

The Dog Duck and Cat (DDC) Trust - Delivery & Guidance Document

Intended audience

- Anyone delivering the materials
- Anyone interested in purchasing the materials (e.g. SLT/Governors/PSHEe leads/DCSL etc.)

History & development

The trust aims to provide educational, preventative, harm minimisation resources for young people, aged 0 to 9 years of age (up to year 4), with a focus on safeguarding, promoting safety and developing a child's resilience. The DDC characters were originally created in 2008 and designed to talk to key stage 1 and 2 students about Alcohol, Medicines and Tobacco.

In 2014 this remit was greatly extended. The Sandwell Child Death Overview Panel (CDOP), who review all deaths in those aged 18 and under in the borough, asked if issues they were highlighting could be addressed using the DDC resources, this was agreed and led to the creation of a new range of stories and activities.

The approach is simple yet effective. The DDC characters are utilised, in story form, to help adults educate children about a range of different subjects. The resources have also been created to allow older children to use them for themselves, thus increasing opportunities for the messages to be delivered to our audience. The resources are available online, but the trust endeavour to make printed resources available whenever possible, as children have told us they 'like having the story books and activities to play with'.

For the trust to be able to reach children, partnership working is essential. We work with professionals, in the community, in settings such as the NHS, early years providers, primary schools and the local authority. All partners are then supported, in a variety of ways, to use the DDC resources. All the stories are supported by lesson plans and classroom activities, for use by those working in educational settings, and bespoke programmes have been developed to suit the needs of specific professionals, such as health visitors, midwives, libraries and others.

The trust also provides a full set of story resources for Parents, Carers and Guardians (PCG) and the local community to use. To keep children safe, the homes they live in, and the people that care for them, need to be aware of the risks that those children may face. PCG's and the local community are vital partners for the trust, to omit them would vastly diminish the chances of us achieving our aims.

For PCG's we are also promoting the concept of spending quality time with their child(ren). By providing story resources, and activities to be done together, we are looking to those that have children in their care, to 'put down the phone' and spend some fun-time with those in their care. By doing this we are looking to create positive attachments. This can be a tremendous way to build a child's trust, resilience and thus encourage them to be open and talk if they are ever concerned, worried or scared about anything.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Secretary of State for Education, July 2018.

Aims of the charity

The DDC Trust aim to help adults, both professional and those in caring roles, to help keep children safe. We do that by providing resources:

- For children to learn about staying safe, in a way that is fun and age appropriate, in their day to day lives and in their local community
- To ensure children receive consistent safeguarding messages to prevent household accidents and incidents
- To address, and educate on, subjects that affect a child's mental health and emotional well being
- To promote 'safety first' thinking, both inside the home and in the community
- To assist Parents, Carers and Guardians (PCG) in building rapport with their children
- To promote PCG and Child Quality Time, to build a child's resilience, and to provide resources to facilitate this
- To ensure children know, and they believe, that they have a person in their life, that they trust and can talk to, if they are ever worried or scared about anything, no matter how awful or small their concern may be

Any partners we work with will have access to the full range of resources, existing and to be developed, but can also have an impact on the direction of the Trust.

We want our partners to work with us, and as such we want to know if you are experiencing any issues you are struggling to address with your children. If you are then you are bound to not be the only ones, so let us know and we may be able to create new resources to help you, and others, address that issue.

Links to strategic drivers in school

At the DDC Trust, we understand that schools need to use resources which are both impactful for pupils and provide valuable evidence of this to stakeholders. Whilst the materials are designed with children in mind, using the DDC resources in your school will also support wider-school responsibilities, both statutory and non-statutory, and allow a 'pupil-friendly' approach to this. The opportunity for parents to access the resources with their children at home also enables schools to engage with parents on important issues and 'continue the learning' with pupils outside of school.

By using the DDC stories and learning materials with pupils and promoting the use of them by parents with their children, schools can demonstrate meaningful contributions to important strategic drivers. Examples are given in each section for context.

Current Ofsted framework - May 2019

The DDC resources cut across a variety of themes which inspectors look for as part of the four key judgments. Requirements from the current EIF school handbook which our resources can help to provide evidence for include:

- **Leadership and management**
 - Whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education.
 - Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

- The school has a culture of safeguarding that supports effective arrangements

- **Personal development**
 - developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
 - developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
 - promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
 - promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
 - developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
 - developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
 - enabling pupils to recognise online and offline risks to their well-being and making them aware of the support available to them
 - developing pupils' age-appropriate understanding of healthy relationships
 - how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development

- **Behaviour and attitudes**
 - Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
 - Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

- **The quality of education**
 - The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

- **Evaluating the quality of early years education in schools**
 - Children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy.

