

External Providers

and PSHE Education in Staffordshire &
Stoke-on-Trent

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INTRODUCTION

Personal, social, health and economic (PSHE) education supports children and young people to develop the knowledge, skills and attributes needed to thrive as individuals and members of society. These skills and attributes help children and young people to stay healthy and prepare them for life and work. When taught well PSHE education helps children and young people to achieve their academic potential and equipped with skills they will need throughout their life.

The Department for Education statutory guidance states:

“Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.”

When used well, external speakers can add interest and expertise to enhance embedded PSHE education delivery. The PSHE Association states that:

- Visitors can bring a level of expertise in a particular issue or topic that a teacher may not have, nor should be expected to have.
- Outside agencies often have resources and personnel capacity which schools may otherwise lack.
- They can act as an expert witness, recounting events in their lives from a personal or professional perspective (for example a mother with a new baby, or a doctor explaining their career pathway).
- They can establish a ‘first contact’ to a helping agency – it can be really hard for a young person to approach any source of support ‘cold’. Establishing a relationship in a classroom session can help to overcome this. (For example, this may help establish a relationship with a school nurse, a police officer or a representative of a local drop-in centre.)
- They bring ‘novelty’ – we know the brain recalls novelty. Well planned sessions can therefore add emphasis to important learning elements.

It is also recognised that PSHE Education occurs outside of formal education and that youth providers working across Stoke and Staffordshire also play a role and may invite external providers in to deliver session to their children and young people, to avoid confusion the term host organisation is used throughout the document to mean school, alternative education provider or youth organisation.

The term classroom is used to mean the space where PSHE education is being delivered and does not refer to a space just in school.

PAN-STAFFORDSHIRE PSHE EDUCATION SERVICE

The Staffordshire Police, Fire & Crime Commissioner's Office has funded two PSHE Coordinator roles to support the quality and consistency of PSHE across Staffordshire & Stoke-on-Trent.

As part of this work, the PSHE Education Service will work to ensure external providers who can support PSHE education within the formal and informal education settings Pan-Staffordshire meet the local quality standards, based on best practice and evidence.

This will enable them to highlight those providers who have demonstrated and provided evidence to pledge a commitment:

“to help to improve the physical and emotional health and well-being outcomes for the children and young people across Staffordshire, by supporting and contributing to the Personal, Social, Health and Economic Education provided within our education providers. This will help young people to identify and manage risk, be safe, healthy and prepared for life's opportunities.”

The purpose of this document is to support external providers who work in host organisations across Stoke on Trent and Staffordshire to meet best practice principles to be able to make that pledge.



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EXTERNAL PROVIDER GOVERNANCE

Along with pledging commitment to quality outcomes for children and young people in Staffordshire and Stoke-on-Trent, a provider audit has been created to understand the breadth of the external provider offer to schools across the city & county with the following objectives:

- Commit to a consistent & cohesive PSHE curriculum delivery across all secondary education settings; delivering key messages in a uniform way.
- Ensure that all external provider delivery conforms to agreed quality assured standards.
- Establish a consistent approach to PSHE assessment which adheres to Ofsted expectations.
- Create a menu of approved external providers for schools.

If you haven't already, you can complete the audit [here](#).

As well as general information of your service, delivery and links to PSHE, the audit asks for evidence of key documents such as safeguarding policy, insurance cover and DBS checks.

SCHOOLS RESPONSIBILITY

Schools have the overall responsibility for creating the scheme of work that meets statutory guidance and the needs of the students. External Providers can enhance this scheme of work, as part of a well planned, balanced curriculum and should not assume that if they are not delivering the topic it is not being addressed.

- It is essential to have dialogue between you and schools before delivering so that the same session/information isn't being duplicated and also provides an opportunity for young people to engage.

Before agreeing to deliver a session, both organisations should consider the following:

- Has the topic been chosen in collaboration between the provider and the host organisation?
- Is the topic relevant for the context and local area of the host organisation?
- Is the topic likely to be relevant for the majority of children and young people at that age (e.g., not just one or two rare incidents)?
- Is the topic one where you feel you can provide significant relevant expertise and experience beyond that which the teacher alone could provide?
- Does the topic fit in with other things the children and young people have been learning?

