



The Stay Safe programme is a mandatory programme in our school and must be taught in its entirety over one school year.

Stay Safe is a personal safety skills programme for all primary schools. The overall aim of the programme in our school is to reduce vulnerability to child abuse and bullying by teaching the children skills and strategies for dealing with potentially unsafe, threatening or dangerous situations.

As well as reducing children's vulnerability to abuse, our Stay Safe programme aims to increase wellbeing and resilience by giving our children knowledge, skills and strategies in an age-appropriate manner, using developmentally structured lessons and resources to empower them.

The programme is presented at four levels in our school:

- Junior and Senior Infants
- 1st & 2nd Class
- 3rd & 4th Class
- 5th & 6th Class

Each level is subdivided into two parts

- Teachers' Guide
- Curriculum mapping, lessons and resources

At the beginning of each topic the rationale for that topic, relevant mapping to other curriculum areas and essential vocabulary can be found. Each lesson plan contains the key messages, resources needed, learning intention, an introduction, development of lesson and conclusion. Some

lessons have suggestions for follow on/ extension work. Worksheets and Home School Links can be found at the end of each topic.

Each topic builds on the learning from the previous topic. Teachers should therefore ensure that topics are taught consecutively, beginning with Topic 1 and working through to Topic 5.

The Stay Safe rules:

- Say No, Get Away and Tell
- Never keep secrets about touch
- Never go anywhere with or take anything from a stranger

Resources can be found at www.pdst.ie/staysafe. Resources include teacher's manuals, story and video clips, best practice guidelines and vocabulary lists.

SMGS YEARLY PLAN FOR ALL CLASSES.

STAY SAFE PROGRAMME		Tickable Checklist
September & October	Feeling Safe and Unsafe	
November & December	Friendship and Bullying (revisit previous topic(s) as relevant)	
January & February	Touches (revisit previous topic(s) as relevant)	
March & April	Secrets and Telling (revisit previous topic(s) as relevant)	
May & June	Strangers (revisit previous topic(s) as relevant)	

Signed: _____ Class Teacher

Special Educational Needs:

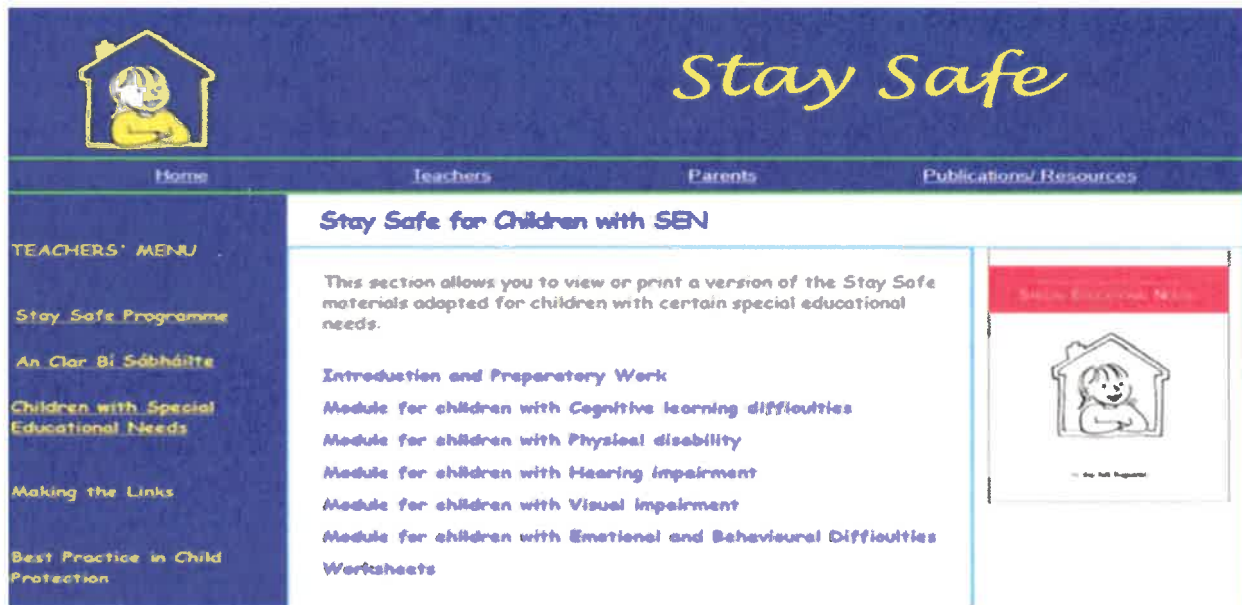
Decades of research have established that children with specific vulnerabilities are more at risk of various types of abuse and victimisation. Children with SEN also experience bullying more frequently and are more likely to feel isolated, lonely, and socially excluded.

