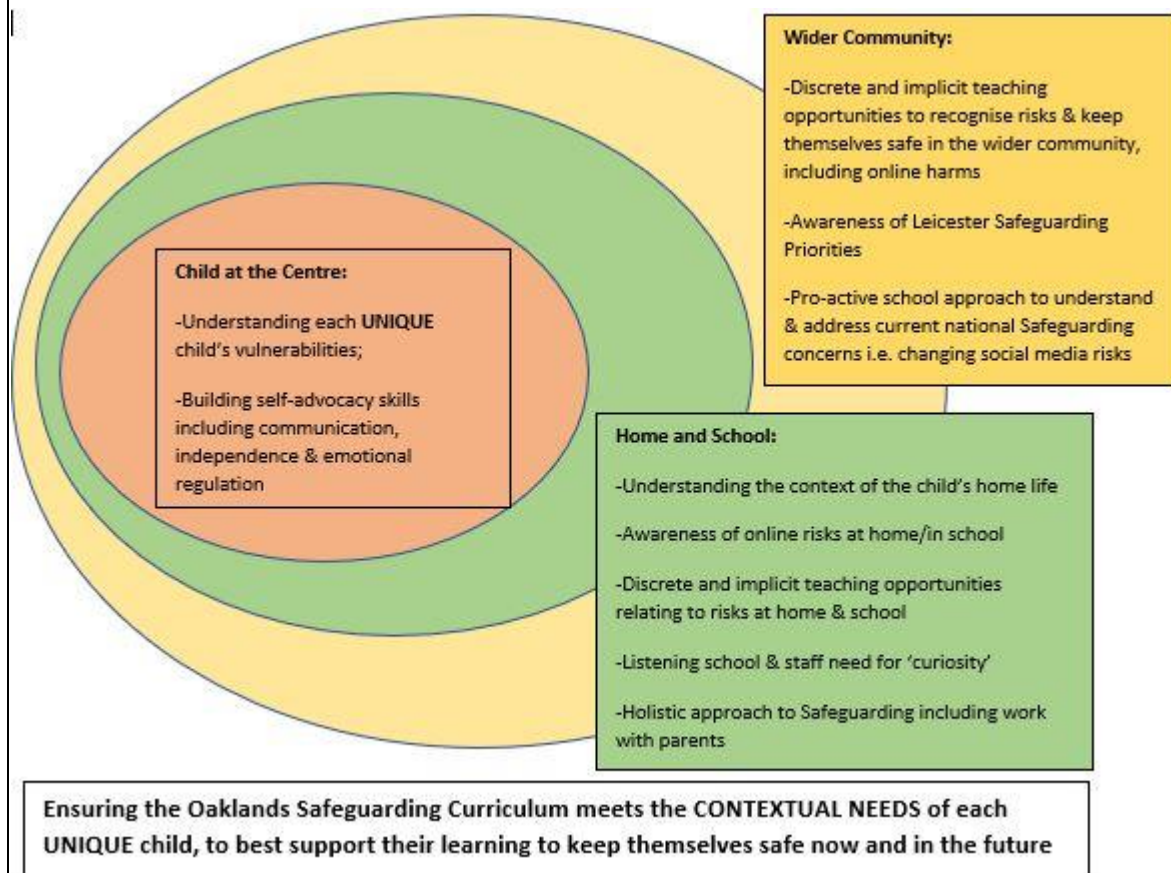




Oaklands School Safeguarding across the Curriculum Overview

2023-2024

We want to ensure that our Safeguarding curriculum meets our UNIQUE pupils' needs, effectively teaching them to keep themselves safe now, as they transition to secondary education and as future adults. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding, and skills that significantly impact personal development, behaviour, and welfare, and equips every child with the knowledge and skills required for personal safeguarding.



Autism is recognised as a disability, and disabled children and adults are more vulnerable to abuse than non-disabled pupils. This may be because autistic pupils experience differences with communication, social interaction or have difficulties understanding other people's motives; how and why people act as they do. Some may also be less able to recognise or report abuse.

Children with disabilities are more likely to experience abuse than non-disabled children, yet the abuse is less likely to be reported (Miller and Brown, 2014)

Autistic CYP can be particularly vulnerable to sexual abuse. This is due to their differences in social understanding and communication, but may also be as a result of their sexual development not being consistent with their emotional and social development. This could be expressed through sexualised behaviour at inappropriate times, places (such as public masturbation or use of sexualised language) and inappropriate touching of other people. Staff recognise not to assume that these behaviours are a result of being autistic but that it could be as an indicator of abuse.

We know that social media can often be a more comfortable way to interact for many autistic CYP. This may be due to very clear turn taking in conversation, the flexibility to type rather than talk, and the lack of eye-contact/body language interpretation required to converse for sustained periods. While the internet can be a positive place to make connections, online grooming and cyberbullying are common issues, therefore online safety is a vital part of our work to ensure children can keep themselves safe from harms.

Safeguarding in the curriculum is intended to help pupils to develop self-awareness & self-advocacy, as well as awareness of others and their surroundings including online space. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at a small group or 1:1 level where the need arises.

This document outlines where practical safeguarding opportunities are planned & embedded into the curriculum

Key Linked Oaklands Curriculum documents:

- PSHE, RSE & Online safety
- Independence and Life skills Curriculum Overview
- Communication, Interaction & Social Skills Curriculum Overview
- Emotional Regulation & Wellbeing Curriculum Overview
- OPAL

Objectives:

To ensure that all pupils are taught to recognise risks in the school environment, outside of school and online

To teach children what they can do to prevent themselves being at risk, including safe adults to report concerns to

To enable and empower children to be able to report concerns/harms through self-advocacy skills using their preferred methods of communication

To ensure that teachable moments and personalised approaches give each child access to effective support for their safety, wellbeing and mental health

Nurture Pathway (Engagement Model)

Safeguarding Summary	Teaching Opportunities	Key Goals	OPAL
Child on child abuse To enable pupils to make healthy short-term and long-term choices to keep themselves safe from harm, using their own communication and interaction skills & understanding, as well as drawing on the support of familiar adults Pupils are taught to interact appropriately by demonstrating respect for themselves and for others, to prevent issues such as bullying and sexual harassment	Classroom routines & learning powers; Pupils are encouraged to start to follow the routines of the classroom including; looking/listening/sitting/reading/exploring/sharing/talking/trying, encouraging independence & confidence and minimising anxiety. Pupils sit alongside their peers for short periods during the day, being encouraged to respecting personal space when seated and when moving around the classroom. Intensive Interaction; 1:1 opportunities to develop early communication skills by a staff member mirroring the pupil to encourage responses and interactions through positive feedback. Tac Pac; Used to develop positive interactions & early communication skills between staff member and child, so the pupil understands who are familiar & trusted adults, developing awareness & relationships with others Outdoor Learning, Snack time, Cookery Curriculum, Spinney sessions; Pupils are encouraged to share spaces and resources, turn taking and sharing. Adults model and praise positive interactions. Continuous Provision; Pupils are encouraged to engage in 'your turn' activities ie for Maths, being encouraged to share space and resources	• Accepts a peer being near them, sharing space ie Oakey boost, sand play • Will join peers who are involved in play/activity ie Tuff spot activity • Will move away if they do not want to interact or are concerned for their physical safety ie outdoor learning • Will accept comfort of a familiar adult/caregiver • Starts to seek support of familiar adults • Recognises their own name & that they are separate to others • Demonstrates some understanding of the words/signs; 'Yes', 'No' and 'finished'	CISS: Interaction & Social Skills- Responding to & Interacting with Peers Emotional Regulation- Understanding our Emotions

	Music; Pupils are encouraged to start to demonstrate an understanding of the words 'Stop' by responding to the instruction 'Stop'		
Relationships and Sexual Abuse To ensure that pupils have healthy relationships both now and in the future, building understanding of appropriate, safe and consensual behaviours. Pupils are taught a rules based approach to social safety which includes taking responsibility for their own behaviour. In this way, pupils are building the foundations of understanding to keep themselves safe from Sexual Harassment, FGM, CSE and any other forms of sexual abuse	Tac Pac; Staff use visuals of different parts of the body for children to choose for the Tac Pac activities. Reinforcement of key language modelled by staff ie naming body parts and 'public'. Pupils pointing or naming the body parts develops agency & towards an understanding of consent. Toileting; Pupils will be involved and consulted during intimate care and encouraged to understand that the changing areas are private ie by helping to close the door, draw the curtain. Staff use correct names for body parts when needed. I&LS/RSE & SoSafe!; Pupils will experience hearing the language 'public' and 'private' modelled by staff relating to places in the school and parts of the body. Children will explore different parts of the body through role play and songs Some pupils will require bespoke input regarding menstruation and managing personal hygiene. School work with parents/carers to ensure children are supported to participate in managing their own care needs. Literacy; A range of books are used to reflect diversity in relationships when children are reading for pleasure and in Book Studies PE: Children are encouraged to develop independence in their self-care skills including helping adults by moving appropriately when they are supported with undressing, dressing	- Shows interest in adults and peers around them - Is able to indicate that they would like to stop or finish an interaction initiated by an adult - Demonstrates some understanding of parts of the body during Tac Pac using visuals and relating to own body - Pupil shows awareness of where to go for toileting/nappy changing - Pupil starts to recognise that the toilet/hygiene area is private - Pupil starts to take part in their own intimate care; co-operating with nappy changing, holding wipes, washing hands	CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Responding to & Interacting with Peers Self-care skills: Undressing, Dressing, self-toileting
PREVENT/Hate crime To ensure that all children have a sense of their own identity and belonging to our school community Pupils in Willow pathway are taught to be kind to those around them, celebrating differences & achievements, developing an awareness of British values	Book Sharing; A range of books & songs and rhymes online are used to reflect diversity ie gender, sexuality, ethnicity, religion, race for children to see different images of people <i>ie Forever Star Gareth Peter</i> book study unit Intensive Interaction; Staff model relationship building through interaction experiences in different environments in the school such as sensory rooms, playground, soft play. Pupils are encouraged to share space and resources. Adults model 'kindness' and celebrate examples of this seen by pupils in class across the curriculum.	- Pupil shows awareness of others around them - Pupils starts to take turns in familiar activities - Pupils show interest in the activities of others - Pupil can accept a peer being near them - Pupil can share an item/object with an adult - Pupil can share an item/object with a peer, with adult support	Interaction & Social Skills; Responding to and Interacting with peers, Positively Sharing Space & Resources Emotional Regulation & Well being Maths

In this way, pupils are building understanding to prevent them being drawn into extremist or terrorist ideologies & activities as well as other hate crimes such as homophobic/transphobic abuse	Big Days: Pupils participate in multi-sensory learning experiences relating to different religions and diversity through days such as Human Values day & Autism acceptance week. Pupils are taught to celebrate each other; their achievements, strengths & interests. Maths Sensory Songs & Continuous Provision: Patterns and sorting activities build understanding of same and different. Physical objects are used for one to one correspondence activities ie staff model and encourage children sharing drinks, snacks 'fairly'	Pupil can join in with peers	
Physical Health (inc physical dangers outside the home) To ensure that children know how to keep themselves safe by reading the world around them In Nurture pathway, children are learning about classroom rules and routines that can also be transferred into the wider school environment. This includes how to keep themselves safe, but also how to behave in a way that keeps other safe around them too. In this way they are building foundations to understanding how to keep themselves safe in wider society	Visual Cues including Objects of Reference are used to support children to understand the world around them and keep themselves safe. Outdoor learning/PE/Spinney sessions; Opportunities for children to understand where it is safe to climb & danger of height using the school climbing frame and PE equipment Trips and Visits; Pupils are prepared to begin trips and visits outside of the school. This is differentiated according to pupils' understanding and needs. Putting on Hi Vis jackets and walking safely alongside an adult, is practiced first in school. Pupils are taught to accept the support of a wrist strap if necessary. Road safety is practiced initially outside school and on Whitehall Rd.	- Gets on and off school transport safely, with support - Is aware of how to move through the school safely with prompts - Accepts safety equipment ie wears harness on bus, wrist strap for a trip - Accepts help from trusted adults ie on climbing frame - Will walk alongside an adult on a short local visit, with a wrist strap or hand holding, following verbal & visual directions from adults to STOP when necessary	Self-Care in the Community; General Awareness of Danger Skills, Road Safety Awareness & Skills
Emotional Health & Well being (Mental health) To ensure that each child has the ability to co-regulate and/or self-regulate Children are taught to understand what support they need to feel	Oakey Boost; Staff interact with children using equipment that motivates them or that gets them active after their journey to school. Language is used by the adult to share the emotions, e.g. I'm tired, let's do some jumping. Opportunities are created to help soothe or alert the child. Intensive interaction; a 1:1 session to develop early communication skills through mirroring by a staff member to encourage responses and interactions through positive feedback to a child	Is able to engage in an interactive exchange with adults/caregivers to satisfy emotional or social needs or wants (e.g. accepts a familiar adult offering comfort or giving praise for work)	CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Pupil profiles are used to inform planning