KEY PRINCIPLES FOR EFFECTIVE PSHE EDUCATION

Within Stoke and Staffordshire we believe that for PSHE education to be effective it must be:

- Delivered within a safe learning environment based on the principle that prejudice, discrimination and bullying are harmful and unacceptable
- With clear learning objectives and outcomes and ensure sessions and programmes are well-planned, resourced and appropriately underpinned by solid research and evidence.
- Relevant, accurate and factual, including using the correct terminology
- Positively inclusive in terms of:
 - Age;
 - Disability;
 - Gender identity;
 - Pregnancy and maternity;
 - Race;
 - Religion or belief
 - Sex;
 - Sexual orientation
- Designed to include the development of knowledge, skills and values to support positive life choices
- Using positive messaging, that does not cause shame or victim blaming
- Challenging attitudes and values within society, such as perceived social norms and those portrayed in the media
- Reflective of the age and stage of the children and young people and be tailored to the environment and group
- Utilising active skill-based learning techniques that accommodate a range of learning styles
- Ensuring that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding
- Delivered by trained, confident and competent professionals
- Empowering and involving children and young people as participants, advocates and evaluators in the development of PSHE education.

PLANNING FOR LEARNING

External providers should arrange a meeting with the host organisation prior to delivering the session to explore how the external contribution fits in the aims and objectives for PSHE education. They should be made aware of any special requirements within the group's learning needs e.g SEND, challenging behaviour, ESOL and agree on code of conduct expected whilst on the host organisation's premises.

Learning Objectives:

All programmes and sessions should have clearly written aims and learning outcomes. Learning outcomes support the planning of learning for both the facilitator and the participant, ensuring that the session is needs-led. Learning outcomes enable alignment between different sessions and elements, for example assessment strategy and learning and teaching approach. They provide evidence of compliance with OFSTED Personal Development judgement and should be linked to the curriculum to show purpose of the resource and session.

Aims:

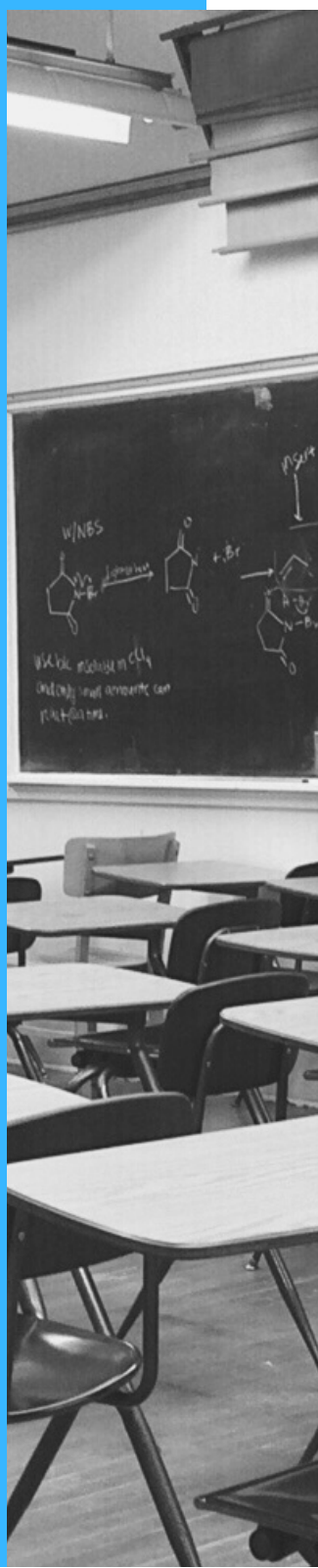
An aim is a broad statement of intent of what you want your participants to achieve.

Examples:

- To reduce the number of young people affected by knife crime
- To reduce the number of false calls made to the emergencies services

Outcomes:

An outcome is a statement which describes learning that participants would have achieved once the activity has been completed. It can be demonstrated at the end of the activity to prove that the outcome has been met. Placing a numerical value in the outcome makes it easy to demonstrate if the participants have achieved that outcome or not.



