

Whole School approach to Safeguarding



Intent	<p>At Inglehurst Infant School, we are committed to ensuring the welfare and safety of all children in school. We endeavour to provide a safe and secure environment for children, staff and visitors and to promote a climate where children feel confident sharing concerns about their own safety or the well-being of others. It is our intention:</p> <ul style="list-style-type: none"> • To support all pupils who may have been or are at risk of abuse • To establish and maintain an ethos where pupils feel safe and secure • All staff and governors are trained and fully committed to safeguarding and promoting the welfare of all pupils • Child Protection concerns are dealt with swiftly and sensitively following policies and procedures in place
Implementation	<p>Safeguarding at Inglehurst Infant School involves all staff, volunteers, governors, parents and pupils. Staff involved in all stages of the recruitment process are safer recruitment trained and there are stringent checks made on all successful applicants for posts at the school. Safeguarding is a key part of the induction process for new staff, trainees and volunteers so that they are confident in the school's policies and procedures before they start their roles in school.</p> <p>All staff and governors are committed to undergoing annual safeguarding training and are aware of the correct policies and procedures to follow when concerns arise. Weekly safeguarding briefings and regular quizzes ensure that safeguarding remains at the forefront of staff and governors' minds so that they are quick to identify, report and record concerns in line with school policies. Concerns are acted upon swiftly by DSLs who work closely together with the school's family support worker to provide intervention and support in a timely manner. DSLs are well trained and know how to access outside agency involvement when required. Practice is regularly reviewed and developed within regular DSL meetings, audits and external supervision.</p> <p>Pupils learn about safeguarding through PSHE lessons and in assemblies and workshops delivered by school staff and outside agencies. Here, pupils learn the skills to equip them to stay safe and know how to respond to personal concerns. All staff are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We ensure that children know that there are adults in the school who they can approach if they are worried through emoji check ins, worry boxes and safety objects as appropriate to age and need. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.</p> <p>We strive to maintain positive relationships with parents and carers wherever possible and we will, in most circumstances, endeavour to discuss all concerns with parents about their children.</p> <p>Governors check school safeguarding practice and procedures during school visits which include, termly SCR checks, discussions with DSLs, questioning of staff and pupil interviews. The safeguarding link governor reviews monthly safeguarding data and uses this to identify and discuss trends or patterns with the head teacher.</p>

Impact	Pupils have an age appropriate understanding of a range of safeguarding issues and as they move through the school, they can speak with increasing maturity about how they can keep themselves safe. Pupils know several adults who they can choose to talk to in school if they are worried about anything. Staff are aware that not all children will be able to recognise or report concerns and so are observant to signs of abuse. All staff and volunteers know the procedures for reporting concerns and do so in a timely manner. The Head teacher (DSL) works closely alongside the deputy DSLs to respond to, action and review safeguarding concerns. Staff and governors help to maintain a safe ethos within school and are aware of the correct procedures to follow in case of concerns arising. Inglehurst Infant School does everything within its power to ensure the safety and wellbeing of all pupils.
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Experience for all children					
<ul style="list-style-type: none"> • Speak out and stay safe programme lead by the NSPCC • Involvement in whole school awareness events e.g. anti-bullying week, odd socks day, safer internet day and Hello Yellow mental health awareness • Opportunities to develop independence and life skills such as healthy food preparation • Safe use of technology and Online safety lessons delivered as part of the Computing curriculum • Fire awareness including visits from the local fire service • Visit to school from medical staff • What to do if you are separated from the group (in relation to school visits) 					
Autumn 1 Safe adults (who can I talk to if I am worried?) Consent - I can say no if something makes me feel uncomfortable Stranger danger & safer strangers	Autumn 2 Halloween (being safe) Bonfire/Firework safety Anti-Bullying week	Spring 1 Online safety week	Spring 2 Road Safety	Summer 1 Mental Health awareness week Sun safety	Summer 2 Water safety

Progression (PSHE)					
		EYFS	Year 1	Year 2	Year 3
Being me in my world	Working towards		<p>I can tell you something positive that I like about being in my class.</p> <p>I can say how I help make my class a happy and safe place.</p>	<p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p>	<p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p>
	Working at	<p>I understand how it feels to belong.</p> <p>I can recognise and manage my feelings.</p> <p>I enjoy working with others.</p> <p>I understand why it is good to be kind.</p> <p>I am learning what being responsible means.</p>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>

