



## 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 on their Geography Field Trip around Castelnaud and the Science Trip to the Barnes Wetland Centre. In the Upper First Year, pupils watch and discuss a series of short road safety films in PSHE, timed to coincide with the shorter daylight hours. 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 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.

### ***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.

### **3. E-Safety**

The online safety strand of the Computing syllabus is taught in classrooms sessions as well as assemblies, form periods and during the annual e-safety week. Pupils are taught to treat others with respect, think critically, behave safely, and participate responsibly in our digital world.

They learn where to go for help or support when they have concerns about the content or the people they come into contact with online. They are taught the importance of protecting their online identity and keeping personal information private. They are taught to recognise what is acceptable and unacceptable behaviour online and are also encouraged to have a greater appreciation of their digital footprint. All pupils are asked to read and sign the Acceptable Use Policy. Before pupils sign to say that this has been read and understood, the computing teachers discuss all of the points within the AUP so that pupils are fully aware of what they are agreeing to.

#### ***3.1 First Years***

In the Lower First Year, they are introduced to the concept of SMART:

S Safe – Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

M Meeting – Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

Remember online friends are still strangers even if you have been talking to them for a long time.

A Accept – Accepting emails, messages, or opening files, images or texts from people you don't know or trust can lead to problems — they may contain viruses or nasty messages!

R Reliable – Someone online might lie about who they are and information on the internet may not be true. Always check information with other websites, books or someone who knows. If you like chatting online it's best to only chat to your real world friends and family.

T Tell – Tell a parent, carer or a trusted adult if someone, or something, makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

### *3.2 Second Years*

In the First and Lower Second Years, pupils use material produced by Gooseberry Planet. They learn that some online users are untrustworthy and not everything that is posted online is necessarily true. They are taught to discuss any doubts or concerns they might have with a trusted adult. They also learn about online security and are taught to keep their personal details secure. Pupils also learn to avoid opening emails from people they do not know and to avoid supplying personal information or pictures of themselves to people they have never met. They learn that they need to take responsibility for what they write online and to tell a trusted adult if they are upset by anything that they see online. The topic of online bullying is also discussed and pupils learn that unkind comments made outside school will still be followed up as a disciplinary matter if brought to the School's attention. In the Upper Second Year, the focus is on social media and online gaming. Pupils are given information about the age limits for creating accounts with the most common social media sites and their parents are also provided with this information. Other topics cover sharing information with care, not falling for fake websites, being kind online and being open to talk about what is happening online. This material is produced by Be Internet Awesome. Pupils learn about the safe use of smartphones, iPads and are encouraged to have responsible attitudes to gaming. They are taught to consider the advantages and disadvantages of all of their online activities and are given useful hints to help keep themselves safe in terms of what they do online.

### *3.3 Third Years*

Third Year pupils learn to recognise the dangers of online chat rooms and to avoid meeting anyone that they have met online when they are not accompanied by a trusted adult. They learn about identity theft and they are taught to minimise the risk of this by creating strong passwords for online accounts. They learn about phishing messages and web pages and what to do if they are sent an unsolicited message which ask for personal details or passwords. They discuss the positive and negative aspects of social networking sites, including setting privacy settings, and they learn that once something has been posted online, it is almost impossible to remove. Pupils learn about SPAM emails and scams and how these operate. They discuss illegal downloading and copyright and the consequences of this action for the original artists. They learn to recognise addictive behaviour online and also to understand the nature of online chat and how to navigate this safely.

### *3.4 Whole School*

Each year we engage with a group of Digital Leaders from the student body. The Digital Leaders are a group of children who work together with the aim of developing a safer digital culture at St Paul's Juniors by organising internet safety assemblies, an internet safety fair, and helping to prepare child friendly resources to get the right message across. There are also internet safety workshops for parents, students and staff led by a range of external speakers. Recent webinars include "Growing up in the digital age" and was delivered by Peter Cowley (CEOP Ambassador). Among a range of other topics Digital Awareness have also held workshops focusing on screen time, peer pressure as well as managing online conflict and abuse.

The PSHE curriculum has been designed to complement the online safety units in computing. For example, in the Lower Second, pupils learn how to identify suspicious communication on online platforms, and where they can get support if they are worried. Moreover, every year group receives at least one lesson on the topic of anti-bullying, and specifically online-bullying. Despite featuring in every year group, the depth in which we address this important topic develops and builds, year on year.

PSHE lessons teach pupils how to be discerning consumers of information found online. For example, in the Lower Third Year, pupils learn to critically engage with information, in order to accurately identify misinformation online. Pupils learn that grooming can happen online, and 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.

Within units on relationships, whether that be friendships or intimate relationships, lessons are included on the importance of healthy *online* relationships, as well as relationships in the physical world. For example, in the Upper Second Year RSE unit in the summer term, we explore the challenges of managing relationships online, and how to ensure positive online interactions. This is developed further in the Lower Third Year, where we explore the role of the media in relationships, and the responsibility of individuals to be online citizens. Finally, in the Upper Third Year, when pupils learn about consent and sexual harassment, we devote a lesson to specifically online sexual harassment – we explore the power of words and how to contribute positively to online communities.

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 conflicts are taught at all levels within the PSHE curriculum. Where issues arise, the Heads of Year and Senior Deputy Head 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 L1 PSHE curriculum uses the book 'Some Secrets Should Never Be Kept' which introduces the topic of inappropriate touching and the importance of not keeping certain secrets.

In the Lower and Upper First Years, pupils are taught about 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

Lower and Upper Second Year pupils attend a biennial talk from *ChildLine*, which focuses on how to report incidents and highlights the services which are available to young people in the UK.

In the Upper Second Year, as part of the Sex and Relationships Education module, pupils are taught:

- To identify different types of adult relationships without judgment or prejudice;
- What makes a person feel safe in a relationship;
- What is the essential factor that makes an adult relationship different from a friendship (i.e. only an adult relationship can be a sexual relationship);
- To identify what constitutes a healthy relationship including inappropriate touching (family, friends and other adults).

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

- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships)
- to explore the range of positive qualities people bring to relationships
- that relationships can cause strong feelings and emotions (including sexual attraction)
- the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships

- different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
  - to consider different levels of intimacy and their consequences
  - to acknowledge and respect the right not to have intimate relationships until ready
  - that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
  - about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
  - how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent
  - to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
  - when the sharing of explicit images may constitute a serious criminal offence
- For more information please see the RE and 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, Lower Second, and Upper Third Years. Pupils learn about the features of a healthy diet, the importance of exercise, and how to maintain oral hygiene. In the Upper Third Year, some PSHE lessons (for example on self-examination) are delivered by school nurses. Pupils will also understand the basics of first aid.

### **5.2 Hygiene**

In PSHE in the Upper First Year pupils learn the importance of practising good hygiene habits after exercising and understand the role of sweat and why it can cause someone to smell.

In PSHE and Citizenship in the Upper Second Year, pupils learn about how to stay clean and why this is important, physically and socially.



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.

### **5.3 Well-being 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.

### **4.4 Drug Awareness**

In PSHE, Upper First Year pupils are taught to have an appreciation for the many different types of medicine and to understand the term 'prescription medicine'. Pupils are also taught to understand that medicines can be very dangerous and should be kept away from small children.

In PSHE, Upper Second Year pupils learn that some substances can become addictive if misused. They learn that there are drugs found in everyday substances (e.g. caffeine) and they discuss the advantages and disadvantages of this.

In PSHE, Lower Third Year pupils study a five-week module on addiction which focuses specifically on Smoking, Alcohol, illegal drugs and the law, and peer pressure. 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, Aikido 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.