



# Safeguarding Across the Curriculum.

# SAFEGUARDING – OUR MISSION POSSIBLE

We will....

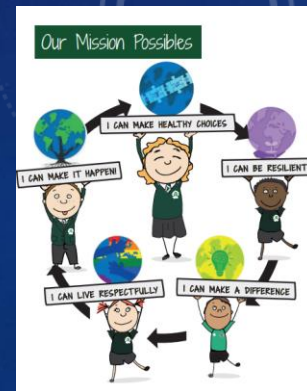
**Make a difference** to a child's life - safeguarding is the responsibility of us all

**Make it happen** by reporting any concern no matter how small

**Live respectfully** by always modelling the behaviours and interactions that we expect if the children

**Make the healthy choice** to pass on concerns quickly and record concerns accurately

**Build and demonstrate resilience** to help children not only to deal with current difficulties that are a part of everyday life, but also to develop the basic skills, knowledge and habits that will help them deal with challenges later in life,





# Implementation

Safeguarding is at the heart of everything we do and great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding.

Our Mission Possible 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 to keep themselves and others safe in both the real and online world.

We adopt a whole school approach to health and wellbeing and use resources from SCARF which also fulfils all DfE statutory requirements for the Relationships & Health Education curriculum. Teaching is sequenced so that new knowledge and skills are build on what has been taught before.

We are sensitive in our teaching and recognise that more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas, and concerns.

We give pupils' opportunities across the curriculum to explore values, personal rights, responsibilities, and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism. Practical safeguarding opportunities are carefully planned into the curriculum.



## Federation of Nettlestone & Newchurch Primary Schools Safeguarding Within our Curriculum – Overview



*We make healthy choices, we live respectfully, we are resilient, we make a difference and we make it happen!*

### Sex & Relationships

- All about me SCARF SRE programme across all years

### Emotional & Physical Abuse

- SCARF programme across all years
- Speak Out Stay Safe NSPCC workshops

### Drugs, Alcohol & Tobacco

- SCARF programme
- Science curriculum
- Visitors to school including School Nurse support

### Child Sexual Exploitation

- SCARF programme across all years
- NSPCC PANTS

### Online Safety

- Computing and PSHE curriculum
- Project Evolve curriculum
- Cyber Ambassadors
- Safer Internet Day
- Whole school and class assemblies
- Newsletter updates
- Parent awareness sessions – including as part of new intake induction

### Bullying (including cyber bullying)

- School rules / classroom rules
- Playground/ Year 6 buddy system
- Anti-bullying week
- Young Governors updating of child friendly policies
- SCARF curriculum across all year groups
- Whole school and class assemblies
- Deliberate text choices across all year groups to illustrate issues for discussion & debate at age appropriate level
- Safer internet Day

### Mental Health & Wellbeing

- Therapeutic class spaces and attachment and trauma aware approaches embedded
- Targeted interventions and ELSA children e.g. drawing & talking, sand therapy etc.
- PSHE and SRE curriculum
- Specific 1:1 / small group
- Visitors to school
- Mindfulness curriculum
- Zones of Regulation curriculum
- Mental Health & Wellbeing Ambassadors/ RESPECT Squad delivering peer to peer support.

### Keeping Physically Healthy

- Science & PHSE curriculum
- 2 hours of PE weekly taught by specialist teacher.
- Extensive extra-curricular clubs programmes and signposting of community clubs
- Snack and hydration stations
- Break and lunchtime activities
- Visitors to school
- Forest School curriculum
- First aid / restart a heart workshops

### Equality & Diversity

- RE Curriculum
- British Values
- All about me SRE programme
- Whole school and class assemblies
- No Outsiders curriculum
- Class charity support & whole school charity events (e.g. Children in Need)
- Deliberate text choices across all year groups to illustrate issues for discussion & debate at age appropriate level
- Pupil leadership positions – process open to all
- School EARA group work

