



How KidSafe helps your school meet statutory requirements for:-

Ofsted including Early Years Foundation Stage (EYFS)
Keeping Children Safe in Education (KCSiE)
Children's Mental Health
Personal, Social & Health Education (PSHE)
County Lines
Relationship & Sex Education (RSE)
Prevent
British Values



Summary of the statutory requirements KidSafe meets

Ofsted		T	FP1	FP2	EYFS	CB	WS	AS
169 & 173	Quality of Education	✓	✓	✓	✓	✓	✓	✓
201 & 202	Behaviour & Attitudes	✓	✓	✓	✓	✓	✓	✓
217 & 218	Personal Development	✓	✓	✓	✓	✓	✓	✓
219, 220, 221	Spiritual, moral, social	✓	✓	✓	✓	✓	✓	✓
222 & 223	and cultural development							
224	Relationship and sexual education	✓	✓	✓			✓	
229	Leadership and Management	✓	✓	✓				
262	Safeguarding	✓	✓	✓	✓	✓	✓	✓
279	Early Years Education	✓			✓			
KCSiE 2016/18 & 20		T	FP1	FP2	EYFS	CB	WS	AS
Sections selected from KCSiE								
4, 6, 8, 13, 14, 17, 18, 19, 32, 34, 36, 42, 43, 44 & 69	How KidSafe addresses criteria for schools	✓	✓	✓	✓	✓	✓	✓
DfE	Transforming Children & Young People's Mental Health	✓	✓	✓	✓	✓	✓	✓
PSHE	EYFS Early Learning Goals Health & Well-being	✓			✓			
	Mental Health KS1 & KS2	✓	✓	✓		✓	✓	✓
	Keeping Safe KS1 & KS2	✓	✓	✓		✓	✓	✓
	Friendships KS1 & KS2	✓	✓	✓		✓	✓	✓
	Managing hurtful behaviour and bullying KS1 & KS2	✓	✓	✓		✓	✓	✓
	Safe Relationships KS1 & KS2	✓	✓	✓		✓	✓	✓
	Respecting self and others	✓	✓	✓		✓	✓	✓
	Media literacy and digital resilience KS1 & KS2	✓	✓	✓		✓	✓	✓
County Lines	Criminal Exploitation of Children and Vulnerable Adults	✓		✓		✓	✓	

Summary of the statutory requirements KidSafe meets

		T	FP1	FP2	EYFS	CB	WS	AS
DfE RSE Statutory Guidance	Families and people who care for me	✓	✓	✓	✓	✓	✓	✓
	Caring friendships	✓	✓	✓	✓		✓	✓
	Respectful Relationships	✓	✓	✓	✓	✓	✓	✓
	Online Relationships	✓	✓	✓	✓	✓	✓	✓
	Being Safe	✓	✓	✓	✓	✓	✓	✓
Prevent	Preventing Radicalisation	✓	✓	✓	✓	✓	✓	
British Values	Mutual Respect	✓	✓	✓	✓	✓	✓	✓
	Rule of Law	✓	✓	✓				
	Democracy	✓	✓	✓				
	Tolerance of those of Different faiths and beliefs	✓	✓	✓				
	Individual liberty	✓	✓	✓				

T = KidSafe Training, FP1 = Full Programme One, FP2 = Full Programme Two, EYFS = Early Years Programme, CB = Cyber Bullying, WS = One Hour Workshops & AS = Additional Scenarios



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If you require further information please contact KidSafe UK on 01524 805301
or email info@kidsafeuk.co.uk

How KidSafe meets your Statutory requirements

Guidelines for using this document



Safeguarding and Children's Mental Health

KidSafe makes significant contributions to support your school with Safeguarding and Children's Mental Health with respect to: Ofsted Inspection Criteria, KCSiE, PSHE, RSE, County Lines, Prevent and British Values requirements. KidSafe also meets provision set out in the Transforming Children and Young People's Mental Health paper.

All KidSafe programmes are based on over 20 years good practise, they contain age appropriate content and are delivered without shattering pupil's innocence. Set out below is a detailed breakdown of how KidSafe helps your school meet each of the criteria.

Our whole ethos is to educate children thoroughly in an age appropriate way to develop the skills to deal with all the issues raised in this document. The focus being prevention and early intervention to reduce the manifestation of harm, including Adverse Childhood Experiences (ACEs) and negative mental health, both now and in the future.

