

Keeping Children Safe at Heathlands C of E Primary School

<p>Safeguarding Designated Safeguarding lead (DH) and six Deputies Named Governor for Safeguarding (termly visits) Senior Admin officer responsible for DBS checks, Safer recruitment and the SCR All staff use CPOMS to report concerns and record actions Clear procedures for reporting concerns and escalating to appropriate agencies</p>	<p>Health and Safety Risk assessments of school site and activities Named Governor for Health and Safety Appropriate training for staff as needed Secure site Regular premises inspections EYFS weekly H and S check by Phase Leader</p>	<p>Training Annual Level 2 safeguarding training for all staff, including KCSIE Half termly safeguarding videos for all staff by DSL DSL training every two years Annual safeguarding training for governors, including KCSIE All staff have received PREVENT training, DSLs and Governors have taken Government PREVENT training All staff have received Fire safety training There are 5 trained fire marshalls. 8 staff have Paediatric First Aid training</p>
<p>Relationships and Behaviour (Mental Health/pastoral support) Code of conduct for all stakeholders Relational behavior model underpinned by TPP All staff TPP trained Mental health team (for staff and children) Supervision for HT/DHT Art therapy in school Healthcare plans Individual risk assessments/consistent management plans, as needed</p>	<p>Policies The following policies guide all our work: Child Protection Harmful Sexual Behaviour Attendance Relationships and Behaviour Supporting children with medical needs First Aid SEND/Inclusion Health and Safety Whistleblowing Staff/Governor Code of Conduct E Safety/acceptable Use GDPR</p>	<p>Working with agencies The school works in partnership with: Inclusion Partner Educational psychologist CAMHS School Nurse Children’s services and Early help Hub Community Paediatrics Specialist teacher service Speech and Language Therapists Occupational Therapy Transition with feeder Nurseries/Secondary schools</p>
<p>Internet Safety E Safety police, resources and dedicated page on website E safety within PSHE and computing curriculum Annual internet safety day LGFL filtering</p>	<p>Recruitment 5 staff trained in safer recruitment and 3 Governors All staff have enhanced DBS checks All safer recruitment procedures are followed</p>	<p>Medical First aid and Medical policies in place Pediatric First aid trained staff Healthcare plans Individual risk assessments as needed</p>
<p>Attendance Attendance strategy in place in line with DFE requirements, with clear roles and responsibilities Policy and expectations shared with all stakeholders</p>	<p>Visitors All visitors report to the main office sign in using Inventory and wear a sticker Safeguarding leaflet provided</p>	<p>Volunteers All volunteers DBS checked Procedure in place for vetting and induction Safeguarding policy shared</p>

Monitoring of lateness and persistent absentees, with follow up meetings/letters/contact	Contractors are managed by the Site or office staff to safeguard our children.	Volunteers work under the supervision of a named member of staff
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Safeguarding through our Curriculum

	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Educational Visits	Orchard Hollow trees farm	Zoo	Aquarium Active outdoor discovery	Beach visit	Mersea residential	Duxford Cambridge museums	Norfolk Residential Rotary Club Crucial Crew Swimming lessons
Visitors	People who help us – fire brigade, police, nurse, Paramedics Road Safety		Explorer	Stone age	Romans	Bike ability Road Safety Planetarium	Secondary transition Mexi colore morning Police roadshow
Whole school Assemblies	<ul style="list-style-type: none"> Weekly Acts of Worship, Current affairs (BLM), Friendships, NSPCC, Fire safety awareness, Visits from charities, Road/rail safety, Two Johns 						
Whole school	<ul style="list-style-type: none"> Weekly Acts of Worship, Church services (Harvest, Advent, Easter) Antibullying week, Mental health week, Online Safety (2 Johns), Children in Need, Art and culture week, First Aid training across the school, 						
Core Values	Trust, Respect, Enjoyment, Courage, Kindness						
Events	Forest schools – taking and managing risk	Bluebells visitors	Performance to Bluebells	Story sharing with Bluebells	Viking production	Bike ability Art exhibition	Retreat with the Church Yr 6 production
Computing	Introduction of Internet safety Introduction of appropriate use of apps/lpads.	Unit 1.1 Online Safety & Exploring Purple Mash	Unit 2.2 Online safety Effective searching	Unit 3.2 Online safety -Unit 3.5 Email r	Unit 4.7 Effective Searching Unit 4.2 Online Safety	Unit 5.2 Internet Safety	Unit 6.1 Using the internet responsibly
PSE	Family and relationships	Family and relationships Health and wellbeing	Family and relationships Health and wellbeing	Family and relationships Health and wellbeing	Family and relationships Health and wellbeing	Family and relationships Health and wellbeing Safety and the changing body	Family and relationships Health and wellbeing

