



Safeguarding through the Curriculum

Culture of Safeguarding

A culture of safeguarding is embedded at Old Park School. We recognise that our pupils are extremely vulnerable for a variety of reasons including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

In addition to ensuring our safeguarding procedures and training are of the highest standard and ensuring staff remain vigilant, we also recognise the need to safeguard our pupils through education and the curriculum within school.

Old Park provides education for pupils with complex needs, severe learning difficulties (SLD), including autism, and pupils with profound and multiple learning difficulties (PMLD). We must therefore ensure that the curriculum content around safeguarding is delivered at an appropriate level.

When considering pupils with PMLD this is often focused around educating families and the wider community of the potential risks, so that they are best placed to recognise the signs.

Many individuals with complex Autism and SLD remain dependent on adults for their safety but strict adherence to safe working practices can give pupils the opportunity to develop an understanding of acceptable behaviours. For example, the practice of only trained and familiar staff supporting pupils during their intimate care can support pupils to understand that they shouldn't go with people that are unfamiliar.

Where pupils have a greater cognitive understanding, the curriculum pathway is designed to allow for conversations and discussions around specific safeguarding issues such as online safety or bullying. It is important to note that even when working at this level, pupils can often find it difficult to generalise information and strategies taught, when in different environments.

School Vision, Mission and Values

'Towards Independence'

At Old Park our vision, mission and values are driven by four key areas: the unique learner, positive relationships, engaging environments, learning and development. These are at the centre of our school ethos and the principles of each are shared by all members of our school community. They are underpinned by our culture of safeguarding. Each area is used to develop the provision we provide now, tomorrow and in the future.

The Unique Learner

Placing the young person at the centre of all that we do.

We value individuality and inclusion.

- We offer a personalised provision that utilises the young person's EHCP to tailor our approach, addressing barriers to learning.
- We provide a total communication environment that encourages and values the voice of the individual, their choices and contributions.
- Intimate Care Plans are in place and are followed by every member of staff.
- The learning pathway is matched appropriately to each pupil.
- Routines are kept consistent.
- 'All about Me' A4 profiles are kept in each class these ensure that every member of staff who will be working with a pupil, has key information at hand.

Positive Relationships

Working collaboratively towards the same goal.

We value **trust** and **teamwork**.

- We foster a sense of belonging for our young people and their family.
- We develop and maintain strong partnerships with all school colleagues and those from other agencies including health and social care.
- At the beginning of each academic year, each pupil is allocated a Key worker. This member of the class team is the first point of contact for the family.
- Where possible staffing in classes is kept consistent.

Engaging Environments

Utilising our school environment and the community around us.

We value **responsibility** and **respect**.

- The learning environment is planned for and adapted in order to maximise the opportunities offered.
- We have many specialist learning areas that are timetabled to ensure that opportunities to have access to them are maximised and match the needs of pupils within different learning pathways
- We offer opportunities for practical learning using resources appropriate to the needs of our learners.
- Where appropriate we use the local environment to develop and apply skills.
- We teach a sense of responsibility and accountability in caring for the world around us and the people in it.

Our School Rights

At Old Park School we strongly advocate for the rights of each of our pupils. Our school rights are based around our curriculum approach, with direct links to the EHCP areas of need. They have been written in partnership with staff, families and pupils.

My Communication

I have the right to make choices and to have my voice heard.

My Thinking

I have the right to learn new things in a fun and exciting way.

My Well-Being

I have the right to feel safe and happy in a school where I can be proud of my achievements.

My Body

I have the right to learn how to keep my body active, clean and healthy.





My World

I have the right to experience and explore the world around me, both in school and in the wider community.

Promoting British Values

British Values include Democracy, The Rule of Law, Individual liberty and Mutual Respect and Tolerance. At Old Park School we promote the fundamental British Values in the following ways.

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school

Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance
 <p>democracy</p>	 <p>the rule of law</p>	 <p>individual liberty</p>	 <p>respect and tolerance</p>
<p>To incorporate democracy, we showcase everyone being treated equally and having equal rights. Pupils are taught that their opinions are important, and each pupils thoughts and feelings are listened to and valued. Old Park School actively promotes and supports the importance of each pupil having their own 'voice' through an identified communication approach. Pupils are given the power to choose and make decisions both on their own and in groups.</p> <p>We have an active School Council.</p>	<p>Pupils are supported to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a positive role model and a consistent and predictable environment within school. We can help some pupils to understand the connection between actions and consequences. Pupils are taught about the rules within school and the rules of society, how to stay safe and those people who can help them to do this.</p>	<p>Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become to develop their self-esteem, confidence, and independence. We demonstrate that everyone has rights; this includes the right to say 'yes' or 'no'. Some pupils will be able to take responsibility for roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. Pupils are encouraged to try new experiences and their involvement in these is celebrated.</p>	<p>We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage, or race. Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others. Pupils are encouraged to experience British Culture through our curriculum themes and projects.</p>

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weekly

Let's Celebrate

Celebrate' focus. Classes identify a session within their timetable to explore and reflect upon the identified area for discussion. The Let's Celebrate overview is written by the 'My World' curriculum driver team and provides an opportunity for pupils to further develop their experience and understanding of world religions, topics of debate, key safety messages and regional, national and world-wide celebrations.

