

Safeguarding across the School and Curriculum 2023-24

Throughout the school we have an ethos and commitment to ensure our school community is safeguarded and that everyone has the skills and knowledge to contribute and feel safe.

Our School Motto

Every pupil matters ...every moment counts

Our Mission and Intent

To prepare every pupil for each stage of their life by providing a safe, supportive environment in which the strengths they possess can be built upon to achieve their full potential.

AIM - To be **ambitious** and **inclusive** while still providing a **meaningful** curriculum and educational experience

Our Ethos

Our whole philosophy is based around the teaching of children in a manner that can prepare them for the wider world beyond Woodsetton. Over time we aim to equip our pupils with the skills, knowledge and positive attitudes that will enable them to have enquiring minds, become self-motivated and independent life-long learners and have fulfilling and productive lives where they can flourish and succeed

Our Values

At Woodsetton, we aim to provide a happy, caring and stimulating learning environment where children and adults feel safe and valued. Our whole philosophy is based around the teaching of children in a manner that can prepare them for the wider world beyond Woodsetton. We therefore model and embed the following characteristics in all that we do.

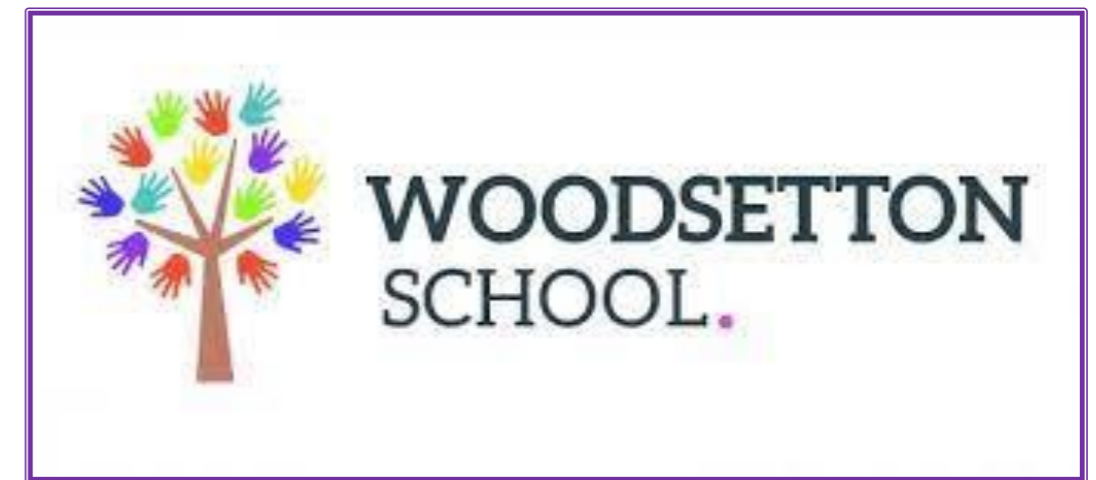
Honesty	Happiness	Respect	Kindness	Encouragement
Equality	Responsibility	Patience	Determination	Exploration
	Independence	Confidence	Friendship	

Safeguarding

Keeping Children Safe in Education 2021 refers to Safeguarding as the following:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- *protecting children from maltreatment;*



- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding is embedded in all aspects of Woodsetton School life. As pupils have high levels of vulnerability resulting from their additional needs, a high level of vigilance is implemented. Rigorous, ongoing training equips all staff to recognise signs of possible risk and they act upon these quickly and appropriately.

However, at the heart of this ethos is that all children, no matter of their need should be able to indicate if they sense that something shouldn't be happening to them and ask for help.

In order to do this, pupils are taught to keep themselves as safe as possible and this is central to curriculum planning and delivery. The curriculum is designed to enable pupils to be taught about specific safeguarding subjects including healthy relationships, supporting emotional and mental health, e-safety and preventing radicalization. To support pupils who find it challenging to learn, retain and/or generalise information these topics are revisited on a regular basis through lessons, PSHE and whole school and group assemblies.

Parents and carers are also paramount to this process. Regular workshops and meetings, including EHCP Annual Reviews, share information with our families, and this helps to facilitate a continuation of learning into the pupil's homes and the wider community. There is a foundation of mutual trust and respect within the Woodsetton School, with pupil's dignity and care needs being central to all that we do.

Pupils with complex needs may need high levels of support to move, toilet and feed themselves and we adhere to safe working practices to minimise risk and maximise trust and dignity for our pupils. For example, pupils who require intimate and/or medical care have a plan which is discussed and signed with parents and extensive training takes place for staff familiar to the pupils to support, hoist, lift and handle, and administer medication.