### Fire & Water Safety

- Learning how to respond safely to fire drills
- Water based activity within each year group.
- Swimming programme in Year 3 and follow up catch up to ensure all children can swim at least 25m.
- Sailing programme – Year 5
- Fire service visits to school, learning how to keep ourselves safe and who helps in the event of a real fire.
- Firework Code / safety linked to seasonal events.
- Visits from RNLI and local inshore rescue
- Whole school and class assemblies
- PSHE and SRE curriculum
- Forest School curriculum

### Road Safety & Rail Safety

- SCARF PHSE curriculum
- Whole school and class assemblies
- Newsletter updates
- Visitors to school e.g. PCSO
- Junior travel ambassador scheme
- Balanceability curriculum - EYFS
- Road Safety – all years
- Bikeability – Year 6

### FGM

- We focus on how to create healthy relationships, rights as a child and what to do if you are worried and who can help
- We teach how to keep safe physically and emotionally
- Children are taught about privacy and which parts of their body are private

### Forced Marriage

- All about me SRE programme
- Relationship Unit brings in choices and rights

### Radicalisation & Extremism

- Prevent agenda advice followed
- Lockdown drills – knowing how to keep ourselves safe in the event of a targeted event in our community.
- Assemblies—celebrating diversity and addressing British Values
- RE and PHSE curriculum (including visits to various places of worship both on and off IOW)
- Deliberate text choices across all year groups to illustrate issues for discussion & debate at age appropriate level

### Stranger Awareness

- PHSE curriculum and circle time
- Whole school and class assemblies
- Newsletter updates



### Being Aware of Other Cultures

- Learn about different festivals, celebrations, languages, beliefs and countries around the world.
- Inviting families in to talk about their culture and celebrating special days.

### Fire/Water/Sun Safety

- Learn how to respond to the fire drill
- Know who helps us in a fire
- Learn what to do in a real fire
- Know how to stay safe around bonfires and fireworks
- Beach visit – using sunscreen/sun hats 'slip, slap, slop' message.
- Visit from or to local lifeboat station.

### Health & Hygiene

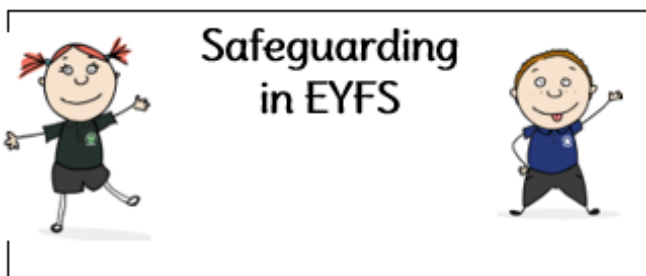
- Learn what makes us healthy e.g. food, exercise & hygiene.
- Understand the health needs of others e.g. allergies/ medicines etc.
- Have the confidence to express our needs e.g. hunger/thirst
- Learn the importance of teeth brushing and hand hygiene
- Healthy snacks on our snack table.
- Learn to eat in the dining hall
- Learn about growing/cooking healthy foods
- Balanceability.

### Personal Privacy

- Learn that no means 'no' and the phrase 'stop, I do not like it!'
- Learn to go to the toilet by myself
- Understanding which parts of our body are private.
- Learn language to express feelings about their bodies and emotions.
- Learn to speak out to stay safe to a trusted adult.

### Staying Safe (People)

- Know who are the trusted adults in our lives
- Year 6 buddy support system
- Understand that trusted adults wear lanyards in school
- Identify safe people within the community
- Know where to go if you are lost (safe spaces) in school
- Through age appropriate stories talk about choices and how characters could have made better choices to stay safer.



### Rights & Responsibilities

- Know how to speak and listen to each other
- Know you have the right to be listened to and heard.
- Learn and follow class/school rules and responsibilities
- Embracing and acknowledging our 5 Mission Possibles at every opportunity

### Staying Safe (environment)

- Learn to share and use resources safely including technology
- 'Have a go' within safe boundaries.
- Supported use of real tools and equipment
- Safety in different weathers
- Safety in the local area including basic beach safety, safety around animals etc.
- Following class rules and listening in the environment.
- Respecting boundaries – toilets, outside area etc.
- Respect for equipment – tidy up time!