Opportunities to promote British Values and our SMILE approach are also included.

Opportunities to Teach Safeguarding

Keeping Children Safe in Education (KCSIE) September 2023 outlines that:

'Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities. . . In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils).'

PSHE (including RSHE) in the National Curriculum

Whilst PSHE education is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for PSHE, drawing on good practice.'

Alongside the National Curriculum framework, the DfE also published guidance on PSHE education, which states that the subject is 'an important and necessary part of all pupils' education' and that: 'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

All pupils at Old Park School will access the Personal, Social, Health Education (PSHE) including Relationships and Sex Education including Health Education (RSHE) curriculum. The specific content taught at Old Park School will be structured using the PHSE Association document, 'PHSE education planning framework for pupils with SEND'. A copy of the full framework can be found at <https://pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key>

This document combines the key learning objectives from all areas of PHSE and RSHE as appropriate, and 'groups' them into sequences of learning for Primary and Secondary age pupils. These sequences are differentiated to suit the needs and cognitive abilities of all learners at Old Park School, and fall under the following 6 topic headings for each age group:

- Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
- Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
- Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
- Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

- Healthy Lifestyles (Being and keeping healthy, physically and mentally)
- The World I Live In (Living confidently in the wider world)

These topics allow for a range of personal, social, health, economic and relationships issues to be explored in detail, appropriate to the pupils' individual needs. They include information about mental health and wellbeing, online safety, stranger danger, and reporting concerns about any aspect of life effectively.

For Primary age pupils this curriculum will cover PHSE and Relationships education topic areas, including Health Education. More information can be found here https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

For Secondary age pupils this curriculum will cover PHSE and Relationships and Sex Education, including Health Education. Pupils in Key Stage 5 will revisit topics as appropriate. More information can be found here

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf

PHSE and RSHE is included into our long-term overviews for each Phase of the school, and forms part of each class's weekly timetable, to ensure thorough and consistent coverage.

We understand that learning will need to be regularly revisited and consolidated and our staff also use daily informal opportunities to reinforce learning

Digital Literacy (Online Safety)

Keeping Children Safe in Education (KCSIE) September 2023 outlines that:

'Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.'

At Old Park the online safety curriculum is flexible, relevant and engages pupils' interests. The scheme of work at Old Park School is based around the Sheffield SEND scheme, with context given to each unit through the termly theme. Additional opportunities are sought to embed the skills across the curriculum. At Old Park we recognise that pupils with learning disabilities are often more vulnerable to both online and offline abuse, but that programmes should be tailored to their particular level of cognitive understanding and developed with parents, and where appropriate the pupils themselves.

Religious Education

Our school is non-denominational and has a diverse ethnic and religious population. As such our Religious Education and assemblies include opportunities for learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues.

Family Partnership

At our school we host a full calendar of family partnership events. These are designed to encourage strong links between school and families and to provide multi agency support.

In addition to offering family learning focus sessions in classes, and celebration assemblies, we also provide family workshops/information sessions in the four EHCP areas. Preparation for adulthood events include advocacy and guardianship information along with careers information and advice regarding next steps. Each half term, there is focus on healthy lifestyles.

Current parent friendly online safety information is regularly shared with our families.

