



## St Paul's Juniors

# How Pupils at St Paul's Juniors Learn about Keeping Safe

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**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to: [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

## **1. Introduction**

**At St Paul's Juniors we aim to prepare all pupils to keep themselves safe by educating them to understand safety within a classroom, risks outside of school and when online and recognising the importance of a healthy relationship. Through PSHE lessons, Form Time activities, bespoke courses and assemblies we support pupils to make correct choices. We look to develop resilience and self-confidence while respecting each other.**

**This policy should be read in conjunction with both the PSHE and RE and RSE Policies.**

## **2. Personal Safety**

### ***2.1 Road Safety***

In all of the school trips that take place, pupils are made aware of the need to take care when crossing roads by the member of staff leading the group. The Lower First teachers address road safety issues explicitly with their Forms and put this into practice during a variety of trips throughout the year. ~~their Geography Field Trip around Castelnau and the Science Trip to the Barnes Wetland Centre.~~ Whenever an educational visit involves walking alone or crossing roads, pupils are briefed in advance about road safety and public transport safety. Road safety assemblies are also given to all boys each year. These assemblies focus on how to safely walk and cycle to school and when out with friends.

### ***2.2 Cycle Safety***

Pupils who cycle or scoot to school are told that they must wear a helmet and a high visibility jacket or other reflective item of clothing. When travelling in the dark, pupils must also have good quality lights fitted to the bicycle. They are reminded to ensure that their bicycle is securely locked up during the school day to discourage opportunist thieves. The message is reinforced at the beginning of the school year and when the clocks change in assemblies. 'Dr Bikes', a bicycle mechanic also visits the school twice a year to give pupil bikes an MOT if needed.

### ***2.3 Risk Management Outside of School***

Pupils in the Lower First are taught to recognise the risks to personal safety and to discuss basic rules for keeping safe, such as to always ask permission before going off alone and ensuring that they are back on time.

All pupils from the Upper Second Year and above are given information about how to keep themselves safe on their journey home from school and what they should do in the event that they are approached and/or robbed of their possessions. This advice to pupils is explained at regular intervals throughout the year, including at the start of September and when the daylight hours change in October. The information (including a powerpoint presentation) is sent to parents so that they are able to reinforce the key messages with their sons at home. Charging docks are kept at school so pupils do not have to carry their iPads home and run the risk of them being stolen. The Head of First Years and the Head of Second Years speak with pupils in the Lower First, Upper First and Lower Second Years on an individual basis where a pupil travels home without direct adult supervision.

Local police officers visit the school to speak to the pupils in the Upper Second Year and above in assembly about personal safety on the journey home from school.

In PSHE, pupils in First Years learn about personal safety outside of school through Clever Never Goes, exploring specific unsafe situations and providing tools to know how to respond. Upper Second learn about Run Hide Tell as a way to respond to a serious incident in public. Using resources issued by Counter Terrorism Policing, pupils learn key principles for keeping safe in an emergency. Moreover, First Year PSHE lessons cover summertime safety in the summer term, including staying safe in the sun and in water (resources from RNLI are used here).

The PSHE department, in collaboration with the medical centre, runs First Aid Club throughout the year which is open to pupils from all year groups. Hosted by one of our school nurses, First Aid Club uses St John Ambulance resources to empower pupils to know how to respond in an emergency. In addition, lessons on first aid feature in Upper First, Lower Second and Upper Third lessons, covering the basics of calling for help, the recovery position and CPR (for Upper Third only).

### **3. Online Safety**

#### **Online Safety in the Computing Curriculum**

Online safety is an integral part of the computing curriculum and is taught through dedicated computing lessons, assemblies, and form times throughout the year. It is also a key focus during the annual Online Safety Week held each February. Teachers engage in ongoing discussions with pupils about the benefits and risks of the internet, fostering an open environment where children feel comfortable asking questions and raising concerns.

Online safety is structured around eight key strands:

- Health, Well-being and Lifestyle
- Managing Online Information

- Online Reputation
  - Online Relationships
  - Online Bullying
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- Copyright and Ownership
  - Privacy and Security
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- Self-image and Identity

### **First Year Pupils**

Pupils in the First Years learn about the importance of being kind online and understand that their actions can affect others' feelings. They are taught to seek help from a trusted adult if they see something upsetting or concerning online. They explore why certain online activities have age restrictions and the importance of adhering to them. Additionally, they learn how to keep personal information private and how to create strong, secure passwords.

