



Percy Hedley School - Safeguarding in the Curriculum

Studies have shown that children with SEND are 3.8 times more likely to be neglected or physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused. In fact, findings show that 31% of children with SEND suffer abuse compared with 9% of the rest of the population. Further to this, children with SEND are also at a higher risk of experiencing multiple abuses and of enduring multiple episodes of abuse.

In order to get help when they the fear or experience abuse, we recognise and understand that children with SEND have significant additional barriers to overcome in comparison their peers. These include:

- Some pupils may not recognise that actions are abuse
- Pupils might not be able to ask for help due to communication issues or not having the vocabulary to express their issues
- Pupils may experience social isolation and therefore are vulnerable to several areas of abuse such as radicalisation, financial abuse, County Lines or Cuckooing
- The pupil may rely on their abuser to meet their care needs – making it even more difficult to speak out, or for them to understand when behaviours are not personal care behaviours
- Parents and professionals may miss signs of abuse/neglect, mistaking them as part of a pupil's condition or equipment use
- Pupils with disabilities and their families may feel isolated or without support due to a limited number of accessible services, meaning they may not know where to find help or may find it difficult to ask for help due to negative past experiences
- Abusers may try to excuse their behaviour, blaming it on the difficulties of caring for a pupil with SEND
- Professionals who work to support parents' ability to meet their child's additional needs may overlook parental behaviours that are not adequate.
- Child protection professionals might not have the specialised skills to properly communicate with the child, or to accurately assess or understand pupil needs.



At Percy Hedley School a culture of safeguarding is embedded within everything we do, measures are in place to ensure the effective safeguarding of the pupils within each of our curriculum pathways, at all ages and stages. This includes:

- An appropriate curriculum pathway at all ages and stages of the pupil's school career, that is relevant and meets the needs of all learners
- Teaching of the PHSE curriculum, developed by the PHSE Association for pupils with SEND, which is taught in full throughout several areas of the curriculum to meet the statutory requirements of the framework and beyond
- Targeted interventions through transdisciplinary teaching and through 1:1 therapy sessions, related to pupils individual needs, reactive work and EHC targets
- Explicit teaching of how to keep themselves safe, how to report anything that worries them, and the vocabulary to support this. This is done with all pathways to an appropriate level, from symbols through to VOCA work, targeted assembly work or through signposting
- Use of non-verbal methods of communication to communicate when help is needed, which are practiced and used throughout the curriculum
- 'I am listening boxes', monitored by pathway leads, where these are appropriate, for pupils to communicate with staff using their chosen method. For those pupils who cannot access these, pastoral time with familiar team members to communicate worries is given at the beginning and end of day, using appropriate communication methods
- Regular team meetings happen during the week where all pupils are discussed with multidisciplinary colleagues, this helps to support any worries staff have around children. Meeting minutes are accessed by SLT and the DSL team to be discussed at the weekly DSL team meetings
- Daily 'check-in' sessions within pastoral sessions at beginning and end of day within tutor groups
- Working in partnership with parents building close relationships with them to offer bespoke support through training, termly check ins, parent views for annual reviews and access to our family liaison officer for support
- Strong links with external agencies (e.g. CAHMS/ CYPS, Social Services, LADO, Local Police, Attendance Officer) to enable rapid identification of changes in behaviour and presentation and enable effective early intervention to support our pupils and families

At Percy Hedley School our Key Drivers, which underpin all our work, are **Communication, Wellbeing and Independence**. These areas influence the work of all our curriculum pathways and feature within the planning for all lessons. Our reporting on progress within our parent consultations as well as our end of term reports comes within these heading to show the progress made by pupils across the curriculum and within the personal development.

These key drivers sit alongside our 'School Values' of **Respect, Teamwork and Resilience**, and these areas are focussed upon within our assemblies, our Resilience Framework and within our awards, both during the year and within our end of year rewards. These values are used throughout the curriculum to support pupils with their personal development and achievements.

Safeguarding curriculum within our Curriculum Pathways

PHSE and RSE is taught within all curriculum pathways in school at the adapted level for our pupils, to ensure that they are equipped with the tools to keep them safe throughout their lives. Aspects of these run through several curriculum areas and are recovered within our spiralised curriculum throughout their time within Percy Hedley School. Teachers record within an explicit area of their mid term plans any areas of safeguarding that are covered within their teaching, this includes appropriate risk assessments, coverage of RSE or PHSE outcomes, ESafety links, SMSC links and any personal development links related to safeguarding. Teachers also complete a section based on our key driver: Communication, Wellbeing and Independence.

PHSE

All pupils within school have access to the PHSE curriculum within their weekly timetable. Within the ELTBA and Accreditation curriculum pathways it is taught as a discrete subject weekly throughout the school year with staff also using daily informal opportunities to reinforce learning. Our spiralised curriculum ensures that teaching is over learned and built upon to ensure that pupils gain a breadth of knowledge and understanding within all areas of PHSE, and gain an understanding around tolerance and respect for everyone.