Safeguarding Opportunities In our curriculum: Key Stages 1-3

My Communication	Safeguarding links
<p>English</p> <p>Our English long-term genre plan is centred around texts from Narrative, Non-fiction and Poetry. These are adapted and presented in a range of different ways to ensure that pupils in each curriculum pathway have access to high-quality literature. Through these, our pupils experience different cultures, moral dilemmas, emotional, social and spiritual themes. The drama, role play and discussion around key themes supports our pupils to learn about tolerance, emotional safety and real-world current affairs.</p> <p>Examples of Lower Phase including EYFS Narrative texts: Goldilocks and the three bears, We're going on a Bear Hunt Michael Rosen, Thomas and friends – The lost sheep</p> <p>Examples of Lower Phase including EYFS Non- Fiction texts: How to brush your teeth with Snappy Croc Jane Clarke Maisy goes on holiday Lucy Cousins Welcome to the woodland by Ruth Owen</p> <p>Examples of Lower Phase including EYFS Poetry texts: Rock-a-bye rumpus Julia Donaldson Tap the magic tree by Christie Matheson Stomp, chomp, big roars! Here come the dinosaurs! by Kaye Umansky</p> <p>Examples of Middle Phase Narrative texts: Ellie's Magic Wellies Amy Sparkes The Gruffalo Julia Donaldson Peter Pan by Joy Cowley</p> <p>Examples of Middle Phase Non-Fiction texts: Bake it! Carly Gledhill The day the crayons quit by Drew Daywalt Letters to anyone and everyone by Toon Tellegen Sports heroes by Clare Lloyd</p> <p>Examples of Middle Phase Poetry texts: Anything but a Grabooberry Anushka Ravishankar Apes to zebras by Roger Stevens Jungle jingles and other animal poems by Dick King-Smith</p>	<ul style="list-style-type: none"> • Healthy eating • Positive relationships/ stranger danger • Belonging • Children absent from education • Personal hygiene • Safety at the sea side • Caring for others/ the environment • Mental health and wellbeing <ul style="list-style-type: none"> • Positive relationships/ stranger danger • Belonging • Children absent from education • Healthy eating • Exploring our emotions • Personal hygiene • Safety at the sea side • Caring for others/ the environment • Mental health and wellbeing

<p>Examples of Upper Phase Narrative texts: Where is the dragon? Leo Timmers The Macmillan collection of myths and legends Michael Morpurgo From my window by Otavio Junior Alice's adventures in Wonderland by Jeanne Willis</p> <p>Examples of Upper Phase Non-Fiction texts: My exercise diary by Alison Hawes Little Lucie's diary by Louise Pfanner Lost in London bag book Bookshop Look inside London by Jonathan Melmoth</p> <p>Examples of Upper Phase Poetry texts: Firewords Rian Hughes Around the world by James Carter Ready for spaghetti by Michael Rosen I am angry by Michael Rosen</p>	<ul style="list-style-type: none"> • Positive relationships/ stranger danger • Belonging • Children absent from education • Healthy eating • Exploring our emotions • Personal hygiene • Safety at the sea side • Caring for others/ the environment • Mental health and wellbeing
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My Thinking	Safeguarding links
<p>Computing Our Computing curriculum offers discrete opportunities for teaching our pupils about using technology safely and online safety. Where appropriate pupils are taught to follow:</p> <ul style="list-style-type: none"> • E safety SMART rules <p>Computing Units – Primary</p> <ul style="list-style-type: none"> • Everyday technology • We control Technology • Sequencing instructions, finding patterns • Digital Art • Sound music <p>Computing Units – Secondary</p> <ul style="list-style-type: none"> • What Is the internet? • Programming and Algorithms • Photographs • Films <p>Pupils following the 14-19 curriculum will develop their computing knowledge and understanding as through a cycle of termly projects. ICT skills are taught using a primarily functional approach which is directly linked to preparation for adulthood.</p> <p>Linked ICT 14-19 Equals Units</p> <ul style="list-style-type: none"> • Keeping in touch - Social Networking • Keeping in touch - Exchanging information, email and texting • ICT for the future - Shopping: Online, in the community 	<ul style="list-style-type: none"> • Online safety including cyberbullying • Keeping safe within the home • Texting/emailing/social media • Online relationships • Mental health and wellbeing • Prevent

<p>Science</p> <ul style="list-style-type: none"> • My body and how to keep it healthy (Body parts; Food groups and diet; Keeping my body healthy, clean and safe; Making good choices – lifestyle, drugs and medicines) • Animals, Plants and the Environment (Living organisms; grouping animals; habitats; Food and where it comes from; interactions between living things and ecosystems). • Importance of Plants (Living things, plants & their parts, Habitats, plants as food, Growing healthy plants) • Body Parts and Systems of animals including humans (Body parts and functions; Movement and skeletons; Body systems; Healthy choices) • Light, Sound and Colour (Properties and sources of light and sound; Electricity; Staying safe; Exploring colour) • Growth and reproduction in animals including humans (Body parts and differences; growing and changing; needs of animals; life cycles) 	<ul style="list-style-type: none"> • Drugs • Physical health, healthy eating • Neglect • FGM • Fabricated or induced illness • Mental health and wellbeing • CSE
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My Wellbeing	Safeguarding links
<ul style="list-style-type: none"> • SMILE- 15 minutes daily linking to each of the 5 NHS areas for promoting good mental health. <p>Lower and Middle Phase PSHE (including RSHE) Units:</p> <ul style="list-style-type: none"> • Identifying and expressing feelings, Managing strong feelings. • Things we are good at • Healthy eating • Respecting differences between people, Rules and laws • Dealing with touch • Taking care of ourselves • Playing and working together, getting on with others • Taking care of our physical health • Baby to adult • Trust • People who are special to us • Keeping well • Taking care of the environment, belonging to a community • Different types of relationships • Public and Private 	<ul style="list-style-type: none"> • Mental health and wellbeing • Children who are absent from Education • CSE • Peer on peer (child on child) abuse • FGM • Sexting • Preventing Radicalisation • Domestic violence • Forced Marriage • Physical health, healthy eating, Neglect