### **Second Year Pupils**

In the Second Year, pupils build on their knowledge and are taught various ways to report concerns and seek support, both at school and at home, particularly in cases of online bullying.

They also begin to understand copyright issues, learning that copying someone else's work from the internet without permission is unfair and can lead to problems. They discuss the importance of considering ownership and usage rights when using online content.

Pupils are introduced to the concept of artificial intelligence and bots, learning how technology can mimic human behaviour. They consider the potential benefits and risks of such technologies.

They explore how to engage positively with others online and how this impacts the way they are perceived. They also understand that their digital identity and actions can influence others both positively and negatively.

### **Third Year Pupils**

Third Year pupils delve deeper into the concept of digital footprints and learn how the internet and social media can be used for positive self-promotion. They understand the importance of gaining consent before sharing or forwarding any personal information, including images and messages.

They discuss how bullying may evolve as they grow older and learn to recognise signs of online bullying. They are taught how to support peers who may be struggling and understand how negative comments can quickly escalate. They are also introduced to different reporting routes such as peer support, anonymous platforms, helpline services, and school-based options.

Pupils learn how to create strong and unique passwords, especially for email accounts that serve as gateways to other online platforms. They understand the value of two-factor authentication and how to enable it when available. They also explore the purpose of terms and conditions on online services and how they affect users, including age restrictions.

To enhance their digital literacy, pupils are taught how to refine online searches using advanced tools such as filters (e.g., by size, type, usage rights) and Boolean search operators. They also learn to identify commercial content, like pop-ups and spam, and develop strategies to manage them effectively—such as using pop-up blockers, junk folders, and unsubscribe options.

### **Digital Leaders at SPJ**

At SPJ, we have a team of Digital Leaders who play a key role in supporting the development of computing and online safety across the school. This leadership role helps pupils build confidence and develop valuable leadership skills. Responsibilities of a Digital Leader include:

- Learning and demonstrating key software tools
- Assisting teachers and peers with online applications
- Promoting online safety and sharing safe practices
- Testing new software or websites and showcasing them to others
- Delivering online safety assemblies to the whole school

## **PSHE**

The PSHE curriculum has been designed to complement the online safety units in computing. A spiral curriculum, it builds year-on-year to reinforce key safety messages. For example, in the Lower Third, pupils learn about the role of AI in modern society and the safety implications when considering AI use online. In the Upper Third, discussions around screen time are linked to mental health and wellbeing. Online safety is covered implicitly throughout the curriculum when discussing various topics in relation to specific online scenarios. For example, every year group receives at least one lesson on the topic of anti-bullying, in which scenarios involving online-bullying are discussed. PSHE aims to equip pupils with the knowledge and skills they need to critically assess information and content found online. For example, in the Lower Third Year, pupils learn to critically engage with information, to accurately identify misinformation online. In the Upper Second, pupils learn about extremism and online grooming, including how to spot signs of suspicious contact. This understanding is further developed in the addiction unit, and pupils consider a case study about county lines and online exploitation. The curriculum also addresses the influence of the online world on relationships – both friendships and intimate relationships – including how to engage with online content critically and where to seek help and support online.

Other discussions across the curriculum provide pupils with the opportunity to share views or express concerns, either via the forum of the class itself or at the end of the lesson by speaking individually to the teacher. References to opportunities to cover spiritual, moral, social and cultural aspects are made in departmental schemes of work.

Information evenings are held regularly throughout the year in which parents are invited to hear information about aspects of the School's work. Each evening provides opportunities for parents to ask questions about the School's approach more generally and content taught and explained in lessons.

## **4. Safety and Relationships**

### ***4.1 Friendship, managing conflict and recognising and dealing with bullying***

Issues relating to friendships and managing conflict are covered across the PSHE curriculum in all year groups. The curriculum refers to DfE guidance on Relationships and Relationships and Sex Education (RSE) and specific lessons on anti-bullying are taught in all year groups. Where issues arise, the Heads of Year and Deputy Head Pastoral work alongside Form Tutors and parents to help those pupils involved to learn positive lessons for the future.

At the start of each new academic year, pupils discuss the School Code of Conduct and what they should do if they witness or experience bullying. Pupils are made aware of all of the available options

for reporting a concern: informing a trusted adult, posting a card in a Welfare Box or using Tootoot, an online platform.

