity to evaluate their own perception of safety, emotional well being and explore how they can progress

To allow adults in the school to monitor progress and address any safeguarding concerns

To enable children to speak about concerns they might have

To enable the school to support a child's emotional development and safety concerns

Resources

The Rainbow Dial (It might be easier to photocopy the dial and laminate it so it can be reused.)

Split pin

Scissors

What to do

Cut out the arrow and attach to the Rainbow Dial using a split pin. The arrow should be able to move to point to each number.

Discuss with the child the statements below and ask them to evaluate where they would point the arrow on the rainbow. (1 disagrees and 10 strongly agree).

Do not refer to the numbers as 'scores' as the child may try to get a 'better score' by minimising any concerns.

Discuss with the child what they feel needs to happen to move closer towards the sunshine.

At the beginning of each session revisit the 'Rainbow Dial' and record the results.

Be sure to follow any safeguarding procedures if needed.

'Staying Safe' (page 24) is a safety plan designed for children who have experiences that would warrant the use of more intensive safety work.

Work through the safety plan with the child. Ensure a copy of the plan is kept. The child will respond best if they have a 'key person' within the school to discuss concerns or worries.

Rainbow Evaluation Statements

I feel safe

I know how to keep myself safe

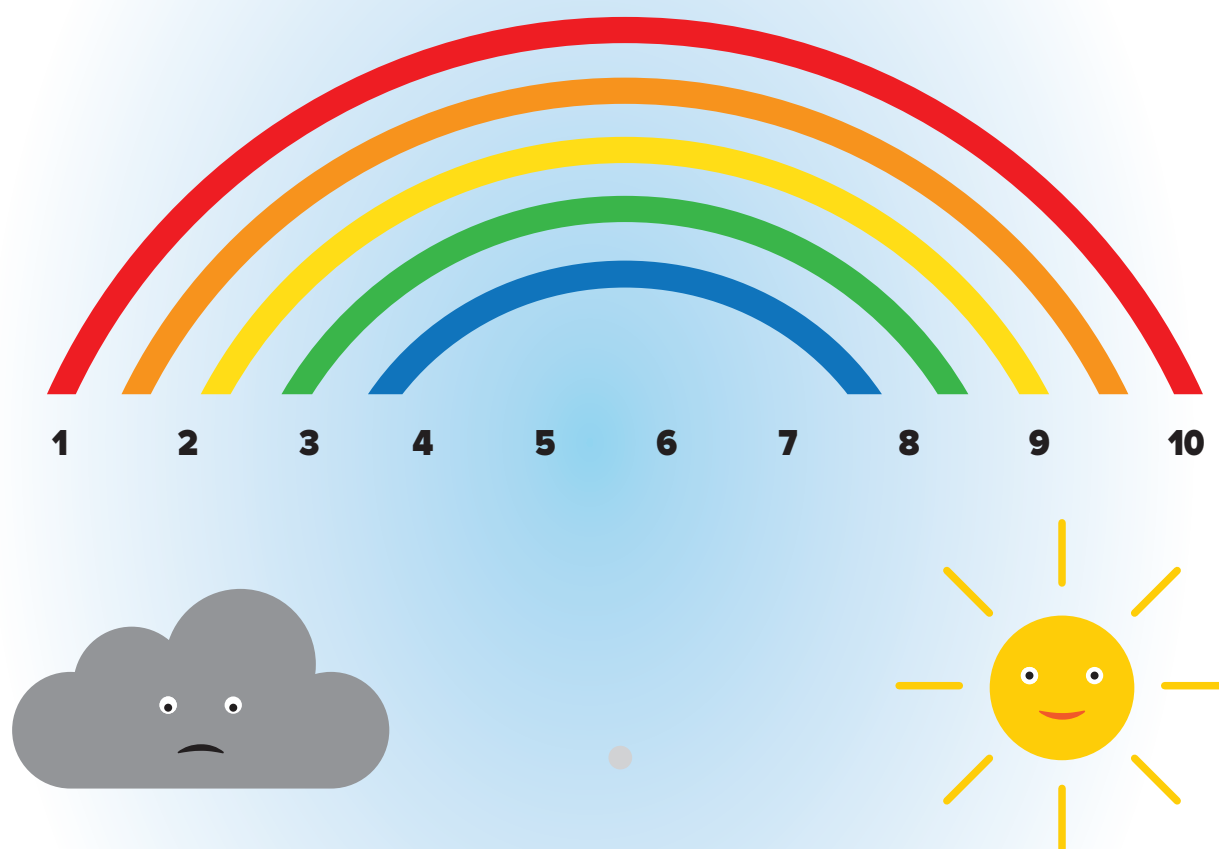
I feel happy at home

I have lots of people who can help me

I feel confident

I understand my feelings

I enjoy school





A young boy with short dark hair is smiling and looking upwards and to the right. He is wearing a grey and blue long-sleeved shirt. He is holding a large sunflower in his left hand. The background is a field of many sunflowers under a bright sky. A large yellow speech bubble is overlaid on the bottom right of the image.

Primary
TALK

Emotional Awareness

1. Body Maps
2. Traffic Lights
3. Glitter Emotions
4. Colours and Shapes Emotions

BODY MAPS

This activity is designed to help children understand their emotions and how they are linked to their physical sensations.

This activity promotes identity, safety, confidence and self esteem.

Activity overview

This activity can be used with the whole class or with particular individuals within the class.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children and is not dependent on their personal experience, circumstance, abilities or gender.

Learning objectives and outcomes

To encourage emotional awareness

To promote healthy behaviour choices

To allow children to understand their behaviours

To reduce feelings of isolation

Enable the school to become more aware of the pupil's emotional well being

Resources

Either body work sheets and pens

Or

Large sheets of lining paper and pens

Emotion cards / Physical cards

What to do

Place the emotion cards and physical cards face up in two piles. See Appendix A.

Discuss the emotions – ask the children to pull the face of that emotion.

Ask how that emotion feels.

Look at the physical cards and see if any 'match'. Are there any physical cards that match more than one emotion?

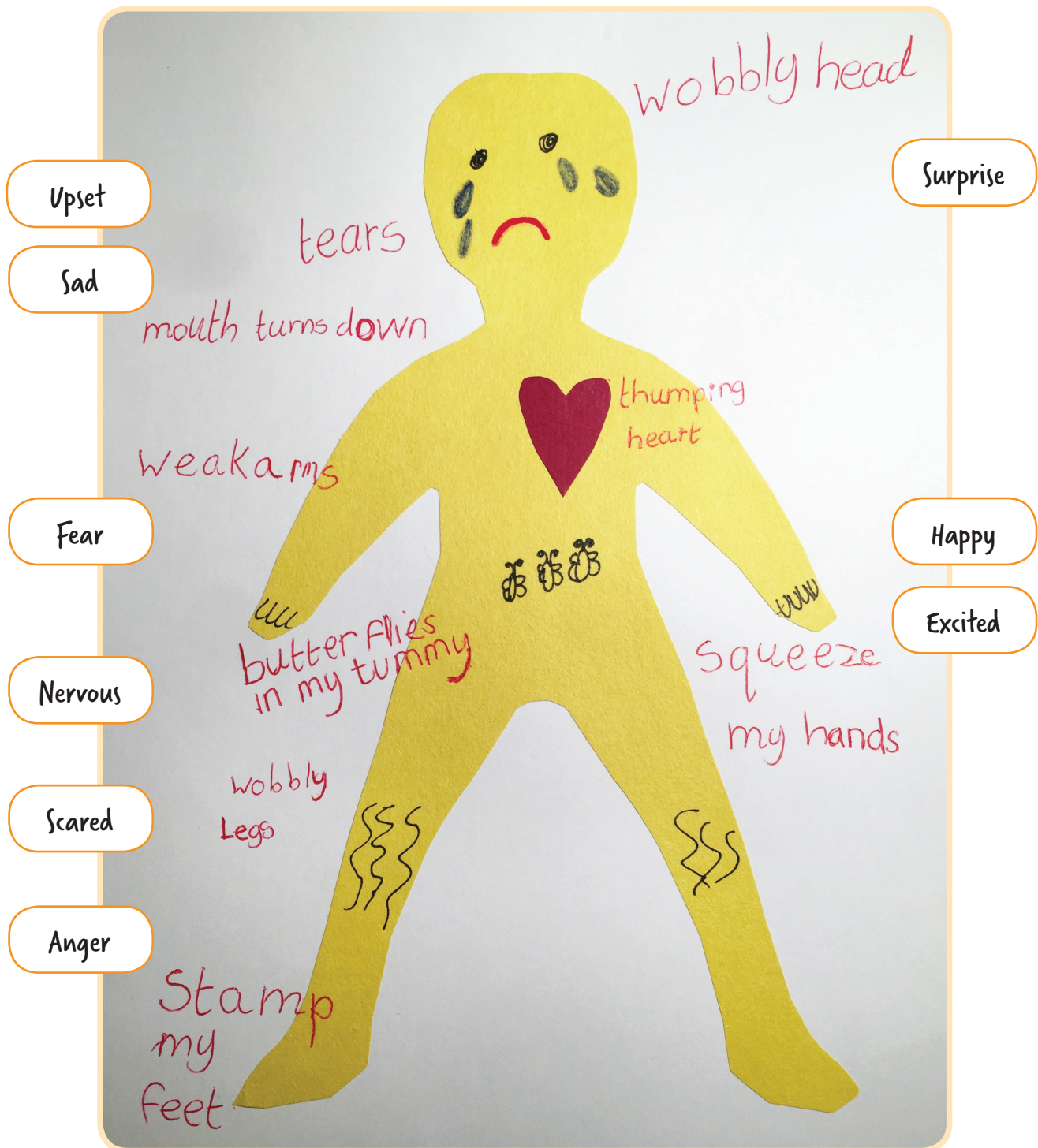
Use either the body sheets or the large paper (draw around a child).