SMART OUTCOMES

When writing an outcome, they should be smart:

- Specific- are clearly defined
- Measurable- can be measured to know they have been met
- Achievable- can actually be achieved by the intended participants
- Realistic- are relevant and relate to the aim
- Time bound- can be met within the time of the activity/ session

This table lists some verbs to use in outcomes, and those to avoid, helping you to write a SMART outcome.

SMART verbs to use		Verbs to avoid- not SMART	
Analyse	List	Accept	Join
Answer	Make	Adapt	Judge
Assemble	Measure	Adopt	Know
Build	Name	Allow	Learn
Calculate	Obtain	Apply	Listen
Carry out	Operate	Appreciate	Look
Change	Organise	Assist	Maintain
Choose	Participate	Attempt	Manage
Clarify	Perform	Be aware of	Outline
Classify	Practise	Believe	Plan
Compare	Present	Challenge	Praise
Complete	Print	Criticise	Prepare
Construct	Produce	Defend	Provide
Contrast	Recall	Develop	Question
Convert	Recap	Devise	Rationalise
Create	Recognise	Discuss	Read
Define	Repeat	Dispute	Reflect
Demonstrate	Select	Enable	Relate
Describe	Show	Encourage	Review
Design	Sketch	Enjoy	Save
Differentiate	Solve	Establish	See
Draw	State	Evaluate	Share
Estimate	Summarise	Facilitate	Study
Explain	Switch	Formulate	Suggest
Identify	Use	Gain	Support
Illustrate	Weigh	Hear	Understand
Justify	Write	Help	Visualise
Label		Interpret	Volunteer
		Introduce	Watch

KNOWLEDGE, SKILLS & VALUES

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example a child who is dared to run across the road by their friends, a teenager who is being pressured to send nude photos of themselves, or a young person who is offered drugs at a party. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g. of potential health consequences or of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it. Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

Values: reflecting on, and potentially altering, your own values in relation to a topic

Examples:

Outcome	K S V?
By the end of the session participants will be able to:	
identify and name two Class A drugs	Knowledge
explain what county lines means	Knowledge
recognise signs that someone is being exploited	Knowledge
demonstrate how to cross the road safely	Skills
practise negotiating one conversation around consent with a partner	Skills
present strategies to decline drugs from a friend or stranger	Skills
describe your 'ideal' partner	Values
draw a picture depicting your views around exploitation	Values
list behaviours they would want within a relationship	Values

LINKING TO THE PSHE CURRICULUM

The most effective model of delivery for personal, social, health and economic (PSHE) education is a sequenced, spiral programme that builds on prior learning as pupils progress through school.

It is now also a statutory requirement to teach the majority of the subject. This statutory content – often referred to as RSHE – includes Relationships Education (KS1-2), Relationships and Sex Education (KS3-4) and Health Education from key stages 1 to 4. And though not yet statutory, economic wellbeing, careers and personal safety should also feature in any good quality PSHE education programme.

Ensuring that a school/education setting meets the statutory requirements for PSHE is the responsibility of the school/education setting.

We use the learning outcomes suggested by both the PSHE Association and Department for Education. If you have completed an External Provider audit, this information will be shared with you to ensure your delivery and planning can align with PSHE curriculum.

INFORMAL EDUCATION

We recognise that PSHE Education also occurs outside of formal education in youth clubs and community settings. Youth providers working across Stoke and Staffordshire also play a significant role in supporting children and young people to develop and thrive and may invite external providers in to deliver session to their children and young people.

We have also mapped PSHE outcomes to the National Youth Agency (NYA) National Curriculum for Youth Work which aims to enable a greater understanding of youth work practice, provide an educational framework and act as a reference tool to be used by decision makers, policy makers, commissioners, youth workers and young people.

ACTIVE LEARNING TECHNIQUES

Children and young people learn best when they actively take part in the learning.