regulated, in Nurture pathway this may include particular adults, places or sensory resources In this way they are supported to be able to make better choices, practicing skills in a safe and supportive environment. See Emotional Regulation & Well being Curriculum Overview & PSHE	TACPAC; TACPAC creates sensory alignment and helps support sensory impairment. It is used to create a positive connection between a child and an adult. 1:1 work incorporating SoSafe!, modelling language of private and public. Sensory Theatre; Pupils read a range of books within sensory theatre units that include exploring feelings and well being C&TA Big Days; Children are encouraging to demonstrate self-expression through sensory dance & movement and art activities		
Self-advocacy/Reporting Concerns or Abuse To enable children to be able to make a disclosure or talk to a familiar adult about something that they are worried or concerned about using their preferred method of communication In Nurture pathway, this will include children building relationships with staff to be able to seek help/support	Visual Systems & I&LS; Children are taught using Objects of Reference and photos. Photos of themselves, peers and familiar adults are used to focus on discrimination; towards communicating when needing 'help' and knowing who is an OK helper. ERW: Co-regulation tools are taught as children build relationships with familiar staff and staff identify what sensory toys/experiences support the child to feel regulated CISS; Motivator checks and Phase 1 PECS to encourage pupils to begin to use visuals to be able to communicate what they want Snack time is used to promote early communication skills, encouraging pupils to engage in purposeful interactions/self-advocacy with adults Big Days; Encouraging self-expression through play & art activities	- Seeks reassurance from adults/caregivers if upset or worried in school - Indicates through their own behaviour when they are happy or upset	Communication, Interaction & Social Skills Literacy: Reading The World: Reading the environment
Online Safety To ensure that children are aware of online harms and risks In Nurture pathway, pupils are building their understanding of safe behaviours online <i>(May be largely seen at home and supported by school)</i>	I&LS: Teaching based around STAR approach (Refer to PSHE & Online safety curriculum). Pupils are encouraged to explore technology as part of the curriculum, through use of simple cause and effect toys, on ipads and the classroom whiteboard They are taught to open apps & websites with adult support and how to switch them off. This includes accepting screen time restrictions with timers. Pupils are encouraged to recognise their own image on the screen and differentiate this with other images of different people.	- Is able to open a website/app of their preference, with supervision of an adult - Starts to recognise & show interest in their own image on screen ie whiteboard or tablet - Knows how to switch the tablet off or will put it away when prompted using a timer	Self-Care in The Community- E Safety Awareness & Skills
Willow Pathway			

Safeguarding Summary	Teaching Opportunities	Key Goals	OPAL
Child on child abuse (inc bullying, exploitation & grooming) To enable pupils to make healthy short-term choices to keep themselves safe from harm, using their own communication and interaction skills & understanding, as well as drawing on the support of familiar adults Pupils are taught to interact appropriately by demonstrating respect for others, to prevent issues such as bullying and sexual harassment	Classroom routines & learning powers; Pupils are encouraged to follow the routines of the classroom including; looking/listening/sitting/reading/exploring/sharing/talking/trying, encouraging independence & confidence and minimising anxiety by using their personal timetable. Pupils are encouraged to sit appropriately alongside their peers for periods during the day (5-10 minutes), and there is an expectation that children will start to build relationships with staff; sharing space and resources with children & adults around them. Intensive Interaction & Play Interaction; 1:1 and small group opportunities to develop early play skills with peers supported by adults, developing awareness of space, sharing, turn taking and respect for adults & peers. Tac Pac; Used to develop positive interactions & early communication skills between staff member and child, so the pupil understands who are familiar & trusted adults. Outdoor Learning, Snack time, Cookery Curriculum, Spinney sessions; Pupils are encouraged to share spaces and resources, turn taking and sharing. Adults model and praise positive interactions. Children have functional communication (using their preferred method of communication) to seek help where needed. Continuous Provision; Pupils are encouraged to engage in ‘your turn’ activities ie for Maths, being encouraged to appropriately share space and resources in a range of contexts, developing respect for peers & adults Music; Pupils are encouraged to start to demonstrate an understanding of the word ‘Stop’ by responding to the instruction ‘Stop’. They are supported to understand these words in other contexts.	• Accepts peers playing in the same space and with some of the same resources • Begins to respond to a peer who initiates interactions ie moving alongside one another in soft play • Moves away from a peer if they do not wish to respond to interactions • Recognises their own name ie during Hello song • Expresses their emotions ie in response to highly preferred activities or environment • Can accept trusted adults support to co-regulate • May make use of calming resources ie Sensory bag or Calm box, if offered when in crisis	CISS: Interaction & Social Skills- Responding to & Interacting with Peers Emotional Regulation- Understanding our Emotions, Applying my Co-regulation skills Maths
Relationships and Sexual Abuse (towards preventing risks of FGM, CSE, HSB, grooming, Forced Marriage) To ensure that pupils have healthy relationships both now and in the future, building understanding of appropriate, safe and consensual behaviours.	Tac Pac; Staff use visuals of different parts of the body for children to choose for the Tac Pac activities. Reinforcement of key language modelled by staff ie naming body parts and ‘public’. Pupils in Willow pathway may begin to show preferences by pointing or naming the body parts, developing agency & towards an understanding of consent. Toileting; Pupils will be involved and consulted during intimate care and encouraged to understand that the changing areas are private ie by helping to close the door, draw the curtain. Staff use correct names for	• Shows interest in adults and peers around them • Is able to indicate that they would like to stop or finish an interaction initiated by an adult • Demonstrates some understanding of parts of the body during Tac Pac using visuals and relating to own body	CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Responding to & Interacting with Peers Self-care skills: Undressing,

Pupils are taught a rules based approach to social safety which includes taking responsibility for their own behaviour. In this way, pupils are building the foundations of understanding to keep themselves safe from Sexual Harassment, FGM, CSE and any other forms of sexual abuse	body parts when needed, encouraging a growing awareness of the vocabulary. I&LS/RSE & SoSafe!; Pupils will experience hearing the language ‘public’ and ‘private’ modelled by staff, relating to places in the school and parts of the body. The use of visuals is also used to reinforce key vocabulary. Children will use their preferred method of communication to be able to identify some parts of the body. Some pupils will require bespoke input regarding menstruation and managing personal hygiene. School work with parents to ensure children are generalising these skills in a range of contexts. Literacy; A range of books are used to reflect diversity in relationships & healthy behaviours, when children are reading for pleasure and in Book Studies PE; Children are encouraged to develop independence in their self-care skills including when they are supported with undressing, dressing and are encouraged to ask for help if needed.	• Pupil shows awareness of where to go for toileting/nappy changing • Pupil starts to recognise that the toilet/hygiene area is private Pupil starts to take part in their own intimate care; co-operating with nappy changing, holding wipes, washing hands	Dressing, self-toileting
PREVENT/Hate crime (inc homophobic/transphobic abuse) To ensure that all children have a sense of their own identity and belonging to our school community Pupils in Willow pathway are taught to be kind to those around them, celebrating differences & achievements, developing an awareness of British values In this way, pupils are building understanding to prevent them being drawn into extremist or terrorist ideologies & activities as well as other hate crimes such as homophobic/transphobic abuse	Literacy; A range of books are used to reflect diversity ie gender, sexuality, ethnicity, religion, race, for children to see different images of people <i>ie Forever Star Gareth Peter</i> book study unit Snack time; Staff model and encourage children sharing drinks, snacks ‘fairly’ Intensive Interaction; Staff model relationship building through interaction experiences in different environments in the school such as sensory rooms, playground, soft play. Pupils are encouraged to share space and resources. Adults model ‘kindness’ and celebrate examples of this seen by pupils in class across the curriculum. Big Days; Pupils learn about different religions as well as diversity through days such as Human Values day & Autism acceptance week. Pupils are taught to celebrate each other, their achievements, strengths & interests.	• Pupil shows awareness of others around them • Pupils starts to take turns in familiar activities • Pupils show interest in the activities of others • Pupil can accept a peer being near them • Pupil can share an item/object with an adult • Pupil can share an item/object with a peer, with adult support • Pupil can join in with peers	Interaction & Social Skills; Responding to and Interacting with peers, Positively Sharing Space & Resources Emotional Regulation & Well being Maths Matching and sorting