### Road Safety

- Learning stop, look and listen.
- Identification of how to use the zebra crossing
- Wait for the green man / traffic lights
- Walk with an adult, holding hands

### Emotional Safety

- Learn how to express and recognise emotions appropriately
- Developing confidence and self esteem
- Sharing and playing with others
- Zones of regulation

### Books to support



### Anti Bullying / Friendships

- Learning about what makes a good friend.
- Understanding how to say 'no' and 'stop'.
- Knowing who to talk to and how to ask for help.
- Watching out for others – keeping my friends safe
- Learning that bullying is 'several times on purpose'
- Participation in Anti Bullying Week activities.

### E-Safety

- Learning our SMART rules
- Learning how to log on to the computer and keep my information secure.
- Understanding why we use safe searches
- Knowing what to do if I am worried or unhappy about what I see online.

### Keeping Safe

- Learning about my role in keeping myself safe.
- Learning about the difference between secrets and surprises.
- Staying safe in the world outside of home and school.
- Identifying trusted adults and 'safe' strangers e.g. emergency services/ doctors etc

### Being Aware of Other Cultures

- How to show respect for others
- Finding out about beliefs and religions in our community and around the world both in lessons and in assemblies.
- Learning about celebrating festivals of different faiths, especially about those celebrated within our year groups.
- Kenyan Geography and Dance topics facilitate guest speakers in Y2.

### Relationships

- Learning the words to describe my feelings and using the zones of regulation to begin to self-regulate.
- Have a greater awareness of others' feelings and how my actions can impact/affect these.
- Learn who my trusted adults are and how to speak out to stay safe.

### Health & Wellbeing

- Understanding what I need to be healthy & fit.
- Revising how to maintain good personal hygiene e.g. washing my hands, catch it, kill it, bin it etc
- Making choices and understanding that choices have consequences.
- Names for body parts, differences between boys and girls and personal privacy.
- 2 hours of weekly PE taught by a specialist
- Technology curriculum – making healthy snacks
- Dots mindfulness curriculum – goal setting, aspirations etc
- Engagement in safe and happy holiday survey.

## Safeguarding in KS1



### British Values

- Weekly whole school assemblies followed up at an age-appropriate level in the classroom.
- Embracing and acknowledging our Mission Possibles at every opportunity.
- Listening and hearing the opinions of others.
- History topics that provide opportunities to discuss where values such as democracy, rights, equality have been eroded.
- Class charity support / events.
- Young Governor election process Y2

### Fire/ Water/Sun Safety

- Visit from the Fire Safety Team (Y2) – stop, drop, roll.
- Rehearsal of fire safety drill at regular intervals.
- Firework Code
- Visit to Lifeboat (Grace Darling study Y1)
- Beach offsite visits (opportunity for sun safety reference also).

### Books to support





### Anti-Bullying & Friendships

- Revision that bullying is 'several times on purpose' and you should 'start telling other people' if it is happening to you.
- Learning about the different types of bullying
- Engaging in residential visits – spending 24/7 with my friends and experiencing a night away from home (developing coping strategies).
- Engagement with Anti Bullying Week activities.
- Learning the word 'bystander' and recognizing it in context.
- NSPCC Workshop

### Relationships

- Learning to accept the views of others and understand that we don't always agree with each other.
- Developing understanding of marriage.
- Learning to recognise body language as a way of identify feelings.
- Learning the word 'assertive' means and am able to give a few examples of ways of being assertive.

### Health & Wellbeing

- Children develop a greater understanding about rights and responsibilities relating to their health
- Understanding of puberty and body & feelings changes
- 2 hours of weekly PE taught by a specialist
- Technology curriculum – making healthy snacks
- Paws B mindfulness curriculum – goal setting, aspirations etc
- Engagement in safe and happy holiday survey.
- Money sense ~~programme~~ – financial wellbeing supported.

### E-Safety

- Self-image and Identify
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Well-being and Lifestyle
- Privacy and Security
- Copyright and Ownership
- Engagement with Safer Internet Day
- Lurking Trolls and similar campaigns

### Keeping Safe

- Learning and can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.
- Learning the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol – school nurse support.
- Outdoor & adventurous residential in Y3/Y4 – take risks safely.