Using active learning techniques does not mean running around the classroom it can involve:

- *Question and Answer sessions*
- *Predicting what might happen next in a scenario*
- *Responding to carefully chosen film clips and images*
- *Creating storyboards or scripts*
- *Problem solving*
- *Offering advice on what someone should do*
- *Designing awareness campaigns*

Lessons that rely on the facilitator talking are likely to lose the participants' attention – even when the topic of the session is interesting and relevant to the lives of children and young people. Passive listening provides no opportunity to develop skills, strategies and attributes. Equally asking questions to the whole class can be useful to a point, but usually it is the same handful of participants answering every question, whilst the majority of the group do not participate in the lesson at all.

Top Tips:

- Work with the host organisation's staff to plan the lesson, using their expertise of what activities work best to help participants to learn, and the external provider's expertise on the topic.
- Participants should be told in advance about the external provider's visit and the topic of the session – this gives the participants an opportunity to prepare questions before the visit.
- Ensure the lesson has opportunities for the whole class, individual, paired and group work.
- Include a range of activities in every lesson that enables the participants to do some of the following:
 - Ask questions;
 - Learn facts;
 - Be creative;
 - Solve problems;
 - Offer advice;
 - Experience empathy;
 - Build confidence;
 - Make predictions;
 - Analyse consequences;
 - Collaborate

Give participants an opportunity to reflect and apply the learning to their own lives at the end of session (this can be through private reflection where appropriate)

AVOIDING SHOCK, FEAR OR SHAME

It is a common misconception that if a child or young person is shocked or scared by what they are shown they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

Therefore, best practices and research demonstrate that sessions should not include graphic images of injuries, incidents, scenes e.g., a knife injury.

Considerations:

Evidence demonstrates that using shock tactics does not work as we cannot predict a child's or young people's reaction to fear stimulus. People react differently. Teenagers are at a developmental phase where they are drawn to risks – a key part of the journey to adulthood and gradual independence from parents and family home. In contrast to adults' response, over-emphasising risks to teenagers can make behaviour more appealing and draw them to it rather than away. Educators can see content differently and intention and receipt can be miles apart. Young people should be informed of risks in a balanced and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices".

"Fear based" messages can be blocked. Fear appeals approaches can re-traumatise those who have been affected. Professionals have an ethical duty to "do no harm".



TOP TIPS FOR AVOIDING SHOCK, FEAR OR SHAME

1

Evidence shows that shock and scare tactics just don't work.

2

Check resources for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.

3

Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.

4

Make sure there are a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

5

Focus on making resources relatable – children and young people should think “that could be me” rather than “that would never happen to me”.

6

Think about how positive choices and actions might be promoted rather than negative actions warned against.

AVOIDING INSPIRING OR INSTRUCTING ON RISKY BEHAVIOURS

PSHE Education sessions must be carefully planned to ensure that participants are aware of the consequences of risky behaviours, without unintentionally inspiring or instructing children and young people to pursue such behaviours themselves.

Some resources can unintentionally glamorise behaviour that the session was intended to warn against. For example, showing participants a range of knives and guns seized from gang members can make the lifestyle seem appealing or glamorous to some vulnerable children/young people, as can focusing on the money gang members might offer young people to recruit them.

Giving too many specific details about how a crime was committed can also instruct children or young people who may be tempted to commit a similar crime themselves. For example, when talking about cybercrime, avoid explaining how to access the dark web or how seemingly 'easy' it might be to set up a Distributed Denial of Service (DDoS) attack against a host organisation's data system – in case this unintentionally provides a would-be hacker with all the information they need to carry out a cyber-attack on their school/youth organisation.

Similarly, details of how young people have hidden their activities from their families (which could range from drug use, to truancy, shoplifting, carrying knives or involvement in online bullying) can inadvertently give 'reassurance' that others are doing these things and provide details of how they're 'getting away with it'

Sessions that focus on aspects of crime and negative behaviours may also unintentionally give the impression to participants that 'all young people are doing this', or that crime is commonplace. This can make children and young people feel unsafe in their own area, or pressured into participating in negative behaviours to 'fit in'. It is important to balance messages about crime or inappropriate behaviour with reminders that most people (including children and young people) do not witness or participate in crime most of the time. Statistics can be used to point out the rarity of crimes or other "positive social norms".

