

safestrongandfree
HIGHLAND



ANNUAL REVIEW

and

PARENTS' FEEDBACK

2008 - 2009

Safe Strong and Free

The Safe Strong and Free Project (ssf) is a Scottish Charity which believes that “every child has the right to grow up safe, strong and free and that preventing sexual abuse and exploitation of children is the responsibility of the whole community”.

Aim

The aim of ssf is to help reduce the vulnerability of young children to abuse and assault.

Objectives

To help parents, carers and young children develop appropriate strategies to deal with bullying, an approach by a stranger and an unwanted or inappropriate approach from a person the child knows.

By:

- ❖ Providing workshops for adult carers, parents and children.
- ❖ Promoting within the community the principles of the Project in preventing child abuse and assault.

A further objective is that bullying and child sexual abuse is resisted or identified at an early stage to minimise the effect on the emotional, sexual and general health of children, and the adults they mature into.

Ethos

ssf promotes a pro-active approach to keeping children safe from abuse and assault. Children, parents, carers and pre-school staff are all involved in preventing children from developing bullying behaviour, being victimised by their peers, abducted by a stranger or sexually abused by adults. Raising the awareness of parents and carers about the risks children face, and of the preventative measures to take can help to minimise the risks. Caring adults need to be approachable for children to share their worries and triumphs, be good listeners and willing to prove their reliability.

Introducing strategies to young children that will help them deal with difficult or dangerous situations can be effective if they are helped to develop the confidence and assertiveness skills to enable them to use the strategies. Children need to practice the skills in a safe environment where they can get help, support and encouragement. They also need to be listened to and given help and guidance when they are confused, frightened, worried or have a problem. Children have the right to refuse unwanted or inappropriate touches and approaches on their personal space. They need to be empowered and supported if they exercise this right, regardless of who is challenging it.

The Project

ssf was piloted in the Inverness area of Highland in 1989. It was evaluated and fully operational by the following year. Until 1997 the service was available only in the Inverness area and until 2003 available only in the Inverness Education Service Area. In 2004 the Project commenced the gradual expansion across Highland and since 2006 the programme has been available in every Local Authority Nursery and Partner Centre throughout Highland that has children in their pre-school year. It is a voluntary organisation, a charity (Scottish Charity Number SC017744), and since 1999 has been a Company Limited by Guarantee, registered in Scotland (Company Number 197890).

Company membership consists of:

- ❖ Full Individual Members – Individuals normally resident within the area who support and/or have an interest in the work of **ssf**.
- ❖ Full Corporate Members – User groups, local community groups, organisations and statutory agencies within the area, which support and/or have an interest in the work of **ssf**.
- ❖ Associate members (non voting members) – Advisors to the Board of Directors, individuals, representatives of Corporate Groups or Corporate Groups.

At 30th June 2009 **ssf** membership consisted of:

- ❖ 58 full corporate members
- ❖ 30 full individual members
- ❖ 5 associate corporate members
- ❖ 6 associate individual members (Advisors)

Availability

All Local Authority Nurseries, Community Playgroups, Private Nurseries and Day Care Nurseries in Highland host workshops if they have children who are in their pre-school year (typically age 4-5 years old).

Management

A Board of Directors manages **ssf** and maintains quality and high standards. At present there are 6 Directors who come from various backgrounds but have the common interest of children's safety. The Board and Co-ordinator are advised by a committee of representatives from: Highland Council Social Work and Education Services; NHS Highland; Northern Constabulary; Scottish Children's Reporter Administration (SCRA) and the Care and Learning Alliance (CALA).

See appendix 1 for list of directors and advisors

Staff

In 2008 – 2009 there were a few staff changes but the posts remained unchanged: a full-time Co-ordinator; a full-time Administrative Assistant and 6 part-time Project Workers. One Project Worker was given 12 months compassionate leave and a temporary Project Worker was recruited to cover this. One Project Worker was off on Maternity Leave until September 2008 but left in January 2009. A new Project Worker took over the post in March 2009.

The Co-ordinator and Administrative Assistant are based at the Project Office in Inverness and the Project Workers work from home and are based in Thurso; Lairg; Inverness; Smithton; Fort William and Lochcarron. Each Worker has an allocation of pre-school groups and they take responsibility for

arranging the workshop bookings and delivering the programme within their allocated area. The Co-ordinator is the line manager for the Administrative Assistant and the Project Workers; the Chairman of the Board is the line manager for the Co-ordinator.

See appendix 1 for list of staff

Training

The 2 new workers completed their in-house training to prepare them for their posts. All the Project Workers have attended the Highland Council Inter Agency Child Protection Training except our newest recruit who will attend the 2 day course in August. All Project Workers have attended or are booked on courses on domestic violence awareness training; asking the right questions; and how domestic violence affects children. One Project Worker is now trained to Ambassador level through CEOP (Child Exploitation Online Protection), and another has attended the basic course. One Project Worker attended a BASPCAN seminar on 'Parents that Kill'.

The Co-ordinator continues to contribute to the organisation of the BASPCAN Scotland Seminar and Conference.

Volunteers

When available, trained volunteers help the Project Workers deliver the children's workshops and parents' meetings. Most volunteers are recruited by direct appeal to parents both verbally at parent's meetings and in our literature. We also advertise in the local press and magazines. Two volunteers continued to work with us this year and we also recruited 5 new volunteers throughout the year; 1 each from Ross-shire, Sutherland, Skye, Lochaber and Inverness. Two further applications are being processed. One of the questions on the application form asks where the applicant heard about ssf requiring volunteers. Regarding the 7 recent recruits and applicants above; on 4 occasions this happened at a parents' meeting, 2 found out from advertisements in the local press and one came through a Project Worker recruitment advertisement.

All volunteers complete an application form, give the names of 3 referees, are interviewed and their background is checked through Disclosure Scotland at Enhanced level. They then work through a training programme, which includes background information about **ssf**, bullying, child protection, and puppetry practice to prepare them for their role in the children's workshops.

See appendix 1 for list of volunteers

Funding

The Project funding for July 2008 – June 2009 came from the Highland Council; NHS Highland; and the National Lottery through the Big Lottery Fund. The Lottery funding has been awarded for 5 years, so this gives us stability until June 2012. We have had several donations this year for which we are very grateful. They came from: Maggie and Gary Blyth; Angel Beauty Salon; Diageo; Fliperz Day Care Nursery; Central Primary School; Glencoe & Duror Schools, Everyclick; and our collection boxes, situated in various retail outlets, have been successful. We also received two generous donations from an individual supporter. Taking part in the Thistle Challenge, a sponsorship event run by Volunteering Highland, helped contribute to the cost of running **ssf** too.

Additional developments

The Highland Council sponsored the translation of our leaflets and booklets into Gaelic and Polish last year. We offered our literature in both languages in addition to the English version to all pre-school groups. There was a higher demand for the Polish literature this year than there was for the Gaelic.

Additional work done by ssf

- ❖ On request from a school, a Project Worker facilitated workshops with primary 1 and 2 pupils to help tackle a particular problem that had arisen. This was done in liaison with the Head Teacher and the class teacher.
- ❖ On request from 2 Parent Councils a Project Worker facilitated workshops with the combined Primary 1, 2 & 3 classes in two rural primary schools. The Parent Councils covered her costs.

Other organisations that ssf has contributed to in 2008/09

- ❖ Connections – The voluntary sector networking partnership for child and family support in Highland. Ssf is a member and the Co-ordinator represents the project on this group.
- ❖ Keeping Children Safe (KCS) – provides child protection training for the voluntary sector. Ssf is a member and the Co-ordinator is a Director and is on the KCS Reference Group.
- ❖ British Association for the Study and Prevention of Child Abuse and Neglect (BASPCAN), Scottish Branch. Ssf is a member and the Co-ordinator is the Treasurer and contributed to the organisation of the Annual Conference in November and the Branch AGM & Seminar in June.
- ❖ Inverness Crime Prevention Panel – (ICPP). Ssf is the voluntary sector committee member. The group meets monthly and works with the police to tackle local issues with the aim of reducing crime. The Co-ordinator represents ssf.
- ❖ Child Exploitation and Protection Online (CEOP) Highland steering group – The Co-ordinator and the Lochaber Project Worker are on this group.
- ❖ Child Abuse Prevention in Schools steering group – the Co-ordinator represents ssf on this group. One of the ssf Directors is also on this group.
- ❖ ssf are also members of: Volunteering Highland; Council for Voluntary Organisations (CVS); CIS'ters; Survivors Trust; and the Cross Party Working Group for Sexual Abuse Survivors

PARENTS' AWARENESS RAISING MATERIALS & MEETINGS

We distribute awareness raising packs to all nurseries with a covering letter requesting that they give them to parents at least one week before the arranged date of their parents' meeting. The main reason for the meeting is to let parents see what we are going to present to their children, but the packs contain information that parents may wish to discuss further and the meeting is an ideal opportunity for them to do this. Generally the packs are viewed as informative and helpful.

We sent the parents' packs to the nurseries and partner centres by recorded delivery when they could not be delivered by a member of **ssf** staff. This was to track them to ensure they were received on time. This proved to be very useful but unfortunately, some parents still did not receive the packs prior to their parents' meeting. *(See feedback from parents below)*

Contents of the parents' awareness raising pack in 2008/09

- ❖ Invitation letter to the parents' meeting
- ❖ **ssf** leaflet – Information about **ssf**
- ❖ **ssf** leaflet – Useful contacts and book list
- ❖ **ssf** leaflet – How to react if you think a child is talking about abuse
- ❖ **ssf** booklet - Awareness of bullying and child sexual abuse
- ❖ Reply slip to indicate whether they will attend the parents' meeting
- ❖ Permission slip for the children's workshops
- ❖ Highland Council leaflet - SHANARI/Child Protection Line
- ❖ Highland Council flier – Your Guide to Staying Safe on the Internet

(All are available on request from the Project Office)

Parents' meeting general format

- ❖ Introduction and summary of **ssf** background.
- ❖ Parents are invited to ask questions at any point during the meeting. *(The Project Worker also asks if anyone has any questions at key points throughout the presentation).*
- ❖ Demonstration of the children's workshop on the prevention of bullying.
- ❖ Demonstration of the children's workshop on staying safe around strangers.
- ❖ Demonstration of the children's workshop on staying safe around adults that you know.
- ❖ Follow-up story booklets are shown to the parents.
- ❖ Invitation to contact Project Office before, during and after the children's workshops.
- ❖ Appeal for volunteers to help in the delivery of the workshops.
- ❖ Feedback sheets distributed.
- ❖ The Project Worker remains available to anyone who wishes to talk individually or privately.