Within the Engagement Pathway, pupils follow a highly individualised curriculum based on areas of need, Engagement Model and individual EHC outcomes – one area being Personal, Social and Emotional Health. The curriculum supports work towards sequenced, small steps of progress with appropriate areas of PHSE and RSE, overseen by our Engagement Pathway Lead and the Personal Development Lead.

Objectives from the PHSE Framework are also explicitly covered within the science, technology, PE, employability, life skills and computing long term plans to ensure full coverage for all pupils. Pupils also complete several curriculum collapse days throughout the year which supplement this curriculum such as Personal Development Week, ESafety week, Careers week and Resilience Days.

Pupils have access to weekly assemblies which also draw on aspects of PHSE and Personal Development to supplement and signpost to further issue and support. Each pathway in school has their own assembly rota for the year, to ensure full coverage and the ability to be reactive as needed.

Personal Safety

Pupils are explicitly taught about personal safety throughout the school. Pupils are provided with the appropriate vocabulary or signs/ symbols to support them to keep safe within the world and to understand and acknowledge who can help them within a variety of situations. Our integrated therapy team provide transdisciplinary and individualised sessions to pupils to allow for them to gain an understanding of personal safety in school within the home and within the community at all stages of their school career.

Pupils are taught to use their own equipment safely to ensure that their mobility and self-care needs are met to support independence as well as safety, alongside safeguarding issues such as private and public, stranger danger, road safety and ESafety. We work with several outside organisations to support this curriculum such as the local PCSO and 'Safety Works'. Pupils with personal care needs are explicitly taught about the need for them to agree to the care taking place, and to communicate their wants and wishes where appropriate within this setting.

Work with the NSPCC 'Speak out, Stay Safe' program has been completed in school to develop their understanding of the procedures for staying safe.

Online Safety

Online safety is taught explicitly within Computing sessions and within life skills and employability, the themes also run through all lessons where online work is being completed. Pupils are taught where to seek support from when they are in school or away from the school environment, as well as being signposted to other organisations which can support them in the future. Parental support and education is also offered and our online safety blog features a wealth of information for parents and carers.

Pupils are taught from the earliest stages about their safety online and the sharing of information. This moves through school to their digital footprint and safe use of social media, websites and the laws surrounding this, moving into RSE areas such as sexting, and revenge porn.

Percy Hedley School recognises that pupils with SEND 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 to ensure they are up to date and relevant. Pupils are taught about any contextual safeguarding appropriate to our school, and this is communicated to staff by the DSL team in training sessions.

RSE

Sex and relationships education Sex and Relationships Education (SRE) is a requirement for all pupils. When teaching RSE, schools must have regard to statutory guidance from the DfE. The DfE has formally recognised good practice guidance from the PSHE Association, which sets out schools' responsibilities on sex and relationships education which vary between primary and secondary age education. At Percy Hedley School SRE education is primarily delivered through our Science and PSHE units of work. Individual teaching groups are set for pupils who need additional input around specific areas or need reactive work to be completed, this is also completed for EHC outcomes work, often in a transdisciplinary group.

Percy Hedley School continues to recognise the complexity and challenges that puberty brings for our pupils and has responded to this through the appointment of our PD Lead role and the RSE steering group. This role consists of several different aspects including pupil advocacy,

training and development for staff and parents, and the continued planning and development of the RSE curriculum to ensure it is appropriate and up to date for all pupils within our school. The objectives have been mapped to ensure full coverage in both primary and secondary education, ensuring this is taught appropriately for all stages of development.

Religious Education

The school is non-denominational and has a diverse ethnic and religious population. As such our Religious Education and assemblies include learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues listed below. The use of the Northumberland SACRE Curriculum allows for pupils to have a diverse teaching and learning experience throughout their school career, ensuring that they have an understanding of different faiths and religions, and understand the protected characteristics of those around them.

Wellbeing

Pupils have explicit teaching and development within areas of wellbeing, as a school we use the Zones of Regulation scheme to support pupils to have an understanding of their feelings and emotions, support explicit learning around this area. We also have half termly 'Resilience Days' following the Resilience Framework, which focus on the key themes of this teaching. Pupils complete activities and projects within these days based on these themes, learning is then applied throughout the curriculum.

Our wellbeing team within school also work to ensure that mental health and wellbeing are at the heart of the curriculum at all ages and stages, providing support, 1:1 counselling, parental advice and reactive work, alongside themed days, and weeks such as mental health awareness week.

Wellbeing is one of our key drivers and is at the heart of everything that we do throughout our Personal Development and Physical Development work for all our pupils. We also offer the Move program in school, which uses the combined approach of education, therapy, and family knowledge to teach motor skills and independence, whilst utilising the expertise of education and therapy to address the functional needs of the pupils.

Our Curriculum

Further work on our curriculum can be found on our website or by contacting the school. Our curriculum strives to ensure that pupils are safe and are provided with the tools to support their communication, wellbeing, and independence, at the appropriate stage for their development.

Our curriculum is reactive to current issues and trends and is supported by regular collapse days, assemblies, reactive curriculum days and weeks.

For further information on any of the areas raised within this document please feel free to contact the Safeguarding Team.

Rebecca Fletcher

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