### Being a Respectful Citizen

- Learning and being able to give examples of different community groups and what is good about having different groups.
- Learning to be respectful and tolerant.
- Identifying examples in the classroom where respect and tolerance have helped to make it a happier, safer place.
- Recognising and celebrating difference (including religions and cultural difference RE/History/Geog curriculum).
- Beginning to understand and challenge stereotypes. Explaining why it is important to challenge stereotypes that might be applied to me or others.

### Road Safety

- Develop a greater understanding of both road awareness and behaviours – including the impact of road traffic incidents and driver responsibilities – use of PCSO, minibus driver support.
- Junior Traffic Ambassador scheme
- Offsite trips and visits – roadside risk assessments

## Safeguarding in Lower Key Stage 2



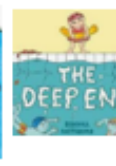
### British Values

- Weekly whole school assemblies followed up at an age-appropriate level in the classroom.
- Embracing and acknowledging our 5 Mission Possibles at every opportunity.
- Listening and hearing the opinions of others.
- Humanities topics that provide opportunities to discuss where values such as democracy, rights, equality have been eroded.
- Class charity support / events.
- Young Governor democratic election process

### Fire/ Water/ Sun Safety

- 10-week swimming ~~programme~~ – Year 3
- Year 3 residential activity with water-based activity embedded.
- 

### Books to support



### Anti-Bullying & Friendships

- Recognising and reflecting on prejudice-based bullying
- Understanding Bystander behaviour
- Gender stereotyping
- Engaging in residential visits off of the IOW.
- Engagement with Anti Bullying Week activities.
- Year 6/EYFS Buddy system
- Year 6 secondary transition programme

### Relationships

- Relationship & Sex education
- Friendship skills, including compromise
- Assertive skills
- Recognising emotional needs
- Assertiveness
- Safe/unsafe touches
- Positive relationships

### Health & Wellbeing

- Managing and coping with change
- Getting help when I need it
- Body Image & self-esteem
- Learning about my rights, respect and duties relating to my health
- Decisions about lending, borrowing and spending in real life challenges – financial health
- Self-regulation strategies
- 2 hours of weekly PE taught by a specialist
- Technology curriculum – making healthy meals
- Paws B mindfulness curriculum – goal setting, aspirations etc
- Engagement in safe and happy holiday survey.
- 

### E-Safety

- Self-image and Identify
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Well-being and Lifestyle
- Privacy and Security
- Copyright and Ownership
- Engagement with Safer Internet Day
- Cyber Ambassador programme

### Keeping Safe

- NSPCC workshop
- Understanding emotional needs
- Staying safe online / mobile technologies
- Legal & illegal drugs: norms and risks (including the law) – police support
- Choices Programme – anti knife crime workshop
- Increased responsibilities including on field trips e.g. Year 6 Theme Park

### Being a Respectful Citizen

- Learning and recognizing how social media can influence and pressure.
- Recognising and celebrating difference
- Recognising and reflecting on prejudice-based bullying
- Understanding active/passive bystander behaviour
- Gender stereotyping and the need to challenge
- Recognising and celebrating difference (including religions and cultural difference RE/History/Geog curriculum).
- EARA group

### Road Safety

- Develop a greater understanding of both road awareness, behaviours, choice & campaigning – including speaking out against dangerous behaviours
- Junior Traffic Ambassador scheme
- Offsite trips and visits – roadside risk assessments
- Bikeability – Y6

## Safeguarding in Upper Key Stage 2



### British Values

- Weekly whole school assemblies followed up at an age-appropriate level in the classroom.
- Embracing and acknowledging our 5 Mission Possibles at every opportunity.
- Humanities topics that provide opportunities to discuss where values such as democracy, rights, equality have been eroded.
- Class charity support / events.
- Young Governor democratic election process

### British Values (cont)

- Greater awareness and appreciation of protected characteristics
- Visit to Parliament as part of Y6 London residential
- Mock trial at local court Y6
- RUDE workshop Y5
- Pupil leadership positions and recruitment

