

A Safe Person's Guide

Thank you for downloading our **FREE** guides, Workbooks & Neurokits for the young people who you may live/work with, which are designed to be delivered by someone who has **ALREADY** formed good connections with the young people who are completing them.

Becoming a 'Safe Person' - A note from Jodie.

Becoming a '**safe person**' when working with young people will look different for each student. What a safe person means to them, may be completely different to someone else. Therefore it is crucial to find out our children's individual **needs** and **preferences**. Using these resources you will be able to understand what they need and from whom.

Developing connections doesn't have to be time consuming, but it does need to be flexible and accommodating. If you do not **connect** with a young person it is paramount that you recognise this early and ensure that there is someone else who can **replace** you.

The thought of replacing yourself with someone else when you haven't managed to build that **connection** can often feel deflating and as if you have failed. This is **NOT** true and is part and parcel of Human Connections everywhere. In fact, when you recognise this and make **changes** either within your own practices or with the replacement adult, you are actually **not failing** yourself or the young person, you are helping them to **succeed**.

As an adult, I am able to **differentiate** between safe people and people who may potentially cause me harm or trauma. I am then able to **choose** what to do with that information by making **decisions** about whether I stay in contact with them or not.

Our young people are not **confident** in telling other **adults** that they do not **feel safe**, because they are often **told** who their safe person is. This can be detrimental to their development and often cause them to trust people who are **unsafe**.

If you are unable to replace yourself with someone who the young person has identified as their safe person, then you must adapt to accommodate their needs.

I understand how this can be concerning for some professionals in terms of feeling deflated if you are not identified as a 'safe person' but this exercise can lay the foundations on which those safe connections can be made and improve the lives of so many young people.

What does a 'Safe Person' do?

A safe person's attributes and skills can vary. But the underpinning factors that must be there from the start to allow the connection to grow are:

- Empathy
- Validation
- Acceptance

From this point onwards you are able to grow into the safe person that our young people are desperately crying out for.

GUIDES

Designed with the young person in mind through a social story format and co-produced with young people with the objection of helping neurodivergent kids understand their own experiential feelings in a way that doesn't create stigma or the feeling of judgment.

WORKBOOKS

Designed and produced to enable to young person to solidify their learning and understanding of what each topic means and feels to them individually. Created in such a way that they begin to offer their own thoughts and relating their feelings to the examples given, without prompting agreement but encouraging a new thought process that they are able to then communicate and advocate for their own needs.

NEUROKITS

Our NeuroKits are the next step in enabling our young people to have tools to self-regulate. But make no mistake that self-regulation cannot be developed reliably if there is no foundation built on co-regulation using a young person's "Safe Person" It is paramount that these steps are taken to ensure that understanding of their own needs, connection with safe people and