The Legal Context

These duties are set out in the **2002 Education Act** (the **2010 Academies Act** also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil well-being 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 and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

Keeping Children Safe in Education 2021 states:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

All schools have responsibilities relating to the safety of children in their care. Paragraph 119 and 120 of this document's states that: *Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. Schools should consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> When teaching safeguarding, especially **Relationship, Sex and Health Education**, schools must have regard to statutory guidance from the Department for Education (July 2020: Relationships education, relationships and sex education, (RSE) and health education) which recognises good practice guidance from the PSHE Association and the Sex Education Forum. For a specialist setting such as The Woodsetton School, staff attend specialist training to address this area and work with pupils in small groups and or on an individual basis depending on pupil's ability and needs.*

Religious Education

The Woodsetton 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.

How do The Woodsetton School address specific Safeguarding issues within the School's Curriculum?

Teaching pupils to keep themselves safe, and promoting resilience and independence is integral to all curriculum practise. Below are identified areas taught within the curriculum, which are differentiated to meet the needs of individual pupils. In addition, as situations arise, these are seen as opportunities to further develop knowledge and skills. Safeguarding is promoted in assemblies, through council meetings, through PSHE and RSHE sessions, via surveys and questionnaires and by staff modelling good practise. We are adopting the Jigsaw PSHE Programme for 2022/23 which will be used throughout school in all PSHE/RSHE Lessons.

We therefore focus on **six main elements which are delivered through the six main coloured areas of the JIGSAW PSHE Programme:**

1. Relationships and Sex Education (RSE)
2. Keeping Safe
3. Physical Health, Mental Health and Well-being
4. Wishes and Feelings
5. The World we live in
6. Rights and Responsibilities

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Age Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-5	<ul style="list-style-type: none"> • Self-Identity • Understanding feelings • Being in a classroom Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself 	<ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Exercising Bodies • Physical activity Healthy food • Sleep • Keeping clean • Safety 	<ul style="list-style-type: none"> • Family Life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
5-6	<ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter 	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone 	<ul style="list-style-type: none"> • Setting goals Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of Success 	<ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety /safety with household items • Road safety • Linking health and happiness 	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships 	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition
6-7	<ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings 	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends 	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success 	<ul style="list-style-type: none"> • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food 	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition
7-8	<ul style="list-style-type: none"> • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives 	<ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments 	<ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing Feelings • Simple budgeting 	<ul style="list-style-type: none"> • Exercise Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and offline scenarios • Respect for myself and others • Healthy and safe choices 	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives 	<ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition

					Expressing appreciation for family and friends	
8-9	<ul style="list-style-type: none"> • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making Having a voice • What motivates behaviour 	<ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving Identifying how special and unique everyone is • First Impressions 	<ul style="list-style-type: none"> • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes 	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength 	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling • Out • Girlfriends and boyfriends • Showing appreciation to people and animals 	<ul style="list-style-type: none"> • Being unique • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change
9-10	<ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice • Participating 	<ul style="list-style-type: none"> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures 	<ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation 	<ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour 	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules 	<ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Growing responsibility • Coping with change • Preparing for transition
10-11	<ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling 	<ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	<ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments 	<ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress 	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	<ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition

Additional Opportunities / Training and Drop-Down Days to deliver and support Safeguarding

This is in addition to Long Term and Mid Term Plans which also deliver key messages throughout planning.

All about me and Positive Mental Health Body Image and Self-Esteem Resilience Emotions	<ul style="list-style-type: none"> ➤ Days and Assembly Themes – Celebrating Diversity, Where do I belong? ➤ Positive Role Models – to tie in with People who help us ➤ Rewards – in all classrooms. New Whole School system launched in October 2022. ➤ Celebration Assemblies ➤ Verbal Praise and Recognition ➤ Yoga, Relaxation time, Mindfulness activities ➤ Anti-Bullying Ambassadors ➤ Pupil Voice as part of Annual Review Process ➤ Children's Mental Health Week – whole school activities
Role of Family and Friends Relationships including RSHE The Role of the Parent / Carer	<ul style="list-style-type: none"> ➤ Getting on and Falling out, Being kind. ➤ To tie in with Anti-Bullying Week in November Odd Socks Day celebrating similarities and differences. ➤ Also covered in assemblies, Code of Conduct, SMART, RSHE and Friendships, Helping each other, ICT and E-Safety, within the playground as well as daily in classrooms when needed ➤ Focus on good touch and negative touch as well as private and public body parts as well as consent ➤ Weekly through photographs from home ➤ Support through School Health from NHS professionals
Kindness	<ul style="list-style-type: none"> ➤ Random Acts of Kindness in February and through weekly celebration assembly ➤ RE Curriculum and Forgiveness
Children Missing in Education and Fabricated Induced Illness Poverty and Homelessness	<ul style="list-style-type: none"> ➤ Use of Daily Registers and Attendance Analysis ➤ CPOMS Logs ➤ Close Contact with Parents and Carers. ➤ Use of Early Help Assessments and Referrals to MASH ➤ Family Support Worker in school to support families