### Fire/Sun/Water Safety

- 5 week sailing programme -Y5
- Water safety session to include life saving – Y6
- UKSA visit – Y6

### Books to support





# We keep children as safe in the online world as the real world.



- Online safety is at the heart of our computing curriculum and we are proud to have been awarded the highly prestigious 360 Degree Online Safety Mark in both schools after a rigorous inspection and assessment process. Online Safety is an important part of our curriculum and is an ongoing theme throughout the year as well as being celebrated during Internet Safety Day.
- From EYFS through to year 6, children are taught to how to use digital technology safely, respectfully and responsibly. All children are encouraged to engage critically with the online world through the implementation of the Project Evolve framework. The eight strands ensure that pupils become digitally savvy citizens who question what they see online and know what to do if something is wrong. In addition, new parents to the Federation of are asked to take part in an online safety briefing which discusses issues such as grooming, Child Sexual Exploitation and age appropriate applications for their child even before they have joined the school.
- As they progress through the school, they learn the importance of keeping personal information private and recognise the difference between acceptable and unacceptable behaviour. Pupils in EYFS and KS1 are regularly taught what to do if something makes them feel uncomfortable whilst using technology. KS2 pupils are able to recognise a range of ways to disclose concerns about content and uncomfortable experiences when using technological devices.



# We ensure our online learning activities are safe by...

- Identifying and assigning roles and responsibilities to manage our filtering and monitoring system.

Regularly reviewing our filtering and monitoring provision.

Ensuring our filtering systems block harmful and inappropriate content without unreasonably impacting on teaching and learning.

Implementing effective monitoring strategies that meet the safeguarding needs of our schools.





We ensure our curriculum is flexible enough to address the safeguarding priorities of our local area.....

Road Safety

Oral Hygiene

Sea Safety

Keeping  
mentally  
healthy

Anti Social  
Behaviour



# We ensure equality of access by...

Adapting resources and teaching techniques to meet the unique needs of our children with SEND to enable them to have the knowledge and skills to succeed in life.

Supporting learners by giving consideration to appropriate groupings e.g. whole class, small group or 1:1 input.

Enabling the voices of all children to be heard. Valuing and respecting the ideas and opinions of all.

Enabling children to have the freedom of choice to engage with a wide variety of resources.

Creating safe, secure and healthy learning environments for all of our pupils but especially those with potential for increased vulnerabilities e.g. SEND, LGBTQ+, disadvantaged etc

Fostering and developing confidence and resilience in all of our learners.



# We support continuing professional development by...

Ensuring staff complete to statutory training according to timescales.

Updating staff with weekly safeguarding notifications from credited external partners e.g. NSPCC, LGfL

Ensuring safeguarding is kept high priority in all meetings

Ensuring and maintaining a strong safeguarding culture with the mantra of 'it does happen here'

Creating safe, secure and healthy learning environments for all of our community but especially those with potential for increased vulnerabilities e.g. SEND, LGBTQ+,

Attending local networks and training events to keep abreast of the local context within which we work.

Facilitating training and development to address emergent needs in a timely way.

Welcoming external agencies and working in partnership to secure the best outcomes for our community.

Engaging in professional reading including KCSiE, lessons learned

## Impact of our safeguarding work across the curriculum June 2023

100% of pupils shared that they feel safe at school.



What the pupils say...

100% of pupils shared that there is an adult at school they can talk to.



The very large majority of children can recognise bullying in a variety of forms and trust adults to deal with it really well should it happen.



100% of pupils agree that the school encourages them to look after their emotional and mental health.