Parent workshops and information evenings are held at regular intervals throughout the year and include topics on friendship, relationships, sex and relationships, adolescence and drugs. These often include talks from external speakers.

In assemblies, pupils learn about the issues that arise when bullying takes place and their responsibilities in terms of reporting this information to a trusted adult. There is a particular focus during November when National Anti-Bullying Awareness week takes place. Pupils participate in activities designed to raise awareness of the impact of bullying and the steps necessary to challenge bullying behaviour. Pupils learn why it is important to take a stand against bullying rather than to ignore it. For more information please see the Anti-Bullying Policy.

#### **4.2 Healthy relationships**

The Lower First PSHE curriculum uses the book 'Do You Have a Secret' to explore the notion that some secrets should never be kept. Pupils are taught who to go to for help or support in school.

First Year pupils are taught the 'PANTS Rule', an acronym and teaching programme designed by the NSPCC:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

In the Upper Second Year, as part of the Relationships Education unit, pupils are taught:

- Why inclusion and equality are important features of all relationships, including friendships;
- How to communicate respectfully in relationships;
- Why it is important to challenge stereotypes, including gender stereotypes.

In the Lower Third and Upper Third Years as part of the Relationships and Sex Education unit, pupils are taught about, amongst other learning objectives, the following concepts:

Lower Third:

- Features of healthy and unhealthy intimate relationships;
- The importance of respect in intimate relationships;
- The law surrounding consent, particularly in terms of the meaning of 'free and enthusiastic consent';

- Key terminology regarding sexuality;
- Sexuality as a protected characteristic;
- How to be inclusive to all sexualities, particularly in the context of school life;
- The nature and impact of peer pressure in romantic relationships at a young age and how to respond to negative pressure;
- The nature of gender stereotypes – particularly when using online platforms – and the impact stereotypes can have on relationships;
- The importance of challenging harmful gender stereotypes;

Upper Third – features a recap of the above topics, and in addition:

- When romantic behaviour ‘crosses the line’ and becomes sexual harassment;
- Why it is important to report sexual harassment;
- How to be an ally for people experiencing harmful sexual behaviour;
- Pornography, including potential harms and how to be critical consumers of online content;

For more information please see the RSE Policy.

## **5. Keeping Healthy**

### **5.1 *Healthy Lifestyles***

In PE, pupils learn about the importance of having a good level of all round health-related fitness (stamina, strength, flexibility, body composition) and about the need to exercise on a regular basis in order to maintain and build upon their existing level of fitness.

In Science, pupils learn about the importance of a healthy diet and of exercise as part of living a healthy lifestyle. Pupils in the Lower First Year find out about the heart and how exercise can keep the heart healthy. Pupils in the Lower Second Year learn about the digestive system and the importance of a healthy diet. Lower Third Year pupils study units on food and digestion, and on respiration: these cover healthy eating, deficiency diseases and the effect of exercise on the heart rate and heart-attack prevention.

In PSHE, pupils learn about physical health in the Upper First Year and Lower Second Year. Pupils learn about the features of a healthy diet, the importance of exercise, how to maintain oral hygiene and the importance of sleep. Pupils will also learn about the link between physical health and mental health and how to ensure a healthy lifestyle with this in mind.

### **5.2 *Hygiene***

In PSHE, First Year pupils learn the importance of practising good hygiene habits, particularly to prevent the spread of germs. Toilet hygiene and handwashing habits are covered multiple times in the

year. In Upper Second, pupils learn about staying clean during puberty, including the use of soap and deodorant on a daily basis.

In Science, Lower Second Year pupils learn about the structure of the teeth and jaw and the importance of dental hygiene as well as the most effective ways to keep teeth healthy.

Puberty is discussed in detail with pupils in the Upper Second Year as part of the Science curriculum. They learn about hormonal changes to the body and the effect of increased sebum and sweat production on the skin.

In the Lower Third Year, pupils study microbes and disease and talk about the importance of hand washing in the fight against the spread of disease, both in hospitals and at home. The transmission of coughs, cold and 'flu is discussed, and how this spread can be reduced.