Meeting records

Between October 2008 and June 2009 there were 165 parents' meetings held for 184 pre-school groups. Seven hundred and fifty one adults attended these meetings and 64 present were staff of the nurseries and partner centres *(includes Head Teachers, school, nursery and playgroup staff)*. Several were both staff and a parent of a nursery child. Attendance accounts for around a third of parents whose children attended at least one children's workshops. However, 36.4% of parents who returned feedback forms after the children's programme and who hadn't attended a parents' meeting this year, said that they had attended previously. This is the first year we have issued a reply slip for parents to let nursery staff know whether they will be attending the meeting. It has been a very useful tool as on

ten occasions parents' meetings were cancelled because no-one was planning to attend. This saved the Project Worker's time and **ssf** travel costs.

See appendix 2 for workshop attendance and appendix 3 for Nurseries & Partner Centres.

Records from the parents' meetings show that **ssf** was generally received very well. There was occasionally some suspicion and trepidation about what we were going to say to the children because of the challenging subjects we cover. In most cases the parents were reassured by the demonstration of the children's workshops and went on to allow their children to attend the programme. There is good support for **ssf** and most parents realise that the issues we tackle are very important for their children. However, many admit that they don't know how to raise the subject, at what level and what vocabulary to use. It is common for parents who initially have concerns about 'what we will be telling the children' or say their children are too young; to then go on to request that we include other, sometimes quite complex safety messages in our workshops, once they have seen the way we deal with the subjects. There is often a collective sigh of relief after the workshop 3 demonstration.

In rural areas the discussion was sometimes around whether there was a need for the 'strangers' workshop as 'everyone knows everyone else, the children within the community are safe because everyone keeps an eye on them and bad things don't happen here'. The alternative point was made by other parents, that it is easy to be lulled into a false sense of security in rural areas because you know everyone; or think that you do.

However, we cannot please everyone all the time. This year one group were not happy with the term 'Uncle' being used for the adult that Shona knows, who asks her to keep a kiss secret. They felt that it could make children scared of all their uncles. Even though they were told about the emphasis that is put on explaining that he is not really her uncle, she just calls him that name; before the play and that the children often identify their 'real uncles' as people they could tell after the play. However, they could not be convinced. Subsequently, several did not give permission for their children to attend workshop 3. They could not suggest a better, alternative name or term that could be used either.

We are often asked if parents can sit in on the children's workshops. This isn't encouraged as we come across confidentiality problems. The children also behave differently when parents are around and can often play up or become mute. This would inhibit the child from getting the most benefit from the workshops. We assure the parents that a nursery staff member is always present when we are presenting to the children and that they will be happy to report back if asked how the children got on.

The Project Workers were professional in their presentations even though they experienced disruptions and distractions. Young children were present at some meetings and they often wanted the puppets or Callum's tractor. Occasionally, the Workers also had to cope with being in a room that was used for many purposes; so if a child needed a plaster, a teacher needed to replenish her supply of coloured card or dinner money was being collected; they had to cope with the through traffic.

Some parents were concerned that their child would be perceived as rude if they ignored an adult when they spoke; others thought it was extreme to give children permission to make a fuss if they were grabbed by a stranger. The alternatives had to be discussed to convince them that when it comes to their child's safety; it doesn't matter if their child is rude to an adult or kicks them in an effort to get away. A balance can be struck if it is emphasised when it is okay to break rules, and staying safe is one of those times. At some meetings when there were conflicts of opinions or someone in doubt about the workshops, it was often the support for **ssf** from other parents present

that helped convinced the others to be involved. Nursery staff also played a supportive and reassuring role when the parents made enquiries about **ssf**.

As in past years the parents generally appreciated being included in what their child was learning. Most felt that **ssf** approached the subject in an age appropriate manner. Some parents talked of how their older children still remember **ssf** and the strategies; there were even two 17 year old trainees in one day care nursery who said that they remembered attending the workshops in pre-school.

Older children that had missed out on **ssf** input or needed reminded of the strategies came up quite often which prompted many to voice regret that **ssf** was not available in primary schools too. This was the most common theme running through the additional comments part of the parental feedback forms.

Sample comments and questions:

- ❖ Why isn't this available in Primary School / when will my child get this again in primary?
- ❖ I wish **ssf** had been around when I was a child.
- ❖ What should I tell my child to do if he/she gets lost?
- ❖ Several parents told of approaches from strangers when they were children.
- ❖ Several related personal stories about abuse that they had experienced in childhood.
- ❖ Several told of being the person chosen by a child to disclose abuse to.
- ❖ The simplicity of the messages was often commented on.
- ❖ Why isn't this Nation wide?
- ❖ Quote "my friend didn't allow her child to do the workshops. I can't see what the problem is".
- ❖ What do other regions do to protect their children?
- ❖ It is a shame they are so young – this is a poor reflection of our society.
- ❖ Asked about specific circumstances e.g. the parents running a guest house or tourist business that involves the whole family having contact with strangers.
- ❖ If a child looks worried or upset how can I get them to tell me why?
- ❖ What training do Project Workers get and what safety checks are made into their backgrounds.
- ❖ How would a disclosure or concern be handled by **ssf**?
- ❖ Several commented on how the awareness raising and methods used by **ssf** would be useful in other parts of their life e.g. youth work, teaching, health etc.
- ❖ Several parents said they would like the Project Worker's job because it was doing very important work but having fun too.
- ❖ One teacher told us that a mum had seen **ssf** in Inverness and was raving about it to other parents, which was thought to be the main selling point for the other families.
- ❖ A few said that they had attended previously but needed a reminder.

However, we were not always successful in convincing all parents of the benefits of **ssf** but the refusal rates for the 3 workshops remains low. Viewed as a percentage of the actual attendance, those refused permission to attend accounted for 0.9% of children for workshop one; 1% for workshop two; and 1.6% for workshop three.

Feedback from Parents about Parents' Packs and Meetings– 2008/2009

A total of 165 parents' meetings were held in Highland. Attendance was 751, of which 64 were staff (*includes Head Teachers, school, nursery, day care and playgroup staff*). After each meeting all those present were asked to fill out a feedback sheet and 618 (82.3%) were returned.

From the information distributed prior to the parents' meeting how helpful did you find the following?

| | Very Helpful | Helpful | Not very helpful | No Answer |
|--|--------------|--------------|------------------|-----------|
| The information about bullying | 476 (77%) | 111 (18%) | 0 | 20 (3.2%) |
| The information about strangers | 482 (78%) | 107 (17.3 %) | 1 (0.2%) | 18 (2.9%) |
| The information about child sexual abuse | 474 (76.7%) | 113 (18.4%) | 1 (0.2%) | 19 (3.1%) |
| The information about talking with and listening to children | 479 (77.5%) | 108 (17.5%) | 0 | 20 (3.2%) |

11 parents said that the parents' pack had not been distributed prior to the meeting.

One commented that she had received it before Christmas and had only just found it again.

One person ticked both very helpful and helpful for the information about strangers

One person ticked both helpful and not very helpful for the information about child sexual abuse

From the parents meeting how did you find the following?

| | Very Helpful | Helpful | Not very Helpful | No Answer |
|---|--------------|-------------|------------------|-----------|
| Description & demonstration of the children's workshops | 575 (93%) | 43 (7%) | 0 | 0 |
| The discussion time | 509 (82.4%) | 102 (16.5%) | 0 | 7 (1.1%) |

One parent added 'excellent'.

Do you feel the presenter was well prepared and comfortable with the material?

Yes – 614 (99.3%) *No – 1 (0.2%) No answer – 3 (0.5%)

**Well prepared 'yes', relaxed 'no' (this was a new worker's first parents' meeting)*

Did you find it useful to attend the meeting?

Yes – 616 (99.7%) No – 0 No answer – 2 (0.3%)

Why did you find it useful to attend the meeting?

(Some didn't give a reason; some gave more than one reason)

| | |
|--|-------------|
| Know the content of the children's workshops | 603 (97.6%) |
| Feel more able and confident to reinforce the strategies at home | 540 (87.4%) |
| Ensure that the ssf strategies are consistent with my/our own | 512 (82.8%) |
| Found the information and discussion reassuring | 520 (84.1%) |
| Feel more able and confident to deal with the issues if they arise | 536 (86.7%) |

Other

- To learn about strangers – wasn't sure what to teach my child about talking to people down town.
- Be able to make a connection to help relate what has been told to the child at workshops.
- Confirmation that this is suitable for children with autism.
- Good to see how to handle difficult situations with young children.
- Gave useful ideas how to deal with each of the subjects.
- Knowing how to deal with any situations should they arise!
- Good to find out what children are seeing and material used.
- Useful to see how sensitive issues would be handled.
- To be able to talk about it afterwards.
- So it will help me to keep my child safe & discuss it with my child.
- A form of parenting skills as well so that as a parent I get the confidence to deal with these important issues.
- Refresh memory from two years ago!
- It was very helpful. It gave me more ideas how to teach my son. It was good.
- Probably a common one, but just to make sure the workshop wasn't too 'heavy'! Happy now!
- To make the presenter aware of our situation.
- Importance of keeping your body safe and always to communicate with your parents.
- The issues involved are difficult to approach and helpful to know what the children are learning.
- It makes us aware of what could happen outwith home/school.
- To support my daughter in growing up.
- Being informed about subjects and content. As a parent how to deal with issues as a family.
- Nice to meet Michelle (Project Worker).
- To learn the terminology used so I can pitch conversations about the topics appropriately to my son.
- Very beneficial, aware how to take each discussion forward after each children's session. Enable the parent how to constructively take discussion forward.
- It gave me clarity in handling the above issues.
- To know how to follow on stranger awareness and expand as the children get older.
- Helpful knowing how sensitive issues are dealt with and giving a solid platform from which to build as child gets older.
- I will now reinforce and try and use the same strategies.
- Useful to know simple messages for sometimes difficult issues without scaring.
- Knowing how to bring it up in a nice way without being too forward.
- Particularly with regard to the sexual abuse – a subject which I probably wouldn't have addressed without the strategies.
- I found the discussion helpful in knowing the content before my child attending.
- I found parents meeting helpful as now aware of what will be discussed with my son.
- To check the books on the book list are available in the local library - both children's and adult section.

Additional Comments

- ☺ Well presented & informative. Useful to actually see what the presentation will be to the children.
- ☺ Good to have information booklets prior to the meeting for further guidance.
- ☺ Very good. Thank you.
- ☺ I found it extremely beneficial and the presentation was excellent. Thank you!
- ☺ I found it educational for myself. Gives me better parenting skills.
- ☺ Found the session very informative.
- ☺ Good job!
- ☺ Excellent.
- ☺ Good to be able to reinforce the workshops at home using same terminology etc.

