Safeguarding Curriculum Map

Whole School

- Annual safeguarding training for all staff, 2-yearly training for all DSLs, the use of CPOMS by all staff to record, action and track incidents that cause concern. Weekly staff meetings identifying new and updating on current safeguarding arrangements. Specific workshops provided such as training on trauma, positive touch etc. Weekly briefing includes safeguarding updates and scenarios to think through.
- Clear induction procedures for new staff which includes CPOMS training
- Assemblies regularly and throughout the year focused on kindness, empathy, developing good relationships, anti-bullying, responsible behaviour, staying safe online, personal safety and staying safe when out and about (e.g. road & safety in the dark, summer safety etc.)
- NSPCC assembly and workshops every 2 years – whole school assembly and workshops with pupils in Y5&6 (contacted for 2023-24 by KS)
- E-Safety through computing curriculum and PSHE curriculum, including assemblies and circle times
- Regular reminders to parents about how to help children stay safe online, sleep well etc. Useful links and tips shared on the website and in the Portway Press. Social media streams used to remind parents of these and signpost parents to other useful information shared regularly.
- Our RE and PSHE curriculum includes units which celebrate diversity and caring for others
- Themed House Days for 2023-24 are focused on different world religions and tolerance
- Positive behaviour management – the Portway Code and school values (PRIDE - positivity, resilience, integrity, dedication, encouragement)
- Thorough transition work each year on moving year group - this has been strengthened by the introduction of JIgsaw for our PSHE curriculum
- Admin Team ensure that information about pupils' allergies is shared with staff
- 'Open Door' policy with parents – frequent communication is welcomed and encouraged by staff. (Parents value this as noted in the 2023 Parent Survey.)
- Positive mental health & well-being – FEIPS and Team Teach trained staff, Inclusion Support Worker, Nurture Room, pastoral support, 2 by 10 strategies used across the school & support sought from external agencies (CAHMS, play therapy etc.) when required. Lunchclub provision for specific children – a safe space. From September 2023 this will also include a Thrive practitioner.
- Site risk assessments in place and regular off-site risk assessments and permissions completed when organising trips and off-site activities. We use Evolve to ensure all trips and offsite visits are planned carefully to ensure safeguarding in strong and learning outcomes are effective. Through Evolve, the LA check adventurous trips.
- Family Support Worker works closely with a range of families across the school, supporting mental and physical health and well-being, good routines and parenting support, including working alongside health professionals and Foodbanks where necessary. Specific workshops delivered, e.g. safe use of the internet at home, 5-Point scale etc.
- Work with health services re immunisations, health & weight checks
- Forces Club run by external providers ensures there is opportunity for our forces families to share challenges that are significant in their lives
- Half termly fire drills and a practised Lock Down policy, ensuring pupils know what to do in the case of an emergency.
- School Council are proactive in listening to pupils' views and acting on concerns and ideas
- The use of the outdoor environment and local community to promote health & well-being – sports & PE activities,Forest Schools, clubs , leisure centre trip, visiots to local secondary schools to use their resources and environment are also provided across year groups.

Safeguarding Curriculum Map

PSHE curriculum:

Jigsaw is sequential, there are six puzzles (units) starting with 'Being Me in My World' at the beginning of the school year and working through to the end of the year.

A1 - Being me in my world

A2 - Celebrating difference

Sp1 - Dreams and goals

Sp2- Healthy me

Su1 - Relationships - building positive and healthy relationships

Su2 - Changing me

- Through the PSHE curriculum, we also teach emotional well-being, awareness of own bodies and personal health, recognising risks. This also includes mindfulness skills and circle times.

Year 3	Year 4	Year 5	Year 6
- End of the day routines & expectations, meeting parents etc. - Start the Year meetings – sharing key information with parents - Weekly class / year group assemblies - Regular check ins to support children managing anxiety and building self-esteem – incl. 2 by 10. - Social intervention groups - Keeping healthy – teeth, eating, muscles and bones. This is addressed through Science lessons. - E-safety through computing curriculum	'Keeping Healthy' 'Keeping Safe outside School' 'Changes in Families' - Start the Year meetings – sharing key information - E-safety through computing curriculum - Preparation for residential – incl. showering, sharing rooms & use of cameras - Social intervention groups - Book discussions around Children's Rights - Rights and Responsibilities Charters	- E-safety through computing curriculum - It's my Body' 'Risks and Pressures' - Children's First Aid classes - Intervention groups to support pupils social and communication - Start the Year meetings – sharing key information - interactions and pastoral support - Weekly class / year group assemblies - Circle time - Feelings diaries and charts - Enhanced communication with parents of key pupils - Forest Schools. - Individual check ins - some daily - 2 by 10	'Managing Conflict' 'Taking Responsibility for my own Safety' - Bikeability – staying safe on the roads 'Transition and Managing Change' - Start the Year meetings – sharing key information - Preparation for residential visit – incl. health and well-being - School nurse visit - Class / year group assemblies about online safety. - Work with the University of Winchester to inspire aspirations. - E-safety through computing curriculum

Elements running through the curriculum:
- Communication skills and the importance of talk
- Offsite visits, including residentials
- Behaviour choices - Ready, respectful, safe
- CPOMS recording - action planning and reflecting on incidents informs planning
- Interventions/social stories
- Anti-bullying
- Emotional regulation
- Independence
- Information sharing