

## Safeguarding within our curriculum

<p><b>Relationships &amp; Sex education</b></p> <ul style="list-style-type: none"> <li>Our own bespoke and progressive R.S.E. curriculum designed to meet the needs of our children.</li> <li>NSPCC Pantasaurus' sessions and PANTS rules (delivered as part of the Year 2 R.S.E. curriculum).</li> <li>P.S.H.E. curriculum: People who care for us (Growing Up).</li> <li>P.S.H.E. curriculum: Healthy and Unhealthy Relationships</li> <li>KS2 lunchtime leaders help model positive play</li> <li>SEMH lunch club provision supports positive lunchtime play</li> </ul>	<p><b>Emotional &amp; Physical Abuse</b></p> <ul style="list-style-type: none"> <li>Our own bespoke and progressive R.S.E. curriculum designed to meet the needs of our children.</li> <li>P.S.H.E. curriculum: Exploring emotions (Year 1), Growing Up (Year 2) Bullying Matters and Being Safe (Key Stage 2)</li> <li>Circle Time: 1-2 times a week, providing a safe space to challenge permissive behaviours.</li> <li>Child's voice – training with staff and promoted use of reflection areas – worry boxes – post-boxes – sharing jars.</li> <li>Promotion of safe spaces and trusted adults.</li> </ul>	<p><b>Drugs, Alcohol &amp; Tobacco</b></p> <ul style="list-style-type: none"> <li>P.S.H.E. curriculum: Explicit drug education from Year 2 onwards.</li> <li>UKS2 Science curriculum</li> <li>Protective Behaviours sessions – what to do if.....</li> <li>Visitors to school (including from our PCSOs)</li> </ul>
<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Online safety is present throughout our computing curriculum.</li> <li>Explicit teaching about online safety with KPIs within our progressive computing curriculum.</li> <li>Sharing of weekly updates from National Online Safety Centre</li> <li>Year 5 and 6 specific teaching from shared and displayed posters.</li> <li>Online Safety week with regular pupil voice.</li> <li>Newsletter updates and guidance for parents (with all information on a dedicated page on our website).</li> <li>Information sessions for parents.</li> <li>Supervised monitoring alongside filtering and monitoring procedures.</li> <li>Ivengers Team established in school</li> <li>Regular assemblies promoting online safety.</li> </ul>	<p><b>Bullying (including online bullying)</b></p> <ul style="list-style-type: none"> <li>P.S.H.E. curriculum: Exploring emotions (Year 1), Growing Up (Year 2) Bullying Matters and Being Safe (Key Stage 2).</li> <li>Friendship week in November (during ABW).</li> <li>Whole school and class assemblies (Friendship Week and Safer Internet Day)</li> <li>Behaviour Curriculum addressing anti-bullying</li> <li>Child friendly anti-bullying and friendship policy written by the children</li> <li>Ambassador meetings dedicated to discussing bullying and responses to it</li> <li>Online safety lessons (based on the KPIs within our progressive computing curriculum).</li> <li>Supervised use of technology including password security and privacy settings.</li> </ul>	<p><b>Keeping Healthy</b></p> <ul style="list-style-type: none"> <li>Explicitly taught within our P.S.H.E. curriculum (Being Healthy), Science, DT (discrete programme of cooking and nutrition) and P.E curriculum.</li> <li>Organised events at break and lunch times (sports coaches &amp; lunchtime sports leaders).</li> <li>Progressive programme of Forest Schools</li> <li>Children in Early Years and in Year 1 receive high quality Balanceability training.</li> <li>Older children undertake Bikeability.</li> <li>Range of playtime equipment including bikes and scooters and playground equipment designed to encourage gross and fine motor play – healthy hands, hearts and minds.</li> </ul>
<p><b>Mental Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Nurturing school ethos.</li> <li>Highly trained staff provide ELSA support (1:1) for identified children.</li> <li>Small Nurture group, run by trained and experienced staff, for identified children.</li> <li>Lego therapy</li> <li>Progressive PSHE and RSE curriculums</li> <li>Reflection area in all classrooms.</li> <li>Mental Health First Aider for staff, along with access to high quality counselling and support via dedicated e-mail.</li> <li>Mental health teams comprising of representatives from all members of the school community.</li> <li>Circle Time within in each class, providing a safe and structured space.</li> </ul>	<p><b>Equality &amp; Diversity</b></p> <ul style="list-style-type: none"> <li>Book spine reflects a range of meaningful diverse texts</li> <li>Whole school and class assemblies support promotion of modern diversity.</li> <li>P.S.H.E. curriculum, noticeably the 'Being Me' and 'Difference and diversity' units</li> <li>Our own bespoke and progressive R.S.E. curriculum designed to meet the needs of our children.</li> <li>Supporting local and national charity events (e.g. Children in Need, Jigsaw Food bank).</li> <li>Black History Month</li> <li>FBV mapped out</li> <li>Celebrations and distinct festivals mapped out within the annual calendar, worship planning and celebrated alongside the children within the school who may also celebrate them personally.</li> </ul>	<p><b>Radicalisation &amp; Extremism</b></p> <ul style="list-style-type: none"> <li>All staff trained in PREVENT every two years in line with our agreed policy. Annual risk assessment (using optional Dfe template).</li> <li>Circle Time: safe environment to support open discussion.</li> <li>Circle Time helps build resilience to radicalisation.</li> <li>Collective Worship – celebrating diversity and teaching of British Values.</li> <li>Picture News directly refers to FBV weekly these are displayed in class and taught directly</li> <li>RE and PSHE curriculum (including visits to variety of places of worship)</li> <li>Information on the school's website and letters for parents</li> <li>FBV curriculum</li> </ul>
<p><b>FGM</b></p> <ul style="list-style-type: none"> <li>Our R.S.E. curriculum designed to meet the needs of our children.</li> <li>Our P.S.H.E. curriculum explicitly teaches children about their body and changes (via 'Growing Up' units).</li> </ul>	<p><b>Forced Marriage</b></p> <ul style="list-style-type: none"> <li>Our R.S.E. curriculum designed to meet the needs of our children.</li> <li>P.S.H.E. curriculum supports the teaching of healthy and unhealthy relationships</li> <li>Protective Behaviours - what to do if.....</li> </ul>	<p><b>Child Sexual Exploitation</b></p> <ul style="list-style-type: none"> <li>Our R.S.E. curriculum helps children understand safe and unsafe behaviours.</li> <li>Protective Behaviours - what to do if.....</li> <li>Strong and effective safeguarding culture and practice supported within the partnership.</li> <li>Weekly updates support staff understanding of what to look out for – which children may be more at risk (Week 26)</li> <li>DSL and DDSL additional training</li> </ul>
<p><b>Child Criminal Exploitation</b></p> <ul style="list-style-type: none"> <li>Our R.S.E. curriculum helps children understand safe and unsafe behaviours.</li> <li>Protective Behaviours - what to do if.....</li> <li>Strong and effective safeguarding culture and practice supported within the partnership.</li> <li>Weekly updates support staff understanding of what to look out for – which children may be more at risk (Week 24)</li> <li>DSL and DDSL additional training</li> </ul>	<p><b>Harmful Sexualised Behaviour</b></p> <ul style="list-style-type: none"> <li>Our R.S.E. curriculum designed to meet the needs of our children.</li> <li>P.S.H.E. curriculum supports the teaching of healthy and unhealthy relationships</li> <li>Protective Behaviours - what to do if.....</li> <li>Worry boxes regularly used in Circle Time and openly promoted with children</li> <li>Hackett's continuum shared with staff to refer to if concerned about a child's behaviour</li> </ul>	<p><b>Private fostering, PLAC and LAC</b></p> <ul style="list-style-type: none"> <li>All of our curriculum areas are planned and adapted and we work closely with our families to ensure that our children are supported; we understood and learning or texts may need prior support or pre-teaching and these are discussed ahead of the teaching sequence.</li> <li>Behaviour curriculum is adapted (including use of sanction)</li> <li>5 to 1 system of praise of sanction is emphasised to ensure children are supported, previous trauma is always considered</li> </ul>

<p style="text-align: center;"><b>Fire &amp; Water Safety</b></p> <ul style="list-style-type: none"> <li>• All children in Key Stage 2 learn to swim successfully every year.</li> <li>• Emergency services visit school (FS/KS1 topics)</li> <li>• Whole school and class assemblies</li> <li>• PSHE and R.S.E. curriculum</li> <li>• Firework and bonfire night safety sessions</li> </ul>	<p style="text-align: center;"><b>Stranger Awareness</b></p> <ul style="list-style-type: none"> <li>• P.S.H.E. curriculum</li> <li>• Collective worship and class sessions</li> <li>• Newsletter updates</li> <li>• Stranger danger sessions</li> </ul>	<p style="text-align: center;"><b>Road Safety &amp; Rail Safety</b></p> <ul style="list-style-type: none"> <li>• PSHE curriculum</li> <li>• Whole school and class assemblies</li> <li>• Newsletter updates</li> <li>• Bikeability (both Level 1 and 2)</li> </ul>
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We work to reduce permissive environments through our curriculum and practice and when considering the suitability of external speakers

All staff and leaders have completed PREVENT training