### ***Wellbeing and Mental Health***

School counselling is a professional activity, delivered 5 days a week by a qualified therapeutic practitioner. Pupils can attend a weekly scheduled one to one session and/or use the counselling drop-in service. School counselling provides a safe space where pupils can express and explore anything that is of importance to them. Using talk and range of therapeutic and creative activities the counsellor helps pupils to:

- Examine the difficulties or problems they are experiencing and gain insight into what factors maintain these difficulties
- Express and explore thoughts, feelings and action and to identify and understand the connection between them
- Discuss difficulties in relationships and how to cope with them
- Identify useful coping strategies that the pupil already has and enhance these
- Identify existing sources of support that may facilitate coping but are not being used; including peer, school, family and other professional support
- Gain insight into practical techniques that they can use to deal with their problems
- Facilitates decision making and working towards personal goals
- Explore and challenge perceptions of low self-esteem and of poor body image

The ultimate aim of school counselling is to reduce pupils' psychological distress and to enhance pupils' emotional and mental wellbeing,

The counsellor delivers Form time activities across all Year groups to explore mental health and wellbeing issues such as managing change and self-care. New pupils entering Lower First and Lower Third attend a counsellor facilitated discussion focused upon transition and the communication of their emotional experience.

***The PSHE curriculum covers mental health and wellbeing in all year groups, focusing specifically on how to identify and name emotions, what happens in our mind and body when we experience various emotions, and how emotional experiences differ from person to person. In the First and Second Years the iHeart wellbeing framework is introduced within form period time to support all pupils with the day-to-day management of their wellbeing and the promotion of resilience. 4.4 Drug Awareness***

In PSHE, Upper Second Year pupils learn about the role of medicines and vaccines and the contract with drugs used recreationally. The curriculum explores the risks associated with all drugs (legal and illegal) and the way in which external pressure can influence a person's behaviour. Pupils also explore the way alcohol and nicotine is presented in the media and the impact of media messaging on a person's decision making. Lower Third Year pupils discuss the effects of smoking in a unit on respiration in Science.

Upper Third Year pupils discuss the health-related issues concerning smoking and alcohol in a health-related module in Science.

## **6. Safety in other areas of the curriculum**

Certain subject areas have specific safety rules, designed to keep pupils safe when taking part in practical activities. These include:

- Safety in the laboratory in Science
- Safety in the workshop in Engineering
- Safety in the art room
- Safety in and around the swimming pool.

In Gymnastics, pupils are taught the correct techniques for managing their body safely in movement before taking part in any activity that might pose a risk to their safety. Each task is broken down into stages so that pupils work within their own ability range.

In Sport, pupils must wear the correct safety equipment (mouth guards in rugby, shin guards in football, the relevant protection for cricket). The level at which the sport is played is appropriate to the age and ability of the pupil which enables a progression of skills and safe participation. All regulations from the main sporting bodies are adhered to.

In Drama, there are sometimes specific issues relating to safety in a particular production and the Director of Drama will initially check with the Compliance Officer that the health and safety risks have been assessed before making the pupils aware of what they need to do.

## **7. Safety outside of the curriculum**

Safe behaviour inside and outside the school building is mentioned when discussing the Code of Conduct and Character Traits with Form Tutors at the start of each new school year and printed in the pupils' homework diaries. Pupils are asked to walk and not run inside the building. Their behaviour outside at break time, and before and after school, is supervised in accordance with the Supervision

of Pupils Policy. Certain play areas operate on a rota system so that there are not too many pupils all playing in the same space.

At the end of the school day, pupils in the Lower First and Upper First Years are handed over to the adult taking them home by their Form Tutor. There is a teacher on duty outside supervising the departure of all the other pupils. All pupils are reminded regularly about the procedure that they should follow if the person that was due to collect them has been delayed, and parents are provided with the same information in the Parents' Handbook. The duty of care for staff ends once the child has been handed over to the adult in charge, or after the pupil has left the school premises. Playdates are common and pupils sometimes get on the bus with a friend. This is identified as legitimate through an email from the parent or note in the prep diary.

The Supervision of Pupils Policy has a separate section concerning the collection arrangements for after school clubs and those colleagues running these clubs are briefed to ensure that they are all aware of the procedures. Certain extra-curricular clubs also involve teaching about safety such as, Judo and Fencing.

Pupils take part in a fire practice every term and learn about the importance of evacuating the building in a calm and efficient manner. They are taught never to enter the building if the fire alarm is sounding. A shelter in practice also takes place every year so pupils know what to do if they ever need to stay in classrooms during an emergency.