Physical Health (inc physical dangers outside the home) To ensure that children know how to keep themselves safe by reading the world around them Pupils in Willow pathway are taught to follow classroom rules and routines that can also be transferred into the wider school environment and beyond. This includes how to keep themselves safe, but also how to behave in a way that keeps other safe around them too. In this way they are building foundations to understanding how to keep themselves safe in wider society	Visual cues are used to support children to keep themselves safe in the classroom and around the school environment ie visuals on doors identifying no entry, SoSafe! visuals. I&LS and S&EE; Pupils are encouraged to use tools and equipment safely both inside and in outdoor areas ie appropriate and safe use of scissors and knives, managed risk with trowels and tools in the growing area and spinney Trips and Visits; Planned walks on Whitehall Road and for some children, visits in to the local community, such as Evington Park, support pupils to understand road safety & dangers; holding an adult's hand, walking on the pavement, looking at road furniture for pedestrians ie zebra crossing, traffic lights at Goodwood Rd. Outdoor learning/PE/Spinney Sessions; Opportunities for children to understand where it is safe to climb & danger of height using the school climbing frame and PE equipment. Spinney sessions are also used to encourage safe behaviours outside ie appropriate climbing, balancing.	• Gets on and off school transport safely, with support • Is aware of how to move through the school safely with some prompts • Accepts safety equipment ie wears seatbelt on bus, wrist strap for a trip • Recognises the difference between roads and pavements, walking safely on local visits with adult support • Looks at pedestrian crossing signs/lights and is prompted to STOP when needed • Can wash hands & face with some verbal or physical support	Self Care in The Community- General Awareness of Danger Skills, Road Safety Awareness & Skills CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers
Emotional Health & Well being (Mental health) To ensure that each child has the ability to co-regulate and/or self-regulate Children are taught to understand what support they need to feel regulated, in Willow pathway this may include particular adults, places or sensory resources In this way they are supported to be able to make better choices, practicing skills in a safe and supportive environment.	Oakey Boost; Staff interact with children using equipment that motivates them or that gets them active after their journey to school. Language is used by the adult to share the emotions, e.g. I'm sad, let's squeeze the playdough. Opportunities are created to help soothe or alert the child. Intensive Interaction - a 1:1 session to develop early communication skills through mirroring by a staff member to encourage responses and interactions through positive feedback to a child. TACPAC: TACPAC creates sensory alignment and helps support sensory impairment. It is used to create a positive connection between a child and an adult. 1:1 work incorporating SoSafe!, modelling language of private and public. C&TA Big Days; Children are encouraging to demonstrate self-expression through sensory dance & movement and art activities ASH Fridays: Pupils are enabled to explore their interests through participating in different clubs during the year	• Being able to initiate an interactive exchange with a familiar adult to satisfy emotional need or want (e.g. uses PECS card to request a hug or sensory regulation resources)	CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Pupil profiles are used to inform planning

See Emotional Regulation & Well being Curriculum Overview			
Self-advocacy/Reporting Concerns or Abuse To enable children to be able to make a disclosure or talk to a familiar adult about something that they are worried or concerned about using their preferred method of communication In Willow pathway, this will include children building relationships with staff to be able to seek help/support	Visual Systems & I&LS; Children are taught using Objects of Reference and photos. Pupils are encouraged to discriminate between photos; towards communicating when needing 'help' and knowing who is an OK helper. ERW: Co-regulation & Self-regulation is taught as children build relationships with familiar staff. Staff identify sensory toys/experiences that support the child to feel regulated. These may be kept in a bag/box that goes around with the child. CISS; Each child's communication skills are taught according to their stage and preferred method i.e. Speech, Makaton, PECS, AAC. In Willow pathway, most children will be taught Phase 2 PECS to encourage distance and persistence as pupils to begin to use visuals to communicate what they want, prefer or need, including 'I want help' Literacy; Willow pathway are beginning to understand a story arc & are exposed to stories about asking for help <i>ie Monkey Puzzle by Julia Donaldson</i>	- Is starting to use preferred method of communication to ask for Help - Actively seeks support of familiar adults in school if they are upset or worried	Communication, Interaction & Social Skills Literacy: Reading The World: Reading the environment CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers
Online Safety To ensure that children are aware of online harms and risks In Willow pathway, pupils are building their understanding of safe behaviours online <i>(May be largely seen at home and supported by school)</i>	Online Safety: Teaching based around STAR approach (Refer to PSHE & Online safety curriculum). Pupils are encouraged to explore technology as part of the curriculum, through use of simple cause and effect toys, on ipads and the classroom whiteboard They are taught to open apps & websites with adult support and how to switch them off. This includes accepting screen time restrictions with timers and visual resources such as Now, Next cards Pupils are encouraged to recognise their own image on the screen and differentiate this with other images of different people.	- Is able to open a website/app - Recognises their own image on a screen - Can switch off a tablet when prompted ie verbal prompt or use of a timer	Self Care in The Community- E Safety Awareness & Skills
Elm Pathway			
Safeguarding Summary	Teaching Opportunities	Key Goals	OPAL

Child on child abuse (inc bullying, exploitation & grooming) To enable pupils to make healthy short-term choices to keep themselves safe from harm, using their own communication and interaction skills & understanding, as well as drawing on the support of familiar adults Pupils are taught to interact appropriately by demonstrating respect for others, to prevent issues such as bullying and sexual harassment	Classroom routines & learning powers; Pupils follow the routines of the classroom using their personal timetable to minimise anxiety and visual cues to keep themselves safe. Pupils are encouraged to sit appropriately alongside their peers for periods during the day (10-15 minutes), and there is an expectation that children will start to build relationships with staff; sharing space and resources with children & adults around them. Intensive Interaction & Play Interaction; 1:1 and small group opportunities to develop early play skills with peers supported by adults, developing awareness of space, sharing, turn taking and respect for adults & peers. ER&W: Elm pupils are beginning to use The Zones approach to support children's understanding of their own emotions; children are encouraged to identify how they feel relating this to colour and naming the emotion, during 'check-in's' during the day; providing a safe space in which to explore emotions and experiences. Tac Pac; Used to develop positive interactions & early communication skills between staff member and child, so the pupil understands who are familiar & trusted adults. Children are encouraged to use communication with familiar adults, showing preferences. Outdoor Learning, Snack time, Cookery Curriculum, Spinney sessions; Pupils are encouraged to share spaces and resources, turn taking and sharing. Adults model and praise positive interactions. Children have functional communication (using their preferred method of communication) and are encouraged to independently seek help where needed. Continuous Provision; Pupils are encouraged to engage in 'your turn' activities ie for Maths, being encouraged to appropriately share space and resources in a range of contexts, developing respect for peers & adults Music; Pupils are encouraged to start to demonstrate an understanding of the word 'Stop' by responding to the instruction 'Stop'. They are beginning to generalise these words in other contexts. Maths; Children will begin to generalise counting & money skills in the classroom and on trips and visits to begin to understand how to count their money safe to keep it safe.	• Will indicate that they would like to continue with an activity with a peer ie during Oakey boost • Will respond to a peer who initiates interactions ie moving together in soft play • Happily shares the same equipment, waiting and taking turns ie in tuff spot • Will indicate if they want to stop or finish an interaction with a peer ie during outdoor learning, • Will ask for help in a group activity ie parachute games • Will offer help to a peer • Will respond to teaching & resources about what sad, happy, angry looks and feels like ie imitates adults singing about emotions • Uses personalised visuals to let an adult know how they feel • Can accept trusted adults support to co-regulate • Will accept a calming strategy offered by an adult ie a walk outside the classroom, sensory resources from a personal sensory bag • I move towards a trusted adult to seek support • Shows an interest in money • Pupil can recognise and know the value of different denominations of coins and notes	CISS: Interaction & Social Skills- Responding to & Interacting with Peers, Play Emotional Regulation- Understanding our Emotions, Applying my Co-regulation skills
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Relationships and Sexual Abuse (towards preventing risks of FGM, CSE, HSB, grooming, Forced Marriage) To ensure that pupils have healthy relationships both now and in the future, building understanding of appropriate, safe and consensual behaviours. Pupils are taught a rules based approach to social safety which includes taking responsibility for their own behaviour. In this way, pupils are building the foundations of understanding to keep themselves safe from Sexual Harassment, FGM, CSE and any other forms of sexual abuse	I&LS: SoSafe! Us used to support children’s understanding of Relationships. This focuses on different types of relationships. Discrete SoSafe! sessions teach body parts, public, private and consent. Dependent on the child’s stage of progress, this will range from adult modelling, role play, to building understanding of consent in familiar contexts (See I&LS Curriculum Overview re Talk Touch Triangle, Steps to Relationships, People and Relationships book) Children are taught to use the proper names for body parts. Teachable moments are also used when taking children to the toilet/changing & swimming Through discrete RSE teaching, pupils will be taught about puberty and aging, including bodily changes. Some pupils will require bespoke input regarding menstruation and managing personal hygiene. School work with parents to ensure children are generalising these skills in a range of contexts. Toileting; Pupils will be involved and consulted during intimate care and encouraged to understand that the changing areas are private ie by helping to close the door, draw the curtain. Staff use correct names for body parts when needed, encouraging a growing awareness of the vocabulary. Elm pathway pupils are encouraged to use their preferred method of communication to indicate when they need the toilet and when needing help ie support getting dressed at the swimming baths.	• Waits for their turn when being changed, with minimal prompts • Respects the privacy of others in public toilets • Will ask for help if needed from a familiar adult/caregiver when using the toilet • Knows that appearance changes with age • Understands what are public/private body parts and places ie in SoSafe!, swimming • Use the proper names for body parts and understand that some words can be ‘rude’/offensive	Self Care in The Community; Using Public Toilets
PREVENT/Hate crime (inc homophobic/transphobic, LGBTQ+ abuse) To ensure that all children have a sense of their own identity and belonging to our school community Pupils in Elm pathway are taught to be kind and respect their peers, to generalise this to others around school, building on their understanding of British Values	Literacy; Pupils have access to a wide range of books in school featuring different cultures, customs, religions, languages and identities, providing opportunities to identify and discuss children’s own sense of belonging as well as understanding and empathy towards others . Snack time; Pupils are encouraged to share drinks, snacks ‘fairly’ to develop understanding of what is fair and unfair. Play interaction & Outdoor Learning; structured 1:1 or in a small group. Through play, children learn how to interact with others, focussing on how to manage their own behaviour and emotions. Staff model appropriate behaviours; respectful interactions & kindness, using teachable moments to resolve conflict and celebrate children’s positive interactions.	• Pupils starts to take turns in familiar activities • Pupil can share an item/object with a peer, with adult support Pupil can join in with peers • Pupil is beginning to understand that they are different from their peers • Pupils start to understand that there are rules and laws in school and the wider community • Pupil is beginning to show respect for other people, including those of different SEND needs, faiths, beliefs, different types of families	Interaction & Social Skills; Responding to and Interacting with peers, Positively Sharing Space & Resources Emotional Regulation & Well being CISS: Interaction & Social Skills- Responding to &

In this way, pupils are building understanding to prevent them being drawn into extremist or terrorist ideologies & activities as well as other hate crimes such as homophobic/transphobic abuse	Maths; Teachable moments are drawn upon, for example, pupils are taught to look for differences and similarities ie two different coloured triangles, 3 +1 is 4, 2 + 2 is 4. Staff may identify characters in counting songs who look different but all ‘want to be a Rock Star!’ Big Days: Pupils learn about different religions as well as diversity through days such as Human Values day & Autism acceptance week. Pupils are taught to celebrate differences and diversity.		Interacting with Peers, Conversation, Play
Physical Health (inc physical dangers outside the home such as knife crime) To ensure that children know how to keep themselves safe by reading the world around them. Pupils in Elm pathway are taught to follow classroom rules and routines as well as, when appropriate, rules in the wider community (I&LS Curriculum). Learning includes how to keep themselves safe, but also how to behave in a way that keeps other safe around them too. In this way they are building foundations to understanding how to keep themselves safe at home, school & in wider society.	Visual cues are used to support children to keep themselves safe including communicate in Print symbols and SoSafe! visuals I&LS and S&EE; Pupils are encouraged to use tools and equipment safely both inside and in outdoor areas ie appropriate and safe use of scissors, potato peeler, and kitchen knife Trips and Visits; Planned trips and visits in to the local community, such as to the local shop, support pupils to understand road safety & dangers. Trips are differentiated within each pathway for pupils. Pupils are encouraged to walking as independently as possible (depending on needs) on the pavement using their awareness of road furniture such as zebra crossing and traffic lights to communicate their understanding of how to walk safely Outdoor learning/PE/Spinney Sessions; Sessions include opportunities for children to understand where it is safe to climb & danger of height using the school climbing frame and PE equipment. Spinney sessions are also used to encourage safe behaviours outside ie appropriate climbing, balancing.	• Gets on and off school transport safely, with minimal support • Is aware of how to move through the school safely • Will accept safety equipment ie wears seatbelt on bus, wrist strap for a trip • Can ask for help from trusted adults ie on climbing frame • Can walk safely across the street, with adult support, stopping at the curb when directed • Understands the purpose of pedestrian crossing signs/lights & buttons, complying with them with prompting • Knows where the medical room is & will willingly go for treatment if required	Self Care in The Community- General Awareness of Danger Skills, Road Safety Awareness & Skills CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers
Emotional Health & Well being (Mental health) To ensure that each child has the ability to co-regulate and/or self-regulate and is developing awareness of their own emotions Children are taught to understand what support they need to feel regulated	Oakey Boost – children check in with an adult by placing their photo on zones board. Language is modelled by adult to regulate. Staff play with children, sharing objects and space and turn taking. Opportunities are created to help soothe or alert the child. Pupil profiles are used to inform planning. CISS; Snack time is used to promote communication about how children are feeling, their interests, strengths and talents. Visual systems support regulation and lower anxiety	• Will seek positive reactions from adults • Will accept reassurance from adults • Recognises some basic facial gestures	CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Conversation

