

SAFEGUARDING ACROSS THE CURRICULUM

2019-2020

Our School Values

Integrity

- Work in an open, honest and constructive way
- Value and support each other
- Our values will not be compromised

Respect

- Behave appropriately
- Treat everyone fairly
- Show consideration for others

Commitment

- Be accountable
- Take responsibility for our actions
- Have enthusiasm and positivity

Working Collaboratively

- Learn from each other
- Communicate effectively
- Collectively set and achieve high standards

A culture of safeguarding is embedded at Pens Meadow School. We recognise that our pupils are extremely vulnerable for a variety of reasons including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

In addition to ensuring our safeguarding procedures and training are of the highest standard and ensuring staff remain vigilant, we also recognise the need to safeguard our pupils through education and the curriculum within school. This is of particular importance for our pupils at Key Stage 5 (Post 16).

Pens Meadow provides education for pupils with complex needs, severe learning difficulties (SLD), including autism, and pupils with profound and multiple learning difficulties (PMLD). We must therefore ensure that the curriculum content around safeguarding is delivered at an appropriate level.

When considering pupils with PMLD this is often focused around educating parents and the wider community of the potential risks, so that they are best placed to recognise the signs.

Many individuals with complex Autism and SLD often remain dependent on adults for their safety but strict adherence to safe working practices can give pupils the opportunity to develop an understanding of acceptable behaviours. For example, the practice of only trained and familiar staff supporting pupils during their intimate care can support pupils to understand that they shouldn't go with people that are unfamiliar.

Where pupils have a greater cognitive understanding, the curriculum is designed to allow staff to engage in conversations and discussions around specific safeguarding issues such as online safety or bullying. It is important to note that even when working at this level, pupils can often find it difficult to generalise information and strategies taught, when in different environments.

The Legal Context

These duties are set out in the 2002 Education Act . Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying.

Opportunities to Teach Safeguarding

Keeping Children Safe in Education (KCSIE) September 2019 outlines that:

“Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.”

PSHCE in the National Curriculum (2014)

Whilst PSHE education is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

‘All schools should make provision for PSHE, drawing on good practice.’

Alongside the National Curriculum framework, the DfE also published guidance on PSHE education, which states that the subject is ‘an important and necessary part of all pupils’ education’ and that:

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.’

PSHCE is a vital part of the curriculum at Pens Meadow. It is taught as a discrete subject weekly throughout the year. Staff also use daily informal opportunities to reinforce learning.

Pens Meadow have adopted the PSHE Association key headings of: Health and Wellbeing, Relationships and Living in the Wider World. Planning is based around 6 unit titles, with a whole school focus for each on a 3-yearly cycle.

Digital Literacy (Online Safety)

At Pens Meadow the online safety curriculum is flexible, relevant and engages pupils’ interests. It is context based and focused around the overarching PSHCE topic being taught at that time. Additional opportunities are sought to embed the skills across the curriculum. This is further enhanced by the ‘theme of the week’, circle time activities and visitors to school.

Pens Meadow recognises that pupils with learning disabilities are often more vulnerable to both online and offline abuse, but that programmes should be tailored to their particular level of cognitive understanding and developed with parents, and where appropriate the pupils themselves.

Relationships and Sex Education

Relationships and Sex Education (RSE) becomes compulsory in September 2020 for all schools in England. At Pens Meadow, we have a nominated member of staff with the responsibility to review and ensure RSE is appropriately delivered to all pupils. When teaching RSE, we have regard to statutory guidance from the DfE. The DfE has formally recognised good practice guidance from the PSHE Association, Brook and the Sex Education Forum, which sets out schools' responsibilities on relationships and sex education which vary between primary and secondary schools.

At Pens Meadow School, within Lower Phase, Relationships Education is primarily delivered through our Science and PSHCE units of work. In Middle and Upper Phase, pupils' provision includes one PSHE lesson a week. RSE is delivered as part of the curriculum devised based on guidance from PSHE Association. Individual IEP targets are set for pupils who need additional input around specific areas. The school has worked with The Brook Advisory Service to develop an RSE package which meets the needs of our changing school population at Post 16.

Pens Meadow continues to recognise the complexity and challenges that puberty brings for our pupils and has responded to this through the appointment of our Learning Manager, Mr Alma. This role consists of several different aspects including one to one counselling, advice and pupil advocacy.

Religious Education

The school is non-denominational and has a diverse ethnic and religious population. As such our Religious Education and assemblies include learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues listed below.

Safeguarding Provision at Pens Meadow School

Key Stages 1-4

Safeguarding Issue	Where?	How?	Application
Child missing from education/Child missing from home	Circle time/everyday PHSE keeping safe in community Good morning Stranger Danger RSE – Relationship education Transport Hot & cold RE – culture Enrichment opportunities PSED	Who is here? Who is not here? Where are the people who aren't here? What to do if lost lesson Who is in our home? Doing the register Circle time Emergency services, literacy – stories Who's here today Around the world Where we live Children in need/comic relief Visually seeing who's absent	Reading (checking register when going out on visits) Community visit – check the 'going out' form together Visiting place of worship Police visit Church – Christmas festival Xmas shoe box appeal Enterprise day – raising money
Child Sexual Exploitation	PHSE – public and private Daily circle time/communication People who help us RSE Stranger danger All about me Different countries/geography People who help me Appropriate clothing Suitable clothing Swimming/community engagement PSED Intimate care Sex education lessons	What is public/private Use advert campaign about this – current campaign (Cbeebies) Feelings – if you are sad Identifying people who help us Parts of body, public/private, good touch / bad touch PHSE – rights respecting – the right to say no SMART – phone safety FB/Instagram Stranger danger Massage permission	Fire station/engine Doctors/nurse visits Toileting when out and about Swimming Linking dentist – appropriate equipment/actions Haden Hill/hydro Community engagement

Peer on Peer Abuse	PSHE/choice/circle time Assembly time Code of conduct British values SMART RSE –friendship Same but different Helping each other Across all topics ICT Playground Theme of the week BSS Transition to post 16	Right to say ‘no’ and respecting each other Sharing and caring – turn taking games Making friends, making the right choice Bullying, Circle time, Playground PHSE – being a good friend Choice time Cyber bullying – look after your belonging Role play – look for positive attitude Consequences, respect, boundaries	Community events i.e. Drayton manor, coffee morning visits, carol concert at town hall Soft play Re-enforce friendships Feeling and looking after each other Hold staffs hand, pairing up students when out. Lunchtime/playtime
Sexual Violence and Sexual Harassment	Work related/world of work Come and join the celebration Toileting routine PSHE, RSE, PSED Stranger danger People who help us Friend & Family E-safety ICT	People who help us, social stories for pupils who are targeting others Celebrating different faiths, believe different things Privacy signs, getting changed Knowing your body Parts of body public/private Good touch/bad touch Relationship Positive touch	Re-enforce friendships Feeling and looking after each other Hold staffs hand, pairing up students when out. Swimming TACPAC NSPCC (pants rule) Puppet shows
Bullying including cyberbullying	Theme of the week ICT lessons- social media Parent engagement Assembly PSHE Photos/phones Stories about dinosaurs It’s good to be me Stranger danger Friends/family SMART/ICT	Being friends – being a good friend Smart rules, only friends with friends in real life Good choice/bad choice E-safety – cyber people Who should receive photos from students ICT – SMART website Promote positive relationship Role play Board choice time Reinforcement of playing together	Pantomime moral of the story Soft play – playing together Integration sessions Ridge school visits

	Choice, breakfast, playground		
Domestic Violence	PHSE – me and my world/friends English stories Theme of the week RSE, PHSE, PSED Emergency services Positive touch Continuous provision Family outreach Handover/home school diaries	All types of families Stories about appropriate family life People who help us if we are sad Knowing wrong and right Who is at home? Kind hands – adults/students Good choice/bad choice People who can help Family learning Communication Quiet time – pupil voice Theme of the week Sharing what they did at the weekend Art workshops (parents)	Fireman / fire engine Police officer visits Ambulance officers in school
Drugs	PHSE – staying safe at home Daily routine Theme of the week RSE/PHSE Emergency services Living healthy Emergency services School nurses Understanding the world Science, English, maths	medicine rule social stories medicine danger/recreational Lunchtime routine Role play Science How to make us better Keeping healthy Knowing when they are sick/feelings	Shops Pharmacy Students knowing where medication is. Staff ensuring all meds taken with us GP surgery Hospital Nurses office Recognising own name/numbers on syringe/medicine bottle
Fabricated or induced illness	Theme of the week Pupil voice British values Emergency services Living healthy Feel map Good morning PHSE, Science Circle time Healthy eating	Knowing right and wrong Being safe Boy that cried wolf Telling the truth Right/wrong Role play – doctors Home/school communication Good morning How do I feel? Symbol use happy/sad	Hospitals – point out en route Not wasting hospital time Visit from doctor/nurse Fireman visit Who to trust – safer stranger

		Knowing what foods are good Social conversation	
Female Genital Mutilation (FGM)	Stranger danger See CSE The world Talking about different countries Families who look after us. Humanities – RE PSED Intimate care	PSHE –positive touch Re-diff religions Intimate care Role play Safe travel – holidays Beliefs Teaching cultural norms Body parts	Visit to religious buildings Swimming Mosque
Forced Marriage	RSE Religious education Come and join the celebration Role play – royal wedding Learning consent	Weddings/marriage coessential Learning about marriage Parties/dressing up Religious ceremonies/parties etc. Books/stories P16 levels of relationships	Church Mosque Temples
Mental Health	Mental health day Yoga/massage/brush programme (OT) Feelings Good morning routine All about me Songs/emotions Handover communication Home/school diaries Pupils voice Celebration assemblies	Discuss emotional/what makes me feel happy/sad Happy food Social stories Hello yellow H&WB activities – park World mental health day/pupils voice Emotions, downtime Movement breaks Choice time rewards Sensory room	Pupil voice, chosen visits Forest school Park End of term treat/trips
Preventing Radicalisation	Stranger danger British values Rights respecting pupil voice Religion The world	Different religions/cultures Online safety Equality SMART Listening to people you know and don't know	Mixing with a wider range of people Visit from a police officer

	PSED Communication sessions	Safe play, being kind British values	
Sexting	ICT, RSE Safety online Mobile phone use Stranger danger Right and wrong Make phones	Email, Snapchat – appropriate pictures Permissions to ask to take a photo of friends, Role play Social stories Kind/unkind words ICT – writing a text	Stranger danger discussions Visit from a police officer Visit phone shop assemblies

Key Stage 5

Safeguarding issue	Where?	How?	Application
Child missing from education/Child missing from home	Registration The wider world PHSCE Personal Skills	Talking About students missing, have they seen them this weekend. Making get well cards. Personal skills Stranger danger Road safety Stranger Danger Recognising facial expressions	Counting heads. Buddy system. Staying as a group. “Look after your friend” Community visits, parks shops etc.
Child Sexual Exploitation	Our lives Shopping The wider world Sex education Personal skills Personal care Relationships with different people staff peers, parents Friendship bullying	Personal skills / RSE Appropriate touching Who can and cant My PANTS Sex education, social times ICT (SMART) private time, assemblies, staff to student conversations Recognising responsible adults Stranger danger Trust Respecting your body What’s acceptance Understanding grooming Role play	Stranger danger Community Engagement Travel training Doctors/nurse visits Toileting when out and about Swimming