<p>Appropriate / Positive and Negative Touch – Peer on Peer Abuse, Sexual Harassment and Violence Domestic Abuse</p>	<ul style="list-style-type: none"> ➤ Use of Home / School Diaries for recording issues with any forms of negative touch. ➤ Use of CPOMS for recording ➤ Weekend news with children as well a Pupil Voice, Operation Encompass. ➤ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE.
<p>People who help us v Stanger Danger / CSE / CCE / FGM / Slavery and Trafficking / Gang Membership / County Lines / Knife Crime / Parents in Prison</p>	<ul style="list-style-type: none"> ➤ Drop-Down Days. Also includes being out and about ➤ Mother's Day and Father's Day / Red Cross / Armed Services ➤ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE. ➤ The role of the family and extended family and the role they play. ➤ Use of Daily Registers and Attendance Analysis ➤ CPOMS Logs ➤ Close Contact with Parents and Carers. ➤ Use of Early Help Assessments and Referrals to MASH ➤ Family Support Worker in school to support families
<p>Safety in and out of the Home / School Special and Safe Places</p> <p>Safe Travel and Road Safety</p> <p>Privacy and Internet Safety Real v Virtual Friendships</p>	<ul style="list-style-type: none"> ➤ Use of lanyards within school for identification purposes ➤ Use of keypad / fob operated doors ➤ Intimate Care Plans, Risk Assessments and PEEPS ➤ Safer People Handling Training for Staff as well as Team Teach Training ➤ Fire Safety relating to Bonfire Night ➤ Safe Travel (FGM) – Taught sessions as well as attendance monitoring ➤ Safer Internet Day (February) ➤ Register of 'Use of Images' used in school ➤ Social Stories, Mobile Phone Usage in School ➤ Learning about keeping safe through 'Life Skills' sessions
<p>Health and Hygiene</p> <p>Healthy Eating</p> <p>Exercise</p> <p>Effects of Drugs and Smoking</p>	<ul style="list-style-type: none"> ➤ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE ➤ Setting up of Daily Routines – Hand washing/ after toileting / after play and messy activities ➤ School Vaccination Programme ➤ Healthy Eating Week in school & Use of Healthy Meal Planning/lunchtime ➤ Use of Playtime Equipment within the school setting. Gym Equipment outside. Staff interaction during unstructured time. Extra-Curricular Clubs and Activities. Use of Wolves Foundation for Coaching / RB Sports ➤ PE Curriculum ➤ Science Curriculum ➤ Link to School Nurse (Mel Morby), Healthy Living, Social Stories
<p>The World we live in including British Values and Citizenship Responsibility including crime, the law, breaking the law</p> <p>Radicalisation, Prevent and Extremism</p> <p>Charity Environmental Issues Cultural Celebrations</p>	<ul style="list-style-type: none"> ➤ Trips and Visits to external places of interest ➤ Stranger/ Danger Work, British Values, Tolerance and Respect, The World Around Us, Communication and Free Speech (Student Council) ➤ Whole School Assemblies / Christmas Plays ➤ MFL Days – Celebrations around the World, Creative Arts around the World ➤ World Book Day (March) ➤ Weekly picture news / Newsround (KS2), reflection time ➤ Unacceptable treatment of others (tolerance, physical harm and aggression, prejudice and discrimination including the far right and those affected. ➤ Macmillan Coffee Morning, Harvest Festival, Remembrance Day, Christmas Jumper Day, Christian Aid Week, Comic Relief, Children in Need ➤ Eco Club – Termly meetings ➤ Covered in Science, Geography and Design and Technology as well as Our Community Work ➤ Celebration of Diwali (October)/ Eid / Bonfire Night (November) / Chinese New Year (Feb/March) / Easter (April), Kings Coronation (May)
<p>Careers, Employment and Finances Making Choices</p>	<ul style="list-style-type: none"> ➤ Visits to places, onsite visitors, Role Play, People who help us ➤ Job roles and responsibilities through curriculum ➤ Enterprise opportunities – year 6 activity week fundraising ➤ Making choices as part of the daily routine
<p>Human Rights Democracy</p>	<ul style="list-style-type: none"> ➤ Through History and English Curriculum ➤ Student Council ➤ Anti-Bullying Ambassadors ➤ Weekly Picture News ➤ Class discussions and votes
<p>Parental Engagement / Contact</p>	<ul style="list-style-type: none"> ➤ Annual Reviews and Parents Evening ➤ Early Help Assessment Writing leading to TAF and TAC Meetings ➤ Charity Events ➤ Parent Mail ➤ Drop off and Collection times ➤ Home School Diaries ➤ Teams Meetings and Phone Calls ➤ Class Email ➤ School Productions / Assemblies / Spring Showcase ➤ Parent workshops (English, Maths, Phonics, Supporting each other) ➤ Woodsetton PSA

	<ul style="list-style-type: none">➤ Parent Hub Tapestry
Safeguarding Updates	<ul style="list-style-type: none">➤ September Safeguarding for all Staff including the reading of KCSIE 2021 and Woodsetton Safeguarding Policy➤ Through weekly emailed update➤ NSPCC newsletter➤ Dudley Safeguarding updates➤ Access to LA training➤ Ongoing training updates from visitors