Draw the physical responses in the right place (Butterflies in the tummy or jelly in the legs so on).

Through discussion decide which emotion might prompt that physical response. There may be more than one. (jelly legs may come from feeling angry as well as scared or excited). Label the emotions next to the physical response.

Through discussion, establish if the children can think of any other physical response they may feel due to emotions.

Extension – Discuss what is needed when the child feels a certain way using the sentence format
When I ... Because... What I need is.... (e.g. when I have jelly legs because I'm scared, I need to sit down.
When I am crying because I'm sad, I need a hug.)



Class Display

Display the body shapes with the emotion labels and extended sentences if used.

Add labels encouraging appropriate outcomes. E.g. If I feel sad I can tell someone.

TRAFFIC LIGHTS

This activity is designed to help children in the class to reduce the isolation felt when they have unsettled emotions. It can help the adults in the class setting to understand how the child is feeling and act appropriately.

This activity promotes identity, safety, confidence, self esteem and positive relationships.

Activity overview

This activity is an ongoing activity within the class setting. It can be used by the whole class or by particular individuals within the class.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children and is not dependent on their personal experience, circumstance, abilities or gender.

Learning objectives and outcomes

To encourage positive behaviours

To allow children to acknowledge and monitor their own emotions and behaviours

To reduce feelings of isolation

To enable the school to become more aware of the pupils emotional well being

Resources

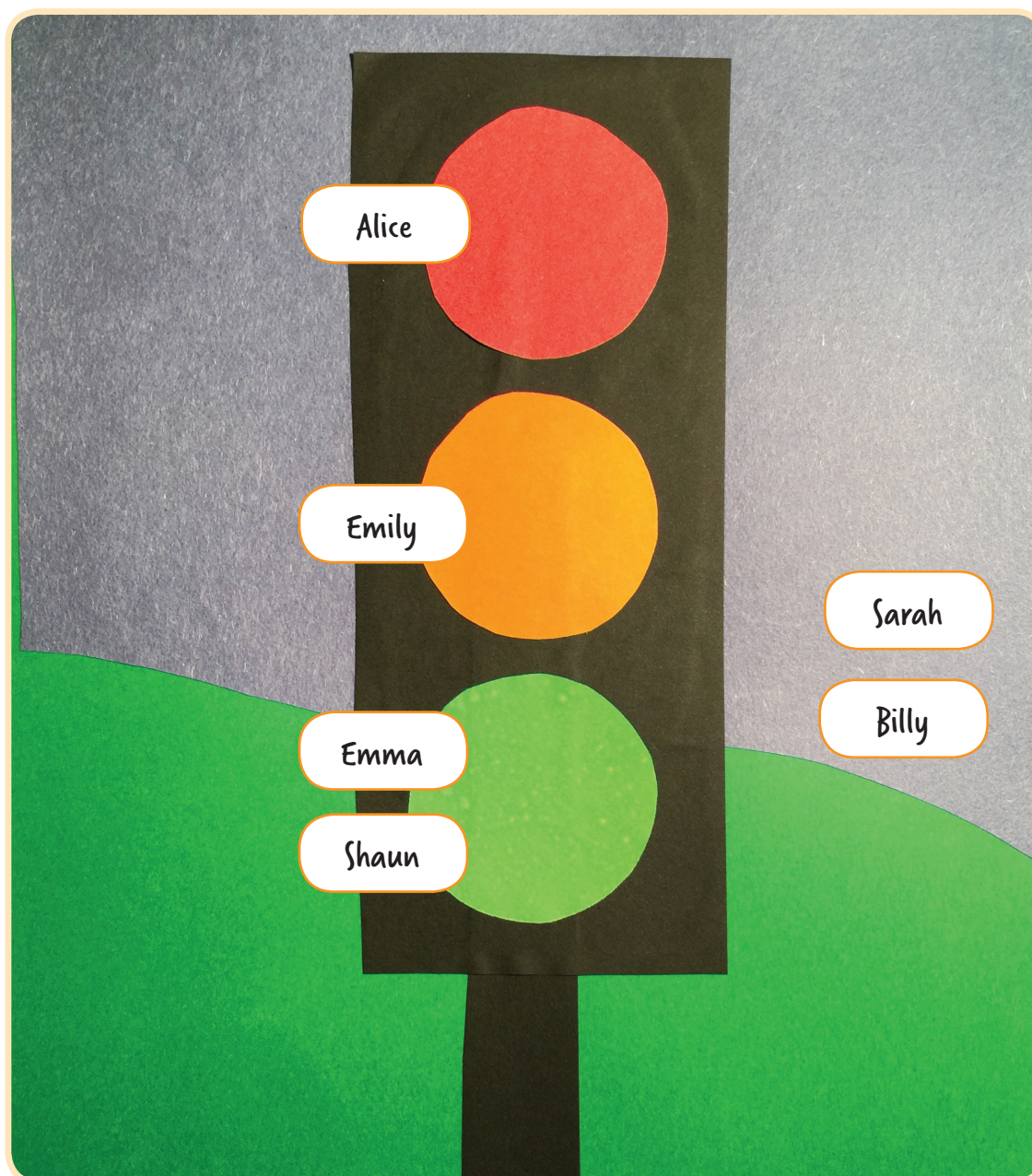
Dependent on how the activity is produced

Red, Yellow and Green cards

What to do

For individual support – Create cards based on the traffic light system (red, amber, green). Place these on a key ring. The cards can be used for the pupil to show how they feel (Red – needs to speak to someone, needs time out. Amber- needs some support. Green – all ok.) A discussion between the child and adults is needed to decide how the cards are shown.

For whole class – A display can be made so that all of the class can show how they are feeling throughout the day.



Class Display

This display needs to be easily reached by all the pupils in the class.

Create a traffic light picture on a display. Each child is given a laminated copy of their name with blue tack on the reverse (or if this is not appropriate then other means of temporary sticking the names can be used). When the children come into the class they place their name on the appropriate light for them. They should be encouraged to change this throughout the day if they need to. It is expected that in the first few days of introducing this chart, the names will be moved constantly as the children get used to the idea, but eventually it will be used reliably by the children.

GLITTER BOTTLE EMOTIONS

This emotional awareness activity encourages children to begin to understand their emotions and learn to recognise how to regulate them. The activity promotes emotional awareness, identity and confidence.

Activity overview

This activity is designed to encourage children to take some 'time out' whilst they are feeling emotional, helping them slowly learn how to regulate their emotions appropriately, whilst practicing mindfulness and relaxation. It is also designed to help children understand that, although initial emotions can be intense and strong, they eventually settle and calm.

Who is this aimed at?

This activity is aimed at all children of primary age. It is an activity suitable for all children and is not dependent on their personal experience, circumstance abilities or gender.

Learning objectives and outcomes

- To encourage children to explore their emotions
- To encourage children to develop an understanding of how to settle emotional outbursts
- To enable children to reduce feelings of uncontrollable emotions
- To enable the school to support children's emotional development
- To enable children to feel confident with expressing their emotions
- To encourage and support children to learn to practice mindfulness and relaxation

Resources

- Ultra fine glitter (red, yellow, blue, green)
(normal glitter can be used in small quantities)
- Water
- Plastic bottle with lid
- Double sided tape or glue to seal the lid tightly

What to do

Create a Glitter Emotion bottle for the class to share by adding ultra fine glitter and water into a bottle. If the glitter clumps at the top, use a very small amount of washing up liquid to break the surface tension. Seal the lid to avoid spills.

As you add the different colour glitter discuss the colours and how they relate to emotions. Demonstrate how when the bottle is shaken, the glitter can look quite chaotic and intense. This is like our emotions, but as like the glitter in the bottle; our emotions soon calm and settle.

The bottle can then be used when children feel that they need time out. They can shake the bottle and identify that the feelings are intense. They can then sit quietly and watch the glitter settle in the bottle whilst taking deep breaths and noticing how the emotions calm and settle like the glitter.



Class Display

Create a display using the Glitter Emotion Bottle as the central focus. Using labels get the children to explain how the Glitter Emotion Bottle works and what to do. Maybe add some visualisation ideas.

The Glitter Emotion Bottle also works well in a dark environment with a torch to provide a very calming environment.

COLOUR AND SHAPE EMOTIONS

This emotional awareness activity encourages children to begin to understand their emotions and learn to recognise how to regulate them. The activity promotes emotional awareness, identity and confidence.

Activity overview

This activity is designed to encourage children to explore their own perceptions of their emotions. Whilst allowing them to understand how their emotional perception might differ to others.

Who is this aimed at?

This activity is aimed at all children of primary age. It is an activity suitable for all children not dependent on their personal experience, circumstances, abilities or gender.

Learning objectives and outcomes

To encourage children explore their emotions

To enable the school to support children's emotional development

To enable children to feel confident expressing their emotions

To encourage and support children to learn to articulate their emotional perceptions

To allow children to take ownership of their own emotions

Resources

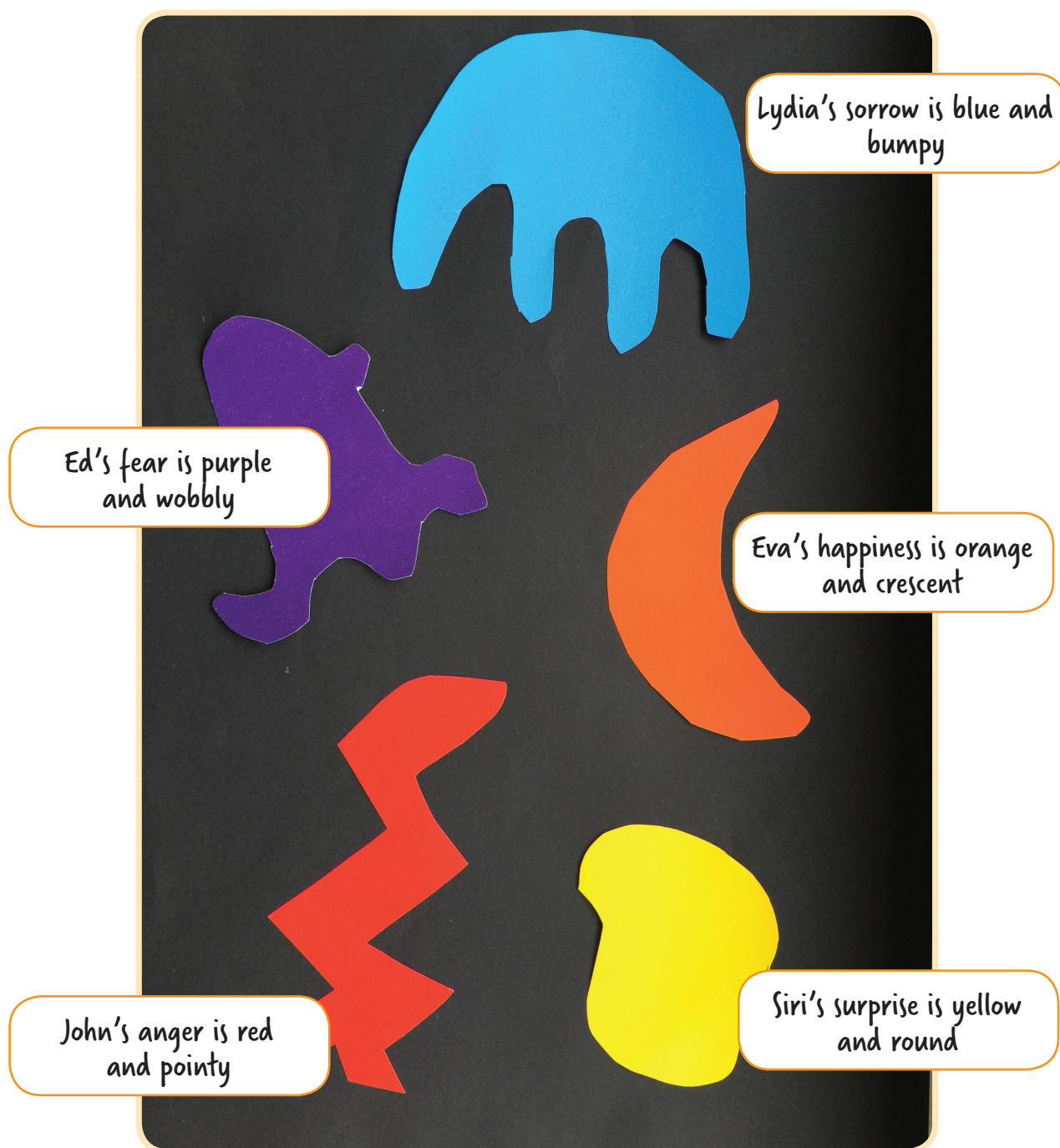
Paper

Felt pens/pencils/crayons

What to do

Discuss with the child emotions – anger, sorrow, happiness and jealousy. Discuss how they feel and the shapes they bring to mind (e.g. Anger might be a spiky shape, whilst happiness might be like a sun burst.) Ask the children to identify a colour for each emotion.

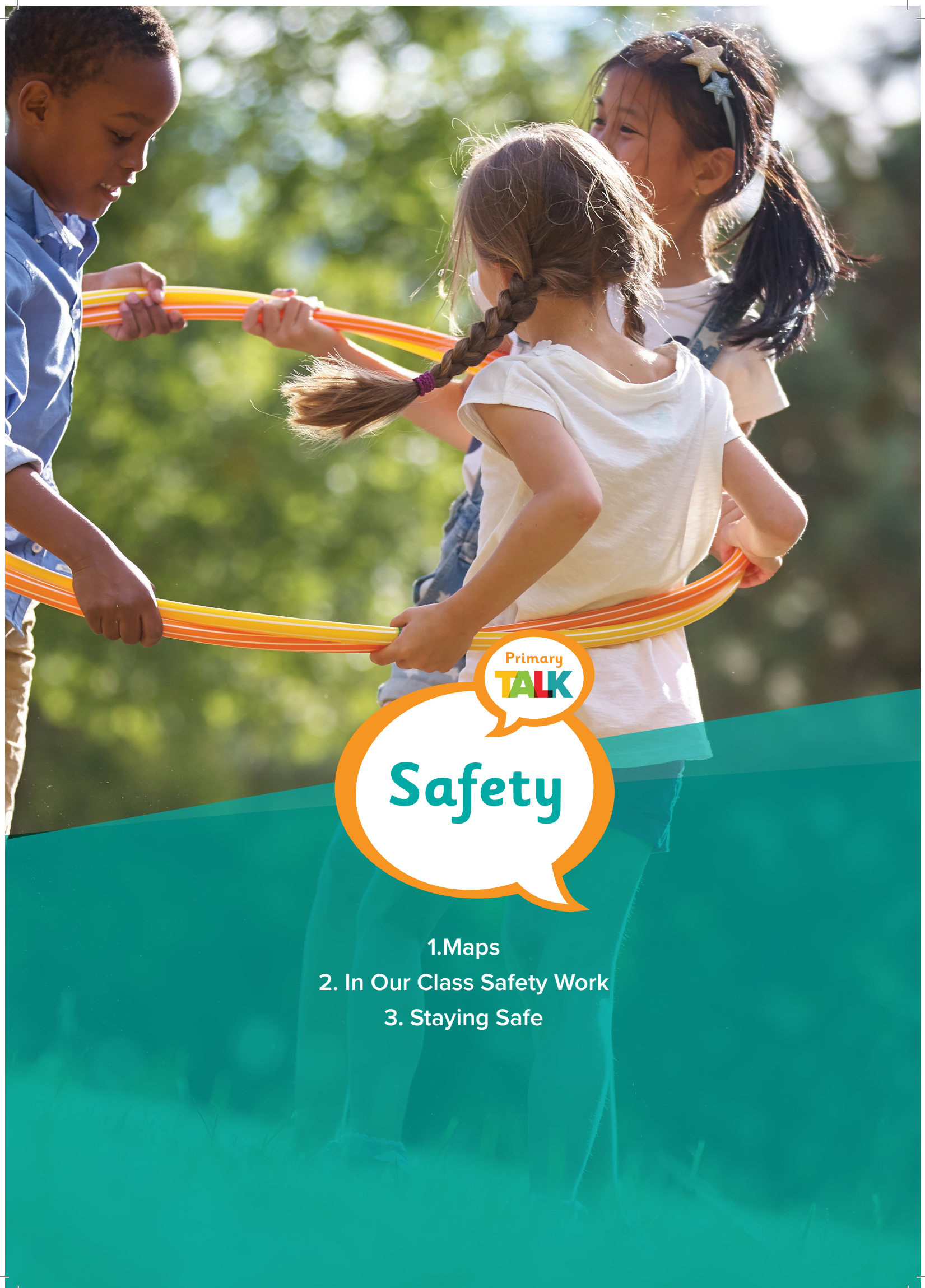
Create pictures for the emotions using the paper and pens. Discuss how each child's emotion might look or be perceived differently. Recognise any differences and similarities.



Class Display

Create a display labelling each emotion with the child's name, the colour used and the shape. 'Sally's anger looks red and spiky'; 'Charlie's happiness looks yellow and round'. This allows the child to identify the differences and similarities within the class but also take ownership of their own emotions.





Primary
TALK

Safety

1. Maps
2. In Our Class Safety Work
3. Staying Safe

MAPS

This solution focused activity is designed to build resilience, feelings of safety and confidence by encouraging children to identify needs and exploring how to get the needs met.

This activity promotes safety, identity, confidence, self esteem, and positive relationships.

Activity overview

This activity is designed to encourage children to identify their own needs and seek a way that they can get these needs met appropriately. This will increase confidence, feelings of safety and lessen anxiety.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children and is not dependent on their personal experience, circumstance, ability or gender.

Learning objectives and outcomes

To encourage children to identify their own needs.

To explore safe and appropriate support

To understand where to seek support

To reduce feelings of isolation

Enable the school to support feelings of safety

To enable children to feel confident in assessing their own needs.

Resources

Map of local area/ school / classroom

Pens, crayons, paints, scissors, glue

What to do

Through discussion identify which area to map. Draw this map in an age appropriate way. This map can be drawn as a worksheet and given to children individually or can be drawn on white board as class activity. See Appendix B.

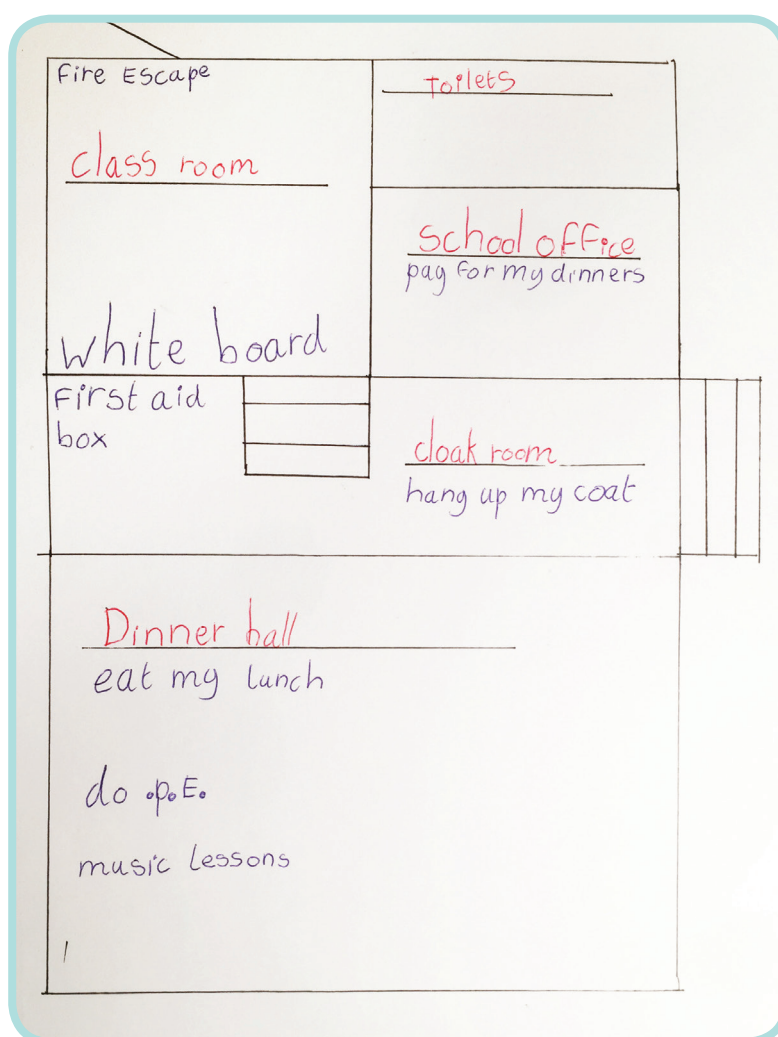
Using 'situation cards' together as group or individually, explore where the child would go to get their needs met. Mark these places on the map. If there are particular people designated for support identify these on the map too.

Using discussion, identify safe people, places, and areas designated for help, support or safety. Discuss when particular support would be needed. (E.g. school medical room used for First Aid.)

Extension. If appropriate move slowly to more emotive subjects such as 'Where to go if you have something you need to share' or 'Who to talk to if you have a worry.'

Where would you go?

- I need a plaster
- I need to change into my PE kit
- we need to leave in an emergency
- I need a wee
- I'm hungry
- I need to change my my reading book
- I need to talk to someone
- I feel sick



Class Display

A display could be used by creating a large map and adding the information to it, using photos of the people who help and where to go to get certain needs met.

Adding information such as the dinner menu or tuck prices, for example.

This is a good display for the school hall, reception or hallways where the information can be.

IN OUR CLASS SAFETY WORK

Activity overview

This activity is designed to support children

This can be helpful in the recovery of experiences, or by ensuring that the child has knowledge of support network to help provide resilience.

This activity supports safety, self esteem, confidence and positive relationships.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children and is not dependent on their personal experiences, circumstances, ability or gender.

Learning objectives and outcomes

To explore safe and appropriate support

To explore supportive networks within the class and school

To reduce feelings of isolation and increase feelings of safety

Enable the school to support children with safe behaviours

Encouraging children to identify how to get their needs met

To reassure children with heightened anxieties

To increase confidence by ensuring the child knows how to seek support

Resources

Worksheet

Pens, crayons, paints

What to do

Through discussion, answer the questions with the input of the class. This activity can be completed using the worksheet opposite this page simply enlarged on a photocopier and filled out with the class and displayed.

STAYING SAFE

These are the adults in our class who look after us

If we have a worry we should...

In an emergency we should ...

We know it's ok to tell a grown up when...

We can help our friends feel good by...

When we are not feeling good we can help ourselves by...

Class Display

A class display can be created by using the worksheet enlarged, or creating your own questions and asking the children for a more in depth contribution. Photos of the people mentioned in the worksheet could be displayed, as well as photos of the areas discussed. Photos of all the children in the class could be displayed with speech bubbles giving advice.

STAYING SAFE

My name is

I am years old

Adults who help me feel safe...

Places where I am safe...

If I feel unsafe I should...

In an emergency I should...

STAYING SAFE

The SAFE word we use is

When we use this we have to...

If I feel unhappy, sad or lonely I can talk to...

And I can do this...

These things make me feel happy...

Things I know...

This is not my fault

Lots of people love and care for me

The number for the police in an emergency is **999**





A close-up photograph of two young children, a boy and a girl, smiling and hugging each other. The boy is on the left, wearing a white headband with a brown patterned band. The girl is on the right, with dark hair. They are both looking towards the camera with joyful expressions. The background is a soft, out-of-focus green, suggesting an outdoor setting with foliage.

Primary
TALK

Positive Relationships

1. Follow my Leader
2. Marble Reward
3. Up and Down the Beanstalk Game

FOLLOW MY LEADER

This solution focused game is designed to help children who need a gentle boost to their self esteem as well as for children who might need support following instructions.

This activity promotes safety, identity, confidence, self esteem, and positive relationships.

Activity overview

This game encourages children to take the lead and teach others a new skill or technique. As it is important for the children to listen carefully to instructions, the child who is leader has a chance to be listened to and see others responding in a positive way.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children not dependent on their personal experience, circumstance, abilities or gender.

Learning objectives and outcomes

To encourage children to identify a skill they can share

To understand the importance of listening to instructions

To allow children the experience of being listened and responded to by their peers

To reduce feelings of isolation

To enable the school to support confidence building, leadership and listening skills

Resources

Dependent on activity

Pens, crayons, paints, scissors, glue

Space to move around

What to do

Each child in the group thinks of an action or activity to show to the other children. This can be a dance move, a way to draw a picture, a special skill.

Discuss with the group how the best way to show someone a new skill. Discuss listening skills and clear voices. Discuss how to react when someone misunderstands or makes a mistake. The teacher can model this behaviour and set examples of wanted or unwanted responses.

The child stands at the front of the group and shows their chosen skill/action to the others. The child then 'teaches' the other children this skill/action.

An alternative or extension to this activity is that the children line up in a circle. The first child shows the child next to them the skill, the next child shows the next child so on until all the children in the group have learnt the skill. This works well with a silent activity such as how to draw a picture of something.

Follow the activity by celebrating how the group has learnt a new skill and how well they taught the other children in the group.



Class Display

A display can be created by taking photos of the activity and displaying along with the instructions and examples of what the children produced. Speech bubbles can be added to show some of the issues or successes.

MARBLE REWARDS

This whole class activity is designed to help children in the class setting develop positive relationships with each other as well as boosting self esteem and confidence, by rewarding positive behaviours.

This activity promotes identity, confidence, self esteem, and positive relationships.

Activity overview

This activity is an ongoing activity within the class setting. The class celebrate and reward each other for achievements by identifying the events.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children not dependent on their personal experience, circumstance, ability or gender.

Learning objectives and outcomes

To encourage positive behaviours

To understand the importance of team work

To allow children to celebrate their own success and that of others

To reduce feelings of isolation

To enable schools to support confidence building, positive behaviours and peer relationships

Resources

Dependent on how activity is produced –

Marbles and two clear jars

Paper, pens, sticky tack

What to do

Decide on system to be used – for example, marbles in a jar. Every time a child in the class (or the whole class) has a success or achievement a marble is taken from one jar and added to the next. For each marble added to the jar, the children are told why and they celebrate (this could be a personal pat on the back to the class, a virtual hi-five, or a round of applause depending on what is most appropriate for the class at the time). The marble could be added at the end of the lesson if less disruptive. When the jar is full, the whole class get to choose a reward.

The rewards could be pre-chosen by teacher and voted for by class or could be chosen via a 'lucky dip'. The reward system then starts over again.

Co-operation not competition



Together we can do it!



Class Display

A display can be created by creating two large jar pictures out of paper, filled with circular paper circles stuck on with , each time a marble is won, the child can transfer the paper marble to the second jar. An extension of this could be that the teacher or child writes why the marble was won or by whom. The teacher will have to ensure that all children are celebrated if the children are named on a display and tact may need to be used.

Not keen on marbles? Use paper bubbles for your display. Every time a bubble is popped the circle of paper is turned over to show a 'pop'. When all the bubbles are popped; its reward time!

UP AND DOWN THE BEANSTALK

This emotional awareness activity is designed to allow children to recognise positive situations and how they have had a positive impact on their emotional well being.

Activity overview

This game is designed to encourage team work whilst allowing the children to share positive experiences. Children are encouraged to explore how some actions will leave them feeling positive, whilst others may leave them feeling less so.

Who is this aimed at?

This activity is aimed at all children of primary age. It is an activity suitable for all children not dependent on their personal experience, circumstances, abilities or gender.

Learning objectives and outcomes

To give the children the opportunity to share positive experiences with their peer group

To allow children to identify positive behaviours

To reduce feelings of isolation

To enable children to build better peer relationships and understanding

To allow children the opportunity to explore how events have impacted on them

Resources

A copy of the 'Beanstalk Board'

Counters and dice

Pieces of card approx 7cm x7cm and a pen

What to do

Discuss with the group positive experiences that they might have had, and how they felt.

For example – My friend asked me to join their team for football. This made me feel good.

Record the examples given on pieces of card.

Using a scale of 1 to 5 ask the class to agree what they feel the positive experience should be rated. This will be the number of leaves jumped forward. Write this on the card alongside the statement.

For example; my friend asked me to join their team for football. Move forward 4 spaces.

You may decide to just use positive experiences on the Bean Stalk Board so the children can climb the Beanstalk using just positive experiences.

If you decide to include some negative experiences the children can compare the differences between negative and positive experiences.

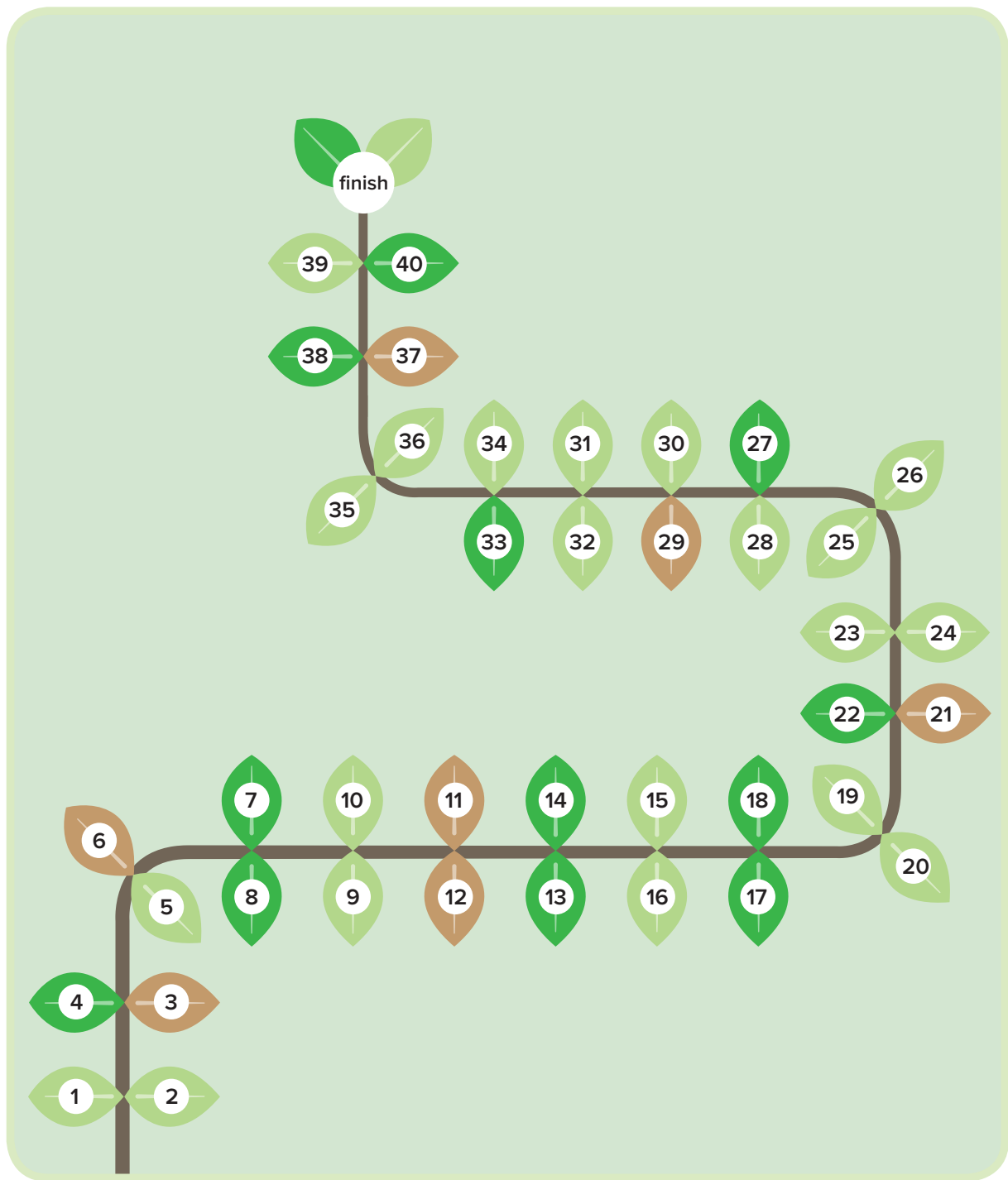
Ask the group to think of negative experiences, write these experiences on the cards and place in a separate pile. Again, rate the experiences from 1 to 5 on how bad the experience would make you feel. This is how many leaves they will have to move back. Write these on the cards with the statements. For example I fell over in the play ground. Move back 3 spaces.

Playing together as a group, each child takes a turn to throw the dice. Moving up the leaves of the beanstalk to correspond to the number you throw on the dice.

If you land on a green leaf take a positive experience card or if you land on a brown leaf take a negative experience card. Read these experiences out with the group.

The winner is the first person to climb to the top of the bean stalk.

Keep going until all the players make it to the top!



Class Display

Create a display by creating a large beanstalk. Whenever a child in the class has a positive experience, write this on a leaf and add to the beanstalk, starting at the bottom. Continue until the beanstalk is full and all the leaves have reached the top.



The logo consists of the word "Primary" in a small, black, sans-serif font above the word "TALK" in a larger, bold, sans-serif font. The letters "T", "A", and "K" are colored red, green, and blue respectively, while the letter "L" is black.

Primary
TALK

Confidence & Identity

1. This is me...
2. Lolly Stick Super Hero
3. Friendly Forest

THIS IS ME...

This is me...

This confidence and resilience building activity encourages children to explore their identity and celebrate who they are.

This activity promotes identity, confidence, self esteem and positive relationships.

Activity overview

This activity is designed to encourage children to explore their identity.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children not dependent on their personal experience, circumstance, abilities or gender.

Learning objectives and outcomes

To encourage children explore their identity and positive attributes

To encourage children to take pride in their identity

For children understand diversity within their peer group

To reduce feelings of isolation

Enable the school to support raising child's self esteem and confidence

To enable children to feel confident about expressing their ideas

Resources

A3 Paper per child

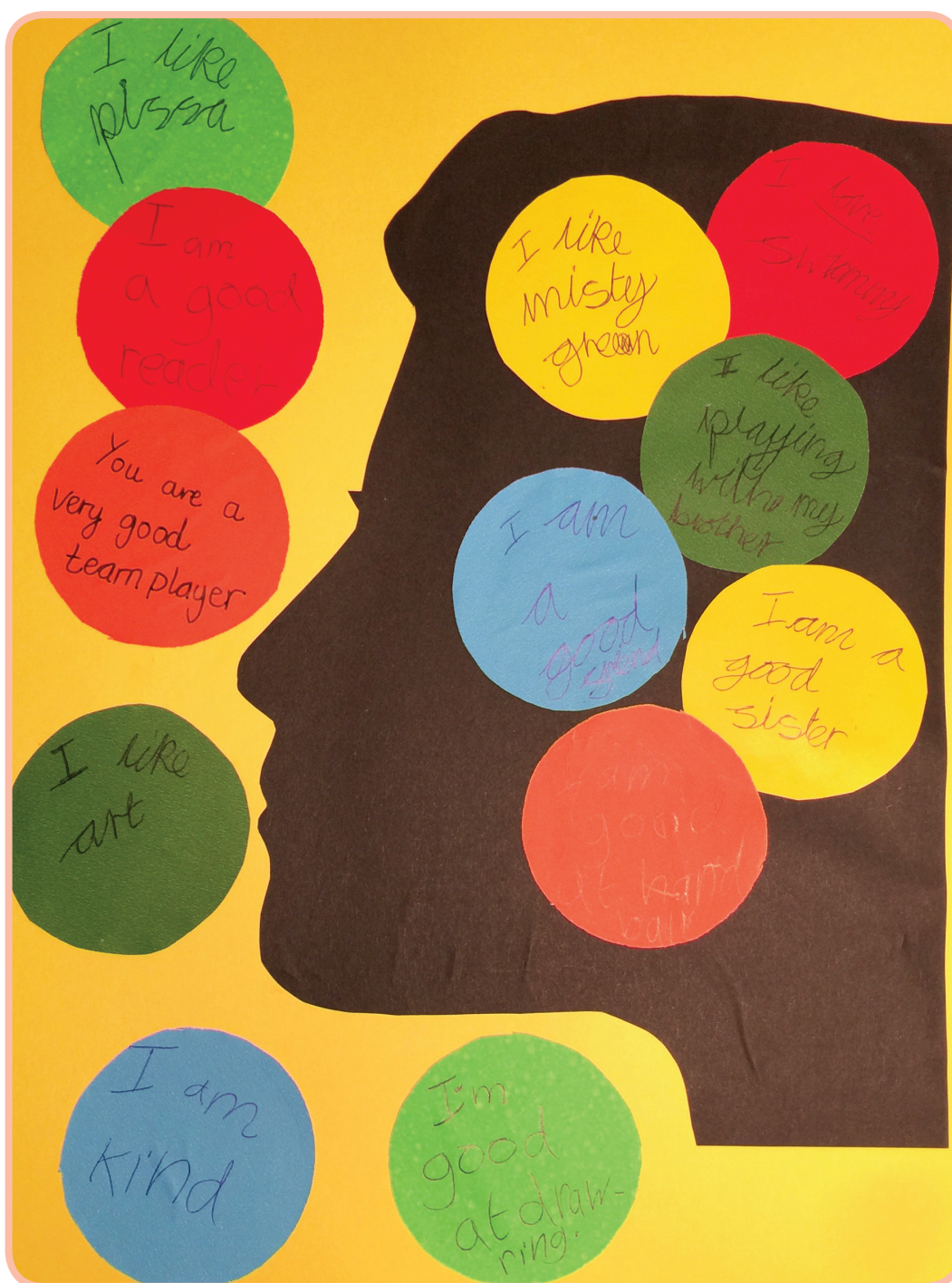
Pens, crayons, paints

What to do

With support the child will have their profile drawn on the paper. This can be done using a torch to create a shadow which is then drawn around, or child can place their head on sheet and draw around.

Ask the child to identify the things they enjoy doing, their positive attributes, things that make them happy. Record these within the profile by either writing or drawing.

Outside the profile ask the child to identify things that other people might appreciate about them most. In addition to this the adults in the class/school are encouraged to write positive things about the child around the outside of the picture. The picture is then decorated using the child's favourite colours.



Class Display

'Guess who' display. Use the activity above but using no written clues as to who the child is. Display all the pictures together and encourage the viewer to guess who each child might be by reading / viewing the information provided. This encourages other members of the class to see the child for the positive attributes they have and how they see themselves rather than pre-conceived ideas based on friendships, behaviours, gender for example.

LOLLY STICK SUPER HERO

This activity is designed for children in the class setting to explore positive gender role.

This activity promotes identity, positive relationships as well as boosting confidence and self esteem.

Activity overview

This activity is designed as a one off activity, but the messages of the activity can be re-visited.

By creating a display, the class can be reminded of the messages and this will allow them to embed.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children not dependent on their personal experience, circumstance, ability or gender.

Learning objectives and outcomes

To encourage a positive gender model

To explore the child's perception of desirable and achievable traits

Resources

Large lolly sticks

Decorative paper, felt, tape

Tape and glue

Scissors and pens

What to do

Through discussion, talk about general traits that a Super Hero would have.

Talk about traits that people may have that could be considered desirable (i.e. being kind, being adventurous, and being trustworthy.)

Even traditional Super Hero powers can be achievable – e.g. 'getting bad guys could be 'fighting crime' – police officers fight crime. We can all 'fight crime' by standing up for what is right and using non-criminal behaviours.

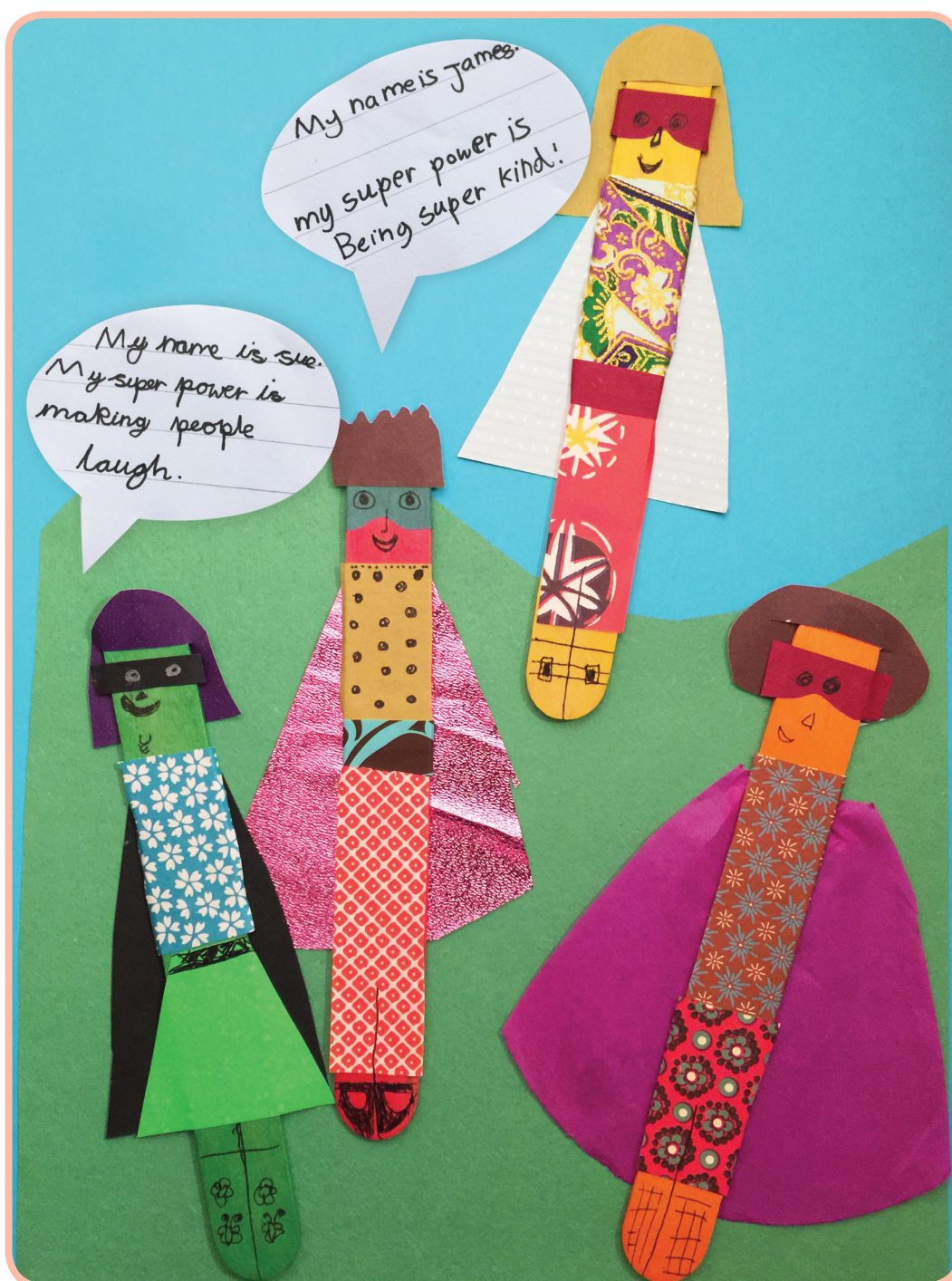
Create a Super Hero that has achievable 'super powers'. Discuss if these 'super powers' are limited to certain people for example if the super power is being 'super kind' is this limited to gender, ability, or something else?

Gently challenge any ideas that might not be fully inclusive.

Who do they know who have these super powers? Do they have these super powers?

Using lolly sticks and decorative paper, pens, glue and glitter, encourage each child to make a Super Hero.

At end of activity, each child shows their super hero and describes the super powers that they have.



Class Display

Create a scene on a display board and add the Super Heroes using sticky tack so they are easily removed to eventually take home.

Extend the activity by adding some creative writing about the Super Heroes.

Who are they? Where do they live? What are their powers?

FRIENDLY FOREST

Ensuring children do not feel isolated is the key to building resilience when a child has experienced a difficult event or situation. Schools can be key in ensuring that the child has a good support network and monitoring this. The best way of identifying a good support network is by exploring who the child feels they can turn to and encouraging them to identify safe people they can trust.

This activity could be delivered as individual, group or whole class activity.

This activity promotes safety, identity, confidence, self esteem and positive relationships.

Activity overview

This activity is designed to help children explore who they feel they can talk to or gain support from. It covers different types of support from different places which encourage the child to look outside of the immediate or obvious key adults. This can be helpful in recovery from experiences, or for ensuring the child has knowledge of the support network to help provide resilience.

Who is this aimed at?

This activity is aimed at all children of primary age. It can easily be adapted to be more age appropriate by the teacher. It is an activity suitable for all children and is not dependent on their personal experience, circumstance, ability or gender.

Learning objectives and outcomes

To explore safe and appropriate support

To understand who is in a supportive network

To reduce feelings of isolation

Enable the school to identify any concerns regarding a child's support network

To help enable children to understand family diversity

Resources

Worksheet

Pens, crayons, paints, scissors, glue

What to do

Through discussion establish who would be a good person in a support network – someone the child trusts, someone who is kind, doesn't make them feel worried or scared.

Gently challenge inappropriate suggestions (Father Christmas, the pet dog, so on.)

Why is it important to have people we can trust? Who would you go to if you were worried or scared, sad or hurt? How would that person make you feel better? Will everyone have the same people on their tree?

The activity can be delivered using the worksheet opposite this page

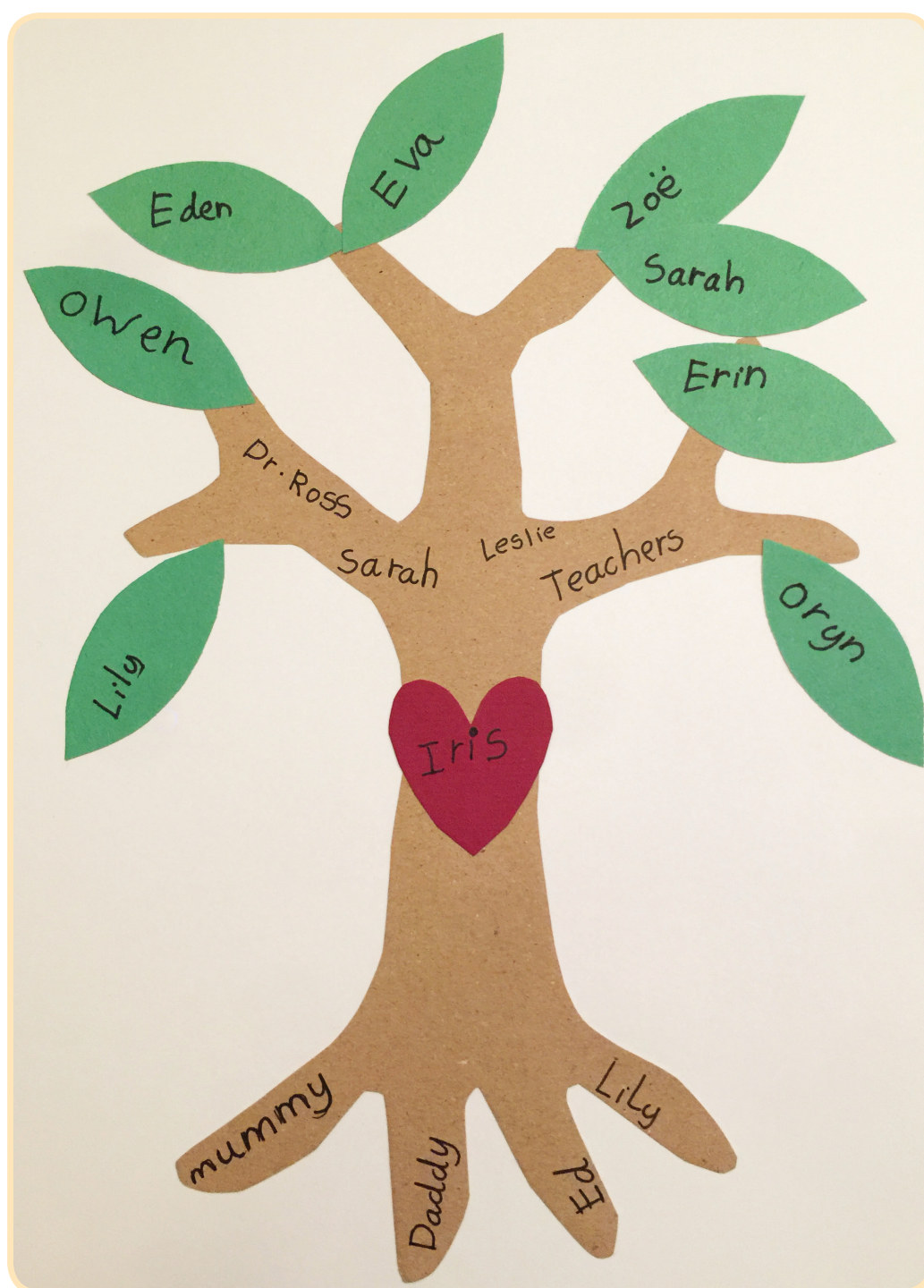
The roots of the tree are for the child to identify their family.

The trunk can be a space where the child writes their own name.

The branches are people who help support the child and family – teachers, social workers, doctors, and nurses for example.

The leaves are then a place for the child to write the people they love and want to include – friends for example.

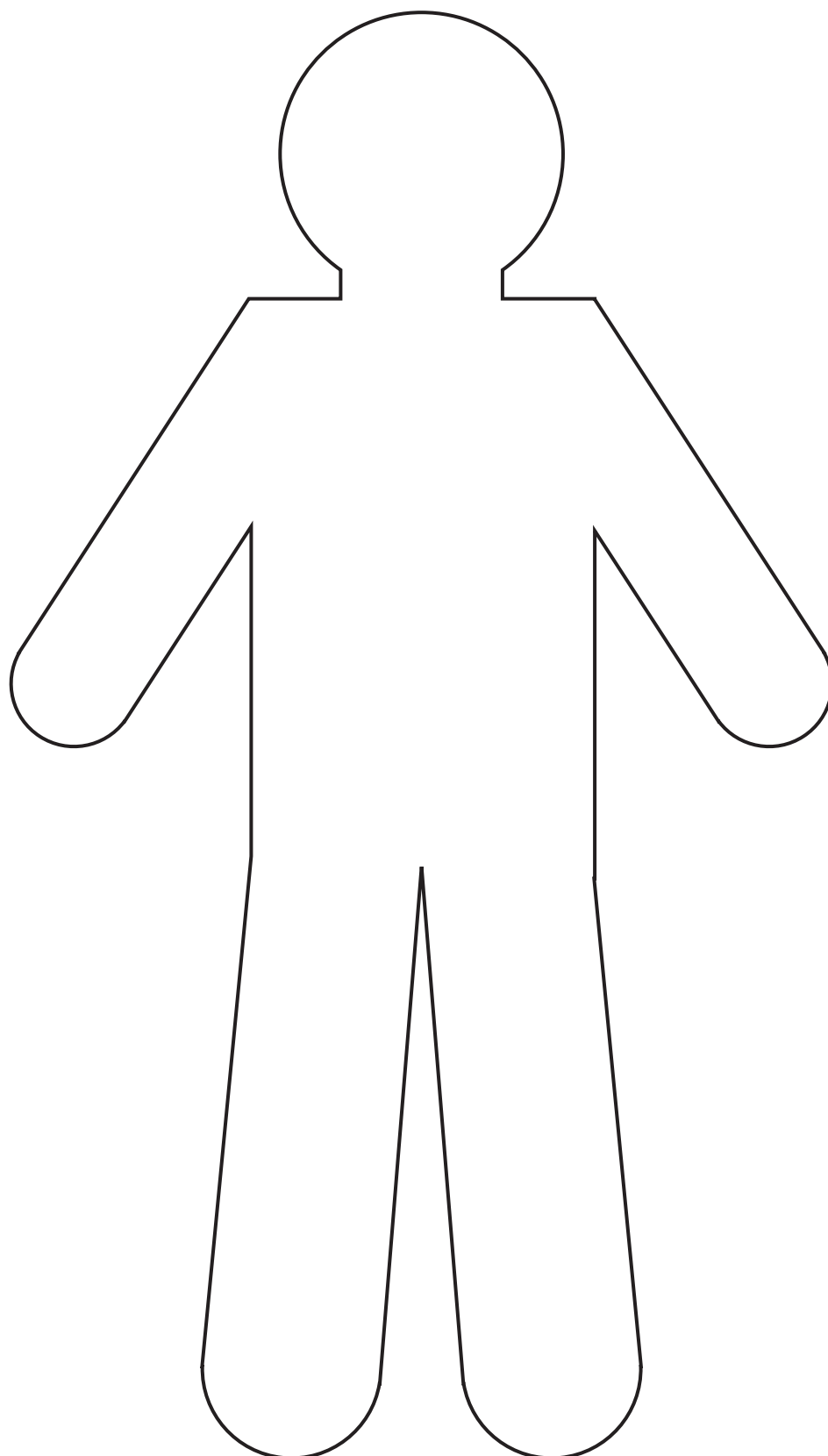
See Appendix C



Class display

A display can be created by cutting out all the trees and displaying together to create a friendly forest.

PG 10 - BODY MAPS



PG 20 - MAPS SITUATION CARDS

Where would you go? Who would you ask? What would you do?

You are feeling hungry

You need a wee

You have a small cut

You are stuck with something and need help

You are lost

You need to use some scissors

You feel sick

You have a worry

You found some money

You lost your jumper

You are thirsty

You forgot something

Extension

Discuss things around the classroom, school or community that can be used for safety. Photos can be used (sourced from the internet) if the items are not readily available.

For example

A fire extinguisher

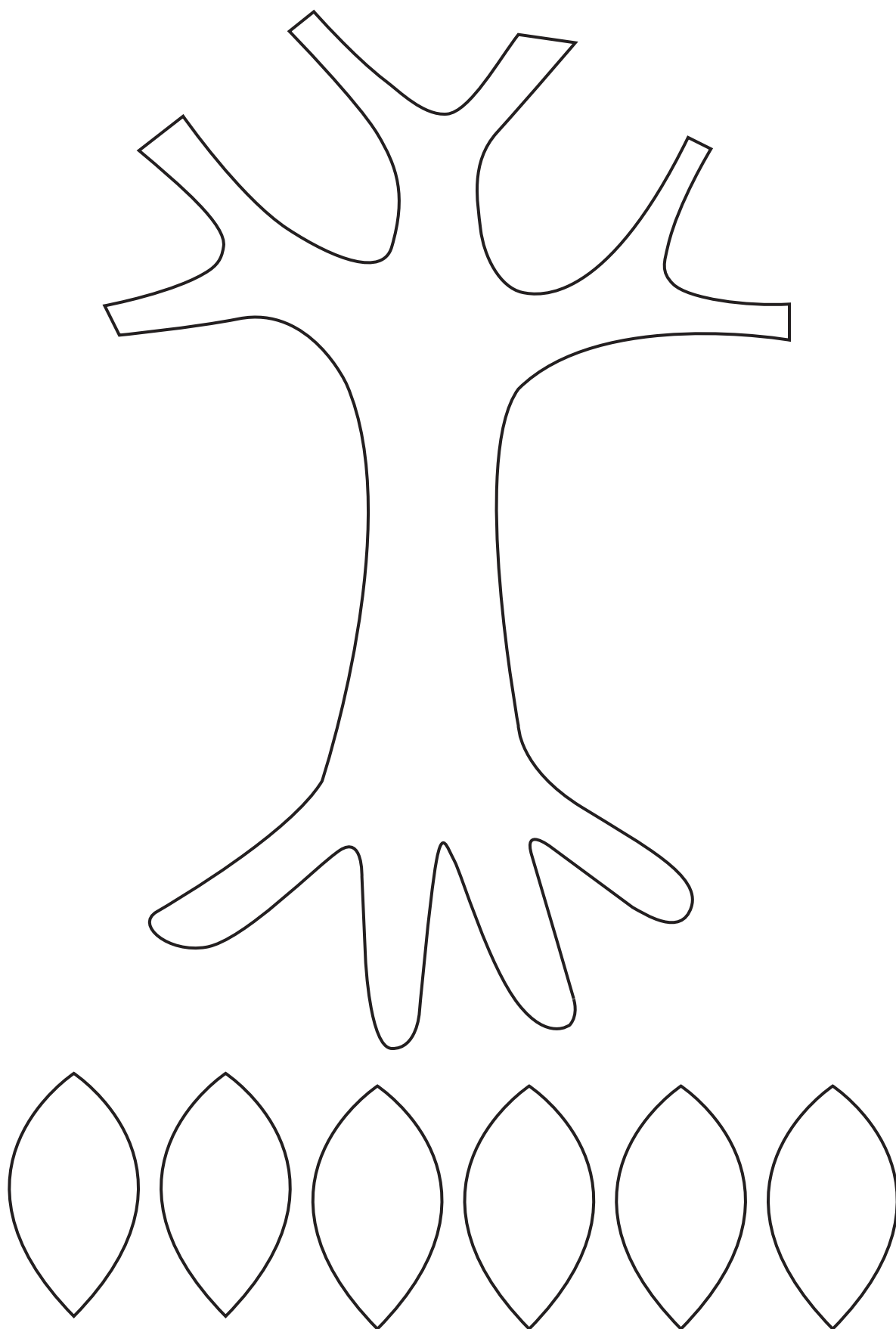
This might be used by a grown up if there was a small fire.

Telephone box

This has a telephone in it for emergencies.

Fire alarm, defibrillator, emergency exit.

PG 40 - FRIENDLY FOREST CUTTER GUIDE



SIGNPOSTING SHEET

SUPPORT FOR CHILDREN & YOUNG PEOPLE

Torbay Domestic Abuse Service (TDAS)
Support for adults, children and young people
experiencing domestic abuse

Barnados
www.banardos.org.uk

CAMHS
(Child Adolescent Mental Health Service):
Service for young people experiencing problems
with their emotional wellbeing and mental health.
TEL: 01803 655692

Childline
TEL: 0800 1111
www.childline.org

Torbay Early Help
Family Information service for advice on services
and support for children, young people and
parents.
TEL: 01803 208525
TEL: 0300 4564876 (Torbay out of hours)

Early Help Professionals Helpline
(professionals only)
Wednesday mornings, from 9am - 12pm
TEL: 01803 208525

Devon Young Carers

Devon Carers has a specialist team who work
with young carers, addressing the needs of young
people providing care and support to other family
members, primarily a parent or a sibling.

TEL: 03456 434 435

Family Lives

Parenting support Helpline

TEL: 0808 800 2222
www.familylives.org.uk

Family Advice Support Team (FAST) CIC

Family Advice Support Team offering bespoke
support to families (both parents and children,
including those with disabilities) through a variety
of interventions as well as one-to-one and group
work across the Teignbridge, Torbay and the
South Hams area.

TEL: 01803 611 601

Gingerbread

Single Parent's helpline for advice and information

TEL: 0808 802 0925

Home Start

Friendship and support for families with at least
one child under 5 years old

TEL: 01752 346039

www.home-start.org.uk/home-start-south-west-devon

KOOTH.COM

Online counselling service for young people.

MASH (Multi Agency Safeguarding Hub)

Torbay number if you have concerns about the
safety of a child or young person.

TEL: 0345 155 1071

National Domestic Violence Helpline

TEL: 0808 2000 247 freephone 24/7

NSPCC TEL

08088 055 000

REFUGE

Supporting women and children against domestic abuse.

www.refuge.org.uk

RELATE

Relationship counselling

TEL: 0300 772 9681

RESPECT

Helpline for people using violence or abuse in their relationships.

TEL: 08088 024 040

www.respectphoneline.org.uk

SAMARITANS

Samaritans is available 24 hours a day to provide confidential emotional support for people who are experiencing feelings of despair including those which may lead to suicide.

TEL: 08457 90 90 90

www.samaritans.org

The Hideout

Support and information for young people about domestic abuse

www.thehideout.org.uk

Young Devon

A charity changing the odds in favour of young people through advice, support and services for housing, skills development, Mental Health and counselling.

Exeter TEL: 01392 331666

South Devon TEL: 01626 356 720

North Devon TEL: 01392 386 210

Young Minds

Information about young people and their mental health

Parent helpline

TEL: 08088 025 544

www.youngminds.org.uk

Youth Inclusion Support Programme

Targeted support for those at risk of offending behaviour.

Exeter, East & Mid Devon

TEL: 01392 384 978

North Devon

TEL: 01271 388 150

Teignbridge & South Hams

TEL: 01392 386 210

Police/Emergency: 999

Non emergency Police: 101

Non emergency Health: 111



Splitz Support Service

1st Floor, Buckland House, Pavilion 3, Park 5 Business
Centre, Harrier Way, Exeter, EX2 7HU

Tel: 0345 155 1074 Fax: 01392 368071

Enquiries: admin@splitzdevon.org

Referrals: referrals.devon@splitz.org.cjsm.net

Charity number: 1064764



Splitz Support Service does its utmost to ensure that all information is based upon accurate research and our wealth of experience. We urge users to determine the suitability of the information for individuals requirements. Please feel free to contact our fully trained and experienced staff, who are able to advise you. Splitz Support Service 2017©