DELIVERING THE SESSION:

It is helpful to ensure that a safe learning environment is established at the beginning of any PSHE education lesson. A safe learning environment helps participants to feel comfortable with sharing their ideas without attracting negative feedback, and will help the facilitator to manage discussions on this sensitive issue confidently. It is good practice to establish ground rules for PSHE Education sessions, such as;

- Everyone has the right to be heard and respected
- We will use language that won't offend, stereotype or upset anyone
- We will use the correct terms, and if we don't know them, we'll ask the teacher
- We will comment on what was said, not the person who said it
- We won't share our own, or our friends', personal experiences, but will instead use hypothetical or fictitious examples to discuss key ideas
- We won't put anyone on the spot and we have the right to pass
- We won't judge or make assumptions about anyone

It is good practice to work with your group to establish ground rules on how they will behave in PSHE lessons.

Some host organisations will have ground rules for every PSHE Education session, it could be that these are discussed with the host organisation during the planning stage and referred to in the session, or alternatively insert a slide into the session's PowerPoint outlining the ground rules for this session, including the suggestions above. It is important that these are stuck to throughout the session.



SAFE LEARNING ENVIRONMENT

A safe learning helps to avoid possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently. We have created a guidance document to support professionals to create this safe in their own setting.



No. 01 — Ground Rules

This can be created in collaboration with the group. Some host organisations will have ground rules for every PSHE Education session. As the facilitator you should role model the agreed ground rules.



No. 02 — Collaborate with DSL

Check in with the host organisation Designated Safeguarding Lead (DSL) whether any group members (including members of staff as well as children and young people) have been affected by the topic you are delivering on (either themselves or someone close to them).



No. 03 — Delivery Confidence

Consider your team's confidence levels. If a member of your team does not feel confident in delivering the session this can negatively impact the session. You should consider how you can increase staff confidence/competence with staff training.



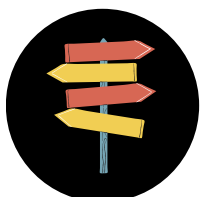
No. 04 — Learning Techniques

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



No. 05 — Difficult Questions

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



No. 06 — Signposting

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

DISTANCING THE LEARNING

Distanced learning allows young people to better engage with and discuss issues. With own experience comes strong emotions that can hinder the ability to learn from or derive insight from the example. It is safer for children and young people to think about someone else rather than themselves.

Ideas for distancing learning:

- Provide scenarios, cartoons and stories to help participants to engage with the issues
- Avoid using terms like “you and your friends”. Instead use “people of about your age”
- Avoid saying “what would you do?”. Instead ask “what could/should this character/someone do?”.

USING LIVED EXPERIENCES

When using lived experience role models to support PSHE delivery additional considerations must be taken into account:

- Has the story been checked to ensure there is no instructional content or inspiration for risky behaviours?
- What support structures are in place to support the role model and to mitigate risks of re-traumatising people by sharing their experiences?
- What processes are in place to avoid re-traumatising participants whose own experience may mirror the role model - forcing them to relive difficult experiences - in an environment where it is difficult for them to disengage?
- How do you ensure learning - does the session require in-house follow-up?

MANAGING DISCLOSURES AND SAFEGUARDING

Even whilst using distanced learning techniques and ground rules, children and young people may still make disclosures about their personal lives and experiences during the session.

Disclosures can also occur at the end of the session, if the content has prompted participants to remember something or raise concerns about prior experiences it is vital that external providers delivering PSHE education are clear on how to manage disclosures should they occur and the appropriate methods of recording and following up concerns in line with the host organisation and external provider's protocols.

Organisations will have a safeguarding and child protection policy in place which should state that should any visitor have any concerns or have received a disclosure whilst in the setting, they are expected to notify DSL or member of staff. This is the guidance from Education Safeguarding in both Stoke-on-Trent and Staffordshire.



TOP TIPS FOR MANAGING DISCLOSURES AND SAFEGUARDING

1 Make all participants aware of how they seek help after the session both within their school/education setting and from external services (signposting)

2 It should be agreed beforehand between the External Provider and the host organisation who will respond to potential disclosures, and how (in line with external provider and host organisation's policies)

3 External providers who are delivering should have read the host organisation's safeguarding policy, and if possible be introduced to the Designated Safeguarding Lead.