- ☺ Useful to gain insight to methods used avoiding "over scaring"!
- ☺ Very re-assuring to know my child is learning about these things at an early age.
- ☺ This was a great workshop and very well done using puppets to encourage children to participate and listen well. Thank you.
- ☺ Good opportunity to get ideas on reinforcement and ask questions, and put fears aside. Also the presentation made me as a parent more aware of things I hadn't thought about before.
- ☺ Very enlightening. Thank you.
- ☺ It was very helpful. It gives me more ideas how to teach my son. It was good.
- ☺ Great puppet show.
- ☺ Very interesting with a lot of good information learnt.
- ☺ I like the idea of using puppets to get the message across.
- ☺ Very informative – great props. Excellent voice and context. Loved puppets. Enjoyed film. Great messages with fun. Great for pre-school educating.
- ☺ Very useful workshop and presentation.
- ☺ Very important messages – and good to give us ideas on how to deal with these messages at this age.
- ☺ Should be country wide.
- ☺ Helpful to have the follow-on packs to keep awareness going.
- ☺ Very good and interesting.
- ☺ I thought that today's presentation was very good as my child is in nursery I don't really know how to say about strangers and secret kissing, etc... and because my sons so young I didn't know how to approach the subjects in case I give too much information as he's so innocent therefore I'm delighted my son will participate in these workshops and hopefully my son will be more aware.
- ☺ Hope more funding is available to continue good communication with young children.
- ☺ I found it a lot more interesting that I thought it would. My child would enjoy it.
- ☺ Excellent workshops – helped to see for yourself how **ssf** was taught to children.
- ☺ Parents' meeting was very professional and interesting.
- ☺ Well organised, put across very well.
- ☺ Very useful to know what my child is being taught – very good!
- ☺ Think it's very important; really glad my child will be at the workshops.
- ☺ The workshop was very informative. I like how the points are going to be put across to the children in a fun way.
- ☺ I think this is a great way to get these messages across to young children, reinforcing what is taught at home. I think the message will sink into children's minds easier with the use of 'puppets'. A fun way to learn. Thank you.
- ☺ A very informative meeting about an incredibly valuable learning experience. I'm delighted such a project exists and I look forward to seeing what my son makes of the programme.
- ☺ Found the **ssf** parents meeting very informative.
- ☺ I was initially concerned that the issues raised would be giving my child info that he didn't (already) have at such an early age – but I do realise the importance of preparing my child, even at a young age to possible dangers.
- ☺ Many thanks for your time.
- ☺ I think the workshops are a great way to reinforce ideals we instil at home.
- ☺ It seems very good and helpful to getting the right message to the children.
- ☺ Great workshop ideas. A bit disturbing that this is necessary but reassured that my son would have strategies on how to deal with it.
- ☺ There maybe certain strangers they can approach – to make them aware that they can approach shop workers with uniforms or mothers with kids if they are lost, also police. (*This is discussed at the parents' meeting*).
- ☺ I think this is a great service (being provided by the **ssf** people). It has been well thought out and is delivered in an appropriate and 'fun' way.

- ☺ Extremely useful and reassuring to know there is help for us all.
- ☺ Found it really interesting and very helpful.
- ☺ It was very good and will keep reading the books to help my daughter understand all the workshops.
- ☺ I want my child to feel **ssf** in any the situations.
- ☺ Very useful, thank you.
- ☺ I think it is a good way to reinforce serious issues with young children to make them aware of bad things and how to cope with it.
- ☺ Beneficial as a parent. Just knowing who to go to if your child has concerns is helpful. Thank you.
- ☺ Very good.
- ☺ Excellent presentation – thank you!
- ☺ Good to know our children's welfare is being considered. I found the workshops very informative. I think it is a very good scheme. I know my older daughter enjoyed it so I'm sure my younger girl will too.
- ☺ Excellent way of letting parents know the content of the workshops, good demonstrations with the puppets.
- ☺ Felt the content was very age appropriate and feel that my child will relate very well.
- ☺ I think this is an extremely worthwhile thing to do with children of this age and appreciate the importance of it.
- ☺ A well constructed set of workshops to deal with sensitive subjects. All are pitched at the right level for the audience age group. Well done!
- ☺ I found the presentation very interesting and very well done. Very child friendly and great for them to learn from as well as fun for them.
- ☺ Very interesting and informative.
- ☺ Thank you very much.
- ☺ Found this very helpful and very interesting. Thank you so much.
- ☺ Good simple awareness targeting a young age.
- ☺ Well thought out and logical approach in an age appropriate fashion tackling a difficult problem.
- ☺ My wee girl will really enjoy the classes!
- ☺ Very handy workshop that will help us to reinforce **ssf** to my children.
- ☺ Found workshop useful and informative.
- ☺ Very helpful.
- ☺ Fantastic insight into children's workshops. I leave feeling more confident in my way of dealing with these issues. Thank you so much.
- ☺ This kind of thing is so widespread and it's very important for children of all ages to know how to deal with these different issues. I feel very reassured that my daughter is learning to handle these things at such a young age.
- ☺ I try to tell my kids about strangers and this is reassuring that you are talking to my child about this.
- ☺ It would be good to take 'abuse' workshop stage further – if "Uncle" kisses/cuddles * * * and she felt guilty, should she tell mum = YES.
- ☺ Feel much more reassured after attending meeting. Wasn't quite sure from just reading through booklets exactly what the children would be told and at what level. Both presenters came across very well.
- ☺ What research exists to support doing this at 4/5? (*Pity this wasn't asked at the meeting*)
- ☺ Very helpful, well organized, simple and effective.
- ☺ & ☺ Seems great. Only one little thing. The video would be great with just puppets on show and not the adults so focus on message.
- ☺ Packs not available so unable to comment on their content.

- ☺ Very useful + worthwhile for the children. However, could be condensed a bit for parent to ¾ hour.
- ☺ Maybe use female puppet as stranger.
- ☺ Possibly include possible parents' responses etc. as covered in packs prior to meeting.
- ☺ Perhaps to explain to children the exceptions to the rule of not talking to a stranger i.e. if they are lost who do they ask for help if they can't see anyone they know without the child feeling like they are putting themselves in more danger.
- ☺ Would like to see more differentiation between bully puppet and Shona puppets, so that they are not confused.
- ☺ Still feel unsure about the stranger danger workshop – more controversial than the abuse for me.
- ☺ Feel the term 'uncle' should not be used as might imply that all uncles are or could be abusers.

Want ssf in primary school:

- ☺ Reinforced at school would be good.
- ☺ An excellent presentation containing and consisting of the values on child safety we try to instil with our daughter. A worthwhile project that must continue throughout the development of every child. Please continue with this excellent work.
- ☺ Would be extremely helpful if the themes were carried on throughout primary school years.
- ☺ Please could you bring ssf to primary 1, 2 and 3.
- ☺ The presentation of ssf workshops was excellent and very reassuring. Having attended back in 2004 with regards to my older daughter's participation I was comforted to find the workshops are still up-to-date and relevant. However, I do feel somewhat disappointed that this project has NOT yet been implemented into the primary school. My daughter who is now in primary 4 would have benefited from a refresher workshop before now. I just hope that my second child will have the opportunity of a refresher at a later date during her primary years.
- ☺ I feel follow-up/refresher courses in the primary years would be beneficial.
- ☺ It would be very encouraging to see this scheme re-visited at stages throughout the children's primary school years, so that these important issues are reinforced in the children's minds.
- ☺ Would like safe strong and free to be gone over again with the children when they are a bit older as well as pre-school age.
- ☺ It would be good to reinforce these messages again for older children with more sophisticated scenarios – just as a reminder that they can take some responsibility for their own safety and well-being.
- ☺ Thank you. This is a very useful tool for both child and parent training. It is a good idea to have a follow-up session in a couple of year's time to reinforce the workshops for the children.
- ☺ I am really pleased that this project is undertaken; and feel it gives children good clear strategies. Comfortable with following up at home but feel it is important that the project could be developed/extended for older children to build on good foundations from **ssf**.
- ☺ This was a well presented workshop with a clear and valuable message. It is unfortunate that currently funding does not allow it to be communicated and reaffirmed at an older age.
- ☺ A second or possibly third follow-up course would reinstate the messages at later ages of the child's development.
- ☺ Would like to see a further workshop around P4/5 when children are more likely to be playing outside alone or with friends without parental supervision to reinforce this important message.
- ☺ The information we got is very helpful, but would also contribute in primary schools.
- ☺ The programme looks excellent, and perfectly pitched for their age group. It would be good if the **ssf** programme could be extended/repeated in future primary years to reinforce the messages and to adapt to the children's new circumstances and experiences.
- ☺ Very reassuring to know these issues are being tackled in a safe environment. Should extend into primary school.

- ☺ I think the workshops are an excellent idea, but they should be reinforced around P2/3/4 when some issues start to arise – i.e. bullying – mainly! My daughter, aged 8, can't really remember the workshops when directly asked, but I'm sure it would all come back if they were repeated & would be even more useful, as presumably children can put these issues in more context as they get older.
- ☺ I think it would be good if all this could be repeated in early primary school to reinforce it all.
- ☺ Think it would be very useful if it is reinforced in primary schools (P2 & P4).
- ☺ Would like **ssf** to be reinforced in primary schools (perhaps P2 and P4).
- ☺ I would really value these messages being reinforced at primary school, maybe at P2.
- ☺ Very important for parents to attend workshop so they have a full understanding of what the children are being told. Follow-up workshops should be available when they are older.
- ☺ It would be useful to have follow-up sessions for older children too.
- ☺ Follow-up sessions once children at primary school would be beneficial – especially in rural areas where encounters with strangers etc are less frequent.
- ☺ Workshop was very informative and gave me confidence to deal with these issues at home. A follow-up workshop for the children would be beneficial too.
- ☺ I feel that they would benefit from 1 or 2 follow-ups in primary and maybe an adaptation for before high school.
- ☺ Very useful. A follow-up for the children would be very helpful i.e. primary 2, primary 7.
- ☺ Very helpful session. Would like to see something like this shown to children of primary school age.
- ☺ Would be really useful to have a follow-up session in primary school when a little older.
- ☺ I would prefer this to continue throughout the school as I have a child in P4 that won't say he is getting bullied.
- ☺ I think this is an excellent workshop as I feel some parents feel awkward approaching subjects such as child abuse etc, so having this at school/nursery helps to introduce the subjects allowing the child/children to discuss with the parents/carers. I think this workshop would be valuable for school children as well.
- ☺ Would be very useful to carry this forward to primary age children.
- ☺ Would be good if these workshops were brought into primary school too.
- ☺ A great project. Could it be repeated in primary school?
- ☺ This group was very helpful (for) when my child goes into primary school there should be more workshops in primary school as well would be an advantage.
- ☺ Would be helpful to have workshops for primary children regarding the same issues for bullying and abuse.
- ☺ It would be good if there were other follow-up/re-cap workshops throughout school years.
- ☺ It would be very helpful to repeat this workshop at around 8-10 years. This is when my eldest daughter walks to swimming, school, etc.
- ☺ I found it very helpful and it does fit in with our own teaching at home. I also think that it would be beneficial to have a refresher as the children get older, incorporating **ssf** online.
- ☺ It would be helpful for follow-up activities throughout term or refresher course at a later date (primary school).
- ☺ We would like it to be followed up in primary school. If more parents and carers get access to this then it would be much more popular and funded.
- ☺ It would be a good idea if there were more workshops for the children in primary school as well as nursery. Example midway through primary school P4-P5.
- ☺ It would be nice to see follow-up workshops in early primary school years.
- ☺ It would be good if **ssf** could get funding to repeat the **ssf** message in primary school. The meeting made me feel good about what is going to be taught to my child and also helped me on how I can approach these subjects.
- ☺ Found workshops very informative and felt information supplied was excellent – pitched at the children's level.

