Kew Green Preparatory School How We Teach Safeguarding

Key Contacts:

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Overview

Kew Green Preparatory School is committed to providing a safe and secure environment for all pupils. Our safeguarding policies and procedures ensure the welfare and safety of children throughout lessons, curriculum delivery, and pastoral care. Everything we do is child-centred and designed to foster a culture where children can express concerns and learn to keep themselves safe.

This document summarises how safeguarding is embedded in our curriculum, pastoral programmes, and wider school life. It has been written by the DSL in conjunction with Subject Leaders for Computing, PSHEE (Kapow and PSHE Association), RSE, EYFS, Science, Music, Art, PE, and the Educational Visits Coordinator (EVO). Particular attention is given to promoting behaviours and skills that reduce risk and ensure that children are protected both physically and emotionally.

Staff Training and Approach

All teachers and staff receive safeguarding and child protection training at induction, with annual refreshers in line with statutory guidance (Keeping Children Safe in Education, 2025). Training includes recognising signs of abuse, listening effectively to children, responding to disclosures, and contextual safeguarding scenarios relevant to our pupil population. Staff also follow guidance from the school's Safeguarding, Behaviour, and SEND policies.

1. Personal, Social and Emotional Development (PSED) and PSHEE

Through EYFS PSED, Kapow PSHEE, PSHE Association guidance, and RE, pupils develop spiritually, morally, socially, and culturally (SMSC), while cultivating values such as empathy, respect, and responsibility. Our curriculum promotes:

- Self-knowledge, self-esteem, and confidence
- Ability to distinguish right from wrong and respect the law
- Responsibility for actions and contribution to the community
- Appreciation of and respect for different cultures, faiths, and beliefs
- Understanding of democratic processes and the rule of law

Pupils are supported to express ideas, share concerns, and participate in school decision-making via class discussions, weekly reflection, surveys, and the School Council. Staff promote mental health and wellbeing through discussion, listening, and structured pastoral support, including access to play therapy or external Early Help if needed.

2. Relationships and Sex Education (RSE)

Using Kapow PSHEE and PSHE Association frameworks, as well as assembly and class sessions, RSE is taught sensitively and age-appropriately across Reception to Year 6. Key areas include:

- Consent and personal boundaries
- Healthy friendships and relationships
- Awareness of online and offline risks
- Education on bullying, sexual harassment, and coercive behaviour

Staff are trained in delivering RSE consistently, and parents are consulted as part of the whole-school approach.

3. School Council and Pupil Voice
   The School Council provides children with opportunities to shape school life and ensures a democratic process where opinions from all year groups are represented. Pupil voice activities feed directly into policy and practice.

4. Computing and Online Safety
   Children are taught safe use of technology, including the 4Cs of online risk (Content, Contact, Conduct, Commerce) following KCSIE 2025, using contextualised examples from school life. Lessons cover:
   • Password safety and privacy
   • Respectful online conduct
   • Cyberbullying awareness and reporting
   • Critical evaluation of information, misinformation, and AI/deepfake content

5. Early Years
   Foundation Stage (EYFS) EYFS provision focuses on physical and emotional safety, secure attachments, forming friendships, and learning appropriate social behaviours. Staff ensure supervision, safe use of technology, and adherence to safe contact and changing practices.

6. Science
   Science lessons incorporate risk awareness, safe handling of equipment and chemicals, correct procedures, and peer assessment of safety. Older children learn about hazards, safe work practices, and the effects of substances such as alcohol, tobacco, and drugs.

7. Art
   Art lessons include risk assessments of equipment and materials, verbal instructions for safety, and fostering self-expression and appreciation of different cultures.

8. Trips and Visits
   Trips teach children personal risk management and social skills in new environments. Risk assessments and permissions are rigorously followed.

9. Music
   Music lessons cover safe instrument use, vocal health, and supervised access to music spaces.

10. PE, Games and Sport
    PE and Games staff ensure safe practice, awareness of physical risks, and support children's emotional wellbeing. Lessons include teaching children to listen to their bodies and recognise boundaries.