4 Try to build in time after the session to stay behind to enable disclosures, this means not leaving the classroom straight away. Alternatively ask for a private space for a period of time to be provided for anyone who would like to discuss specific concerns.

5 Ensure all members of your team delivering sessions are familiar with safeguarding policy and process.

MANAGING DISCLOSURES AND SAFEGUARDING

If a referral to Children's Social Care is required, please contact:

Staffordshire:

Staffordshire Children's Advice Service - 0300 111 8007
Monday - Thursday 8.30am - 5pm and Friday 8.30-4.30pm
Out of Hours - 0345 604 2886 / 07815 492613

Stoke:

CHAD - 01782 235 100
Monday - Thursday 8.30am - 5pm and Friday 8.30-4.30pm
Out of Hours - 01782 234 234

SIGNPOSTING

It is essential that children and young people know where to go if they want more advice or have concerns.

Speaking to a teacher or adult they trust in the host organisation should be the first port of call, but this may not always be practical. You should include details of local and national organisations that provide support on a particular topic and ensure that the participants know how to access this support.

Best practice is to include this at the end of any of your delivery to ensure that children and young people leave your session equipped with information on where to go for further support. PSHE Coordinators can support you to identify the correct signposting services.

MANAGING DIFFERENT BEHAVIOUR

The majority of participants in the session will want to learn, however, in a small minority or cases – and for a variety of reasons – it is possible that some children and young people will present challenging behaviour that is disruptive.

It is useful to check the host organisation's behaviour policy, and to discuss common techniques used for responding to low level disruption. For example, many organisations will use a consistent technique for attracting attention back to the professional in between activities or to signal that they want quiet. This might be silently raising an arm at the front and waiting for everyone else to mirror this action before they stop talking. Some professionals will clap their hands and the group will have to repeat the pattern, whilst others will countdown from "3,2,1" before expecting there to be silence and for everyone to be paying attention.

If your team facilitating the session can use these same techniques it helps to maintain consistency for the children and young people and means they are more likely to be ready to listen. Equally, each host organisation will have systems to manage behaviour that is consistently disruptive, such as giving a number of warnings before the child/young person is removed from the group.

It is encouraged that school/education setting staff are present for your session to be responsible for behaviour management.

TOP TIPS FOR MANAGING DIFFERENT BEHAVIOUR

Considerations:

- Participants should be given advance warning that the external provider will be visiting and remind them of expectations for behaviour when a visitor attends.
- Wherever possible, the host organisation staff should continue to take control of managing participant's behaviour during the lesson, drawing on their own policies.
- Remember to consistently give praise throughout the lesson for good behaviour and enthusiastic participation – the staff from the host organisation should do this too.
- Refer to the group's agreed ground rules throughout.
- When challenging behaviour, comment on the behaviour rather than the individual and refer back to the ground rules e.g. "we agreed not to talk when other people are sharing ideas because it makes it difficult for us to hear" rather than "You are really rude to talk over someone else".
- If there is a particular group member who is behaving inappropriately, take them aside and try to have a one to one conversation with them about their behaviour.

External Provider Staff should avoid:

- Taking the lead on managing behaviour and applying their own behaviour system.
- Publicly challenging participants' behaviours in front of others.
- Any attempt to pick on, threaten or embarrass people who are misbehaving – this is likely to make the individual defensive and increase their poor behaviour.
- Making assumptions about why the individual is misbehaving.

TECHNIQUES FOR MANAGING DIFFERENT BEHAVIOUR

W

Worried

Reassurance, ask what they want from the session, set out early on what you are going to do and expect from them, get them to work with a friend.

I

Insecure

Reassurance, ask questions which the children and young person would be comfortable with to start with, encourage them to work with a friend.

L

Loud

Lay out the group agreement including something around taking turns to share opinions, create a rule that everyone has the opportunity to share one opinion over a set time, create opportunities to work in small groups which change so they do not dominate the same conversations.

It is known that people either take 5 seconds to formulate an answer or 10 seconds. Encourage everyone to wait until 10 seconds before answering to give everyone a chance.

M

Mute

Ask them closed and direct questions which are easy to answer. Create more opportunities for small group work; it may be that they just don't want to talk in front of everyone.