Spiritual, Moral, Social, Cultural Development/Fundamental British Values

Elements of the concepts of Spiritual, Moral, Social & Cultural development (SMSC) where evidence can also be provided from the DDC materials includes:

- knowledge of, and respect for, different people's faiths, feelings and values
- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Statutory guidance on Relationships Education, Relationships and Sex Education and Health Education

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

p.8, Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

In June 2019, the Government released the final guidance document of what schools will need to deliver around RE/RSE & HE in the curriculum from September 2020. To support schools in achieving, and exceeding, these statutory requirements, we have mapped each session to relevant requirements within the guidance and highlighted these in each individual session plan.

This will allow schools to be confident that they are addressing both statutory requirements and the needs of their pupils by using the DDC Trust resources as part of their PSHE or broader provision in school.

Themes addressed within the DDC resources in an age-appropriate way include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe
- Mental wellbeing
- Drugs, alcohol and tobacco
- Health and prevention

Safeguarding

Using the DDC materials will support schools in their work to safeguard children. Our child centred mission is to ensure each child is supported to achieve their maximum potential in life and is protected from maltreatment or risk of maltreatment and exploitation. Working together with educational and health care settings we strive to positively influence children, young people and their families in creating a firm foundation of key messages, instilling confidence and life skills so children can safely transition into adulthood being happy, healthy and resilient.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- *protecting children from maltreatment;*
- *preventing impairment of children's health or development;*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*
- *taking action to enable all children to have the best outcomes.*

p.5, Keeping children safe in education Statutory guidance for schools and colleges, September 2019

Schools that use the DDC resources as part of their deliver to children and young people will also be able to demonstrate a contribution to how they foster opportunities to teach safeguarding.

Governing bodies and proprietors should ensure that children are taught about safeguarding, including on-line safety. Schools should consider this as part of providing a broad and balanced curriculum.

p.23, Keeping children safe in education Statutory guidance for schools and colleges, September 2019

Benefits to schools

By using the DDC resources in your school you will be taking a pro-active approach to safeguarding and providing pupils and parents with enriched, practical, 'real-world' advice and guidance to empower them to keep themselves and others safe. Schools who have used the DDC resources have reported the following benefits to their school community:

Feedback from professionals

"It is a good way to get parents involved and get them supporting us by delivering the same messages" – Nursery School, Cape Hill

"Children fully engaged with a lovely safety message and all children were encouraged to participate. Thank you" - Reception Class, Primary School, Great Barr

"The children enjoyed all aspects of the session. The interaction was fantastic. They enjoyed participating/using the puppets and playing the games. Excellent session which clearly got the message over and we will follow this up in class. Thank you" - Reception Class, Primary School, Oldbury

"A great session where the children were engaged from beginning to end. The children responded enthusiastically to the important health & safety messages. Thanks" - Year 3 Class, Primary School, Great Bridge

Feedback from Parents, Carers and Guardians

“My 3-year-old little girl and I were in the kitchen. I went to put the washing liquid – tabs away in the cupboard under the sink. She was sat in her high chair watching me and she said, ‘Mommy No!’ I asked her what she meant, and she said, ‘Dog, Duck and Cat said put them away safely, that’s not safe!’. My daughter and I had read the Smells Good, Tastes Good story and it had obviously had an impact on her”

“I read the stories to my Daughter who is 7, on the day that you gave the books to me. The one that made the biggest impact was about the dog! She has a tendency to stroke any dog that she comes into contact with regardless of me telling her not too! The lists at the back of the book, the do's and don'ts really made her think about her actions. She related to it only yesterday, advising my 4-year-old cousin on how to stroke a dog sensibly, and when to stroke and not stroke a dog. The book must have made an impact on her”

“It’s just nice having something to use with the kids, something to start the conversations I know I need to have with them”

Themes covered

The DDC Trust regularly updates our portfolio of stories and resources to support schools in helping to keep their children safe. The stories are designed to reinforce positive messages around safety themes, but pupils will also cover positive friendships, building resilience and coping skills, etc.

Delivering the programme

The organisation and delivery of the DDC materials is entirely down to schools to decide and the format is flexible enough for teachers to use in a variety of ways. In this section, we make some recommendations on how, where and when but ultimately the programme needs to fit in with your existing practice and meet the needs of your schools.