<p>Upper Phase PSHE (including RSHE) Units:</p> <ul style="list-style-type: none"> • Self-esteem and unkind comments • Personal Strengths • Elements of healthy lifestyle, Body image • Managing finances • Puberty • Accidents and risk, Emergency situations • Strong feelings • Managing Pressure • Physical activity, Healthy eating • Diversity, rights, and responsibilities, • Intimate Relationships, consent and contraception, Long term relationships and parenthood • Feeling unwell • Gambling • Romantic feelings and sexual attraction • Prejudice and discrimination • Medicinal drugs, drugs alcohol and tobacco • Feeling Frightened/ worried • Public and private 	<ul style="list-style-type: none"> • Children who are absent from Education • Drugs • CSE • Peer on peer (child on child) abuse • FGM • Sexting • Preventing Radicalisation • Domestic violence • Forced Marriage • Physical health, healthy eating, Neglect
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My Body	Safeguarding links
<p>Physical Education</p> <p>Mencap bikes in the park Learning basic road safety rules including the importance of staying with a safe adult; holding hands; stop, look and listen; finding a safe place to cross, wearing a helmet, being bright being seen.</p> <p>Swimming</p>	<ul style="list-style-type: none"> • Physical health and the importance of moving our bodies • Naming body parts • Mental health and wellbeing • Teamwork, developing positive relationships <ul style="list-style-type: none"> • Keeping safe in the community <ul style="list-style-type: none"> • Safety in and near water • Naming body parts • Mental health and wellbeing • Physical health and the importance of moving our bodies • Personal hygiene

My World	Safeguarding links
<p>RE</p> <ul style="list-style-type: none"> • Finding out about different beliefs and religions in our community and around the world • Learning about and celebrating festivals of different faiths. <p>RE Units Special Stories Special Places, Special Times Special People, Special Symbols</p> <p>Offsite visits</p> <p>Cooking</p>	<ul style="list-style-type: none"> • Respect, tolerance • Belonging • Preventing Radicalisation • Rules and responsibilities • Caring for others • Awareness of other cultures <ul style="list-style-type: none"> • Road safety • Trusted adults/ stranger danger • Mental health and wellbeing <ul style="list-style-type: none"> • Healthy eating • Health and hygiene when preparing food • Allergies and intolerances • Safety in the kitchen when using kitchen items

<ul style="list-style-type: none"> • Self-esteem and unkind comments • Strong feelings • Prejudice and discrimination • Physical activity and healthy eating • Preparing for adulthood • Feeling frightened/worried • Public and private <p>SMILE- 15 minutes daily linking to each of the 5 NHS areas for promoting good mental health.</p>	<ul style="list-style-type: none"> • CCE/CSE • Preventing radicalisation • Sexual violence and harassment • Consent <ul style="list-style-type: none"> • Mental health and wellbeing
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Employment	Safeguarding links
Work experience	<ul style="list-style-type: none"> • Road safety • Trusted adults/ stranger danger • Mental health and wellbeing

Independent Living	Safeguarding links
Independent living skills -Cooking	<ul style="list-style-type: none"> • Healthy eating • Health and hygiene when preparing food • Allergies and intolerances • Safety in the kitchen when using kitchen items

Community Inclusion	Safeguarding links
Offsite visits including transition visits	<ul style="list-style-type: none"> • Road safety • Trusted adults/ stranger danger • Mental health and wellbeing

Health	Safeguarding links
Open theatre drama	<ul style="list-style-type: none"> • Mental health and wellbeing • Relationships
Health and fitness including- yoga, gym, sports, dance	<ul style="list-style-type: none"> • Mental health and wellbeing • Naming body parts • Physical health and the importance of moving our bodies • Personal hygiene • Safety in and near water

Offsite swimming	<ul style="list-style-type: none">• Mental health and wellbeing• Physical health and the importance of moving our bodies• Personal hygiene
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