11. Reporting Routes
    Children are made aware of multiple reporting channels for concerns, including Form Teachers, DSL/DDSLs, worry boxes, and anonymous online forms. They are also educated on external reporting channels (Childline, CEOP) and how to use them appropriately.

    Policy written Sept 2025 by: Mark Reed (Director of Studies, DDSL)
    Review date: Sept 2026

How We Teach Safeguarding – Progression Grid (Reception–Year 6)

Topic	EYFS (R)	KS1 (Y1–2)	LKS2 (Y3–4)	UKS2 (Y5–6)	Where taught	Evidence / task
Boundaries & consent	PANTS rules; safe/unsafe touch; trusted adults	Body privacy; saying 'no'; kind/unkind behaviour	Personal boundaries; peer pressure; respect & empathy	Consent in friendships; coercion; bystander strategies	PSHEE/RSE; Assemblies; Circle time	Role-play cards; poster; pupil voice notes
Online conduct & digital footprint	Asking an adult; being kind online; time limits	Passwords; keep info private; tell an adult	Footprint & permanence; respectful posts; reporting	Platforms, group chats, etiquette; footprint & reputation	Computing; PSHEE; Assemblies; Form time	Seesaw/portfolio post; class charter; quiz
Reporting routes & help-seeking	Identify trusted adults; worry box	Who to talk to; Childline; class worry box	Anonymous online form; DSL posters; CEOP symbol	How to report sexual harassment/abuse online/offline	PSHEE; Assemblies; Form time; Posters	Exit ticket: 'Who would you tell?'; reporting flow chart
Bullying (incl. cyber & discriminatory)	Kind hands/words; tell an adult	What bullying is; repetition/impact; upstander actions	Cyberbullying & prejudice-based bullying; evidence-keeping	Harassment, hate language, consequences & support	PSHEE; Anti-bullying week; Online safety lessons	Scenario sort; pledge; anti-bullying week artifact
Sexual harassment basics	Safe/unsafe secrets; personal space	Respectful language; unwanted attention	Boundaries; reporting; never 'just banter'	Nudes/semi-nudes (what to do), upskirting; UKCIS guidance	PSHEE/RSE; Assemblies (age-appropriate)	Scenario responses; safeguarding poster check
Misinformation, disinformation & deepfakes/AI	True/not true (stories vs facts)	Fact vs opinion; check with a trusted adult	Source checking; spotting clickbait; simple fact-check	Bias, algorithms, deepfakes, AI limits; verify & report	Computing; PSHEE; Digital & AI policy links	Source triangle; verification checklist
Mental health & wellbeing	Naming feelings; calm corners	Big feelings; help-seeking; kindness	Coping strategies; who helps; online effects on mood	Sleep, social media, body image; where to get help	PSHEE; PE; Assemblies; Tutor time	Feelings check-in; self-care plan; signposting card
Prevent: critical thinking & respectful debate	Listening & turn-taking; fairness	Different views; kind disagreement	Spotting persuasion; respectful challenge; values	Identifying manipulative narratives; seeking help	PSHEE; Assemblies; RE/English links	Debate protocol; persuasive techniques
Safe use of devices & image sharing	Ask before photos; school rules	Permission for photos; why privacy matters	Age-appropriate rules; reporting unsafe images	Legal/ethical basics; what to do if sent an indecent image	Computing; PSHEE; Online safety assemblies	Class charter: 'What I'd do if…' card
Safe travel/transition & independence (Y6)	Adults keep me safe at school/community	Road safety basics; stay with trusted adults	Route planning in pairs; safe meeting points	Phone/street smarts, public transport; secondary transition	PSHEE; Assemblies; Y6 transition programme	Route plan; secondary Q&A; safety pledge

Notes: Adjust language/resources for vulnerable learners (SEND/EAL). Evidence can include Seesaw/portfolio entries, exercise books, displays, lesson plans, assembly slides, and pupil voice surveys. Log concerns/teachable moments on CPOMS as appropriate.