In EYFS:

- Colleagues may choose to integrate them into other opportunities and activities around personal development. We believe that a key element of the resources for this age-group is in the story-telling, so we would encourage EYFS to use them as such. We have also found that engaging with parents, carers and guardians of children in this age-group to be highly effective in reinforcing important safety messages for both children and parents, so we would strongly recommend that you promote the stories for PCGs to use at home, either as hard copies or by accessing them online. Stories and resources could also be used for focus days or weeks on safety or subjects that an individual EYFS has identified it needs to cover

In KS1 and lower KS2:

- We would hope that teachers would be following the individual session plans, for each of the stories, as part of time-tabled PSHE education provision. All the themes and topics covered within the DDC world are linked to the relevant new statutory requirements within Relationships Education and Health Education for the primary stage, so schools can be assured that the materials will help them to meet and exceed many of these expectations.

Organising and running the programme

We believe that the DDC stories can be used in a variety of ways, depending upon the age and cognitive ability of your pupils to understand and engage with them. With this in mind, you should feel free to arrange the resources as you see fit. The session plan formats have been designed with a Key Stage One and above audience in mind, but many of the activities within will be able to be used with children who are both younger and older.

If you choose to deliver the sessions as part of your PSHE education provision, it is important to map them into any other resources you use so that they complement your current practice – we are able to offer support with this as part of our ‘additional support’ offer (please see the section below for more information). You will need to think about which year groups in your schools would get most benefit from the materials, and plan accordingly. It is important to remember that if you have delivered a session in Year One, you should not be repeating the same story and sessions with the same year. Your PSHE lead in school will need to play a role in ensuring that the materials are delivered in an organised and effective way.

Understanding the format of the DDC resources – how it all works

The session packs that accompany each story are arranged in a simple and accessible way and provide session plans with clear instructions and suggested timings. All other materials, such as resource sheets, PowerPoints etc. are included within the packs, but we would recommend taking some time to collate and familiarise yourself with these prior to delivery.

Please click on the example above to access a free taster session and to familiarise yourself with the format of the materials.

Best practice in delivery

The DDC resources have been created from a strong base of work with schools, teachers and children and are designed to be engaging and fun for pupils. Much like any other subject though, colleagues who deliver the resources will need to understand what makes for best practice in delivery to ensure that pupils get the most from the stories and activities within the sessions. This section aims to briefly summarise some of the key elements to ensure that this is possible.

Creating a safe learning environment

As with any element of PSHE education, many of the topics covered within the DDC stories can be potentially sensitive for some pupils. Effective delivery will depend upon teachers creating a safe and positive learning environment so that pupils feel secure in exploring the concepts within the stories and are confident to share and reflect upon their own values, beliefs and experiences. As well as encouraging more open discussion and creating a positive learning experience it also helps to make sure that teachers are less anxious about unexpected disclosures or comments as these will be naturally reduced.

Ground rules are an important part of any session where potentially sensitive issues are to be covered. They help to minimise inappropriate and unintended disclosures and comments of a negative nature, whether intentional or not. It is important to invest a little time in advance of sessions setting age-appropriate ground rules with your class, especially if this is not something which is already established. You could think about working together to create ground rules around the following themes:

- Openness

- Keeping the conversation in the room (appropriate to confidentiality/safeguarding practice)
- Being non-judgemental/respectful
- The right to pass but also responsibility to take part
- Avoiding assumptions or getting 'personal'
- Listening and sharing

The creation of ground rules should be a collaborative and pupil-led process. You don't need to create an exhaustive list or specific number of ground rules; it is more important to ensure that they are appropriate to the session and pupils understand why they have been created. Ground rules should be displayed during sessions and clearly referenced to at the beginning of each lesson.

Distancing techniques

The visual, story-based format of the DDC materials and resources are deliberately designed to enable pupils to safely and accurately relate to real-life situations via fictional characters. This enables pupils to discuss and explore the subjects in a 'de-personalised' way. Learning activities within the session plans, such as role-play and scenario-based elements, are also there to allow deliverers to address important issues in a discreet manner.

When delivering the DDC materials, it is also good practice for teachers to:

- provide different methods for feedback and discussion i.e. small group, paired and whole-class discussion to build confidence
- consider their own views, bearing in mind that they are in an influential position and must work within the school's values and policies
- be aware of pupils needs and experiences. Teacher's knowledge of individual pupils is therefore vital.
- ensure other colleagues are aware of what is being delivered so that they are prepared for any questions or disclosures from pupils too.