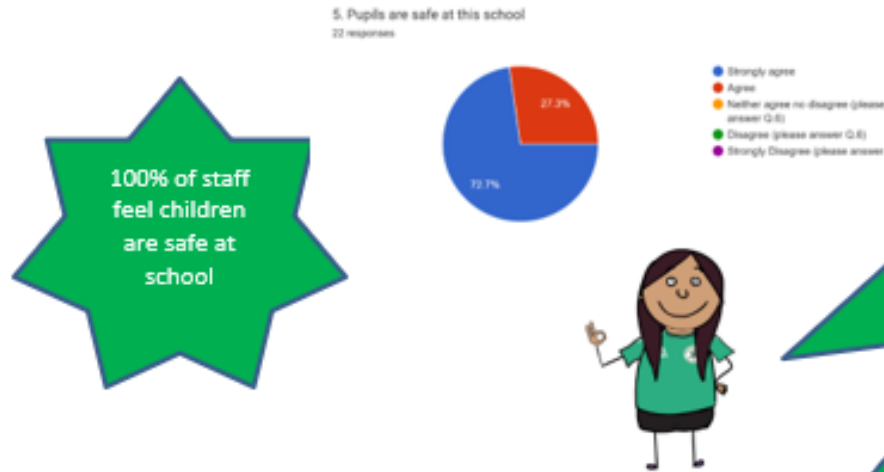
100% of pupils agree that the school encourages them to look after their emotional and mental health.





# Impact of our safeguarding work across the curriculum

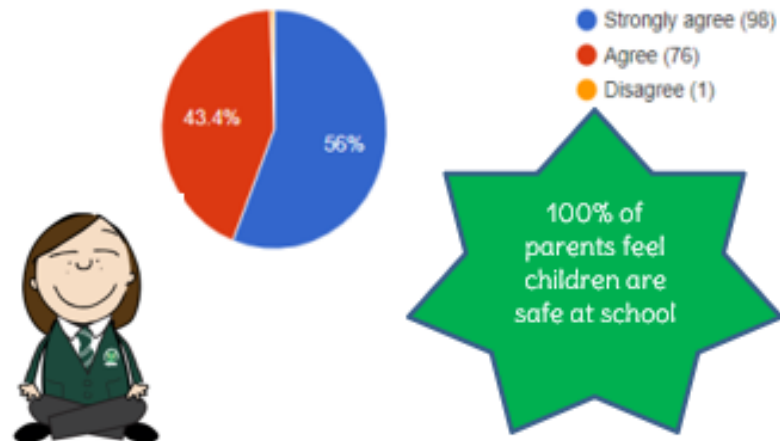
## What others say...



I really enjoyed looking round today. I couldn't work out what was different when I walked into the Year 1 classroom until you explained about the changes you have made because of the work you've done on therapeutic classrooms. It clearly makes a difference to the children – who could explain quite clearly why it helped them concentrate and learn and the staff I spoke to were very clear in their explanations of why the changes have been made and the impact it has.

School Improvement Manager  
Summer Term 2023

## My child feels safe at this school



The safeguarding curriculum has been strengthened. Pupils spoken to understand protected characteristics and how their safeguarding curriculum has been contextualized to their school. They talk knowledgeably about equality, their school values, and the curriculum beyond PSHCE. All pupils have a voice. Several different groups are represented through the school council and other leadership roles. Pupils are respectful of one another and adults and explain how the zones of regulation help them if they struggle.

LLP Report

## Since September....

There is evidence all around both schools in words, behaviour, printed material and actions. There is regular training with updates sent round between sessions. In short you can feel the excellent ethos and culture where the safety of children is prioritised all around you.

Governor Feedback – 13<sup>th</sup> Sept

When I visit the school as a governor and when collecting grandchildren I am made very aware that safeguarding is important  
Governor Feedback

**The ethos of the school, the priorities you share in lessons, assemblies, around the school...your mission possibles... all work towards the child/ren being safe and ready to take on what the wider world might offer them.**

Governor Feedback

Leaders remain strong in their awareness of and inclusion within the curriculum of contextual safeguarding.

LLP November 2023

**Positive behaviour is promoted and there was good interaction between the leaders and children. The school was calm and promoting a learning atmosphere.**

**Visitor Nov 2023**

Healing classrooms are promoted throughout the school. Staff understand and embed a holistic approach. Shown through observations and discussions.

Autism Outreach Service – Sept 2023

The response to the lockdown drill was impressive and a real 'eye-opener'

Governor Morning Feedback  
March 2024

Your support, advice and guidance in helping to shape our safeguarding approaches has been invaluable.

Colleague Headteacher – March 2024