- ☺ Would like to see workshops being repeated at a later stage e.g. P3 or P7 to reinforce messages.
- ☺ It may be helpful if the workshops should continue throughout school. Relevant to the age group.
- ☺ It would be excellent if similar workshops/training could be repeated in primary school.
- ☺ Refreshers throughout school years to ensure message remains strong!
- ☺ Helpful. Would benefit from reinforcing at an older stage.
- ☺ Would find it very beneficial if this could be followed up at a later date, i.e. aged about 8/9. Thanks.
- ☺ Helpful if reinforced at a later stage (7 -9 years).
- ☺ Would welcome these discussions be made available to older children if funding could be allocated.
- ☺ I enjoyed the meeting and found it very helpful. I think it's great it starts from nursery age and think it would be even better for my child if the workshops came back later on while in school P3 or P4.
- ☺ I feel that it would be a great idea to have the workshops at a later age i.e. primary 3. So that they could remember it again. I also think this is a very good way to get the kids to understand.
- ☺ I think the workshop was very useful and think it is important for children to be more aware of their surroundings. I think it would be good to be done with older school children as well.
- ☺ I found the workshops very informative and it aids me to explain to my child with a backup. I also feel it should be opened up to children up to and including high school age, as bullying and abuse does not stop when children leave nursery.
- ☺ Feel my oldest child who is in P1 would benefit greatly from a catch-up course.
- ☺ I think it should be delivered further in school especially as the children get older and start going home on their own.
- ☺ An update of the info/workshops would be useful when the children reach primary 1/2. To reinforce strategies.
- ☺ I think this is a really good idea but would really like to see it reinforced once the children are in school.
- ☺ Would like the workshop reinforced at a later stage i.e. couple of years later.
- ☺ It would be very helpful to have workshops re-explained to the children once they are a bit older, maybe between 7-9 years old. And also, when talking about strategies, they should do 2 plays, one with a man but also one with a woman; both are very likely to abduct a child. Thanks.
- ☺ Very helpful. Should be repeated again later on in school. Interesting.
- ☺ I would like for these workshops to continue through primary – if possible.
- ☺ It would be good to have messages reinforced at primary school / later stage.
- ☺ Excellent workshops. It would be helpful to have a follow-up in primary school.
- ☺ Think it would be useful to revisit this in P1, P2 and P3 and also P7 before they head off to high school. Maybe; could it be combined with 'drug & alcohol' issues in P7?! Very useful though so thank you!
- ☺ Very informative. Would find it useful to be repeated as the children grow older in primary school to reinforce values.
- ☺ Useful for messages to be reinforced at primary school.
- ☺ Think it would be beneficial to do repeat/refresher course in primary school.
- ☺ This course would be good at an older age just to refresh their memory.
- ☺ Older kids may benefit from the workshops.
- ☺ Should be available for older primary children also – a follow-up to reinforce messages.
- ☺ There is a clear need for the continuation of this throughout primary school rather than just pre-school.

- ☺ My view is that this is such a good set of workshops that it would be beneficial to continue into school as a refreshing workshop and (with) adapted information.
- ☺ Would be good to see this workshop for older school children too! As most bullying happens in school!
- ☺ Needs to be followed up once children start school.
- ☺ There should be a follow-up in primary school.
- ☺ Would be useful if there were follow-up workshops throughout school!
- ☺ Follow up in primary schools?
- ☺ I would like to see more workshops being held throughout primary as the children get older so as to learn more and reinforce what they have already learnt.
- ☺ If funding could be made available for older children that would be excellent.
- ☺ I would like to see more of these workshops for the children throughout their school years.
- ☺ I think the workshops should be continued for children of all ages not just pre-school. It would definitely be beneficial.
- ☺ I think it would be good for all school children to be able to attend these workshops.
- ☺ I wish this had been available here for my older children and I wish there was a follow-up in primary school.
- ☺ The material/content of the workshops were extremely well presented and I felt very reassured that the messages of the workshops would be put across in an appropriate manner. I feel also that my older daughter, now in P2 would benefit from the workshops. Now 7, I think she would have a much greater depth of understanding, particularly for workshops 2 and 3.
- ☺ I feel this project should carry on into primary school as it's important and kids are currently at an age where they would forget what's been said.
- ☺ Follow up same messages as they get older.
- ☺ Thank you for all the information. I wish you much luck for your work and hope you will continue in nursery and school.
- ☺ We would definitely like to see this workshop repeated again to the children from primary 1 onwards.

CHILDREN'S WORKSHOPS

A total of 941 workshops were held in the 2008-09 academic year in Highland. They were held for 184 Local Authority nurseries, community playgroups, private nurseries and day care centres. The Project Workers submit a record of each workshop to the Co-ordinator, which includes attendance, number of children refused permission to attend, adults present during the workshop, children's reactions to the presenters and the workshop content, recall, emphasis, questions and discussion. The Co-ordinator monitors the records and discusses any issues that arise with the Project Workers. On a few occasions the ssf visit coincided with an HMI inspection.

| CHILDREN'S WORKSHOP ATTENDANCE | 2008 -2009 |
|---------------------------------------|-------------------|
| Attended at least 1 workshop | 2,264 |
| Attended at least 2 workshops | 2,108 |
| Attended 3 workshops | 1,916 |
| | |
| Attended workshop 1 | 2,124 |
| Attended workshop 2 | 2,122 |
| Attended workshop 3 | 2,042 |

See appendix 2 for workshop attendance in the last 5 years and appendix 3 for Nurseries & Partner Centres that hosted workshops.

The average attendance at each workshop was just under 7, this is on a par with previous years. Of those attending workshops 84.6% attended all 3 workshops and 93.1% attended at least 2 workshops, this is also on a par with previous years. Attendance at workshop 3 was almost 3% lower than at the other 2 workshops. We are only aware of a particular problem with workshop 3 at one nursery (*see page 7*). It is important to note that there is always a staff member from the pre-school group present throughout the workshop presentations.

CHILDREN'S WORKSHOPS' CONTENT

Workshop 1 – Prevention of Bullying

The puppets used in the plays for this workshop are Callum, Shona and the girl who bullies Callum. She doesn't have a name and is referred to as "the girl that bullies Callum" throughout, but however much we try not to label the puppet; many children refer to her as the "bully".

This workshop serves as an introduction for the children to the presenter and the volunteer helper. Using pictures, feeling and being safe, strong and free are explained. Times when the children might not feel safe are explored and what bullying is. The Worker then goes on to give clear messages to children on how to react if someone tries to bully them. They accept telling an adult more readily than getting a friend to help so we ask them to identify friends that could help them as well as adults. The message that bullying is not an acceptable way to behave is also very clear and good, positive behaviour is discussed.

Assertiveness and telling are the main themes of this workshop. We teach the children to:

- ↳ Say NO in a strong voice if someone bullies them, and we practice this.
- ↳ Get a friend to help them say NO if someone bullies them and they don't feel strong enough alone.

- ↪ If the person bullying them still won't stop, tell an adult.
- ↪ Explore which adults they can tell.

Workshop 2 – Staying safe around strangers when you are not with an adult

The puppets used in this workshop are Callum, Shona, Callum's Mum and the Stranger. When the Worker doesn't have a volunteer for this workshop a DVD of the puppet play is used. It is played twice and the children are given tasks to do during the 2nd viewing. They are asked to tell Callum and Shona what to do when the stranger talks to them; to remember what the stranger looked like and what he was wearing; and to listen for the tricks the stranger tries to use.

The workshop gives clear messages to the children on what a stranger is and how to react when they are not with an adult and a stranger tries to talk to them or comes too close. The definition of a stranger used is "someone you don't know". We tell the children that a stranger can be a man, a lady or older children that they don't know and they don't look, talk or dress differently from anyone else. The only difference is that you don't know them.

We build on the message of "don't talk to strangers" that most parents pass on to their children and teach them what to do instead. We tell them:

- ↪ Don't talk to strangers when you are not with an adult.
- ↪ If a stranger speaks to you just ignore them: it is okay to do that, you are not being rude.
- ↪ Stay well back and keep walking.
- ↪ If a stranger gets too close, yell and run away.
- ↪ If a stranger tries to grab you, yell and run or yell and kick.
- ↪ If a stranger does grab you or picks you up, you should yell, wriggle, kick, punch and make as much noise and fuss as you can.
- ↪ Always tell an adult you know if a stranger tries to talk to you.
- ↪ Explore which adults they can tell.
- ↪ We teach the children a special yell to use if they feel frightened and let them practice it.

Workshop 3 – Staying safe around adults that you know

The puppets in this workshop are Callum, Shona, Shona's Mum and Uncle. It is explained to the children that Uncle is not really Shona's uncle; she just calls him that name. They do grasp this concept as they include uncles in their list of people that they can tell, sometimes referring to their 'real uncle'.

In this workshop the messages given are:

- ↪ Your body belongs to you.
- ↪ Kisses, cuddles and touches are not secret things. Children should never keep them secret no matter who tells them to.
- ↪ Tell an adult if anyone tells/asks you to keep kisses, cuddles and touches secret.
- ↪ Explore which adults they can tell.

The plays are very important in this workshop especially to demonstrate that when Shona is asked to keep a kiss secret she does the right thing and tells her mum. This makes her feel better, safer, happier and her mum reassures her that telling was definitely the right thing to do.

Workshop Records - General

In general most children responded either well or very well to all three workshops. There were individual exceptions with some children recorded as having presented particular challenges. On a very few occasions the group were recorded as challenging but not always for all 3 workshops. Most appeared to take the messages on board but in some cases this wasn't evident until the subsequent visit when a short recap of the previous workshop is done. Many children were very vocal and a few very quiet but the Project Workers do pick up on this and are inclusive in their presentations. Nursery staff often welcomed the opportunity to observe how the children communicate and participate particularly in an unfamiliar setting with unfamiliar people. It is interesting how the children's behaviour changes over the 3 visits. Some children that were not expected to get involved did so and others that were expected to 'take over' were unusually quiet.

Disruptions were encountered on occasions e.g. if there wasn't a separate room available to use for the workshops when the nursery was large or also catered for 3 year olds; the workshops had to be held in communal areas of the school where there was likely to be interruptions; using the medical room, staff room or dining hall which also inevitably led to interruptions. Concentration varied from group to group and workshop to workshop but was mainly recorded as good or very good. Most of the children participated throughout the programme to varying degrees.