Peer on Peer Abuse	<p>Making Friends Cycle B – Rights & Responsibilities – English Cycle A – Our lives Our Country The wider world Transition between classes Cyber bullying Personal skills Leisure time bullying Relationships with different people staff peers, parents Friendship bullying</p>	<p>Anti bullying ambassadors Form times Social times On going / ad hoc / as necessary Code of conduct – English Assemblies, social stories Student Council ant bullying team Personal skills Staff conversations to students Recognising personal space Appropriate force Appropriate language Code of conduct PE team work fairness</p>	<p>IEPS Child speak All about me School – safe environment Stranger danger Libraries looking at books Code of conduct – ICT good examples vs bad examples. English school rules Social stories Helping in community Lunchtime / breaktime / registration PE – fairness</p>
Sexual Violence and Sexual Harassment	<p>Our lives The wider world Personal skills SRE Relationships with different people staff peers, parents Friendship bullying</p>	<p>On going 1:1 sessions Personal skills / RSE Personal space Appropriate touching Sex education Personal skills conversations ICT Assemblies Appropriate use of technology or media Appropriate touching Communication board in all classes Emotion symbols to relay their feelings Talking to others & staff</p>	<p>Community engagement Work experience Re-enforce friendships Feeling and looking after each other Hold staffs hand, pairing up students when out. Swimming TACPAC NSPCC (pants rule)</p>
Bullying including cyberbullying	<p>Making friend Shopping The wider world PSHE personal skills SRE Relationships with different people staff peers, parents</p>	<p>SMART ICT Anti bullying ambassadors School Council ICT (SMART) social skills Assemblies Consent</p>	<p>Shows Pantomime Work experience Integration sessions College Visits</p>

	Friendship bullying	Assemblies – activity to embed ideas through roleplay Friendships Ambassadors SMART rule	
Domestic Violence	Showing you care Our lives Relationships with different people staff peers, parents Friendship bullying	Personal care Ask permission / consent Do they want help Assemblies Personal Skills Family relationships Feelings Staff conversations to students School relationships Discussions On body signing All about me Personal care	
Drugs	Living healthy Our lives The wider world Topics Community visits Age of consent Medication Nut allergies - discussion	Personal skills Smoking / drinking Energy drinks What students should bring to it Medication Personal skills Assemblies Administration Lesson / Activities Appropriate medication What is appropriate Talks when students are given medication / inhalers in class Safety which staff	No Nuts Allergies Pupils recognising peers allergies Assemblies – Healthy living Not picking up items from the floor danger needles / sweets.

Fabricated or induced illness	Managing emotions Registration times	Crying wolf Addressed throughout the day Personal skills Registration Health team conversation Relaxation – massage trust Re direction Re assurance	Hospitals – support from specialist nurses Visit from doctor/nurse Fireman visit Who to trust – safer stranger
Female Genital Mutilation (FGM)	The wider world Personal care Personal skills	Personal care Consent form students (touch” respect swimming Personal skills – Role play Discussions Safety (CEOP)	Visit to religious buildings Swimming Mosque
Forced Marriage	Is it fair? The wider world PHSCE Personal skills – consent	Personal skills – Roleplay Consent 1:1 discussions Personal skills Intimate care English discussions	Church Mosque Temples
Mental Health	Giving up or going on Recognising emotions 1:1 sessions Personal skills emotions Interventions Physio Forest School Walking Cooking / talking / Music	Anti Bully ambassador Key workers Personal skills Ongoing IEP targets 1:1 discussions with staff Learning about emotions in FS Expanding childrens’ emotions Character building Well being activities Art – felting, painting, photography PE – Yoga Forest School - outside activities around	Character building Resilience Community visit Forest school Friday Leisure Pupil voice, chosen visits

		feelings TAC PAC sensory music story line	
Preventing Radicalisation	The wider world Personal skills / SRE	Stranger danger ICT skills Safety people 1:1 discussions with staff People who help us Story telling CEOP watch videos English	Mixing with a wider range of people Visit from a police officer
Sexting	Personal skills ICT online safety SMART	Form time ICT – Smart Staff to student discussions Personal skills watching CEOP video	Stranger danger discussions Visit from a police officer Using mobile phones assemblies