- Communication difficulties
- Need for intimate care
- Limited understanding of sexuality
- Dependence on good will of carers
- Limited sense of danger
- Inability to see warning signs
- Children who are homeless
- Children in the care of the state
- Separated children seeking asylum

For our pupils with specific vulnerabilities or SEN, individual needs should be identified and addressed through differentiation and where necessary more targeted individual adaptations or supports should be put in place and included in the Student Support File.

- Differentiation of the Programme - vary the approaches in order to accommodate various learning styles, ability levels and interests.
- The use of a broad range of active learning methodologies: the greater the variety in the methodologies adopted by teacher, the more avenues and entry points into learning are provided for the child. Methodologies may include class/group discussion, active learning, circle work, role play, collaborative learning, problem solving, skills through content, cooperative games, drama and artwork.
- Pre-teaching of relevant vocabulary and reinforcement of key messages as part of learning support or resource teaching time.
- Emphasis on active learning and role play.
- Use of a multi-media approach, where relevant.

Additional Resources for SEN



The screenshot shows the 'Stay Safe' website interface. At the top, there is a logo of a child in a house and the text 'Stay Safe' in a yellow cursive font. Below this is a navigation bar with links for 'Home', 'Teachers', 'Parents', and 'Publications/ Resources'. The main content area is titled 'Stay Safe for Children with SEN'. It includes a description: 'This section allows you to view or print a version of the Stay Safe materials adapted for children with certain special educational needs.' Below this, there is a list of modules: 'Introduction and Preparatory Work', 'Module for children with Cognitive learning difficulties', 'Module for children with Physical disability', 'Module for children with Hearing impairment', 'Module for children with Visual impairment', and 'Module for children with Emotional and Behavioural Difficulties'. There is also a 'Worksheets' link. On the right side, there is a thumbnail image of a book cover titled 'Stay Safe for Children with SEN' featuring the same child-in-house logo.

Educational outcomes:

Educational outcomes for all pupils including those with special educational needs include:

- Academic achievement-related outcomes (such as literacy, numeracy, examination)
- Attendance-related outcomes (such as school attendance, school completion)
- Happiness-related outcomes (such as wellbeing, confidence, positive relationships, self-esteem)
- Independence-related outcomes (such as resilience, socialisation, mobility, use of assistive technology, life skills)
- End of school outcomes

Parental Support:

Parental participation is an essential part of the programme both in terms of reinforcement and follow-up. Therefore a message for parents will go out on the Aladdin platform before each block of lessons is delivered (those associated with the topic that is being taught for each term). The relevant parent page for each topic will also be sent home to aid follow up discussion in the home (as applicable).

In the event that a parent withdraws their child from participation in the programme, it is advised to keep a written record of their reasons for so doing and a log kept in the pupil's running record.

Review and Monitoring:

This policy was reviewed by the staff on 14th November 2022.

This policy was adopted by the BOM in 22/11/22 2022.

Signed: _____

Graham Finlay, Chairperson of BOM

Signed: _____

David Gough, Principal

Date: 22/11/22