It wasn't always the larger groups that created the greatest challenge for the Project Workers. It can be very difficult presenting to a very shy child on his or her own, or two children that appear to have taken a vow of silence or non co-operation. The Project Worker often has to dig deep into past experience to find a way through this so that the child or children can benefit from the experience.

One child that was refused permission to attend **ssf** workshops gave her Dad such a hard time when he picked her up that he took her back to nursery after lunch so that she could attend **ssf** with the afternoon nursery session. The teacher said that she was determined that she wasn't going to miss out.

Workshop Records - Workshop 1

The most common types of bullying that the children already knew about was hurting and being bad to someone else. They didn't often talk about name calling or exclusion but did relate bullying to feeling sad, upset and crying. Many didn't know much about bullying until the Project Worker explained and got the reaction from individual children to indicate that is what had happened to them. Siblings were often mentioned and specific stories told. An unusual explanation that we got this year was "A bully lives in heaven and makes you do bad things".

When asked how to react if they were bullied the response was mainly to get away and get help. We also got a fair amount of violent responses, many of them quite fanciful. Kick or hit them back, get dad or big brother to hurt them, say shoo go away, say shut up; shoot them; kill them; cut off their heads with a light sabre; throw them in the sea; to mention a few.

Callum got a friend in most of the workshops but on the few occasions that this didn't happen, a nursery staff member or **ssf** volunteer used the Shona puppet.

Workshop Records - Workshop 2

At the start of this workshop the messages and strategies from workshop one are quickly recapped. It is often obvious that parents and nursery staff have used the follow-up story booklets since the previous visit as the children usually recall most if not all about workshop 1, and are eager to find out more.

The first question we ask is "what is a stranger?" This varies from the correct answer of 'someone you don't know' to people with guns; a bad man; a knight in shining armour, a monster, a burglar, an alien, a crocodile, a scarecrow, they kill you, a man with a mask, a man with glasses etc.

Once we establish that a stranger is someone you don't know, we move on and ask the children what they would do if a stranger tried to talk to them when they were not with an adult. This is often answered thoughtfully and correctly e.g. run home, tell mum & dad, don't talk etc. but other ideas are a bit extreme. Shoot them, chop off their heads, put them on a bonfire, run them over with a tractor, take an axe to them, stab them, were all suggested this year.

Workshop Records - Workshop 3

The first few minutes of this workshop is used to recap on the messages from workshop 2. The children in most groups were very good at recalling the main messages with little or no prompting.

Most children said that their bodies belonged to themselves but other children said that their bodies belonged to mummy or daddy, God, Jesus and one child said the teacher.

When the children were asked what they would do if they were told to keep kisses, cuddles or touches secret, most agreed that telling a trusted adult was the best course of action. Some decided this themselves but others needed to be encouraged to come to this conclusion. Other responses were to say no, say that they'd keep the secret but tell anyway, don't do it, keep it secret and keep the secret in a box. After the play when Shona is asked to keep a kiss secret the children usually agreed that telling was the right and safe thing to do and they realised that Shona was happier after she told her mum.

There were 2 refresher workshops held this year for the children who accessed **ssf** in November 2008.

Follow up story booklets

In feedback the majority of parents (93.3%) indicated that the story booklets had helped to enable them to talk with their child on the subjects that we had raised. This supports the impression that Project Workers get from the recapping done with the children at the start of workshops 2 and 3. At the Parent's meetings the Project Workers give a few suggestions on how to use the booklets and the puppet characters to keep the themes going long after the programme has been completed. Parents sometimes tell how they have used the booklets successfully with older siblings.

Children say the funniest things!

- ☺ Stranger's sweets have germs on them.
- ☺ If you don't breathe you die then you won't be able to eat ice-cream.
- ☺ My Nana is called Nana too!!!
- ☺ When asked what is the magic word that the girl should have used when she wanted the tractor (please) one boy answered 'abracadabra'.

- ☺ You wear shorts in the sun so that your twinkle doesn't get burned.
- ☺ You have to duck if someone tries to bully you.
- ☺ I prefer Mum's cuddles; Dad's are spiky.
- ☺ My cat is called Prozac.
- ☺ I could tell my cat; I've got him trained.
- ☺ I want to be a stranger when I grow up.
- ☺ I have a childminder; she's called Mummy.
- ☺ My Mum has a boyfriend called Daddy.
- ☺ Mr Electric comes in the dark.
- ☺ My Mum had a baby in her belly and now it has hatched.
- ☺ When the Project Worker asked a group of children to 'watch the DVD very closely because she was going to ask some questions afterwards' the whole group moved towards the television en masse.
- ☺ Boy – I'm scared of dinosaurs.
Girl – Its okay they are extinct.
Boy – Why do they stink?

Feedback from Parents about Children's Workshops – 2008/2009

A total of 941 workshops were held in the 2008 – 2009 academic year in Highland. After all three workshops were completed parents were asked to fill out a feedback sheet. 2,264 children attended at least one workshop and 386 (17%) feedback sheets were returned.

Have you and your child talked about the workshops?

Yes – 380 (98.4%) No – 5 (1.3%) No answer – 1 (0.3%)

(one parent added 'not all of it')

If yes who raised the subject?

You – 87 (22.9%) Your child – 61 (16%) Both - 228 (60%) No answer – 4 (1.1%)

Which parts did they talk about?

Bullying

| | |
|----------------------------------|-------------|
| Did not attend this workshop | 23 (6.1%) |
| Bullying / the girl | 194 (51.1%) |
| Say no | 301 (79.2%) |
| Get a friend to help | 220 (57.9%) |
| Don't be nasty to other children | 259 (68.2%) |
| Tell an adult & who to tell | 275 (72.4%) |

148 (38.9%) of the above talked about all aspects of this workshop.

Other:

- Child absent.
- We spoke about bullying and what to do if it happens, why bullying is bad.
- Helping friends (4 parents noted this).
- Missed the workshop but read the book and talked about it together (2 parents noted this).
- Off sick but read the book at home.
- My child has been told to be nice to other children, share when playing and tell if being hit or bullied or if he sees someone being bullied.
- Read the book.

Strangers

| | |
|--------------------------------|-------------|
| Did not attend this workshop | 19 (5%) |
| What a stranger is | 290 (76.3%) |
| Don't speak | 264 (69.5%) |
| Stay well back | 213 (56.1%) |
| Yell & run | 286 (75.3%) |
| Make a noise & fuss if grabbed | 246 (64.7%) |
| Tricks a stranger may use | 233 (61.3%) |
| Tell an adult & who to tell | 274 (72.1%) |

168 (44.2%) of the above talked about all aspects of this workshop.

Other:

- Child absent.
- Child was ill.
- Was off sick.
- We spoke a lot about strangers.
- Lost this booklet not got another yet.
- Off sick this day.
- They were slightly confused; they thought they could kick anyone they did not know.
- She had no comments about the strangers' workshop it seemed to go over her head.
- Child said to kick a stranger not sure where she got this from, she must have meant if she was grabbed.
- Read the book.

Staying safe around people that you know

| | |
|--|-------------|
| Did not attend this workshop | 34 (8.9%) |
| Who their body belongs to | 203 (53.4%) |
| The Body Song | 159 (41.8%) |
| Kisses, touches and cuddles are not secret | 243 (63.9%) |
| Tell an adult & who to tell | 232 (61.1%) |

135 (35.5%) of the above talked about all aspects of this workshop.

Other:

- My child remembers the body song but couldn't remember much about workshop 3.
- We have still to read the third follow-up story booklet.
- Obsessed with how the ladybird felt on Shona's arm.
- Not much feedback.
- Read the book.
- Third workshop not discussed. Will make a point of going through it with her this weekend.
- My child did not attend workshop with uncle in it, but I talked to her at home about it.

General

| | |
|-------------------------------|-------------|
| Puppets and plays | 265 (69.7%) |
| Actions | 229 (60.3%) |
| Feeling safe, strong and free | 265 (69.7%) |

178 (46.8%) of the above talked about all the general aspects of the workshops

Other:

- She liked the actions.
- (Talked about) the person delivering the information.
- Rhymes.
- Good strong NO! and yell and scream.
- Child enjoyed acting out 'safe, strong and free'; she also liked the fact she is allowed to scream when in danger.
- Sorry only attended one of three due to appointments, happy you are coming back to re-do all thanks.

Did you feel confident talking with your child?

Yes – 378 (99.5%) No – 2 (0.5%)

How has your child reacted to the workshops? (Most gave more than one answer)

| | |
|-------------------------------|-------------|
| Found them fun | 248 (64.2%) |
| Was curious to find out more | 66 (17.1%) |
| Took in the messages | 257 (66.6%) |
| Seems more confident | 60 (15.5%) |
| Talked about the workshops | 254 (65.8%) |
| Was quite oblivious to it all | 24 (6.2%) |
| Seemed to be confused | 14 (3.6%) |
| The workshops worried them | 3 (0.8%) |
| No answer | 6 (1.6 %) |

Other

- Felt my child would take more in without me there.
- My child seemed to listen to what was said to him.
- He liked the puppets.
- Loved them☺.
- Couldn't remember at first but after a day or two she would mention things out of the blue.
- I think my child found the format easier to understand than a 'lecture'.
- Has not really reacted that much! Just some memories.
- Talked about strangers but not much else.
- A lot to take in at the moment.
- Not really getting it yet, too young.
- She didn't understand a word – (too busy watching the adverts).
- Not sure how much she understood due to language limitations.
- Didn't speak much about 3rd workshop (2 people said this).
- Liked the puppets, TV and the music.
- Because we live in a holiday chalet the not talking to strangers part has confused him.
- Didn't really mention it much.
- Found getting feedback almost impossible – it doesn't mean it won't come out later – we read all the booklets together and will read them again.
- Has become very wary of people, even those that they know, and have done for a while.
- Some subjects needed explaining more.
- A little confused so needed further explanation on a few things but was satisfied with explanation.
- Enjoyed the plays (3 people said this).
- Seemed to enjoy them.
- Really enjoyed the puppet shows.
- Accepted it as a normal nursery day.
- Will talk about the issues when prompted.
- I feel my child was able to take on most of the messages but not all.
- Told me part of the stories but not a lot of them.

Did you attend the Parents' Meeting?

Yes – 190 (49.2%) No – 195 (50.5%) No answer – 1 (0.3%)

Other

- No meeting held but we are continually updated on what the children are learning.
- (Attended) previous time for older child.
- Would love to have come but had a prior arrangement.

If yes – has it helped when talking with your child?