	Working beyond		<p>I can explain why I have a right to learn in a happy and safe class.</p> <p>I can explain how everyone in my class has responsibilities to make our class happy and safe.</p>	<p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	<p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>
Celebrating difference	Working towards		<p>I can talk about one thing that makes me different from my friends and one thing that we have in common.</p> <p>I can tell you ways that I could be kind to other people in my class.</p>	<p>I can name some differences and similarities between me and other people in my class.</p> <p>I can give a reason why a friend is special to me.</p>	<p>I can tell you about a conflict that I have witnessed or been involved with.</p> <p>I can tell you how a conflict that I have seen or been involved with made me feel.</p>
	Working at	<p>I can identify something I am good at. I understand that being different makes us special.</p> <p>I understand that we are all different but the same in some ways.</p> <p>I can tell you why my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to say to stand up for myself if someone says or does something unkind.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>
	Working beyond		<p>I can explain why being unique and special is important.</p> <p>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>	<p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>
Dreams and goals	Working towards		<p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p>	<p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can</p>

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	Working at	<p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you about a time I didn't give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>
	Working beyond		<p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>	<p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	<p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>
Healthy me	Working towards		<p>I can tell you something amazing about how my body works and</p>	<p>I can tell you some things I can put in or on my body to keep it healthy.</p>	<p>I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/unwell.</p> <p>I know how to tell someone if I feel scared/unwell.</p>
	Working at	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand how moving and resting are good for my body.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands and understand why this is important.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>

		I know what a stranger is and how to stay safe if a stranger approaches me.			
	Working beyond		<p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p>	<p>I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>
Relationships	Working towards		<p>I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.</p> <p>I can tell you why I like some people and who I might go to for help if I need it.</p>	<p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p>	<p>I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.</p> <p>I can tell you how I depend on other people and how other people depend on me.</p>
	Working at	<p>I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends and stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I know how to be a good friend.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>
	Working beyond		<p>I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.</p> <p>I can also explain how this helps me feel safe and good about myself.</p> <p>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.</p>	<p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	<p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>

Changing me	Working towards		<p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p> <p>I can tell you some things that will change for me and how I feel about this.</p>	<p>I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/girl and something that I like/dislike about getting older.</p>	<p>I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>I can tell you something I like and something that worries me about the idea of growing up.</p>
	Working at	<p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to keep healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to year one.</p> <p>I can talk about my worries and the things I am looking forward to about being in year one.</p> <p>I can share my memories of the best bits about being in reception.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
	Working beyond		<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>	<p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p>	<p>I can describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>
Vocabulary		<p>Feelings, special, help, family, friends, happy, sad, angry, calm, scared, same/different, kind/caring, home, safe, body, good and bad, clean, healthy, ill/poorly, helpful, looking after money, bouncing back</p>	<p>Rules, feelings, feel, better, friends, listening, families, bully, fair, same or different, touches, good or bad, healthy, medicine, safe, hygiene, environment, caring, first aid, money, germs, support, feedback,</p>	<p>Classroom, rules, bullying, teasing, feelings, good, friend, problems, act of kindness, left out, special, feel good, behaviour, inside and outside, similar and different, in common, physical/non-physical, safe, no secrets, unsafe, uncomfortable, environment,</p>	<p>Rule, team, special, problem, friends, opinion, dare, uncomfortable, unsafe, died, loss, family, community, neighbours, celebrate, differences, prejudice, bully, name calling, same/different, respect, challenge, listening, age/unsafe, risk/danger, alcohol,</p>

		helpful/unhelpful, kind/unkind, special behaviour	erupt, control, responsibility, encouragement, achieve, choices, hygiene, health, exercise, energy, first aid, support/feedback	cigarettes, smoking, drinking, browsing online, decisions, medicine, drugs, volunteers, safe, fact/opinion, viewpoint, money, healthy skills, emergency services
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Curriculum coverage				
	EYFS	Year 1	Year 2	Year 3
Being me in my world	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives
Celebrating difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	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
Dreams and goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	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	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	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
Healthy me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices
Relationships	Family life Friendships Breaking friendships	Belonging to a family Making friends/being a good friend Physical contact preferences	Different types of family Physical contact boundaries Friendship and conflict	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help

	Falling out Dealing with bullying Being a good friend	People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Secrets Trust and appreciation Expressing appreciation for special relationships	Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends
Changing me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition