

Whole School Provision Map for the Teaching of Safeguarding and Keeping Children Safe

How we are teaching Safeguarding and Keeping Children Safe

Wave 1 Quality First Teaching	Wave 2 Guided/group intervention/ Parental support	Wave 3 Individual targeted support, including for parents
<p>See Healthy Schools Silver Application form</p> <ul style="list-style-type: none"> • Healthy Body/Healthy Mind strategy Priority 1 (Healthy Schools Status) <ul style="list-style-type: none"> ○ developing children’s awareness to promote their own wellbeing. ○ Use of appropriate emotional regulation strategies ○ Worry boxes in class • Setting clear and consistent boundaries across the school • Buddy systems for new pupils/ those in need • PSHE curriculum subjects – Morden Primary School <ul style="list-style-type: none"> ○ Autumn 2 whole school focus “Keeping Safe” evidenced in PSHE progression documentation. (people who look after us, what to if we are worried, how to keep safe in different situations, understanding privacy in different contexts, develop strategies for keeping physically and emotionally safe, including rad safety and safety in the environment; understanding how to use mobile phones responsibly, FGM, peer and media pressure. ○ How to travel safely ○ Appropriate touch (including NSPCC PANTS assemblies) ○ SRE Curriculum – healthy and unhealthy relationships ○ Being Assertive – it’s okay to say no • Computer curriculum – Online safety education • Safer Internet day – annually in February • Morden Website to support parents with apps and online • Assemblies, including pupil led assemblies • Anti-bullying week 2022 “Reach out” • Worry boxes • Yarning circle 	<p>See Healthy Schools Silver Application form</p> <ul style="list-style-type: none"> • Healthy Body/Healthy Mind strategy Priority 2 (Healthy Schools Status) <ul style="list-style-type: none"> ○ Applying PSHE knowledge to manage challenging situations – Y3 focus ○ Timetabling of Y3 to include active learning breaks throughout the day • Morden Website to support parents with apps and online online safety – Morden Primary School • Transition work with Y6 to include contextual safeguarding and how to get support • Arrive Alive (Y6 Safety in the streets) • Around the corner (Y2 Safety in the streets) • Bikeability (KS2) • Scooter Training (Y1-3) • Sunshine club (nurture group at lunchtime) • Junior Wardens programme (upper KS2) • Risk assessment sharing before trips • Group interventions: <ul style="list-style-type: none"> ○ Turn taking ○ Social skills ○ Mentoring ○ Lego Therapy ○ Friendship groups ○ Transition groups • Ongoing case study documents created to monitor impact of interventions. (Particular focus on Year 3 who have significant PSE gaps due to Covid causing them to miss most of their Reception year.) 	<p>See Healthy Schools Silver Application form</p> <ul style="list-style-type: none"> • Mentoring with key staff <p>Specific 1:1 interventions:</p> <ul style="list-style-type: none"> ○ Mentoring ○ Jigsaw 4U ○ ELSA ○ Off The Record ○ Social skills work ○ Lego Therapy <ul style="list-style-type: none"> • Engagement with outside agencies – VBS, EP, CAMHS, School Nurse, EWO • KPPP Education • Referral to “Early Help” intervention • Completion of Pupil Voice Safety Questionnaires • Personalised and targeted playground activity rotas • Individual risk assessments • Individual behaviour plans • Individual work on anger, anxiety, emotional regulation self-esteem, bereavement and other areas as needed • VBS risk assessment formats • Contextual harm screening tool • Ongoing case study documents created to monitor impact of interventions. • Corona Kids resources for children with family members in prison or recently out of prison.

- Safety discussions across the curriculum e.g. Science (drugs & alcohol education), PSHE, Geography, DT, RE (being tolerant)
- Sun safety, fire safety, dental health, cooking
- Home school agreements and use of technology agreements with the children.

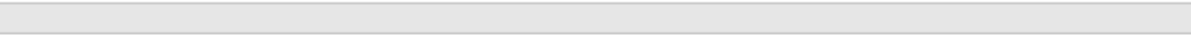
Other

- Increased capacity of DSL and mental health teams.
- Mental health team divided into 7 strands: curriculum and well-being, Interventions (J4U, ELSA, Off the record); staff wellbeing, mentoring, wider community, CPD, PLT
- Community links with the college to have a greater understanding and sharing of contextual safeguarding.
- ACE training for all staff and incorporated into our behaviour policy (Cognitive Relational Language)
- Clear Critical incident and lockdown procedures that have been tested successfully

The Chair noted that pastoral care for the children is excellent and the school goes the extra mile for the children. A Governor noted that the support to children and families during COVID had been exceptional and staff went above and beyond, demonstrating concern and support for whole families, not just the children. Thanks were extended to all school staff by the Governors.

FGB, Autumn Minutes October 2021

Early monitoring has increased and we have had section 14 and 47 assessments. We have had more CIN meetings, but they haven't necessarily gone on a plan but have accessed early help. Gov asked whether it was declining yet. HT explained that it isn't, but that as staff are good at using nurturing techniques, it has helped children in school. Gov noted that the high numbers may reflect that the children treat the school as a safe space and things are dealt with. Gov noted that the new CPOMS



online portal is working well and is very direct in giving info to key staff

CFC, March Minutes 2022

9. Headteacher Report

Governors commented that it was nice to see the comments from the Pupil Leadership Team (PLT) saying they wanted to be remembered as being kind, funny and smiling all the time. This reflects comfortable, happy children who feel their wellbeing is looked after at school. The HT said that the PLT this year has been a very strong team and will speak to Year 5 about the opportunities they will have in Year 6.