



4th March 2022

Dear parents/ carers,

Re: Protective Behaviours

I wanted to write to you to let you know about some of the learning your child(ren) will be doing in school this term in their personal, social, health, citizenship and economics (PSHCE) lessons.

This year we have begun the exciting project of creating our own bespoke PSHCE curriculum at Camp designed to meet the requirements of the national curriculum but also to reflect the values of our school and build on some of the approaches we already use at Camp such as the peer mediation, buddies, the learning behaviours, developing a growth mindset and a focus on developing emotional vocabulary.

Every half term there is a different theme and this half term the theme is 'Staying Safe'. This work will involve teaching the children about how to keep themselves safe including by teaching them Protective Behaviours. As a school we have been teaching protective behaviours for many years and it is something that we are very passionate about. It is a very effective approach to helping children learn the skills they need to stay safe. It helps children to develop great life skills that they can use in everyday situations as well as to address more serious problems should they occur. I have attached a sheet 'General information for parents and carers' to give you an overview of the core ideas.

Every class from Nursery through to Year 6 will be doing some Protective Behaviours learning this term. The sessions will help the children:

- understand what safety feels like
- explore times when it is Fun to Feel Scared
- trust their own 'Early Warning Signs' (body signals that tell us when we are not feeling safe)
- learn about body awareness and privacy (including giving correct names for all body parts)
- understand how to manage risky situations
- identify who they can talk to if they are worried
- practice problem-solving skills
- develop their confidence, self-esteem and resilience

If you are interested in finding out more about Protective Behaviours there is further information on the Protective Behaviours Association website <https://www.protectivebehaviours.org/what-does-protective-behaviours-mean>

Please don't hesitate to contact me or your child's class teacher if you have any questions or want to discuss ways you could further support this work at home.

Very best wishes,
Rachel Rowe
Deputy Head teacher



Protective Behaviours

General information for parents and carers

Protective Behaviours is a safety awareness and resilience building programme which our school uses as part of our PSHCE curriculum. We believe that this programme is an essential part of our school curriculum as it helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help.

Protective Behaviours is based on two key messages:

“We all have the right to feel safe, all the time.”

“We can talk with someone about anything, even if it feels awful or small.”

There are five key themes to the programme which develop throughout the year groups.

1. Feelings
2. Feeling Safe
3. Feeling Unsafe and Early Warning Signs
4. Body Awareness and safe touch/Secrets
5. Getting Help/Networks of Support and Telling

Throughout the programme children are encouraged to recognise their feelings of safety in different situations. When we feel unsafe, our bodies tell us through physical sensations that something is wrong. Within our work in school, these sensations are called Early Warning Signs; however, you may refer to them as natural instincts, gut feelings or intuition.

Children are encouraged to identify their Early Warning Signs; for example, butterflies in their stomach, sweaty hands, goosebumps, racing heart, and the situations in which they can occur.

There are generally three types of situations where we experience Early Warning Signs:

When we feel scared, but are having fun and are in control of the situation – i.e. it is our choice to be there. For example, watching a scary movie, diving off a high board or riding a roller coaster. We call this Fun to Feel Scared.

When we feel scared, it is not fun, but we are still in control. For example, going to the dentist or sitting an exam, or trying something new. We call this Risking on Purpose.



When we feel unsafe, it is not fun and we have no control over the situation. These situations are personal emergencies as the child is in danger of losing control over what happens to them. For example, being lost, being bullied, or being abused by a relative.

In a personal emergency, children are encouraged to:

- Use safety strategies to regain control of the situation and restore them to a state of physical and emotional safety
- Talk to someone on their personal network, or Helping Hand when they feel unsafe
- Dial 999 if in immediate danger or ring Childline

Children are encouraged to develop a 'Safety Network' of trusted adults who will listen to them, believe them and help them if they need it. Ideally, a child's network should consist of at least four trusted adults chosen by them who are available, supportive, trustworthy and willing to listen, as well as adults at home. These adults should be willing to take action, if needed, in order to help the child feel and be safe again. Networks of trusted people should be people children can talk to about all things – good things as well as things that concern them.

Within this programme we teach children the 'proper' names for their private parts, any names that parents have also chosen to use are ok too. Naming of body parts is a subject that some people do feel uncomfortable about, but avoiding such conversations can lead to children becoming confused – especially if they are trying to let someone know that they are in discomfort or if something else has happened to them. Cases have been documented in which a child was trying to tell an adult something important, but they did not have the appropriate words to use – and so important information was overlooked and missed. Using the 'official' names for body parts helps us all to have the appropriate dialogue in school, and the words are used with care and respect. We make it clear that the children may well also have their own words for private parts of their bodies; the important thing is that they know the real words too.