



ST PAUL'S SCHOOL  
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. Personal Safety**

### ***1.1 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 Castelnau 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 & Citizenship, 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.

### ***1.2 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. This information is available to pupils and parents on the intranet and in the Parent Handbook. The message is reinforced from time to time in assemblies.

### ***1.3 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 and explain the advice to pupils at regular intervals throughout the year, including at the start of September and when the daylight hours change in October. The information is sent to parents so that they are able to reinforce the key messages with their sons at home. 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.

Each year, pupils in the Upper Second Year attend a half day at the Junior Citizen Project, run by Richmond Borough at Richmond Park, which focuses on responsible citizenship and personal safety through role play. Scenarios range from safety on the railway through to witnessing and reporting a robbery.

## **2. E-Safety**

As part of the digital literacy strand of the Computing scheme of work, through assemblies and in Form Periods, pupils are taught to act respectfully and responsibly, and the importance of keeping personal information private. 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 to recognise what is acceptable and unacceptable behaviour online and the impact 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, Form Tutors and/or the Head of Computing discuss all of the points within the AUP so that pupils are fully aware of what they are agreeing to.

In the Lower First, pupils use material produced by the Child Exploitation and Online Protection Centre (CEOP) to 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.

In the Upper First Year the above advice is reinforced and 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 cyber 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 Lower Second Year, the e-safety messages from the Upper First Year are revisited and reinforced. They are introduced to the concept of SMART:

**S Safe** – *Keep your personal information safe by not giving it out to strangers, and ask an adult to help you register for websites.*

**M Meeting** – *Don't meet up with people you've made friends with through the internet or your mobile phone, if you really want to, take your parent or carer, **and never** go alone.*

**A Accept** – *Never accept e-mails from people you don't know. Don't open any attachments as they may contain viruses.*

**R Reliable** – *People may use a made up character, so ask yourself, 'is this person reliable' and 'can I trust them?' Is the website well run and is the information it gives likely to be correct?*

**T Tell** – *Tell your parent or carer if you feel uncomfortable about anything you see or read on the internet. They will then be able to help you.*

In the Upper Second Year, pupils learn through real case studies to recognise the dangers of online chat rooms and to avoid meeting anyone that they have met online without a trusted adult present. Pupils are also given information about the minimum age limits for creating accounts with the most common social media sites and their parents are also provided with this information. Upper Second Year pupils learn about the safe use of smart phones and are taught to be aware of the advantages and disadvantages of these devices in terms of sharing and posting information. They are given useful hints to help keep themselves safe in terms of what they post online. They also learn how to retrieve the phone's IMEI number which can be used to help the police arrest those involved in phone theft.

Lower Third Year pupils learn about identity theft and they are taught to minimise 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 asks 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 how premium phone numbers operate. They discuss illegal downloading and the consequences of this action for the original artists. They learn to recognise addictive behaviour online and also to understand the nature of chat rooms and how to use these safely.

There is an e-safety workshop for all pupils during Internet Safety Week and an eSafety seminar in the early part of the Spring Term.

The PSHE & Citizenship curriculum incorporates topics on emotional intelligence and includes information on managing emotions, building self-confidence and courage, taking personal responsibility, developing a healthy and safe lifestyle, living with others and developing relationships, resolving conflict, challenging bullying and dealing with peer group pressure. There are also workshops and talks for the Lower Third Year pupils on managing adolescence, drugs and other pertinent issues.

The Computing programme incorporates e-safety awareness, including specific discussions about keeping safe on line.

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 schemes of work or its approach more generally.

### **3. Safety and Relationships**

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

Issues relating to friendships and managing conflicts are taught at all levels within the PSHE & Citizenship curriculum. Where issues arise, the Heads of Year and Pastoral 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.

#### ***3.2 Healthy relationships***

Lower First Year parents are made aware of 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 Upper First Year, pupils are taught about the 'Pants Rule', an acronym and teaching programme designed by the NSPCC:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak 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).

## **4. Keeping Healthy**

### **4.1 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.

### **4.2 Hygiene**

In PSHE & Citizenship 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.

### **4.3 Well-being and Mental Health**

Pupils learn to become more aware and to manage their emotions as part of the PSHE & Citizenship programme. They spend time thinking about how they deal with difficult and challenging situations and to start to take ownership of both their physical and emotional well-

being. In the Summer Term the whole School embraces Mental Health Awareness Week. Assemblies and visiting speakers are arranged to allow pupils to explore mental health issues such as anxiety and depression.

#### **4.4 Managing adolescence**

In the Autumn Term Upper Third Year pupils attend a seminar from a trained nurse/psychotherapist and there is a follow up evening workshop for parents.

#### **4.5 Drug Awareness**

In PSHE & Citizenship, 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 & Citizenship, 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 & Citizenship, Lower Third Year pupils study a five-week module on addiction which focuses specifically on Smoking, Alcohol and Addiction helplines. In the final week of the module the pupils do a presentation of their findings. 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.

Upper Third Year parents are invited to a seminar led by *Drugfam*. Similar material is delivered to the pupils several days later. The talk tackles the tragic consequences of drug use in young people.

### **5. 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 Design and Technology
- 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 Chief Operating Officer that the health and safety risks have been assessed before making the pupils aware of what they need to do.

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

Safe behaviour inside and outside the school building is mentioned in the Code of Conduct, which is discussed 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. 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.

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.

Certain extra-curricular clubs also involve teaching about safety such as cookery, Aikido and Fencing.