Yes – 179 (94.2%) No – 2 (1.1%) No answer – 9 (4.7%)

How did attending the Parents' Meeting help?

| | |
|--|-------------|
| Knowing the contents and aims of the workshops | 165 (92.2%) |
| Raising awareness | 92 (51.4%) |
| Able / confident to reinforce the strategies | 133 (74.3%) |
| Reassured you | 112 (62.6%) |
| No answer | 2 (1.1%) |

Other

- Helped with parenting skills in future.
- Attending the parent meeting made me feel confident to talk with my child.
- As a reminder of the content of the programme.
- Only way to know how to discuss it – knowing the content of the workshops.
- Knowing what they are taught about strangers and reinforce our own views.
- (Needed to know the content of workshop 2 because) it concerned me that my child may not interact with other adults as she has done previously.
- Thought kisses etc. should be secret but now able to explain about the 'secret' aspect properly.
- To show my child right and wrong.
- By attending I knew the content and did not allow my child to attend the third workshop.
- Felt more equipped to discuss these things without fear of frightening my child.
- Partly reassured me; was able to better tailor/explain our interpretation of what a stranger is.
- Felt happier and confident to raise the issues with my child.
- I attended with older child and it helped.

If no – why didn't you attend the Parents' Meeting?

| | |
|--------------------------|------------|
| Have attended previously | 71 (36.4%) |
| Inconvenient time | 62 (31.8%) |
| Know enough already | 8 (4.1%) |
| No childcare | 25 (12.8%) |
| Forgot | 9 (4.6%) |
| No answer | 11 (5.6%) |
| Working | 16 (8.2%) |

Other / in addition

- Attended last year, my child is repeating nursery.
- Illness (5 people said this).
- Would have attended again if I'd had childcare.
- In hospital but read all literature provided – very useful.
- Other commitment (2 people said this).

- Would have liked to have come to parent meeting.
- I would have attended again but 2 of my children were unwell at that time.
- Only found out on the day and forgot to ask what it was about (child off), saw a little bit of it using puppets (secrets).
- I work at the nursery, have seen workshops before.
- Aware of dangers to children and talk at different stages of development re. these subjects.
- Had to be elsewhere when the meeting was on otherwise I would have attended.

Did the information distributed prior to the Parent Meeting raise your awareness of the issues?

Yes – 323 (83.7%) No – 21 (5.4%) No answer – 35 (9.1%)

Other

- Not really – I already knew about the programme as my daughter had been to workshops a couple of years ago.
- Already aware from previous workshops – older child.
- I would have liked to have had the booklets before the talk, it would have reassured me that the messages were dealt with gently - I was worried that the issues might scare my child but she has talked about the workshops very openly.
- Helped the first time (2nd child).
- Neither yes or no – am aware already.
- Knew already.
- We got info on the night of the meeting.
- Was not supplied until after the meeting.

Did the follow-up story booklets help to enable you to talk with your child?

Yes – 360 (93.3%) No – 10 (2.6%) Not Yet – 3 (0.8%) No answer - 13 (3.4%)

Other

- Really helpful.
- Lost interest.
- Not used yet.
- Liked the little work books – curious about them and their story.
- Not used.
- Enjoyed the story books he took home and has shown other family members.
- Haven't done the books yet.

Additional Comments

- ☺ Very useful project approached in a very child friendly manner. Thank you.
- ☺ I think this is a really good programme and aimed at the right age group.
- ☺ I have been grateful for the information provided. The messages are very clear and concise, which has helped my confidence when telling about these subjects to my child. He's taken on all the information and has done lots of role play at home. Thank you for your work and support!
- ☺ Heard lots about the project – all positive – so was pleased when my son attended. Felt it got important messages across to my son. As a childcare social worker in a previous life, feel very positive about the messages the project puts across so well. Thank you.

- ☺ I hadn't heard of safe strong & free until it came to my daughters nursery. I found it raised my awareness to these issues and my daughter found the classes really fun with the puppet shows and raised her awareness of the issues. Thank you very much.
- ☺ Initially I felt apprehensive as to how you would handle the issues. My son is now confident and outspoken about subjects I was unsure of tackling. A great success. Delighted.
- ☺ I did intend going to the workshop but I simply forgot! I did however read all the materials sent out and reinforced the workshops with my child.
- ☺ I like the handbooks as it means we can go over them together whenever we want to. My child is going to the workshop again with a different nursery which should help to reinforce what she knows already. A very controversial subject but dealt with very sensitively.
- ☺ My child enjoyed the workshops and I think they understood the important message that was being put across. Thank you.
- ☺ Think the workshops are fantastic to make children more aware of the dangers and strangers and how to say NO.
- ☺ Both my child and I found the follow-up booklets fun. It was something that we could do together. I enjoyed reading and talking to my child about the stories. My child enjoyed colouring in the pictures as well. He also enjoyed the lady telling the stories with the puppets. He liked it when he got to have a go, using the puppets.
- ☺ Keep up the good work!
- ☺ I found the workshops very educational, and very good to raise awareness. I was asked lots of questions, and was able to help with the answer, e.g. talk to a teacher, tell the teacher, friend, or parent. Confidence and a happy child at school is so important. Such a brilliant head-start. Nip the problem earlier.
- ☺ My child seemed to take in a lot of what was said to him. He understands he must not speak to strangers and also not bully and tell someone if he's being bullied or knows of anyone being bullied. My child has also been told not to be cheeky to any teachers and to do what he's told and if he witnesses anyone being bad, he's not to copy.
- ☺ I didn't attend the workshops as I have previously attended the workshops for our 2 older children. My son enjoyed the activities which led to us following up the messages conveyed at home. Thank you.
- ☺ I think the workshops are a good thing; teaching the children in a fun way how to look after themselves and be safe, and stand up for themselves and that they are not alone, friends and grown-ups can help work things out. I personally go over things again periodically just to see if they remember what they should do in certain situations and they usually remember quite a bit of what was talked about.
- ☺ My child is now more aware about these issues. Using puppets was a good way to explain and remember about it all. She understands more about keeping safe around people she doesn't know and asked me to see if ok before she speaks to them. I feel more confident that she would speak to us if someone upset her.
- ☺ This was a fun activity for my child; more booklets/stories to read at home would be good – not usually quiet time to 'talk' much so bedtime story time is an important feature for us. Parents' booklet very informative – amazing what you learn even after 15 years as a parent! Well done.
- ☺ My daughter really seemed to take on board the messages of **ssf**. She discussed her responses as well as those of her peer group to questions they had been asked.
- ☺ Our child suddenly starts talking about the workshops. She obviously found them thought provoking as well as enjoying them. Thank you.
- ☺ With my first child I could not attend the parents meeting. I feel this time round going to the meeting beforehand was really good. It made it easier to discuss the issues with my child after he had been to the workshops.

- ☺ Found the parents' workshop very interesting. It gave me a fantastic knowledge of the children's workshop and having seen the puppet show, make things easier for me to understand and discuss with my child at home. I feel my child has learned a lot from these workshops. She has found it easy to understand topics and can easily repeat to me what she has learned. Furthermore as a childminder to four other children in the nursery, I have found the children now discuss the project with each other and regularly repeat songs and actions with each other. "Fantastic work".
- ☺ You provide a vital service. I feel the program is thorough and well presented. Thank you.
- ☺ Thank you for forwarding on the booklet. Parents' meeting is an excellent idea. Reassured me as to the information he was getting and an understanding of what he saw/heard to enable us to talk about it and for me to reinforce the issues. Thank you. Keep up the good work!
- ☺ As parents we feel that you have dealt with these difficult issues with a great deal of sensitivity.
- ☺ Child was off sick for 2 of the workshops – but will talk to child alongside booklets. Thanks.
- ☺ The subjects covered by the workshops were presented in a fun way which made it easy for my daughter to understand and opened up discussion between my child and I, the booklets we were given also helped me as a parent to approach the subjects in a delicate way. I think my child is better informed about the subjects covered and will be confident and know what to do should she be confronted with any of these difficult subjects. Thank you.
- ☺ Found this workshop was good for my child as it helped to raise awareness of this issue.
- ☺ I will try to attend any future meetings as I am interested to learn more about these very important subjects.
- ☺ Got message over to my son better than I could have without destroying his innocence or frightening him. Was an education for me as never really thought to warn about close people only thought of 'don't talk to strangers'.
- ☺ Change in wording since 2007 has been really helpful and has made it clearer. *(Only very minor changes have been made, perhaps this person means emphasis as this will vary between presenters).*
- ☺ I feel this is a good programme for children of this age as they are becoming more independent and need to be street-wise.
- ☺ I found the parents meeting very informative and I was really impressed by the workshops. I think that the way these issues are presented to the children in language they can understand is invaluable. Sometimes as parents your children can put you on the spot with questions about these kinds of issues, and if you've not prepared answers then you can end up making your child more confused or scared. The Safe Strong and Free workshops were very helpful in providing a means to starting conversation with my child about such topics. He is now not confused or fearful and is confident about what to do should a situation occur. I highly recommend all children attend Safe Strong and Free. Thank you.
- ☺ My children thoroughly enjoyed the workshops and understood what's required of them around strangers.
- ☺ The follow up booklet made it easy to discuss the subject. Unsure if my child fully understood the messages though really enjoyed the workshops. Will aim to reinforce.
- ☺ Good to make them aware but not wanting to make them uneasy about life in the big bad world.
- ☺ Very informative about these issues, which are very important. All workshops seemed to be a fun and enjoyable way to tackle issues that are a serious part of children's lives.
- ☺ I was glad I attended parents meeting as I was unsure just what would be said to children and at what sort of level. It reassured me. My son has enjoyed the workshops and from feedback from his teachers, has taken part in asking and being able to answer questions. Excellent.
- ☺ Thank you for agreeing to re-do as my child missed 2 of the 3 workshops and I feel it's important these workshops are taught.
- ☺ Excellent education shown in a friendly way making children very aware of all aspects covered. Thank you.