The programmes are fully inclusive and can be used within your primary school setting. It can be delivered to children with SEND. The programmes can also be delivered within children's homes and pupil referral unit's (PRU's).

These guidelines are designed to:

- Assist Head Teachers, Designated Safeguarding Lead (DSL's) and Mental Health Leads with documentation regarding safeguarding and child protection criteria when KidSafe programmes are delivered in your school.
- Enable your school to encourage pupils to be aware of their own safety.
- Supporting staff to be aware of the guidance they need to give to pupils both in and out of school.
- Offer schools a robust early intervention programme that can be delivered by any member of your school staff including Head teacher, class teacher, teaching assistant's, SENCO's, family support worker, learning mentor, designated safeguarding lead and mental health lead.

KidSafe Aims:

- To give your pupils the skills they need to be able to protect themselves from all forms of abuse including peer-on-peer abuse, sexual and domestic abuse in an **age appropriate, non shattering of innocence way**.
- To enable your pupils to feel safe at all times in school and in all alternative provision placements.
- To enable your pupils to understand very clearly what constitutes unsafe situations and to be highly aware of how to keep themselves safe.

How KidSafe meets criteria from Ofsted, KCSiE, PSHE, County Lines, RSE, Prevent and British Values:

KidSafe registered schools/settings, with at least one KidSafe trained educator, deliver a variety of **age appropriate** safeguarding workshops helping pupils to keep themselves safe in a variety of situations. Workshops link in with annual bullying and cyber safety/e-safety week and mental health week, when the main messages of the workshop can be re-visited and re-enforced.

Delivering the full programme helps meet Ofsted, KCSiE, PSHE, County Lines, RSE, Prevent and British Values requirements:

KidSafe trained educators initially deliver a comprehensive 6 session safeguarding and children's mental health programme to all pupils in school, potentially annually, giving pupils very simple but effective strategies to deal with any unsafe situation. The age appropriate programme covers sexual, physical, emotional and domestic abuse. It includes an in-depth e-safety section which gives children strategies to deal with inappropriate images, privacy settings and enables children to make healthy choices about their use of technology. Various additional workshops and programmes are aimed at specific age groups and to meet specific needs including peer-on-peer abuse. Pupils are fully aware of different forms of bullying, including cyber bullying, and are taught strategies to prevent it from occurring. KidSafe provides up to 100 hours of fully scripted PSHE lessons.

Where KidSafe sessions match requirements they are coded as follows: KidSafe Training = **T**
Full Programme 1 = **FP1** Full Programme 2 = **FP2** Additional Scenarios = **AS** Early Years Programme = **EYFS** Safe Use of the Internet and Cyber Bullying Y3/4 & Y5 upwards = **CB**
One Hour Workshops = **WS**

General:

- KidSafe educators are named adults in school or setting supporting the school's setting's commitment to safeguarding pupils. Pupils recognise the KidSafe educators as trusted adults. (Pictures of KidSafe educators can be displayed so pupils know who they can talk to).
- Pupils have a shared vocabulary for expressing feelings with their peers, staff and their parents carers.
- Staff deliver each session so pupils know how to ask the adults in school for help and are reassured that they will be listened to.
- The KidSafe programme is fully inclusive
- Pupils learn that they are in charge of the decisions they make and can say 'no' e.g. when faced with peer pressure, or any inappropriate behaviour.

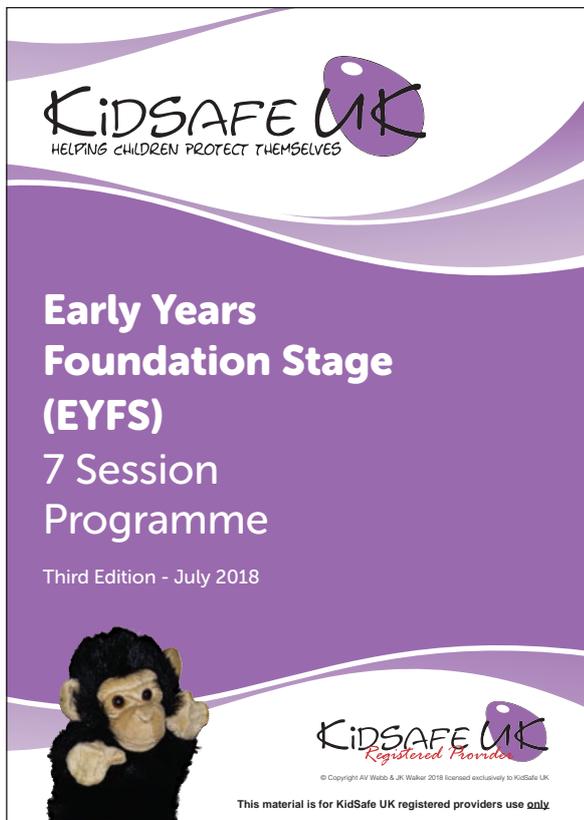
A breakdown of EYFS KidSafe lesson content.

The EYFS programme is 7 x 30 minutes fully scripted sessions, all delivered in an age appropriate way and is a low level version of the Full Programme (FP1).

Topics covered:

- Trust
- Sad, scared and worried feelings
- Bullying
- Introducing and naming trusted adults within your school
- Using our voice
- Computer and internet safety
- Age ratings
- Optional rules for keeping our private places safe
- How arguing makes us feel
- Evaluation
- Two month recap and evaluation

The EYFS programme meets P.S.E.D. early learning goals



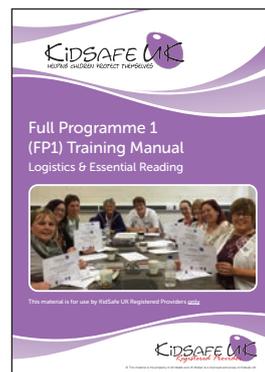
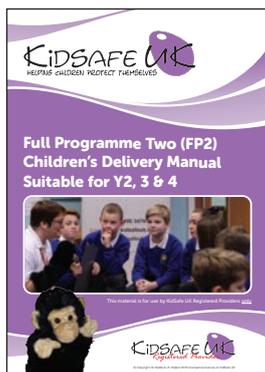
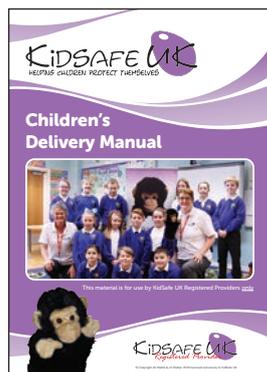
A breakdown of Key stage 1 and Key stage 2 KidSafe lesson content

Key stage 1 and Key stage 2 - Fully scripted sessions 45 minutes to 1 hour

Topics covered:

- Building trust and introduction of feelings
- Bullying, saying “no” and trusted adults
- Computer and Internet safety and age ratings
- Keeping our body and our private places safe and children’s rules to help with this
- Parents/carers arguing
- Mental Health
- Intuition – What it is and trusting our intuition
- What makes you feel, sad, scared or worried (Yucky feelings)?
- Being upset due to the death of a pet
- Difference. Same and Different
- What worries we have about telling a trusted adult
- Difference – why children may get bullied
- Not having a trusted adult, trust and being let down
- Bullied via online games
- Inappropriate games/films that children may watch/play
- Identifying emotional impact and harm that can happen as a result of watching/playing violent films/games
- Acting out what they see/hear in the games/films
- What constitutes cyber bullying?
- Peer Pressure and why it is hard to say “no” and choices
- What makes us angry and the feelings we get in our head and body when we are angry
- An understanding of internalised anger and how to deal with it in a positive way.
- Recognise and control angry feelings, trapped anger
- Not keeping secrets, grooming, impact on emotional health and wellbeing and optional scenarios to address County Lines and child exploitation (County Lines only suitable for Year 6)
- Defining Mental Health and Emotional Wellbeing
- Parents or carers splitting up. The impact of arguing on children
- Evaluation followed by a three month recap and evaluation

Plus: A further bank of 40 additional scenarios to compliment the KidSafe programme



Cyber bullying workshops & Stand Alone One hour workshops

Cyber bullying (2 x Two hour fully scripted workshops year 3 - 4 and year 5 upwards)

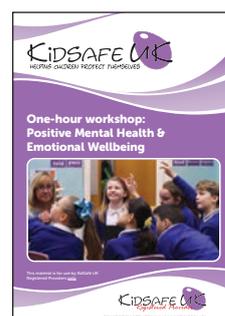
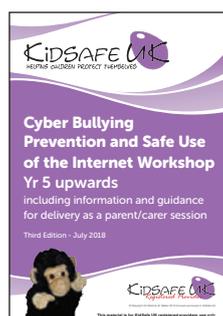
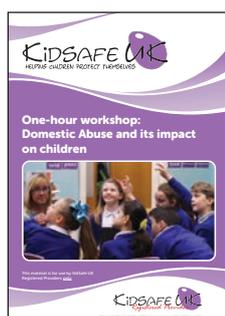
Topics covered:

- Digital devices children have access to at home
- Where these are used and charged
- Which online games children play
- Dangers of using digital devices when told not too
- SMS – which are children using?
- Digital profile – why it is important not to reveal details about yourself
- Privacy settings and keeping them up to date
- Legality of using technology devices and inappropriate use of them
- Cyber bullying prevention and safe use of the internet
- The methods used to cyber bully
- How it makes those being cyber bullied feel
- Why children don't tell when it is happening to them
- The importance of telling a trusted adult or CEOP for example
- Why someone might become a cyber bully
- Evidence trail by the digital footprint that technology leaves
- Online grooming – ensuring children don't communicate with or meet people they do not know
- How DO children actually know who they are communicating with? Concluding that they don't
- The ways that someone can fake who they really are
- Emphasising how important it is to report cyber bullying

One hour fully scripted Workshops

Topics covered:

- Impact and harm of games and films (Year 3 – 6)
- Peer pressure (Year 3 – 6)
- Anger and how to deal with it in a positive way (Year 3 – 6)
- Positive mental health and emotional well-being, Year 5 upwards (can be adapted for Year 3 and 4)
- Domestic abuse and its impact on children Year 5 upwards (can be adapted for year 3 upwards)



Teacher Training Unit Breakdown

- **Unit 1: Introduction to KidSafe**

KidSafe overview
Programme introduction
Children's Feedback
Essential reading and underpinning principles.

- **Unit 2: KidSafe UK Full Programme 1 (FP1)**

Introducing the content of Full Programme 1 (**FP1**) and explaining how to use the programme with children.

- **Unit 3: Logistics paperwork and guidance notes**

- **Unit 4: How to deal with disclosures during a KidSafe session**

Types and impact of abuse: physical, sexual, emotional, neglect and domestic.
Meeting statutory requirements Ofsted and KCSiE 2016/2018/2020
Adverse Childhood Experiences (ACEs)

- **Unit 5: How KidSafe benefits school: professionals' perspectives**

Safeguarding Manager/DSL
Headteacher
School Counsellor
KidSafe Tutor
Analysis of KidSafe UK in practice in the school by Safeguarding Manager/DSL
Mental Health Professional

- **Unit 6: Using and Applying KidSafe**

A practical guide for optimum impact in your school

- **Unit 7: Enhancing KidSafe in your school**

PSHE + RSE provision
Workshops for themed safety days
Assemblies, wall displays, posters and worry boxes
Drop in sessions and using a third party approach

- **Unit 8: Additional Workshops: Cyber bullying & EYFS**

Cyber Bullying Prevention & Safe Use of the Internet
Workshops, Overviews and underpinning principles
Early Years Foundation Stage (EYFS) Programmes
Overview & underpinning principles.

- **Unit 9: Safeguarding our children: A whole school approach.** For use by Head Teacher or Senior Leadership Team (SLT)

Utilising the KidSafe programme for staff safeguarding training.
Emotional wellbeing for staff: Looking after our own mental health

- **Unit 10: Using KidSafe in Specialist Schools & Pupil Referral Units (PRUs)**
- **Unit 11: Further programme available**

Full Programme 2 (**FP2**): Twelve session programmes building on skills taught in **FP1**.
Overview and session content in further detail.