In this way they are supported to be able to make better choices, practicing skills in a safe and supportive environment. See Emotional Regulation & Well being Curriculum Overview	ER&W; The Zones Approach; Increasing language around a variety of emotions, labelling different emotions and beginning to recognise own emotions and others' emotions. Yoga and Tac Pac are used as times for reflection and to support pupils' well being. Play interaction; structured 1:1 or in a small group. Through play, children learn how to interact with the world and with others, focussing on how to manage their own behaviour and emotions. Literacy; Pupils read a range of books within book stud units that explore feelings and well being such as Colour Monster book & The Girl who was afraid of Everything C&TA Big Days; Pupils are encouraging to demonstrate self-expression through sensory dance & movement and art activities ASH Fridays: Pupils are enabled to explore their interests through participating in different clubs during the year Regular check-ins and bespoke support is offered for pupils as needed, for example, support for young carers or Talking & Drawing therapy		
Self-advocacy/Reporting Concerns or Abuse To enable children to be able to make a disclosure or talk to a familiar adult about something that they are worried or concerned about using their preferred method of communication	I&LS: SoSafe! is taught to support children's understanding of how to ask for help; Help page & understanding who is an OK Helper ERW: Co-regulation tools are taught as children build relationships with familiar staff and staff identify what sensory toys/experiences support the child to feel regulated. Some children may have a sensory bag or sensory box that they can access when required. Zones approach teaches children that all emotions are okay Literacy: Stories such as <i>Monkey Puzzle by Julia Donaldson</i> may be used to support pupils to understand how to gain help Maths: Within the Mastery Approach to Maths, problem solving skills are taught that support children to gain help, developing confidence to communicate a problem and possible solutions.	• Will accept help/support from a peer • Can communicate (using their chosen voice) with a familiar adult in one to one or small group situation • Understands that they can talk to members of staff in class about anything that makes them sad or worried	CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Conversation Maths:

Online Safety To ensure that children are aware of online harms and risks In Elm pathway, pupils are starting to understand and apply behaviour that will help to keep them safe online, this includes; how to use technology safely, responsibly, respectfully and securely & what to do when they have concerns about content or contact	Online Safety: Teaching based around STAR approach (Refer to PSHE & Online safety curriculum). In Elm pathway, pupils build on their awareness and understanding of the safe use of technology; for searching and checking information online, as well as playing games. They are taught through discrete teaching as well as modelling by adults when natural opportunities arise in school across the curriculum Pupils are taught how to act when upset by something they see online, e.g. telling a trusted adult. Online games are used to teach children appropriate behaviours e.g. being kind & respectful to others online Through discrete teaching and modelling by adults, pupils are taught how to behave respectfully online; identifying good or bad behaviours in others Regular check-ins and bespoke support is offered for pupils as needed	• Can open a website/app and is able to turn off a site/tablet when prompted • Recognises their own image on a screen and that this is different to others • Is starting to demonstrate some understanding of public & private in general • Will ask for help if required from an adult when using a tablet/computer • Shows understanding of their own feelings ie through use of Zones, and can generalise this to communicate how online activities makes them feel • Knows that they need to be kind to others online as well as in real life	Self-Care in The Community- E Safety Awareness & Skills
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Cherry Pathway

Safeguarding Summary	Teaching Opportunities	Key Goals	OPAL
Child on child abuse (inc bullying, exploitation, and towards themes of trafficking, modern day slavery & grooming) To enable pupils to make healthy short-term & long-term choices to keep themselves safe from harm, using their preferred method of communication, interaction skills & understanding, as well as seeking the support of familiar adults Pupils are taught to interact appropriately by demonstrating respect for others, to prevent issues such as bullying and sexual harassment. They are taught how their behaviour affects others	Classroom routines & learning powers; Pupils follow the routines of the classroom using their personal timetable and understand that they should take turns and share both space and resources in class. They are encouraged to support each other with Oaklands Learning Powers. When sitting alongside peers, adult prompts &/or visuals are used to remind pupils of respectful behaviour. ER&W: The Zones approach is used to support children's understanding of their own emotions; children are encouraged to talk about how they feel during specific teaching sessions and during 'check-in's' either as a whole class or in small groups with an adult during various points during the day. Cherry pupils are encouraged to identify why they feel as they do. Pupils are also supported to think about how others feel. Outdoor Learning, Snack time, Cookery Curriculum, Spinney sessions, ASH Fridays, Whole Class and Group Interaction sessions; A range of opportunities are used across the curriculum to encourage Cherry pupils to share space, resources, and taking turns. Adults model and praise positive interactions. Children have functional communication (using their preferred method of communication) and are encouraged to independently seek help where needed.	• Will take turns in structured and unstructured peer activities ie during adult led group activities, during outdoor play • Will take turns and co-operate with different peers within group activities ie during ASH Fridays • Will accept if a peer declines, rejects or ends an interaction ie during outdoor learning • Is able to describe what makes a good friend ie in PSHE • Is able to apologise using their preferred method of communication when their behaviour hurts or upsets an adult, independently or with support ie during outdoor learning	CISS: Interaction & Social Skills- Responding to & Interacting with Peers, Conversation, Play Emotional Regulation- Understanding our

	Mastery Approach; Pupils are encouraged to engage in the Mastery Approach ie for Maths, being encouraged to appropriately share space and resources in a range of contexts, with a partner or small group. Maths; Children will begin to generalise counting & money skills in the classroom and on trips and visits to know how to keep their money safe	• Maintains social distance appropriate to the situation • Understands why we need to be kind when playing games • Understands that they don't have to play with other people if they don't want to and expresses this kindly • Can identify things that make them sad/happy/angry and what can help them when they feel this way • Uses personalised visuals to let an adult know how they feel ie Zones check in • Recognises that other people can have different feelings to them • Will actively seek support from a trusted adult who is not close by	Emotions, Applying my Co-regulation skills
Relationships and Sexual Abuse (towards preventing risks of FGM, CSE, HSB, grooming, Forced Marriage) To ensure that pupils have healthy relationships both now and in the future, building understanding of appropriate, safe and consensual behaviours. Pupils are taught a rules-based approach to social safety which includes taking responsibility for their own behaviour. In this way, pupils are building the foundations of understanding to keep themselves safe from Sexual Harassment, FGM, CSE and any other forms of sexual abuse	I&LS: Discrete SoSafe! sessions teach body parts, public, private and consent. Dependent on the child's stage of progress, this will range from adult modelling, role play, to building understanding of consent in familiar and unfamiliar contexts (See I&LS Curriculum Overview re Talk Touch Triangle, Steps to Relationships, People and Relationships book) Cherry pupils also continue to learn about body parts through modelling i.e. 'my shoulder is hurt'. Children are taught to use the proper names for body parts. Pupils in the Cherry pathway build upon their understanding of themselves and their relationships, starting to develop understanding of consent. They are taught that if they want to touch their own private parts this should be done somewhere private, and that they must not touch others' private body parts. Teachable moments are also used when taking children to the toilet/changing areas, in PE and changing at the swimming pool. Bespoke interventions are used when needed ie. Use of a Resilience Building Programme In discrete teaching opportunities, pupils develop their understanding of relationships and behaviours expected in different types of relationships;	• Waits for their turn to use toilet/nappy changing facilities, understanding that they are private spaces • Respects the privacy of others in public toilets • Will ask for help if needed from a familiar adult/caregiver when using the toilet • Knows that appearance changes with age • Understands what are public/private body parts and places ie in SoSafe!, swimming • Use the proper names for body parts and understand that some words can be 'rude'/offensive	Self-Care in The Community; Using Public Toilets Self-Care; Self-toileting Communication; Functional Communication Skills

	describing the dynamics of relationships, and adapting their behaviour to different relationships. Through discrete RSE teaching, pupils will be taught about puberty and aging, including bodily changes. Some pupils will require bespoke input regarding menstruation and managing personal hygiene. School work with parents to ensure children are generalising these skills in a range of contexts. Toileting; Cherry pathway pupils are encouraged to use their preferred method of communication to indicate when they need the toilet and when needing help ie support getting dressed at the swimming baths. Staff model the language of public and private to develop children's understanding of what is appropriate behaviour when going to the toilets, learning to respect each other's privacy		
PREVENT/Hate crime (inc homophobic/transphobic, LGBTQ+ abuse) To ensure that all children have a sense of their own identity and belonging to our school community Pupils in Cherry pathway are taught to be kind and respect their peers, and to generalise this to others in the wider community, building on their understanding of British Values In this way, pupils are building understanding to prevent them being drawn into extremist or terrorist ideologies & activities as well as other hate crimes such as homophobic/transphobic abuse	Literacy; A range of books are used to reflect diversity ie gender, sexuality, ethnicity, religion, race, for pupils to reflect on different images of people <i>ie Forever Star Gareth Peter</i> book study unit. Opportunities are drawn upon to discuss respect for all Snack time & Cookery Curriculum; Pupils are encouraged to share drinks, snacks 'fairly' to develop understanding of what is fair and unfair. Pupils are encouraged to develop their awareness & use of the vocabulary in the correct contexts. Play interaction & Outdoor Learning; structured 1:1 or in a small group. Through play, children learn how to interact with others, focussing on how to manage their own behaviour and emotions. Staff model appropriate behaviours; respectful interactions & kindness, using teachable moments to resolve conflict and celebrate children's positive interactions. ER&W and Restorative approaches; Discrete teaching of the causes and effects of emotions and behaviours and how this relates to the individual and others. Using visuals and modelling language around emotions, events, outcomes and the recovery period. Creating more opportunities for	• Pupil can share an item/object with a peer, with adult support • Pupil understands that they are different from their peers • Pupils understands that there are rules and laws in school and the wider community • Pupil shows respect for other people, including those of different SEND needs, faiths, beliefs, different types of families	CISS: Interaction & Social Skills- Responding to & Interacting with Peers, Conversation, Play Interaction & Social Skills; Responding to and Interacting with peers, Positively Sharing Space & Resources Emotional Regulation & Well being

	positive interactions when there has been a conflict. Some pupils begin to engage in debriefing sessions. Big Days: Pupils learn about different religions as well as diversity through days such as Human Values day & Autism acceptance week. Pupils are taught to celebrate differences and diversity through respect and tolerance.		
Physical Health (inc physical dangers outside the home such as knife crime) To ensure that children know how to keep themselves safe by reading the world around them. Pupils in Cherry pathway are taught to follow classroom rules and routines as well as, when appropriate, rules in the wider community (I&LS Curriculum). Learning includes how to keep themselves safe, but also how to behave in a way that keeps other safe around them too. In this way they are building foundations to understand how to keep themselves safe at home, school & in wider society.	Visual cues are used to support children to keep themselves safe including communicate in Print symbols, SoSafe! visuals and Makaton signs. For some pupils, in Cherry pathway, they will have a preferred method of communication that they will consistently use such as a communication book or AAC device. I&LS and S&EE; Pupils are encouraged to use tools and equipment safely both inside and in outdoor areas ie appropriate and safe use of scissors and knives. Children are encouraged to talk about the danger of inappropriate use. Trips and Visits; Planned trips and visits in to the local community, such as to the local shop, support pupils to understand road safety & dangers. Trips are differentiated within each pathway for pupils. Pupils are encouraged to walking as independently as possible (depending on needs) on the pavement using their awareness of road furniture such as zebra crossing and traffic lights to communicate their understanding of how to walk safely. Potential dangers and hazards are commented on by staff. Outdoor learning/PE/Spinney Sessions; Sessions include opportunities for children to understand where it is safe to climb & danger of height using the school climbing frame and PE equipment. Spinney sessions are also used to encourage safe behaviours outside ie appropriate climbing, balancing. Staff support understanding by explaining why something is safe/not safe to do.	• Gets on and off school transport safely without prompts • Is aware of how to move through the school safely ie goes to toilet with adult watching from classroom door • Will accept safety equipment ie wears seatbelt on bus • Will respond appropriately to verbal safety warnings or visual warnings • Knows which people in the community whose job it is to help others ie can identify role of doctor, firefighter • Can ask for help from trusted adults ie ask for chosen food from MDSA, uses a Help card • Can identify and tell familiar adult about a danger ie understands that knives can be dangerous • Knows what emergency services are for and to call 999 in an emergency • Can walk safely across the street, with minimal support • Understands the purpose of pedestrian crossing signs/lights & buttons, complying with them • Is able to initiate interactive exchanges with adults to satisfy physical need or want (e.g. uses AAC to ask for a drink at café) • Will ask for help/first aid if they hurt themselves • Knows the First Aid sign	Self-Care in The Community- General Awareness of Danger Skills, Road Safety Awareness & Skills CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Self-care Skills- Basic Cookery, food hygiene and safety Physical Development skills

