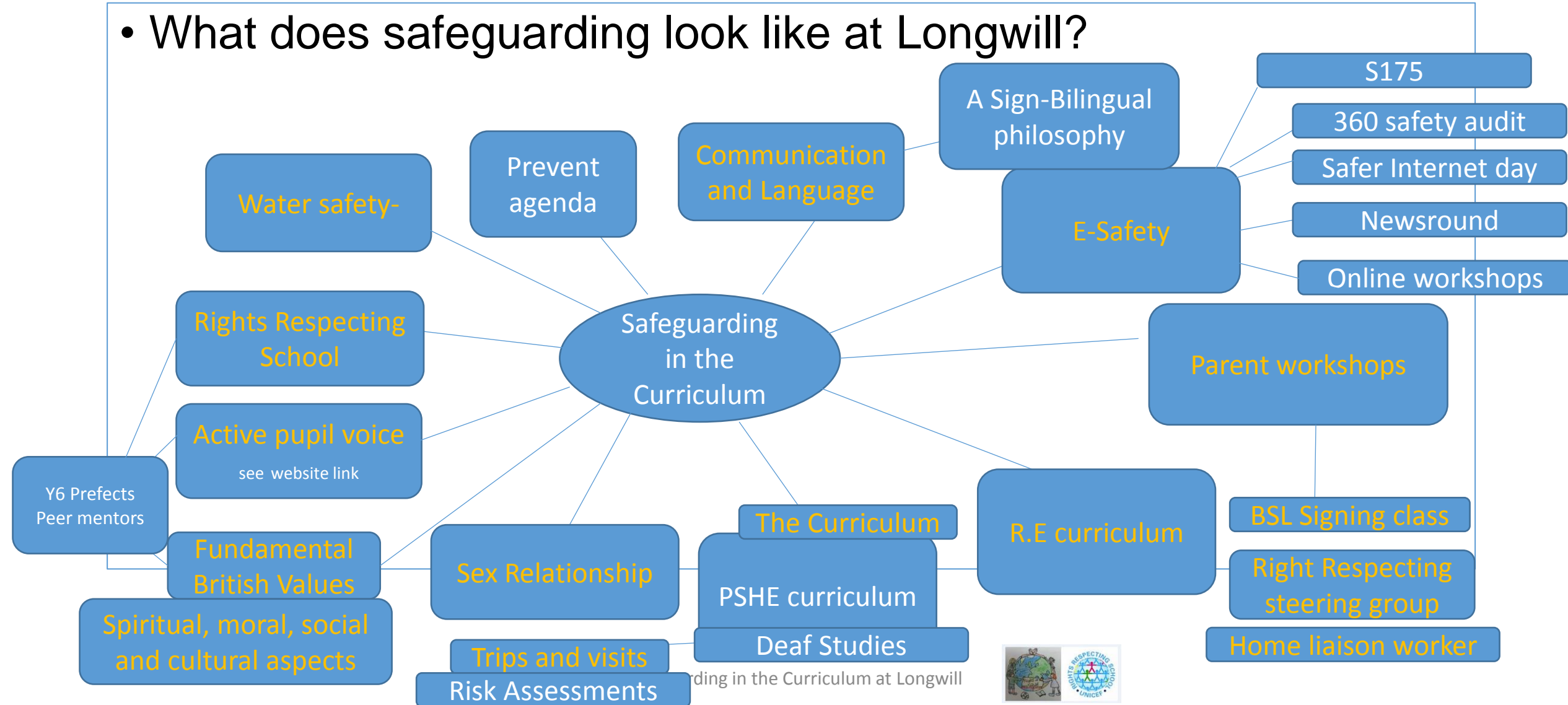


Safeguarding in the Curriculum 1.2.17

- What does safeguarding look like at Longwill?



Safeguarding in the Curriculum

- Strong pupil voice
- Decision making team
- Fund raisers
- Enable dialogue regarding the safety of their peers

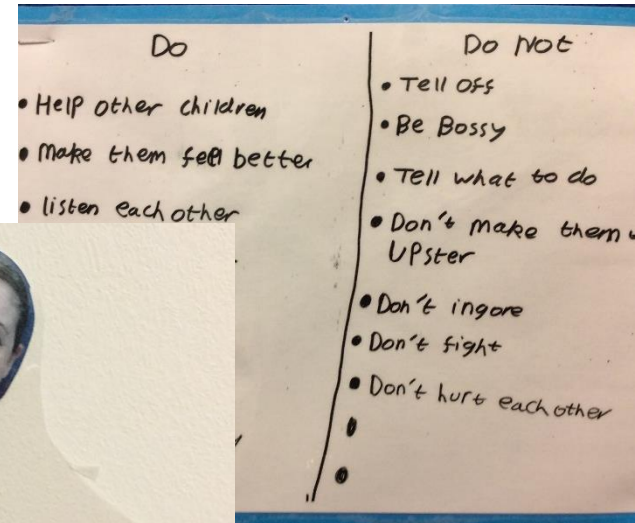


Look at the School council video – pupils discussing why they think School Council is important.



Safeguarding in the Curriculum

Providing a safe space for pupils to make reparations when differences occur.



We work in partnership with other agencies to ensure pupil and staff needs are met.

WE HAVE A RESPONSIBILITY TO PROVIDE A SAFE SPACE FOR NARRATIVES TO BE CHALLENGED



Promoting British Values at Longwill School

Democracy

- We ensure that pupils are given a voice to communicate through a sign-bilingual approach.
- We have an active School Council elected by peers who have opportunities to play an active role in decisions that affect their learning and well-being.
- We empower our pupils by teaching them their rights and creating safe space for them to talk about their concerns.
- We have Peer mentors who support others.
- Our Y6 pupils wear their prefect badges with pride.



wear

Tolerance

- We promote understanding of different cultures and religions through assemblies and special events (such as Eid, Diwali, Christmas, Remembrance day.) and all areas of the curriculum.
- We visit local settings linked to different cultures. e.g. Gudwaras, Mosques, churches etc.
- Pupils attend other schools for sporting events, and other cultural events
- Our P.E curriculum promotes 'fair play' and team spirit.



The Rule of Law

- We are a Rights Respecting school.
- Pupils created their own class charters which are displayed in school.
- Regular visits beyond the classroom promote understanding of rules within our community, e.g. travelling on the bus, respecting others and following safety advice.
- We teach pupils rules in sports to show that rules and laws make things safe and fair.
- We have rules to help us to learn, to keep us healthy and safe.



Mutual Respect

- We nurture a culture of supporting, listening and helping each other.
- We teach pupils to turn take and to listen and watch each other when we are sharing our experiences or points of view.
- We take pride in our achievements and praise others for theirs.
- Through PSHE, RE and other curriculum areas pupils learn that we are all different but that it is important to respect each other. We are learning to respect that our friend has a view even if it is different from our own.
- We learn about different cultures and beliefs through the curriculum e.g. cooking, art and DT
- We respect one another's property.
- Listening to others' opinions is important.

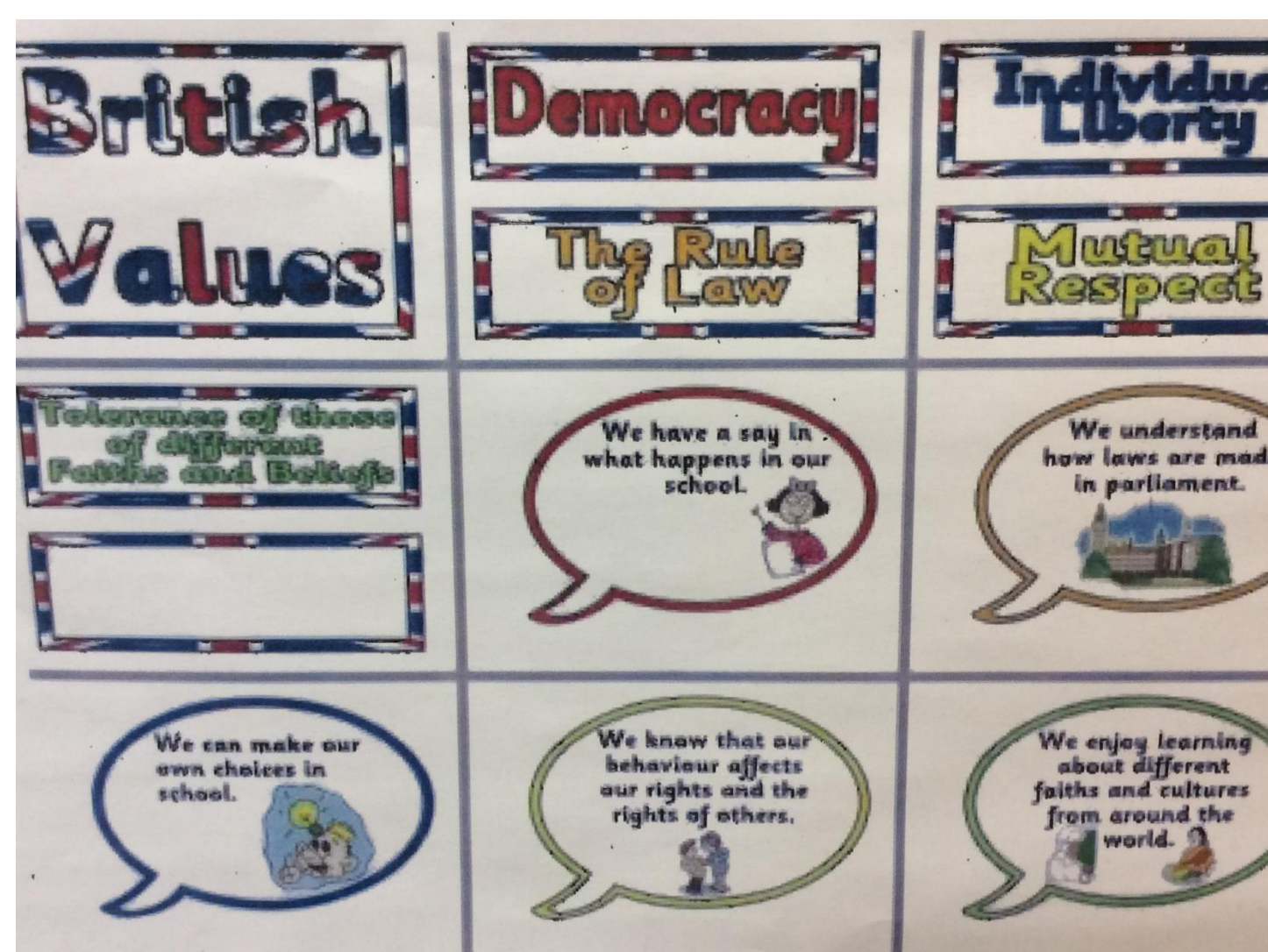


Individual Liberty

- Pupils are proud to be Deaf. They enjoy their right to learn in a sign-bilingual environment where everyone around them communicates freely.
- We enjoy our rights to belong to various lunch time clubs e.g. Eco Warriors, Multi Sports club, Yoga club, Youth club, etc.
- Pupils have individual learning and medical needs and this is respected and addressed to ensure pupils achieve their full potential.
- Pupils enjoy the freedom to share their views.
- School Council are active and participate in events to support others e.g. Comic Relief, Deaf Awareness week and supporting deaf pupils in Gambia etc.
- We enjoy the right to be taught about our Deaf identity and culture.



At Longwill 'British Values' is taught through our spiritual, moral, social and cultural education which saturates our school curriculum and enables pupils to reach their full potential. Find out more on our school website: <http://www.longwill.bham.sch.uk>



R.E

Assemblies

Pupil elections

Celebrations &

Festivals

Pupil voice

Lunch Time clubs

School Prayer

Spiritual Development

Pupils' spiritual development involves the growth of their inner self, their own unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral Development

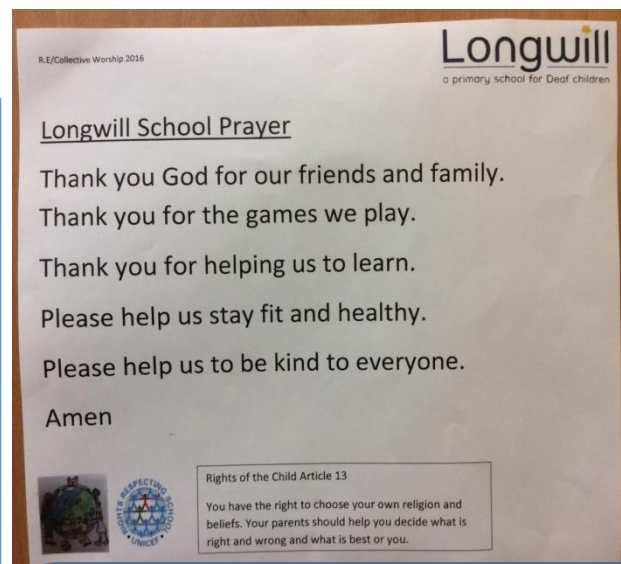
Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social Development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities they need to make an active contribution to the democratic process in each of their communities.

Cultural Development

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their cultures (hearing and Deaf) and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture



- SMSC permeates our school ethos and is taught through all areas of the curriculum to ensure good relationships around school .
- It includes fundamental British values and has strong links with RE and Collective Worship.
- It encourages them to ask questions linked to their Deaf identity and provides opportunity to celebrate other cultures and discuss their beliefs.



SMSC at Longwill

social

spiritual

moral

cultural

Forest schools allows pupils to increase their self belief, confidence, learning capacity, their enthusiasm, communication, problem-solving skills and addresses their emotional well-being.

Under the sea

The curriculum promotes respect, tolerance and diversity. Pupils are finding out about other faiths and cultures.





Assembly/ Collective Worship Rota

Going for Goals (SEAL)

BLP: Absorption

Acts of collective worship take place daily.

Signed singing

Stories.

Celebrating the awe and wonder of life

Pupils created a Longwill prayer.

Date	Theme	Year Group
January 5 th	<small>RoC- A31 A Right to relax and play and join in a range of activities.</small> New Year Resolution	AJ
January 12 th	Guru Gobhind Singh (A Sikh celebration)	Y1/2
January 19 th	BLP: Absorption	Y4
January 26 th	Chinese New Year	Y6
February 2 nd	Good Neighbours (Community)	Y5
February 9 th	No Littering.	Y3S
February 16 th	Achievement Assembly	AC
Collective Worship Ideas <ul style="list-style-type: none"> • RE; Community: Remembering roots/ loyalty/ being hopeful/being confident • SEAL resources • Circle time vocabulary- upset, frustrated, scared • Identify a Rights Respecting statement and look at local and global effects • All acts of collective worship must have a religious element to it of a Christian nature e.g. Bible story/ song/ thought. • All acts of collective worship to end with time of reflection and/or prayer. 		

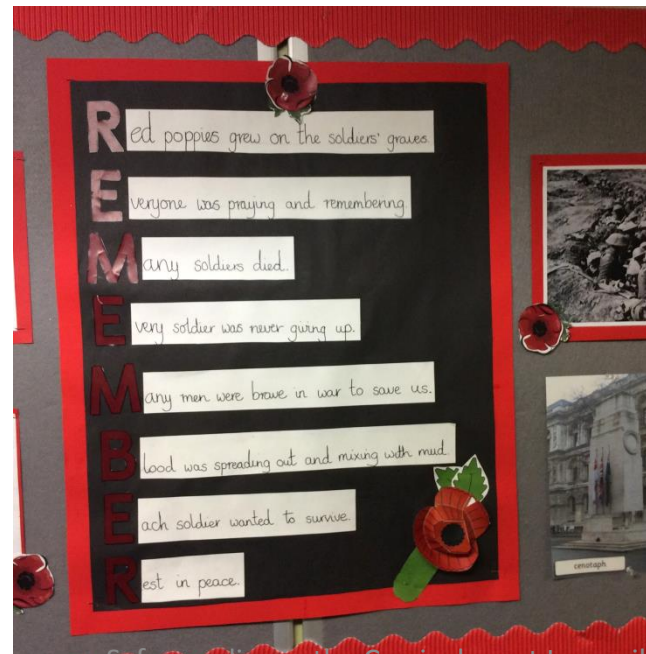
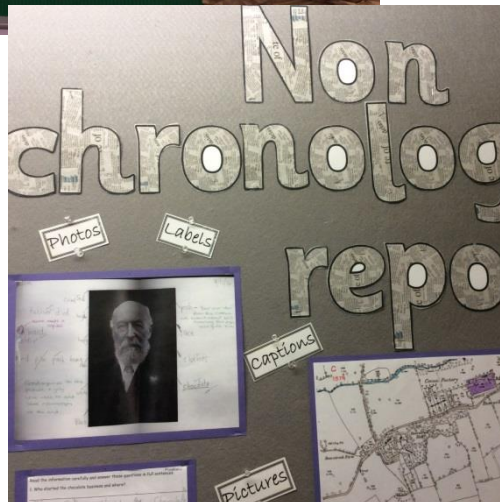
•Whole School BLP focus is **Absorption** (Resilient). Please display your sponge. **Absorption Learning Muscle**; you become engrossed in what you are doing; you are unaware of time passing.
Please include a BLP/ RoC and or SEAL focus to all assemblies where possible.



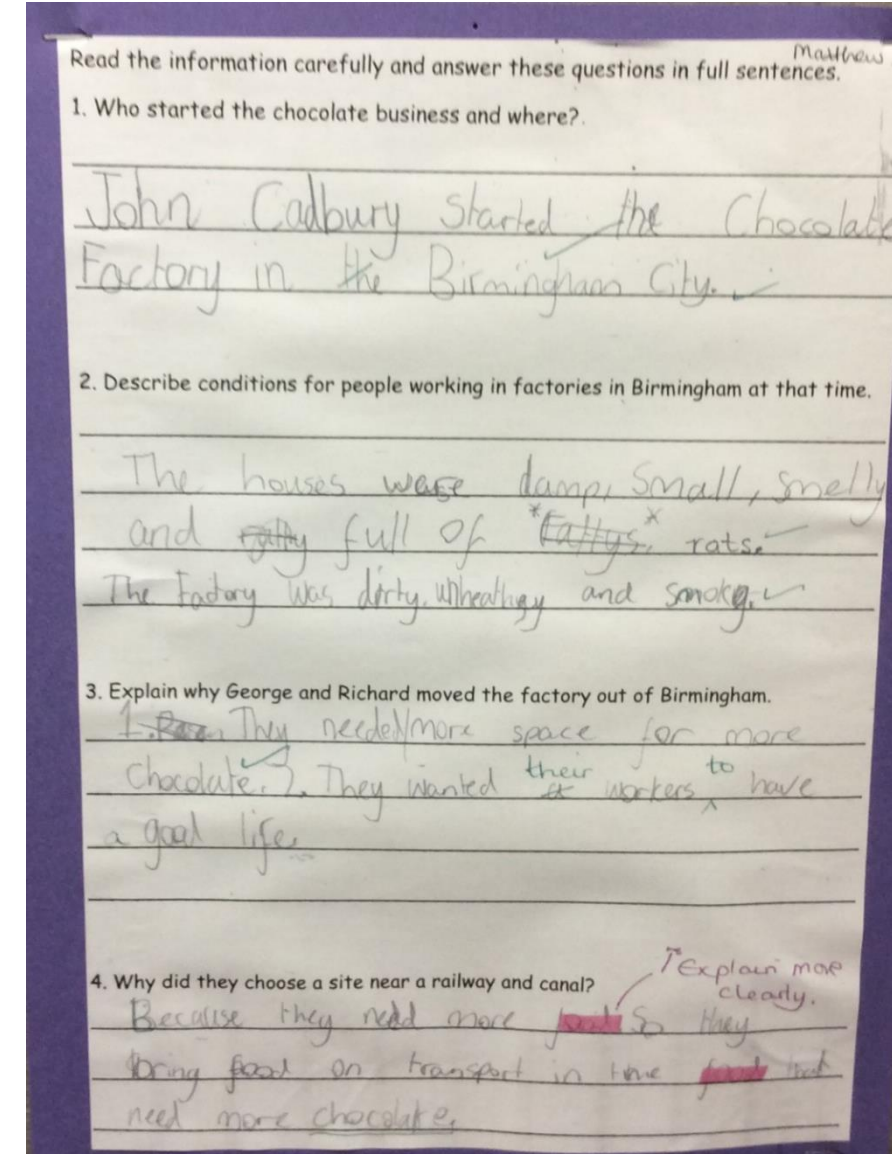
Safeguarding in the Curriculum



Curriculum plays a powerful role in encouraging pupils to challenge ideas, think for themselves and take responsibility for their actions



Safeguarding in the Curriculum at Longwill



Safeguarding in the Curriculum

Sex and Relationship Education curriculum

Ofsted inspections have found that, despite progress across the country, SRE needs improving in one third of schools. They are clear that this lack of quality SRE leaves pupils vulnerable to abuse and exploitation (Ofsted, 2013)

Why is sex and relationships education in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people **have a right to good quality education**, as set out in the United Nations Convention on the Rights of the Child.
 - Children and young people want **to be prepared for the physical and emotional changes** they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'.
 - SRE plays a vital part **in meeting schools' safeguarding obligations**. Ofsted is clear that schools must have a preventative programme that enables pupils **to learn about safety and risks in relationships**.
 - Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.



Friendship week takes place each year in the Autumn term and the ethos of respect and making positive relationships is key at Longwill. Regular conversations are held with pupils on what to do and who to tell if they do not feel safe.



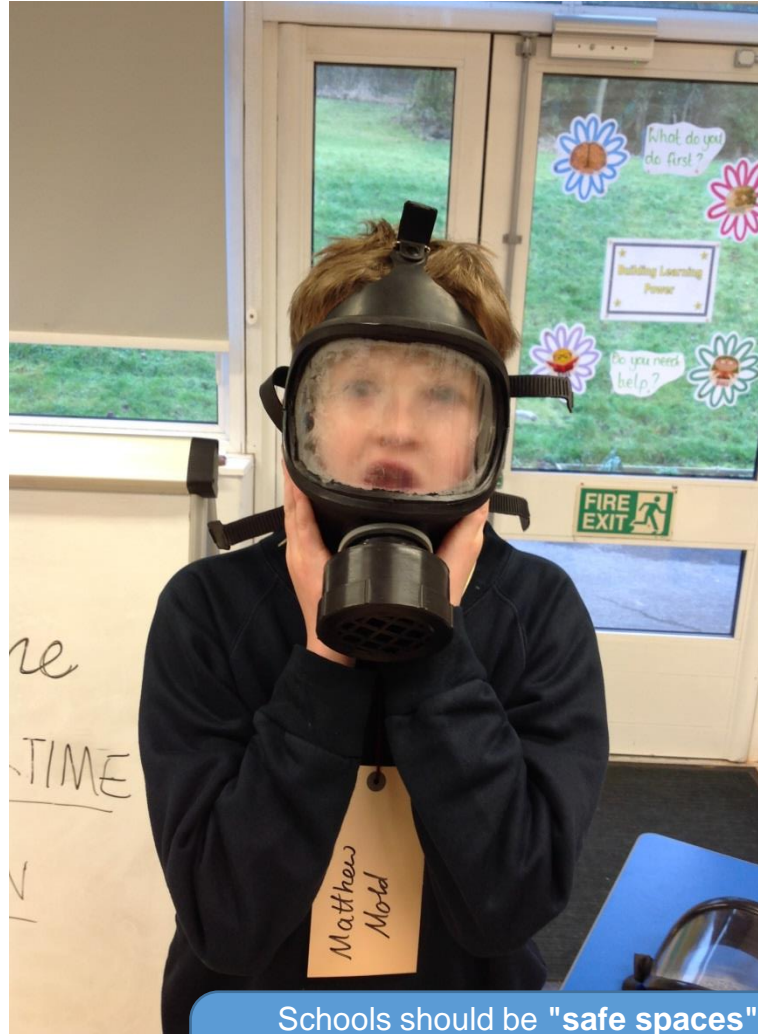
Safeguarding in the Curriculum



Working in partnerships and foster a positive sense of self. PE and creative dance teaches pupils rules but also about their individuality.



Bellfield



Schools should be "**safe spaces**" that allow pupils to "understand and discuss sensitive topics" such as terrorism and extremist ideas, and enable pupils to challenge these ideas, (Home Office guidance)



Being archaeologists and learning new skills. Working together with others.

Safeguarding in the Curriculum



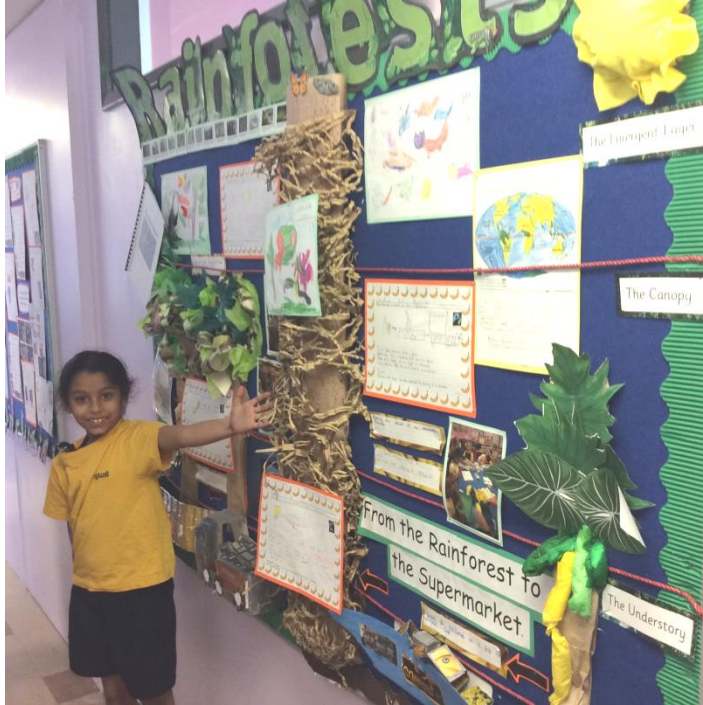
We provide opportunities for pupils to discuss challenging issues and develop critical thinkers...

Teach a "broad and balanced curriculum" that promotes pupils' **spiritual, moral, cultural, mental and physical** development and prepares them for life's opportunities, responsibilities and experiences



Every child has the right to an education and to practice your own culture.

Teaching and Learning in the Curriculum



We provide space for perceived injustices to be challenged in an appropriate way.



A21,22 You have the right to special care and attention when in foster care or a refugee.



A36
You have the right to protection from any type of exploitation.

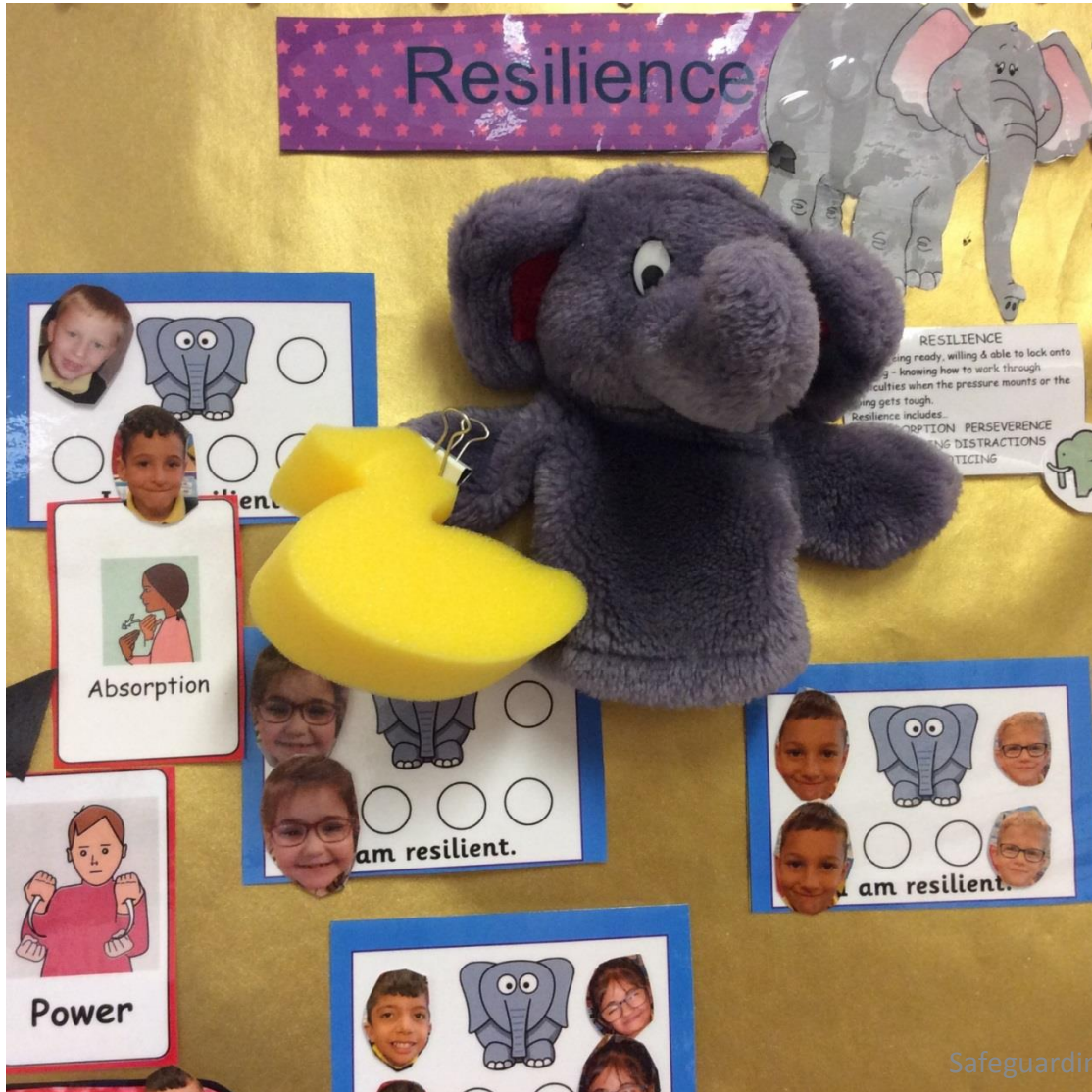


Safeguarding in the Curriculum



Lunch time clubs and friendships

Safeguarding in the Curriculum



Longwill continues to have a firm commitment to the outcomes of Building Learning power to develop resilient and reflective learners.

Safeguarding in the Curriculum



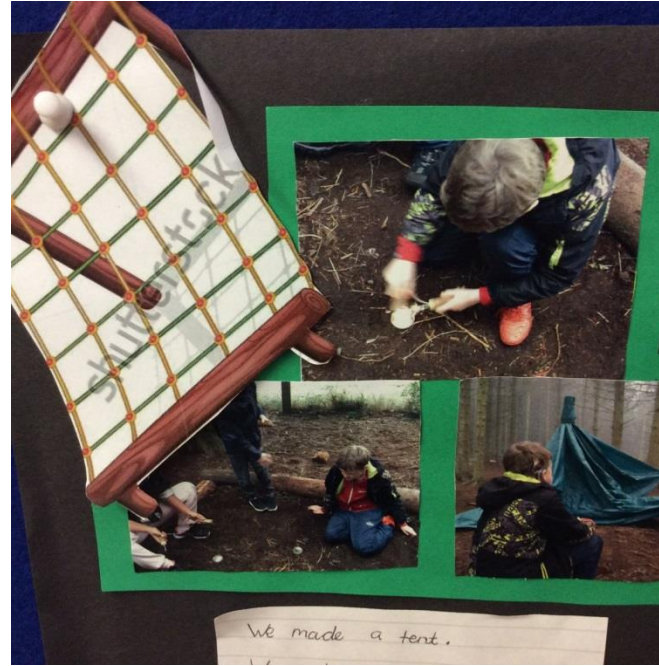
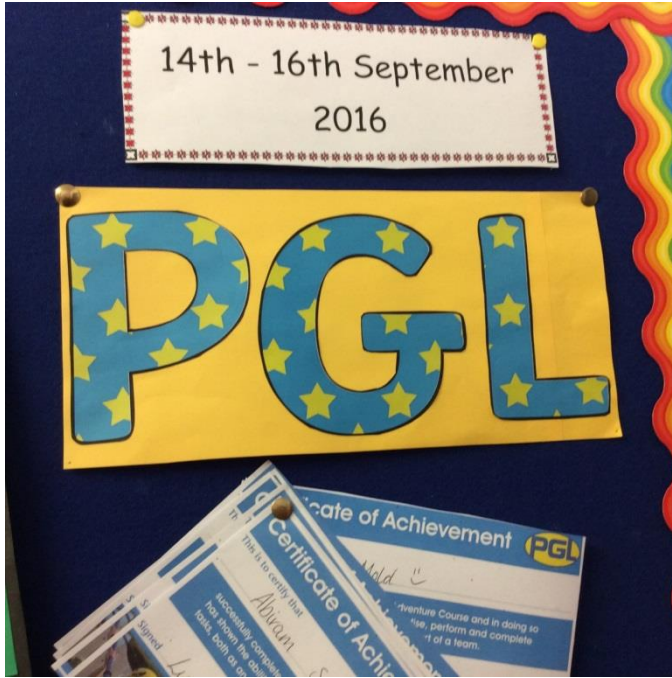
Longwill fosters an attitude of pride in our Deaf pupils. We celebrate achievements, our Deaf studies and 1:1 BSL sessions ensure pupils are proficient in their 1st language.



We look after the environment and everyone in it.



Safeguarding in the Curriculum



Pupils enjoy a very inclusive and hands on curriculum experience. Staff follow a range of safety measures to ensure that pupils are safe.

Safeguarding in the Curriculum



Pupils are proud to be Deaf. They use their first language with pride but also recognise that the wider community is hearing.

Parents signing classes are run every Wednesday to support both child and family.