- ☺ Because I could not attend the parent workshop I sat in on the children's workshop – I thought it was really good and the children were already aware of many of the issues and gave out the answers and were not led. Just hope it keeps them safe, strong free. (*Exceptional circumstance*).
- ☺ It helped reinforce what we (mum & dad) talk to the girls about on a regular basis.
- ☺ My child found the workshops good fun and has talked about it at home on different occasions. Especially the stranger danger one. We are always talking to our 2 children about awareness of who is about them and to be aware how they are treated around them. I found the website very helpful also. I look forward to my younger child attending next year!
- ☺ I think the workshops are fantastic for the children. They raise awareness of all issues and make them understand that not all people can be trusted.
- ☺ I found that the workshop on around adults was a bit too full on for my child of 4 years old. But as we spoke more on it to each other she seemed a bit confused so I had to find other ways of explaining it to her. Overall this is a very excellent programme for children to attend to show them right and wrong.
- ☺ A very good project. My child has learnt a lot from them. Thank you. Keep up the good work. I hope more areas of Scotland start these workshops.
- ☺ Talked and made reference to workshop a lot – appears to have been very attentive. Thank you.
- ☺ My child thoroughly enjoyed the 3 different sections. I think it is an excellent way to get messages to children without frightening them about the people around them they don't know, but to be aware.
- ☺ This has been a very helpful course. My child now understands more about her own safety. ☹ The only point I was not keen on was that in the 3rd part the adult that wanted to keep secrets was referred to as 'Uncle'. Would there perhaps be a way to put it across to the children that it may not only be a man?
- ☺ The third workshop was helpful as it is a difficult subject to discuss with your children; it was put across very well.
- ☺ I did not attend but listened to what my child had to say and reinforced it.
- ☺ Very professional and aimed perfectly at this age group.
- ☺ My daughter really enjoyed the workshops. I feel they put the message over in a way that she understood and a lot more effective than what I could do or say/explain at home. Thanks.
- ☺ Feel the workshops got the messages across without going into too much detail which is ideal given the children's age. The puppet show makes it more fun for the children too.
- ☺ It was very informative and interesting and has helped talk about the topic.
- ☺ This is my 2nd experience of safe strong and free. I think the workshops are great at opening up avenues for discussion for young children without frightening them.
- ☺ Was slightly concerned about my daughter's age with regards the body/touching workshop but after nursery my daughter spoke openly and had a good understanding of the workshop. She thoroughly enjoyed doing her "homework" pack and discussing it with big brother who has done the project as well. Excellent workshop for this day and age!
- ☺ An excellent programme for children to attend.
- ☺ Feel that the workshops are most worthwhile. Thank you.
- ☺ My child really enjoyed the workshop and was keen to tell me about the puppet show. He liked the story where the naughty girl stole the tractor and how Callum got the tractor back by the help of the children at the nursery. **** and I feel more confident when he goes out to play as he is now aware of what to do if there is a stranger or bullying.
- ☺ My son enjoyed the workshops, thought he was important going to 'meetings'! We talked about it on the way home after each meeting. We had talked about 2 of the topics ourselves, 'bullying and strangers'. It was good that they get shown in simpler more fun ways on how to deal with all 3 issues.

- ☺ I really welcomed the opportunity for my daughter to attend these workshops. It enabled us as a family to tackle some sensitive subjects that have been on our minds – how do we do this – now it's done. Many thanks and I'll be keeping the booklets for future reference. P.S. She told a wee boy 'NO' the other day when he hit her at the park!
- ☺ I think this is a brilliant approach to keeping children safe. It makes it more of a real issue if it is talked about by teachers as well as by parents and family.
- ☺ Very good and obviously fun. Definitely raised child's awareness.
- ☺ Think that this project is such a good idea – feel very strongly about this. Excellent; thank you very much.
- ☺ As I couldn't make the parents meeting this time I would be very interested and keen to go to another one if there are anytime.
- ☺ & ☹ Safe Strong and Free had already been a positive experience for my child as it had helped him to stand up to a bigger child and say NO. It was very difficult to get to the 3 separate workshops and involved a lot of travelling at a time in the school year when we are doing a lot of driving to other things. It would have been better for our nursery to have the workshops at one time or earlier in the school year.
- ☺ & ☹ I understand why you have the workshop around staying safe around adults and I feel the pitch of it is right – but to be honest still a bit unsure when my daughter attended this one.
- ☺ & ☹ I think it is a good project although I do feel uncomfortable going over the no secrets booklets. Perhaps it is because I interpret it differently from my child.
- ☺ & ☹ My child liked the workshops but found the pictures in the booklet quite scary (as did I). She has taken in the messages of 1st two topics but I think the 3rd was a bit over her head. Very good all in all.
- ☺ & ☹ I think in general the workshops have raised awareness for my child but he is very confused about not speaking to strangers. I think it has made him anxious because of where we live (on a chalet and holiday cottage farm). He is very confused now and not as confident and open as he was before with our visiting families. In this respect I feel he has been, for want of a better word, frightened of making acquaintances with the visitors. I have given him our views but it is proving more difficult to change his newer viewpoint!
- ☹ & ☺ My son does not seem to have remembered anything from the workshops other than they were "fantastic!" Perhaps 4 is a bit young. However my 6 year old was more receptive to the messages. I will look at the books with my 4 year old over the next couple of years. He will retain it better when older.
- ☹ & ☺ My child was upset about the first one, talked a lot about the second one and never mentioned the third one. Overall, she enjoyed it and took on the messages. It was a good way for us to talk about the issues with her.
- ☹ & ☺ Although she did seem to enjoy the workshops the messages did seem to go over her head. The bullying one made the most impact as it was the most relevant to her day to day life i.e., playing with friends.
- ☹ & ☺ Staying safe around adults. Difficult topic for him to understand, I am not sure if he understood this. The other topics were all done well. The strangers' topic was clear!
- ☹ & ☺ Safe & Strong images are poorly thought out. I disliked the images you used at the start. A child who is afraid of heights and not confident on a climbing frame is not going to get a positive image from the picture of strength. I commend the positive disabled image. The mother holding her child I disliked as my child knows to be careful around water. I felt a better image would be a fast big lorry whizzing past on a road. I would 'confine' – i.e. hold hands with my child for that. This I feel would be a better representation of safety. I would like to say that other than the above criticisms I think your course is very good and to be commended. Keep up the good work.

- ☹ It was unfortunate that my daughter was unable to attend the 3rd workshop due to illness, as I feel this was an important workshop.
- ☹ Although my child seemed to enjoy the workshops through puppetry, he hasn't grasped the concept of a stranger. He also didn't appear to be that interested as he was bored talking about it, so I don't know how much info went in. He is only 4 though so I'm not that worried.
- ☹ For parents that did not attend they should have put another talk on – due to my job as a childminder I was unable to make it as I start work at 10am. I would have liked to have gone to the talk – even before pre-school started.
- ☹ Think a lot of it is still a bit too old for them to take in all at once, although it was done in a couple of weeks. It's something that we need to go over again in a couple of months/6 months as a parent. But use things as a day to day thing as well.
- ☹ I understand why the kids are being told about these things but think 4 too young!
- ☹ When we were asked if our child would like to join this course, we were given only its name, not the content and an answer was expected immediately. We expected a course on road safety or safety in the home. Our 3 year old is too young to understand the concept of strength or freedom, despite being able to repeat the slogan. *(Note: this was a nursery/parent communication problem as the programme is for 4-5 year olds)*. She felt safe in her family unit but is now questioning hugs and kisses from her own 6 year old sister! The age at which she was introduced to the course seems too young to me, there is too much scope for confusion or misinterpretation, as it has required several hours of discussion to set her head right. In a class environment there is insufficient time to spend this long with each child resolving issues or questions. I appreciate the need to inform children at this age as some children are at risk at this age but from our point of view this has done nothing but disrupt our family unit and help bring an end to our child's innocence and ignorance about the evils of the world beyond. We have gone to great lengths to provide a safe and secure environment for our children to have a carefree childhood but despite our success so far, our children no longer feel fully safe thanks to this course.
- ☹ I was very disappointed with the way the third workshop was run. I was at the parents' meeting and discussed in full my concerns about the use of the word Uncle in the sketch and was told it could not be changed. Even the word (babysitter) would have been better. As my children re-enacted the first two workshops when they got home, however, their uncle lives with us and I did not want that re-enacted. I am sure you can understand why so for the use of one word my children could not attend what I thought would have been very good otherwise.
- ☹ Found abuse one difficult to differentiate to child. The wording was worst. The use of Uncle being from a family of all uncles where we greet each other and part with a kiss, hug. Should maybe left blank to put in an un-associated name possibly.
- ☹ I thought that there was emphasis on telling adults in the workshops but this seems to be one aspect my child hasn't picked up!
- ☹ My son was very confused about the special yell, he seemed to think it was just a case of raising his arm, so I feel that you could emphasize the shouting and making a noise.

Want ssf in primary school:

- ☹ I feel that a refresher course during primary school would be good for the children as they are then in an environment which can be more frightening for them. They not only have children their own age but older too.
- ☹ Would like to see follow-up workshops, later in school, when the children are more likely to be playing outside unsupervised.
- ☹ A worthwhile programme that should be run again in mid primary school. Thank you.

- ☺ Would like to see this followed on maybe in primary school so that the children always remember the messages portrayed in the workshops.
- ☺ I would like to see this programme repeated in the first or second year of primary school, when probably issues such as 'bullying' may become more relevant. The booklets are great though, and at least we can re-visit the subjects with our children every now and then!
- ☺ I think the workshops should be done again in the early primary school years.
- ☺ This was a great workshop both for me and my son. It was delivered very well. I feel that it would be beneficial for there to be another workshop for them when they are slightly older. Will definitely be using information in booklets to make sure my son and also childminding children know all about this and what to do. Thank you.
- ☺ The 'ssf' messages are so valuable to children; it would be wonderful to reinforce them during P1-3. My son very much enjoyed the workshops. He appears to have absorbed the key messages. I asked him which workshop he enjoyed the most and he simply said "All of them!" Thank you to **ssf**.
- ☺ Would be great to have follow-up sessions in later years. I felt using puppets was an excellent way to deliver these important messages to this age group. My child enjoyed reading the books and I twice caught her teaching her dolls. ☺
- ☺ Think it would be beneficial to children if they had it again in school. Primary 2 – 4.
- ☺ I found the meeting and literature very educational for myself personally at an adult level, and as an employer refining what a bully actually was; really made me think. I'd like my children to be confident and articulate members of society and to speak to people of all ages – thus giving an appreciation of normal interaction and social skills. I found my daughter shy and hesitant following this session, however, I can understand that this may prove to be a desired objective. It did upset me that these matters had to be taught to our children in the first place – but like crossing the road safely it is an important skill to learn in the early years. It would be great if this could be reinforced at a later age.
- ☺ My child has definitely benefited from the workshops. I would like to see this message reinforced in school when the children are older and are able to understand more.
- ☺ The workshop would also benefit school age children.
- ☺ Really pleased to see information being presented to children in such an inventive way to help them feel safe, strong and free. It would be very nice to see follow-up workshops for older primary school aged children to remind/reinforce the issues discussed at nursery.
- ☺ Very well presented workshops at the parents meeting. My son spoke about each workshop and I felt was informed and understood a great deal. Would like to see further workshops aimed at primary school age children.
- ☺ Fantastic but only wish it could be done for children from P1 onwards as well to reinforce message.
- ☺ Would like a follow-up, maybe primary 2 (couple of years time).
- ☺ It is excellent to have these workshops provided. I think it would also help to have it repeated in primary school as this is often when children come across bullying.
- ☺ It would be good to follow this up with another programme during primary school – and also secondary school.
- ☺ It would be good to see this carried on with older, primary school groups.
- ☺ Although workshops are aimed at 4 year olds it would be useful to have the messages reinforced at later stage.
- ☺ This should be repeated every two years to keep it in children's minds.
- ☺ This is a fantastic scheme, a great fun way for children to learn. Lynsey was great with the kids. Keep up the good work.☺ I think it would be good to do a follow-up workshop once the children are in P1 or 2 as they may forget and that would help.

- ☺ The workshops were good fun and very educational. I am glad I attended them as they have helped me greatly in reinforcing the very important messages to my daughter. My daughter took great delight in showing her dad and I the story booklets but it took a few days before she spoke in depth about the puppet shows. At first I thought she couldn't remember what it was all about but then she would say something out of the blue and I knew then she had got the message. She is good at the Safe Strong and Free bit. I only wish these workshops could be shown to them again, later in primary school to refresh their memories.
- ☺ Great idea to introduce awareness. Would be even better if was repeated further up the school to reinforce the messages.
- ☺ Excellent workshop. Be good if funding allowed continuation into P1 and P2.
- ☺ Great programme for children and adults. Would like to see it repeated in early primary years.
- ☺ I wish there was a follow-up maybe in middle stages of primary school. My older children missed these workshops as they weren't delivered in this area then. But my experience this time around has helped me bring up the topics, hopefully in a sensitive way. But I do feel there is a need for a follow-up set of sessions. Children take advice far more readily from educators or their peers rather than from their parents. I think they tend to think their parents are worrying unnecessarily.
- ☺ I feel 'Safe Strong and Free' is a great avenue in educating our children in awareness of dangers and mechanisms to help encourage a positive self esteem. I hope these workshops can continue on a yearly basis in all schools. Please let Shonda know she is doing a fantastic job that helps our children and helps us parents too! *(After workshops held for P1, 2 & 3)*
- ☺ Thank you for running this. My child had this at nursery too. Eventually he began to understand why this is so important and how it will keep him safe. I reinforce the messages on a regular basis and he is remembering most of it. It is important to keep reinforcing the messages via the workshops. I really appreciate what you're doing. *(After workshops held for P1, 2 & 3)*
- ☺ Would like to see the workshops repeated again when they start primary school
- ☺ I think this set of workshops are very helpful for both child and parent, but I do feel they should be carried on in school and that teachers reinforce what has been taught, especially the bullying one.
- ☺ I think it is a very good thing to teach children. But I feel it should be taught to all of Primary school not just nursery. My older daughter went to the workshop when she was 4½ and when I asked her if she remembered any of it she said NO. She is 7 now, so I read the ssf books to both of my kids; reminding my 7 year old again.
- ☺ It was a shame that we missed the parents meeting and the first workshop of 'bullying' because of our schedule. My son enjoyed the workshop and seems to understand the messages. It will be great if there is another opportunity to join this workshop in his early primary years for relearning. Thank you for the workshop.
- ☺ Would like to see all the whole workshops to the children again when they start primary school.
- ☺ Excellent! More of the same as they get older please??!
- ☺ & ☹ I think your workshops are a great idea but I feel some of it may have just gone over the top of my son's head. I feel it would be more valuable to be teaching this to a slightly older child too, whose understanding would be higher. I was also amazed at how my son managed to complicate some of your messages.
- ☺ & ☹ Would like to see something done with older children – 5/6/7 yr olds. I think some of the issues went over top of my 4 yr old daughters head. She talked about "puppet day". Hopefully issues went in.
- ☹ It seemed to go over my sons head a bit. Maybe if it was done again in a year's time or through the school he might understand more.
- ☹ Just feel my child was too young to have a good understanding of the workshop. It would help, if this was repeated in 6 months or 1 year time.

- ☹ & ☹ Although, I allowed my 4 year old to attend all three workshops and we discussed the contents at the time and also afterwards. I feel at 4 years old the subjects may be over their heads. I would be reassured if there was to be a follow-up to these same subjects in a few years time. I also attended the parents meeting but found it unhelpful because some parents had their small children in attendance, which was a distraction to our trainer Colleen. Therefore I believe the workshop was rushed and not given her full attention.
- ☹ & ☺ The workshops were too close together. My child was confused by the messages. A longer time between workshops would allow parents and/or nursery to reinforce the message over a longer period before moving onto the next. Most of the language and concepts were new to her and she found it all quite difficult to take on board. It may be worth considering a follow-up visit half way through primary one once children have settled in school and have matured slightly. Thank you. PS. My older child who is 10 was very interested in looking at the packs which he remembered. I found it a useful chance to talk to him about the staying safe around adults; which I felt he could now really understand.

SAFE STRONG AND FREE

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IV1 1ZU

Parent Meeting and Children's Workshop attendances 2005 – 2009

| YEAR ENDING JUNE | 2005 | 2006 | 2007 | 2008 | 2009 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| CHILDREN'S WORKSHOPS | | | | | |
| Number of workshops | 714 | 782 | 816 | 853 | 941 |
| Attended one workshop | 1,848 | 2,080 | 2,094 | 2,116 | 2,264 |
| Attended two workshops | 1,701 | 1,917 | 1,947 | 1,978 | 2,108 |
| Attended all three workshops | 1,548 | 1,724 | 1,787 | 1,800 | 1,916 |
| Attended workshop 1 | 1,711 | 1,949 | 1,965 | 1,974 | 2,124 |
| Attended workshop 2 | 1,690 | 1,895 | 1,938 | 1,971 | 2,122 |
| Attended workshop 3 | 1,696 | 1,877 | 1,925 | 1,951 | 2,042 |
| PARENTS' MEETINGS | | | | | |
| Number of meetings | 129 | 165 | 165 | 171 | 165 |
| Number in attendance | 831 | 841 | 738 | 738 | 751 |

Notes

Workshop 1 - Prevention of bullying

Workshop 2 - Staying safe around strangers

Workshop 3 - Staying safe around adults that you know

Groups ssf worked with in 2008 – 2009

| | | |
|-------------------------------|---------------------------------|--------------------------------|
| ABC Day Care Nursery | Croileagan Inbhir Naraan | Kilchuimin School Nursery |
| Abernethy School Nursery | Croileagan Inbhir Theorsa | Kilcoy Kindergarten |
| Acharacle School Nurseries | Crown School Nursery | Kilmuir School Nursery |
| Achiltibuie Pre-school | Croy School Nursery | Kiltearn School Nursery |
| Acorns Playschool | Culbokie School Nursery | Kincraig Under 5's |
| Altnaharra School Nursery | Dalneigh School Nursery | Kindergarten Day Nursery |
| Andy Pandy Playgroup | Dalwhinnie School Nursery | Kingussie School Nursery |
| Ankerville House Nursery | Deshar School Nursery | Kinlochbervie Playgroup |
| Ardersier School Nursery | Dingwall Ducklings | Kinlochewe School Nursery |
| Ardgour School Nursery | Dingwall School Nurseries | Kinlochleven School Nursery |
| Ardross Playgroup | Dochgarroch School Nursery | Kinmylies School Nursery |
| Arisaig School Nursery | Dornoch School Nursery | Kirkhill School Nursery |
| Auchtertyre School Nursery | Drakies School Nursery | Knockbreck School Nursery |
| Auldearn School Nursery | Dunbeath Playgroup | Kyle School Nursery |
| Aviemore Community Group | Duncan Forbes School Nursery | Kyleakin School Nursery |
| Aviemore School Nursery | Dunvegan School Nurseries | Lairg School Nursery |
| Avoch School Nursery | Durness Playgroup | Les Enfants Day Care Nursery |
| Badcaul School Nursery | Duror Pre-school Centre | Little Angels Day Care Nursery |
| Ballachulish School Nurseries | Edderton School Nursery | Lochaline Under 5's |
| Balloch School Nursery | Edinbane School Nursery | Lochardil School Nursery |
| Banavie School Nursery | Farr High School Nursery | Lochcarron Playgroup |
| Beauly School Nursery | Farr School Nursery | Lochinver Pre-school |
| Bonar Bridge School Nurseries | Fearn Pre-school Centre | Longman College Nursery |
| Bower Busy Bees Playgroup | Fliperz Day Care Nursery | Lybster School Nursery |
| Bridgend School Nursery | Ft William RC School Nurseries | MacDairmid School Nursery |
| Broadford School Nurseries | Fortrose Pre-school Ltd | Mallaig School Nurseries |
| Brora School Nursery | Gairloch School Nurseries | Marybank School Nursery |
| Bualnaluib School Nursery | Gergask School Nursery | Maryburgh School Nursery |
| Bun-sgoil Gháidhig Inbhir Nis | Gledfield School Nursery | Melvich School Nursery |
| Cannich Bridge School Nursery | Glenelg School Nursery | Merkinch School Nursery |
| Canisbay School Nursery | Glenurquhart Childcare Centre | Midmills College Nursery |
| Caol School Nursery | Golspie School Nursery | Millbank School Nursery |
| Carbost School Nursery | Grantown School Nursery | Miller Academy School Nursery |
| Careshare Day Care Nursery | Halkirk Playgroup | Milton School Nursery |
| Carrbridge School Nursery | Helmsdale School Nursery | Mount Pleasant School Nursery |
| Castletown School Nursery | Hickory Dickory Day Care | Muirtown School Nursery |
| Cauldeen School Nursery | Hillhead School Nursery | Mulbuie School Nursery |
| Cawdor School Nursery | Hilton of Cadbol School Nursery | Munlochys Preschool |
| Central School Nursery | Hilton School Nursery | Nessies Nippers Playgroup |
| Cheeky Monkeys Playgroup | Holm School Nursery | Nevis Bank Day Care Nursery |
| Coniston Nursery | Inshes School Nursery | Newtonmore School Nurseries |
| Conon Bridge School Nursery | Invergarry School Nursery | North (Wick) School Nursery |
| Coulhill School Nursery | Inverlochry School Nursery | North Kessock School Nursery |
| Cradlehall Day Care Nursery | Junior World Playgroup | Obsdale School Nursery |
| Cradlehall School Nursery | Keiss School Nursery | Park School Nursery |
| Craighill GM School Nursery | Kilchoan School Nursery | Pennyland School Nursery |

Pheonix Day Care Nursery
 Playden Nursery
 Playpen Day Care Nursery
 Plockton School Nursery
 Poolewe School Nursery
 Portree (GM) School Nursery
 Portree Nursery Ltd
 Pultneytown Academy Nursery
 Raasay School Nursery
 Raigmore School Nursery
 Reay Playgroup
 Resolis School Nursery
 Rogart School Nursery
 Rosebank School Nursery
 Roy Bridge GM Playgroup
 Scallywags Playgroup

Scourie Playgroup
 Shieldaig School Nursery
 Sleat School Nurseries
 Smithton School Nursery
 South (Wick) School Nursery
 South Loch Ness Nursery
 South Lodge School Nursery
 Spean Bridge School Nursery
 St Brides School Nursery
 St Joseph's RC School Nursery
 Staffin School Nursery
 Strathconon School Nursery
 Strathdearn School Nursery
 Strathgarve School Nursery
 Strathpeffer School Nursery
 Strontain School Nursery

Struan School Nursery
 Tain Nursery (Craighill School)
 Tarbat Old School Nursery
 Tarradale School Nursery
 Teanassie School Nursery
 Thrumster School Nursery
 Tiny Tots Day Care Nursery
 Tomnacross School Nursery
 Tongue Pre-school Centre
 Torridon School Nursery
 Ullapool School Nurseries
 Upper Achintore School Nursery
 Watten Pre-school Playgroup
 Wimberley Way Day Care

Total – 184 pre-school groups