A

Aggressive

Lay out on the group agreement that it is not acceptable, position the individual close to you to keep an eye on them. Ask someone else to intervene if distracting you from the rest of the group and the outcomes (e.g. teacher, youth worker etc.).

ENCOURAGING QUESTIONS

It is important for external providers to encourage questions from the participants, including making it possible for those who may not want to ask in front of the whole group to still have their questions answered.

External providers should:

- Value questions from the participants. Use phrases like “that’s a really interesting question...” “Thanks for asking that....”
- Give participants thinking time to come up with questions or answers. Let them discuss in pairs before talking in front of the class.
- Ask for volunteers to ask or answer questions.
- Answer questions in a factual, honest and age-appropriate way.
- Create an anonymous question box or envelope that participants can add questions to throughout the session and agree with the host organisation how and when these questions will be answered.

External providers should not:

- Pick on an individual person to either ask or answer a question.
- React with sarcasm or anger to a question – even if it is suspected that the question has been asked to challenge.
- Ignore questions. There may be some questions that are inappropriate to answer, but if this is the case, politely explain why (refer to the ground rules).
- Try to answer a question if they don’t know the answer. It is better to be honest with participants and buy time to check an answer rather than saying something inaccurate or misleading.



RESPONDING TO DIFFICULT QUESTIONS

Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.

- Check understanding of question
- Give factual, age appropriate answer or, if not able, give time – “I’ll get back to you”
- Consider response/answer to whole class or if a more personal, individual response is required
- Do colleagues need to be consulted?
- What is the organisation’s policy?
- Safeguarding considerations?

Be aware of:

- Body language
- Facial expressions
- Tone

When responding to difficult questions the following phrases could be utilised:

- “That goes beyond the scope of this session, but I’d be happy to chat with you about that after the session”
- “That question deserves a really good answer, let me give it some thought and come back to you later”
- “That’s a really interesting question! No one’s ever asked me that before, so I’m going to think about that for a while. Can you remind me if I haven’t given you an answer before the end?”
- “We agreed not to put anyone on the spot so it wouldn’t be right for me to answer that question”
- “We agreed not to talk about our personal experiences so it wouldn’t be right for me to answer that question”

EXTERNAL PROVIDER CHECKLIST

Category	Criteria	Yes?	No?	Comments
Meeting with Host Organisation	Agreement between host organisation and external provider on:			
	<ul style="list-style-type: none"> How the external contribution fits in the aims and objectives of the curriculum for PSHE education 			
	<ul style="list-style-type: none"> Needs of the participants in relation to age, group dynamics and ability 			
	<ul style="list-style-type: none"> Professional boundaries, code of conducts or guidelines that need to be adhered to 			
The purpose of the session	The session has:			
	<ul style="list-style-type: none"> Clear, measurable, achievable learning outcomes 			
	<ul style="list-style-type: none"> a balance of knowledge, skills and values learning outcomes 			
	<ul style="list-style-type: none"> Limited number of topics so that meaningful learning can take place 			
	<ul style="list-style-type: none"> Content that is suitable for the age and experience of the participants 			
	<ul style="list-style-type: none"> Examples but not those that will seek to sensationalise or frighten students, particularly around sensitive issues as research demonstrates, this inhibits actual learning. 			
	<ul style="list-style-type: none"> Uses positive messages e.g.reasons NOT to drink alcohol rather than the effects of.. 			
	<ul style="list-style-type: none"> Has been based on existing evidence and guidance.i.e: Can the providers name key documents? 			
Safe Learning Environment	The facilitator:			
	<ul style="list-style-type: none"> Uses ground rules to make sure participants feel safe and comfortable in the session, including yourself 			
	<ul style="list-style-type: none"> Doesn't ask or encourage personal questions or the shares their own or others personal information or experiences (unless specific lived experience session) 			
	<ul style="list-style-type: none"> Is open, friendly and engaging 			
	<ul style="list-style-type: none"> Sets out the room layout so everyone can see, is comfortable and able to join in 			
	<ul style="list-style-type: none"> Creates a feeling of inclusivity amongst the group? 			
	<ul style="list-style-type: none"> Uses inclusive, non-binary language: make reference to 'partners' not 'boyfriend/girlfriend' and refer to all genders rather than 'both genders', parent and carers and not just parents 			