	<p>Making new friends</p> <p>What makes me special?</p> <p>My family</p> <p>My home</p> <p>My body</p> <p>Transition</p> <p>Looking after our world</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Economic wellbeing</p> <p>Transition</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Economic wellbeing</p> <p>Transition</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Economic wellbeing</p> <p>Transition</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Economic wellbeing</p> <p>Transition</p>	<p>Citizenship</p> <p>Economic wellbeing</p> <p>Transition – Roles and responsibilities</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Economic wellbeing</p> <p>Identity</p> <p>Transition – Dealing with change</p>
RSE		<p>Family, emotions, working with others, healthy friendships, gender stereotypes, adults, getting lost, safety with substances, safety at home, people who keep us safe</p>	<p>Families, Families are all different, unhappy friendships, change and loss, gender stereotypes, communicating online, Appropriate contact, road safety</p>	<p>Friendship conflict, effective communication, respecting differences, stereotyping gender/age, First aid, cyperbullying, influences, keeping safe out and about.</p>	<p>Respect and manners, bullying, stereotypes gender/disability, change and loss, internet safety, first aid – asthma, privacy and secrecy, growing up, puberty, tobacco</p>	<p>Friendship skills, marriage, respecting myself, bullying, stereotyping gender/race/religion,, Online safety, puberty, menstruation, emotional changes in puberty, First aide, Alcohol, drugs and tobacco.</p>	<p>Respect, relationships, stereotypes – attitudes, conflict, change and loss, alcohol, critical digital consumers, social media, physical and environmental changes of puberty, conception, pregnancy and birth, First aid – basic life support</p>
RE	<p>What does the word God mean?</p> <p>What is right/wrong/good?</p> <p>What is the religious story about? How do people celebrate?</p>	<p>What do the Christians believe about God?</p> <p>Why are symbols and artefacts important to</p>	<p>Why is light an important symbol for Christians, Jews and Hindus?</p> <p>What does the Nativity story teach</p>	<p>What do Christians and Muslims believe about God?</p> <p>What difference does being a Muslim make to daily life? What</p>	<p>Where do religious beliefs come from?Can kindness/love change the world? Why is there so much diversity in belief</p>	<p>Keeping five pillars: What difference does it make?</p> <p>Was Jesus the Messiah?</p> <p>How do different people make sense of the world?</p> <p>How has belief in Christianity/Islam impacted on music and art</p>	<p>Creation or science: conflicting or complimentary?</p> <p>How do Hindus talk about God?</p> <p>What does it mean to be</p>

	What happens in a church?	some people? What do Jewish people remember on Shabbat? How did the universe come to be? What do my senses tell me about the world of religion and belief?	Christians about Jesus? What does it mean to be part of a religious family? How do Jewish people celebrate Passover? Why do people have different views about the idea of God?	is the Trinity? What is philosophy? How do people make moral decisions? How do different religions express their religious beliefs in modern Britain?	within Islam? What does it mean to be a Muslim believer? How do/have religious groups contribute to society and culture in the local area?	through history? What can we learn about the world/knowledge/meaning of life from the great philosophers?	human? Is being happy the greatest purpose in life? How and why does religion bring peace and conflict? How do beliefs shape identity for Islam?
Humanities	Seasons My home Expeditions Dinosaurs Farms Jungles Under the sea	Changes within and beyond living memory Human and physical features Lives of significant individuals	History of flight Lives of significant individuals Comparing localities	Egyptians Stone age to iron age Comparison of locations Location knowledge	Romans and Celts Vikings and Anglo Saxons Battle of Hastings Location knowledge Countries and cities Rivers	Britain post WWII Responsible global citizens – to understand the developments of British values Trade across the world Biomes	Ancient Greece and what life was like Fieldwork Mayans Recognising human and physical features
Science	Light and dark My body Keeping warm Hot and cold Our sense Healthy eating Plants and growing	Materials Animals Plants and trees Human body Seasonal changes	Materials Growing plants and their habitats	Light Forces and magnets Animals including humans Plants	Living things and their habitats States of matter Animals including habitats Electricity Sound	Human development – old age/foetal development Life cycles	Electricity Light Living things and their habitats Evolution

			Animals including humans	Rocks			Human circulatory system
Parental Engagement	- Workshops (focused – E-safety, maths, phonics, computing, etc), 2 Johns, newsletter items (family support, E safety, signpost to services), RSE, Family coffee sessions – SEND, Parent forums – Vision/values						