Emotional Health & Well being (Mental health) To ensure that each child has the ability to co-regulate and/or self-regulate and has an awareness of their own emotions In Cherry pathway, children are taught to understand what support they need to feel regulated & how their emotions and actions affect others In this way they are supported to be able to make better choices, practicing skills in a safe and supportive environment. See Emotional Regulation & Well being Curriculum Overview	CISS; Snack time is used to promote conversation about how children are feeling, their interests, strengths and talents. Adults model conversation. Visual systems support regulation and lower anxiety ER&W; The Zones Approach- discrete adapted curriculum begins with naming emotions and the zones, leading to impact of behaviour on others and regulation tools. Delivered in short sessions, between 30-45 minutes whole class sessions, once a week. If a more bespoke approach is needed it can be adapted and delivered 1:1. Yoga and massage are used to support pupils' well being. Cherry pathway also use mindfulness activities such as Peace Out and/or colouring Restorative approaches; Discrete teaching of the causes and effects of emotions and behaviours and how this relates to the individual and others. Using visuals and modelling language around emotions, events, outcomes and the recovery period. Creating more opportunities for positive interactions when there has been a conflict. Play interaction; Whole class, structured 1:1 or in a small group. Through play, children learn how to interact with the world and with others, focussing on how to manage their own behaviour and emotions. Literacy; Pupils read a range of books within book study units that explore feelings and well being such as Colour Monster book & The Girl who was afraid of Everything C&TA Big Days; Children are encouraged to demonstrate self-expression through sensory dance & movement and art activities ASH Fridays: Pupils are enabled to explore their interests through participating in different clubs during the year Regular check-ins and bespoke support is offered for pupils as needed, for example, support for young carers or Talking & Drawing therapy	• Responds with positive acknowledgement to praise from an adult • Is able to apologise using their preferred method of communication when their behaviour hurts or upsets an adult, independently or with support • Will accept that their peers may have more than one friend • Can accept trusted adults support to co-regulate	CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Conversation Emotional Regulation
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Self-advocacy/Reporting Concerns or Abuse To enable children to be able to make a disclosure or talk to a familiar adult about something that they are worried or concerned about using their preferred method of communication	CISS; Building pupils' core vocabulary through AAC so they can use their preferred means of communication to tell a familiar adult about a concern/worry or something that has happened to them Literacy: Pupils read a range of books and social stories that identify what it is to be scared, angry, sad. Children are encouraged to talk about what they can do if they are sad or worried. I&LS; SoSafe! is used to support children's understanding of how to report a disclosure, who is an OK helper; Use of SoSafe! Help page ER&W; Work in Zones enables children to understand and name their feelings. It gives opportunities for pupils to talk in a group or 1:1 during times throughout the day, ie during zones 'check-ins' Zones approach teaches children that all emotions are okay Colourful Semantics: The strategy builds pupils' understanding of question prompts including Who? What doing? What? How? Where?, as well as sentence structure to be able to talk about or write down a concern Maths; Use of the Mastery approach to encourage and enable pupils to explain and build confidence talking (using their preferred means of communication) about what they have done or found. Staff use this to give pupils the opportunity to practice independently finding the right words to express themselves & respond to further questions (ie TED questions that may be asked if a disclosure is made Tell me...Explain....Describe....) Teachable moments are used by staff for discrete teaching relating to self-advocacy across the school day <i>i.e. What should you do if someone pushes you?</i>	• Will initiate conversation with a familiar adult (using chosen voice) if they do not feel safe • Will respond appropriately to why/how questions • Knows that they can talk to any member of staff in class if they feel sad or worried about anything at school or at home • Understands posters around the school that tell them who they can talk to (DSLs) if they do not feel safe Some pupils will participate in the School council and will therefore be regularly asked about how safe pupils feel at school and whether they know who they can report concerns to	CISS: Interaction & Social Skills- Responding to & Interacting with Adults and Caregivers Conversation Emotional Regulation
Online Safety (4 Cs inc CSE, grooming, CFE) To ensure that children are aware of online harms and risks In Cherry pathway, pupils are starting to understand and apply	Online Safety: Teaching based around STAR approach (Refer to PSHE & Online safety curriculum). In Cherry pathway, pupils build on their awareness and understanding of safe searching and checking information online, as well as discussing their use of technology for enjoyment. They are taught through discrete teaching as well as modelling by adults when natural opportunities arise in school across the curriculum.	• Can open a website/app and is able to turn off a site/tablet • Understands the concept of sharing & when it is appropriate • Is starting to demonstrate some understanding of public & private in relation to using the internet/digital worlds	Self-Care in The Community- E Safety Awareness & Skills

behaviour that will help to keep them safe online, this includes; how to use technology safely, responsibly, respectfully and securely & what to do when they have concerns about content or contact, their own conduct or that of someone else online, and basic risks relating to commerce	Pupils are taught to regulate their emotions relating to screen time. Pupils are taught how to act when upset by something they see online, e.g. telling a trusted adult, report it online. Opportunities are used across the curriculum when using technology to teach children appropriate behaviours including in relation to safe use of passwords, usernames, and awareness of adverts & pop-ups on screen Through discrete teaching and modelling by adults, pupils are taught how to behave respectfully online; identifying good or bad behaviours in others Regular check-ins and bespoke support is offered for pupils as needed	• Will ask for help if required from an adult when using a tablet/computer • Has some understanding of why a password is required • Starting to understand what personal information is appropriate for them to share	Emotional Regulation; Understanding our Emotions, Applying my Co-regulation skills
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Resources

- Keeping Children Safe In Education (September 2023)
- Safeguarding Young People on the Autism Spectrum (National Autistic Society) 2014
- CEOP ThinkUKnow resources on school website
- [Preparing for Adulthood | PfA | Home Page](#)
- Childnet [DigiDuck](#) resources
- <http://test.nhsggc.org.uk/media/2068/life-skills-for-little-ones.pdf>
- <https://www.mentallyhealthyschools.org.uk/>
- <https://www.annafreud.org/>
- <https://www.zonesofregulation.com/index.html>
- www.autism.org.uk/pica
- [Serious Violence Duty - Statutory Guidance \(publishing.service.gov.uk\)](#)
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/916668/Knife_crime_safeguarding_children_and_young_people.pdf
- <https://www.leicester.gov.uk/health-and-social-care/adult-social-care/support-for-carers/help-for-young-carers/>