Effective delivery

As with most PSHE-related topics, the DDC materials are best delivered using a 'facilitative' style, where the teacher sets a framework for pupils to safely lead their own learning and explore the themes within the stories as is appropriate to their needs and age. It is important to keep in mind that for pupils to get the most from any session and learn new skills and knowledge which will be useful to them in the real-world, they will need to understand, reflect upon, and practice these. Teachers will need to provide enough opportunities to allow this to happen rather than simply giving 'knowledge' alone. To enable this to happen in sessions, keep in mind that when making a decision in their own lives, pupils will need to consider:

- Facts – what do I know?
- Skills – have I practised ways of coping in this situation?
- Feelings – how does the situation make me, or others feel?
- Confidence – even if I know what it is, am I confident enough to make the 'right' decision?
- Values – what are my personal beliefs about the issue? What has influenced my beliefs?

Assessment opportunities

The stories and session plans within the DDC programme offer many natural opportunities for practitioners to establish pupil understanding and progress. Some simple, explicit methods are

included within each session (e.g. quizzes, questioning, etc) and it is important that pupils are given the chance to reflect on their own learning by referring to the learning outcomes within each session. Depending on your current practice, you may wish to record pupil 'progress' against these learning outcomes to support wider monitoring and evaluation of the programme and the part it plays within your PSHE education provision.

Working with Parents/Carers/Guardians (PCG)

One of the fundamental elements of the stories within the programme is the ability for PCGs to use these to spend quality time with their children, whilst also reinforcing safety messages. In order to do this, parents can either access the stories on-line using the electronic books available via the website, or you may choose to purchase hard-copies to give to parents (see the access sections below for further details). This also offers a great opportunity for schools to build relationships with PCGs and the wider school community and increase the protective factors in children's lives.

Parent/carer engagement is important because working together has been shown to have a promising impact on the wellbeing, attendance, behaviour, sense of school belonging, intellectual development and attainment of children across a range of social and economic backgrounds. The DDC stories offer a useful opportunity to do this.

To ensure that PCGs understand the resources and the key messages within the story, it is important that schools take some time to think about how they will approach this. You may decide to:

- Hold a fund-raising event, to fund the DDC programme (See T&C's), and launch it with the whole school community
- Hold a briefing event/coffee morning and invite PCGs in to view the DDC stories
- Offer a workshop(s) based on the themes within the stories and share some 'best practice' in delivering the stories and emphasising key points, so that PCGs feel more confident in having these conversations with their children
- Ensure you promote the DDC messages, and leave the 'lines of communication' open in case a PCG wants to talk to you about any of the subjects

However you decide to signpost PCGs to the DDC materials, it is important to let them know that you are using the materials with children so that they are prepared for any subsequent questions or conversations their children will take home with them.

Additional opportunities

Whilst the DDC resources are designed to cover the themes raised in the stories in an age-appropriate and comprehensive way, it is natural that some pupils and schools will want to further explore the subject matter and extend their learning. Some additional ways which this might be achieved are:

Assemblies – teachers could use the stories as a basis for assembly presentations to pupils on the topics covered. Pupils who have covered the sessions could also lead an assembly demonstrating what they have learned and to raise awareness with other pupils in school.

Projects – pupil groups such as School Council members could lead on whole-school projects around some of the themes covered at appropriate times of the year and use the stories as a basis for this. E.g. sun/water safety. Many national campaigns could be linked into

Extending the stories – classes could come up with their own ideas of how the stories or characters' lives might continue. This would also be an excellent opportunity to reinforce literacy skills.

Intervention – there may be some individual or cohorts of pupils who might benefit from small group work with a focus around the themes within the stories.

If you have any further ideas or are looking for some more inspiration around extending the resources, then please contact us – we’d love to hear from you!

Support/accessing the DDC resources

Accessing the materials

To access a free ‘taster’ session and to familiarise yourself with the format of the materials please see the ‘Example DDCT story and resources’ section of our website.

Additional support

The DDC Trust can offer additional support services to schools across a range of themes covered by the resources in order to help integrate them into your schools’ own approach. We understand that every school is different, and that further support or guidance may be useful in making the most of our resources.

We are also able to help schools and other settings with practical advice and guidance on integrating the materials into existing provision. The DDC Trust can support your school to make the most of the resources by providing services above and beyond those covered in the basic T & C’s:

- Staff training and development opportunities (INSET/twilight, staff meetings etc.)
- Parent engagement support to promote positive behaviours (parent workshops, parent evening stands etc.)
- Delivery of sessions to pupils (please contact us for further information)
- Assembly delivery to launch materials in school
- Links to partner organisations to support wider health and wellbeing/PSHEe provision in your school

If you are interested in additional services, then the Trust would be happy to speak with you to ensure it is bespoke for you.

Contact us

Whether it’s to share some positive feedback, suggest a new idea for a story, request some additional support or just to say hello – we’d love to hear from you!

Telephone – **07909 916 471**

Email – info@dogduckandcat.co.uk

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