CHELIS LEARNING BITES™

PROFESSIONAL PRACTICE TOOLKIT | EPISODE 1

Creating Safe Space for Children

Safer classrooms, schools, homes and child-centred spaces

Season One: Helping Children Thrive • Edition 2.0 • Companion learning and reusable professional practice tools

Welcome and how to use this pack

Watch the recorded episode, work through the core concepts, apply the signature tool in your own setting, complete one practical change, and review the evidence. Use the reflection pages alone or in a staff development circle. The purpose is stronger day-to-day practice, not another administrative form.

Learning intentions

- Recognise physical, emotional, relational, inclusive and safeguarding safety.
- Observe everyday interactions without assigning labels.
- Select a safe, proportionate response and know when to refer.

PART A | COMPANION GUIDE

The learning in this episode is organised using the Chelis C.A.R.E. Learning Framework™: Clarify the principle; Apply a specific strategy; Relate it to real situations; Encourage continued progress.

Physical safety

Protection from harm, violence, abuse, neglect, bullying and unsafe spaces.

Practice lens: Identify observable evidence, the responsible adult response, and any formal procedure needed.

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Emotional safety

Correction and learning without humiliation, threats or unpredictable anger.

Practice lens: Identify observable evidence, the responsible adult response, and any formal procedure needed.

Relational safety

Dependable adults, fair treatment, attentive listening and repair.

Practice lens: Identify observable evidence, the responsible adult response, and any formal procedure needed.

Inclusive safety

Belonging, participation, representation and accessible environments.

Practice lens: Identify observable evidence, the responsible adult response, and any formal procedure needed.

Safeguarding safety

Prevention, reporting and timely response to concerns.

Practice lens: Identify observable evidence, the responsible adult response, and any formal procedure needed.

PART B | QUICK REFERENCE

Five-Dimension Safety Walkthrough

- Physical: check hazards, supervision, accessibility and prompt reporting.
- Emotional: listen for sarcasm, ridicule, comparison and unpredictable correction.
- Relational: identify whether children have dependable, attentive adults.
- Inclusive: notice who is left out of activities, language or decision-making.
- Safeguarding: confirm that staff know routes for recording and escalating concerns.

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Small actions for immediate implementation

- Use calm, dependable adult responses.
- Keep routines and boundaries predictable.
- Correct behaviour without labelling the child.
- Welcome mistakes as information for learning.
- Show children how to request help.
- Monitor exclusion and barriers to belonging.
- Know and follow safeguarding routes.

PART C | PRACTICAL CASE CLINIC

Illustration 1: The secure school where children remain afraid

A school has secure entrances and supervisors, but pupils avoid asking questions because incorrect answers attract ridicule. Physical protection is present, yet emotional safety needs attention.

A more supportive response: Observe correction language, speak privately with pupils through appropriate channels, agree on a respectful response to errors, and review participation after a week.

Discuss: What is directly observed? Which assumption should be questioned? What standard or boundary must remain? What evidence could tell us whether the adjustment helped?

Illustration 2: The excluded pupil

A pupil is regularly left out of group activities. Adults say everyone is welcome, yet peer patterns tell a different story.

A more supportive response: Observe participation, establish fair group roles, address exclusion promptly and check whether the pupil experiences a stronger sense of belonging.

Discuss: What is directly observed? Which assumption should be questioned? What standard or boundary must remain? What evidence could tell us whether the adjustment helped?

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PART D | SIGNATURE WORKSHEET

Safe Space Five-Dimension Audit

Use this as a working template. Complete only what you can substantiate and avoid recording identifiable information on shared copies.

Dimension	What I observed (not assumptions)	One adjustment / action
Physical	_____	_____
Emotional	_____	_____
Relational	_____	_____
Inclusive	_____	_____
Safeguarding	_____	_____

Action decision record

Decision prompt	My working answer
Specific priority	_____
Current evidence	_____
One manageable adjustment	_____
Who will implement it	_____
What support is needed	_____
What change I will look for	_____
Review date	_____

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PART E | REFLECTION JOURNAL

Which of the five dimensions is least visible in current school monitoring?

_____

_____

When has a well-intended adult action unintentionally weakened dignity?

_____

_____

How can we distinguish observed evidence from adult assumptions?

_____

_____

C.A.R.E. personal reflection

Clarify: What is clearer now?

_____

Apply: What will I do differently?

_____

Relate: Where have I seen this in practice?

_____

Encourage: How will I recognise and sustain progress?

_____

PART F | PRACTICE CHALLENGE

Choose one dimension of safety, make one observable improvement, and review the effect after seven days.

Choose one action rather than trying to implement every idea at once. Brief, observable records are more useful than optimistic generalisations.

Day	Action I tried	Response / evidence	Next adjustment

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1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____

End-of-challenge review

What actually changed?

_____

What remains difficult?

_____

What should be sustained or adjusted?

_____

Is additional support, escalation or referral needed?

_____

Professional care and confidentiality

These are educational development tools, not clinical or diagnostic assessments. Record observations respectfully; never include identifiable child or staff details in community submissions. Where safeguarding, serious distress, abuse, neglect, significant developmental concern or health risk is indicated, follow the appropriate professional and statutory procedures promptly. Do not promise secrecy where protection requires reporting.

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