

# Curnow School Online Safety Bulletin

Autumn Term 2023



These 'Wake up Wednesday' Guides are free to download from [nationalcollege.com/guides](https://nationalcollege.com/guides) and are available for guidance on many themes— here is one relevant to our students at Curnow.

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

- 1. DESIGNATE A TRUSTED ADULT**  
It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.
- 2. MEET CHILDREN HALFWAY**  
Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.
- 3. FACTOR IN THEIR BASIC NEEDS**  
Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.
- 4. REMAIN PATIENT**  
If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.
- 5. BE A DYSREGULATION DETECTIVE**  
While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.
- 6. USE SUITABLE LITERATURE**  
There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.
- 7. TRY SENSORY RESOURCES**  
An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.
- 8. NURTURE INDEPENDENCE**  
If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.
- 9. MODEL GENUINE FEELINGS**  
Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.
- 10. FORMULATE A PLAN**  
As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

**Meet Our Expert**  
Georgina Durant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.

**#WakeUpWednesday**  
The National College

@nationalonline\_safety / NationalOnlineSafety @nationalonline\_safety @national\_online\_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024

E-Safety Star points to remember each time you access the internet on any device



## Be SMART to be an e-safe STAR



**S**ecurity: Do not give out your personal details or passwords



**T**ell someone: If you do not like what you see, hear or read



**A**sk for help: Everyone makes mistakes



**R**emember to be safe!

# Further advice...

Within school this term all staff have had CEOP specific online safety training- here is some useful information from the training (keep an eye on the coffee mornings for an online safety focus sharing of information with parents/carers)

## Where can I learn more about online safety?

- [www.thinkuknow.co.uk/guidance](http://www.thinkuknow.co.uk/guidance)
- [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)
- [www.internetmatters.org/inclusive-digital-safety](http://www.internetmatters.org/inclusive-digital-safety) (SEND specific)
- Please ask Emily our CEOP Ambassador for more information- (contactable via the main school office)

## Where do I report online concerns?

- 'Click CEOP' a free tool/website that has a link to reporting abuse and exploitation
- 'Report Remove' is a free tool/website that allows children to report images and videos
- [www.ceop.police.uk/safetycentre](http://www.ceop.police.uk/safetycentre) here young people can report concerns about online abuse and exploitation
- [www.childline.org.uk](http://www.childline.org.uk) a free private and confidential service where young people can talk about anything
- [www.iwf.org.uk](http://www.iwf.org.uk) Internet Watch Foundation- for adults to report child abuse images and videos

Don't forget our School website has information and links to websites, previous newsletters and lots more!

[www.curnow.cornwall.sch.uk](http://www.curnow.cornwall.sch.uk) and click on the 'parents' section