CHELIS LEARNING BITES™

PROFESSIONAL PRACTICE TOOLKIT

EPISODE 3

Emotional Safety: The Foundation for Learning and Growth

Helping children feel secure enough to participate, explore, speak and make mistakes

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 reflection pages individually or in a staff development circle.

The purpose is stronger day-to-day practice, not another administrative form.

Learning intentions

- Explain emotional safety as respectful firmness rather than permissiveness.
- Recognise threats to dignity and participation.
- Practise calm correction, predictable routines and relationship repair.

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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.

Emotional safety

Children can ask questions, admit confusion and make mistakes without expecting humiliation.

Practice lens: Notice how children respond to errors, adult tone and requests for help.

Humiliation

Public mockery, exposure of poor results and sarcasm can make participation feel risky.

Practice lens: Correct privately when possible; intervene immediately when safety is at risk.

Unpredictability

Shifting rules and adult reactions make children monitor moods instead of learning.

Practice lens: Explain expectations and use consistent, fair responses.

Negative labelling

Calling a child lazy or hopeless turns an action into an identity.

Practice lens: Name the observable behaviour and teach the next step.

Fear-based comparison

Comparing children can attach dignity to rankings and achievement.

Practice lens: Give feedback against the learning goal and the child's own progress.

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PART A: COMPANION GUIDE (CONTINUED)

Dismissal of children's voices

Children need to be heard even when a boundary remains unchanged.

Practice lens: Acknowledge feelings while holding respectful limits.

Mistake-safe learning

Errors provide information about thinking and next steps.

Practice lens: Thank pupils for trying and ask what they could attempt next.

Repair and help-seeking

Apologies, trusted adults and clear help pathways restore connection.

Practice lens: Model adult accountability and never promise absolute secrecy.

PART B | QUICK REFERENCE

Emotional Safety: Eight Practice Checks

- Can children answer incorrectly without ridicule?
- Are adult rules and consequences predictable?
- Do corrections focus on behaviour, not identity?
- Are pupils assessed against goals rather than peers?
- Can children express concerns and be listened to?
- Are questions and mistakes welcomed as learning opportunities?
- Can adults acknowledge and repair their mistakes?
- Does every child know how to seek help?

Small actions for immediate implementation

- Lower your voice and identify the behaviour calmly.
- Move sensitive corrections out of the audience where possible.
- Teach a safe signal for asking for help.
- Model an adult apology after a mistake.

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PART C | PRACTICAL CASE CLINIC

Illustration 1: Chidi stops answering

After a teacher laughs at his wrong answer, Chidi avoids volunteering. The teacher interprets his silence as laziness.

A more supportive response: Repair privately, reinforce a no-mockery rule and invite low-pressure participation.

Discuss: What can be observed? Which assumption should be challenged? What expectation stays in place? How would we know the adjustment helped?

Illustration 2: Amina hides a mistake

A child denies breaking an item after previously experiencing shouting and threats.

A more supportive response: Acknowledge honesty, keep fair consequences and guide practical repair.

Discuss: What can be observed? Which assumption should be challenged? What expectation stays in place? How would we know the adjustment helped?

Illustration 3: The unpredictable classroom

Pupils watch the teacher's mood before asking questions because responses vary sharply each day.

A more supportive response: Establish clear routines, consistent correction steps and adult regulation pauses.

Discuss: What can be observed? Which assumption should be challenged? What expectation stays in place? How would we know the adjustment helped?

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PART D | SIGNATURE WORKSHEET

Emotional Safety and Dignity Audit

Use this as a working template. Record observable evidence and avoid identifiable details on copies shared outside your organisation.

Practice	What have I observed?	One safer action
Respectful correction	_____	_____
Predictable routines	_____	_____
Mistake-safe answers	_____	_____
No negative labels	_____	_____
Listening and pupil voice	_____	_____
Private dignity	_____	_____
Help-seeking route	_____	_____
Adult repair	_____	_____

Action decision record

Decision prompt	My working answer
Specific situation	_____
Current evidence	_____
One safer adult response	_____
Who will act	_____
What improvement to notice	_____
Review date	_____

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PART E | REFLECTION JOURNAL

When might a child stay silent because speaking feels risky?

_____

_____

_____

Which correction phrase would I like to replace?

_____

_____

_____

How do pupils know that questions and mistakes are safe?

_____

_____

_____

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?

_____

_____

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PART F | PRACTICE CHALLENGE

Make One Interaction Safer

Choose one recurring interaction: correction, questions, conflict or seeking help. Change one adult response, practise it consistently for seven days and observe what follows.

Choose one manageable change. Record what actually happens rather than assuming improvement.

Day	Action I tried	Response / evidence	Next adjustment
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____

End-of-challenge review

What actually changed?

_____

_____

What remained difficult?

_____

_____

What should be sustained or adjusted?

_____

_____

Is additional support, escalation or referral needed?

_____

_____

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PROFESSIONAL CARE AND CONFIDENTIALITY

These are educational practice and reflection tools, not diagnostic or clinical assessments. Protect privacy and do not share identifiable child or staff information in public groups. For abuse, neglect, serious bullying, distress, safety concerns or health risks, follow the relevant school safeguarding, referral and professional procedures promptly. Never promise secrecy when protection requires reporting.

How to reuse this pack

- Keep an editable master copy for future cohorts or staff development.
- Share a clean participant PDF when distributing publicly.
- Use completed tools only with appropriate confidentiality and safeguarding controls.
- Review one change at the end of the challenge and choose an evidence-informed next step.

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