

Personal Pathways Policy (Incorporating PSHE, RSE and online safety)

Context

Implications of an acquired brain injury

“Another common outcome from a frontal lobe injury is lack of awareness. This can make it difficult to analyse one’s own behaviour or to assess other people’s reactions. This complicates the issue of impulsivity, as the person may refuse to acknowledge that they have inappropriate behaviour. They may be unable to understand their own limitations, or the consequences of their actions. A person lacking in insight is also often unable to understand other people’s behaviour or motives, and unable to empathise or imagine how someone else is feeling.” (synapse 2014, The Brain Injury Association of Queensland)

Background Information

This policy has been developed incorporating the social and emotional aspects of learning; personal, social & health education; and is linked to the RSE policy.

Policy Statement

PSHE permeates the whole ethos of the school. We believe that pupils should be encouraged to become as independent as possible. At Surrey Teaching Centre this is approached through our personal pathways curriculum, which aims to develop pupil’s awareness and understanding of themselves emotionally and socially.

Our personal pathways curriculum promotes the personal and social development, health and wellbeing of pupils. The social and emotional aspects of learning are the underpinning qualities and skills that help us manage life and learning effectively. These aspects are often considered to fall into two categories; the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).

Pupils with an acquired brain injury may be struggling with the loss of skills and/or attributes and the personal pathways curriculum can provide a meaningful framework within which a wide range of key skills can be acquired, reacquired or practised.

Other related policies and documents include the Curriculum policy, RSE (Relationships and Sex Education) policy, Anti-Bullying policy, Online Safety policy and Child Protection and Safeguarding policy.

Principles

- All pupils have access to the personal pathways curriculum regardless of age, ability, religion, culture or ethnicity.

- Personal pathways is taught across the curriculum and as separate discrete sessions as appropriate to the needs of each pupil. Pupils in the Early recovery class access individualised projects that fit within their own interests (often identified on admission following discussion with parents/carers).

Values

The personal pathways programme at the Surrey Teaching Centre reflects the school ethos and demonstrates and encourages the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and the wider community

Aims

- to develop self-awareness
- to develop self-confidence and self-esteem
- develop emotional regulation strategies
- to provide opportunities for making choices
- to encourage responsibility for one's own behaviour and understand the consequences of one's own actions
- to make, maintain and enjoy positive relationships
- to recognise and celebrate their achievements
- to encourage awareness and consideration for the needs of others
- to develop awareness of personal safety
- to develop independence to learn

How personal pathways is taught

Pupil voice is the key component of our personal pathways curriculum although the form this takes will vary across the school according to individual needs and for some pupils an advocate will work with the pupil. The format of the curriculum is personalised for each pupil.

Every pupil works on a Personal Profile based on three key areas:

- This is me
- Belonging
- Goals

Most pupils will have additional areas such as:

- Strengths and qualities
- Personal safety including online-safety and anti-bullying
- Health and wellbeing
- Citizenship

Personal pathways may be integrated into thematic planning such as:

- Living in a diverse world

Cross curricular opportunities:

- Maximising capacity for interactions
- Co-operating with others
- Reflection
- Providing challenge within a safe environment

Online-safety is a key area for our pupils due to their potential vulnerability:

- Depending on the age and exposure to risks identified in initial personal evaluation, pupils learn key safe behaviour rules, e.g. how to decide what is ok to post, how to avoid getting hacked, e.g. strong passwords and awareness of open Wi-Fi. Scenarios are used to discuss potential bullying situations, behaviour when going out, issues around having to change year group and needing to make new friends, what you should do if you receive offensive messages or images.

Younger Children:

- To be aware of and practice skills which help you to make new friends or stay friends
- To be able to identify situations in which your safety might be at risk; depending on age, this may include general situations, e.g. traffic, medicines, electricity but could also touch on “stopping and thinking” and “thinking about one thing at a time”, especially relevant for our cohort of children who find it hard to divide their attention, or may be impulsive or not understand situations straight away
- To be able to say who would be reliable adults to ask if you feel unsure

Older students:

- To evaluate the technology they use and the potential risks to personal safety
- To consider how to stay in touch with friends at a distance (currently friends in their community and when they leave the friends they are making now)
- To be able to identify risks to personal safety (including e-safety) and think of what could and should happen
- To be able to identify adults who would be reliable to talk with about personal choices including young adults, e.g. older siblings / cousins / youth workers who understand the online world
- To understand consent and know how to ask for help if you felt unsafe

Specific Issues within the personal pathways curriculum- Confidentiality & Child Protection

Effective personal pathways teaching and learning may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. The school has a separate Child Protection and Safeguarding policy and the procedures outlined for Child Protection issues at the Surrey Teaching Centre should be followed.

Controversial and Sensitive Issues

Personal views are respected and all personal pathways and RSE issues are taught without bias. Topics are presented considering a variety of views and beliefs so that pupils are able to come to their own informed opinions but also respect others who may have a different view.