Category	Criteria	Yes?	No?	Comments
	<ul style="list-style-type: none"> Is the process in place to challenge inappropriate comments from participants? 			
	<ul style="list-style-type: none"> Tries to make sure that everyone feels included and equally accepted and is sensitive to customs or feelings around their ethnicity, culture, sexuality, gender or faith (religion)? 			
	<ul style="list-style-type: none"> Does not include personal stories or information about facilitator or others, or discuss sensitive topics in a way that might make individuals feel embarrassed or anxious of 'exposure' 			
	<ul style="list-style-type: none"> Adopts a positive approach to delivery that balances the harms and pleasures of young lives and the transition to adulthood. 			
	<ul style="list-style-type: none"> Includes details on how to access help and support outside of the session in relation to the issues raised with both national and local organisations 			
	<ul style="list-style-type: none"> Has checked with the host organisation to find out who they can go to around disclosures 			
	<ul style="list-style-type: none"> If using photography or film they take care that all pupils are cleared for and comfortable with this before the session 			
	<ul style="list-style-type: none"> Has clear processes and is confident on how to respond to disclosures 			
	<ul style="list-style-type: none"> Has appropriate DBS checks in place for staff 			
Learning styles	<p>Learning styles: this refers to the way participants learn, understand and recall information. Some people learn well by listening, others by watching and copying or reading and others by touching and drawing or using their hands – many people will learn best if the activities match their style. e.g one person might take in new information best if they read a fact sheet about drug effects, another if they research on the internet, others listen to facts, many will learn better if they can talk about the facts, draw a leaflet about them, match facts to pictures on cards or even interview a friend, write it as a poem or a song. A good session will use a variety of these learning styles.</p>			
	<ul style="list-style-type: none"> Use a range of interactive learning styles (see above) 			
	<ul style="list-style-type: none"> Use distancing techniques 			
	<ul style="list-style-type: none"> Has strategies in place to encourage participation across the group 			
	<ul style="list-style-type: none"> Responds appropriately to participation 			
Materials:	The session is supported with:			
	<ul style="list-style-type: none"> A clear session plan and appropriate resources 			
	<ul style="list-style-type: none"> All information included is correct and up to date 			

Category	Criteria	Yes?	No?	Comments
	<ul style="list-style-type: none"> ● References to a range of genders, sexual orientations, disabilities, ethnicities, ages, religions and beliefs, as well as other life experiences. This includes the images used and the scenarios presented, as well as the explanations and situations described by practitioners in addressing young people's questions ● Materials that are easy to read, check the spelling and punctuation ● Opportunities for participants to learn and practice new skills, including communication skills, decision making skills and negotiation skills ● Opportunities for participants to reflect on personal values ● Opportunities to discuss and debate issues ● Do they provide preparatory and follow up so that the host organisation can continue the learning after the visit? 			
Lived Experience	Where lived experience role models are used:			
	<ul style="list-style-type: none"> ● There is clear intention into why this method is being used and the intended impact agreed? 			
	<ul style="list-style-type: none"> ● Has the story been checked to ensure there is no instructional content or inspiration for risky behaviours? 			
	<ul style="list-style-type: none"> ● Has support structures in place to support the role model and to mitigate risks of re-traumatising people by sharing their experiences? 			
<ul style="list-style-type: none"> ● Has processes in place to avoid re-traumatising participants whose own experience may mirror the role model - forcing them to relive difficult experiences - in an environment where it is difficult for them to disengage? 				
Evaluation and Assessment	To ensure learning has taken place and impact can be demonstrated:			
	<ul style="list-style-type: none"> ● Where needs assessments are not possible, sessions include an initial starter activity to assess the group's knowledge and comfort 			
	<ul style="list-style-type: none"> ● Assessments reflect on the intended learning outcomes for the session. ● Participant's learning is checked and evaluated 			
	<ul style="list-style-type: none"> ● Participants are asked what they would like if the external provider came again, what they liked best and least. 			