KIDSAFE UK
HELPING CHILDREN PROTECT THEMSELVES

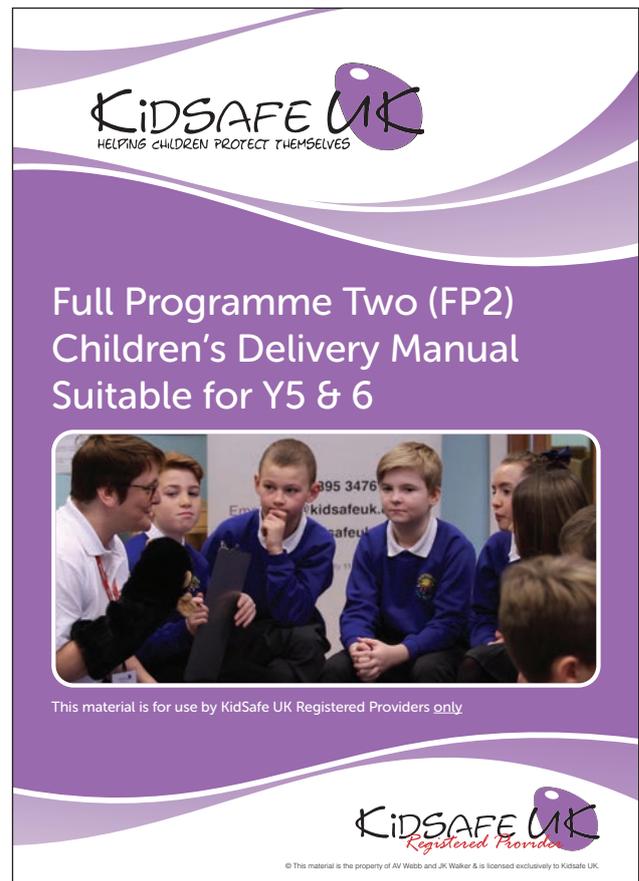
**Full Programme 1
(FP1) Training Manual**
Logistics & Essential Reading



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KIDSAFE UK
HELPING CHILDREN PROTECT THEMSELVES

**Full Programme Two (FP2)
Children's Delivery Manual**
Suitable for Y5 & 6



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OFSTED: How KidSafe addresses criteria:

*Sections with KidSafe relevance have been selected from the Ofsted School Inspection Handbook May 2019, No. 190015

Ofsted: How schools will be judged
The Evaluation Schedule for Schools

Sections selected for KidSafe relevance

169 Quality of Education.

- *Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND.*

- 173** ■ *The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage.*

201 Behaviour and Attitudes.

- *The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.*

- 202** ■ *A calm and orderly environment.*

- *Clear routines and expectations.*

- *Strong focus on attendance.*

Ofsted criteria met through KidSafe:

Only trained educators can deliver the programme. A KidSafe lanyard is worn during the delivery of the programme/sessions. Pupils know the adult can be trusted. Parents/carers helping in school **cannot** be in the sessions. This might prevent a pupil from disclosing something.

KidSafe is designed to be delivered to include **all** pupils: disabled, SEN, pupils with protected characteristics, high and low attainers and disadvantaged pupils (pupil premium). KidSafe is delivered at the appropriate age and developmental level. Appropriate training is given to educators to deliver to each age group. A variety of teaching methods are used, including kinaesthetic. Educators report and evaluate the effectiveness of each programme to KidSafe UK and to stakeholders of the school; and report to staff, leadership team and governors. Schools are encouraged to provide extra access to the programme for pupils where there is specific concern.

FP1, FP2, EYFS, CB, AS: Pupils will be aware of the responsibility they have as citizens to help others when necessary e.g. if they know someone is being bullied, alienated or suffering any form of abuse.

FP1, FP2, EYFS: Pupils will be able to refer to a shared understanding of how to keep themselves safe.

FP1 and FP2: KidSafe addresses how pupils behave towards and view each other through the sessions on bullying, rules about private places and difference.

202 Continued

- *Clear and effective behaviours and attendance policies.*
- *A positive and respectful school culture.*
- *An environment where pupils feel safe, and in which bullying, discrimination and peer on peer abuse – online or offline, are not accepted.*

FP1, FP2, EYFS, CB, AS: Pupils understanding the 'rules of the programme' and apply them to other lessons: hands up, good listening, closed eyes for 'thumbs', trust games not to be played in the playground.

FP1 and FP2: KidSafe explains the need for appropriate behaviour between peers, respecting each other and the needs of others.

FP1 and FP2: KidSafe addresses how pupils behave towards and view each other through the sessions on bullying and private places. They understand that feelings can affect behaviour. Rules for pupils are discussed and issued to the classes. Pupils are taught strategies to resist peer pressure.

KidSafe educators set high expectations of behaviour in sessions. KidSafe engages all children, including those children with SEND.

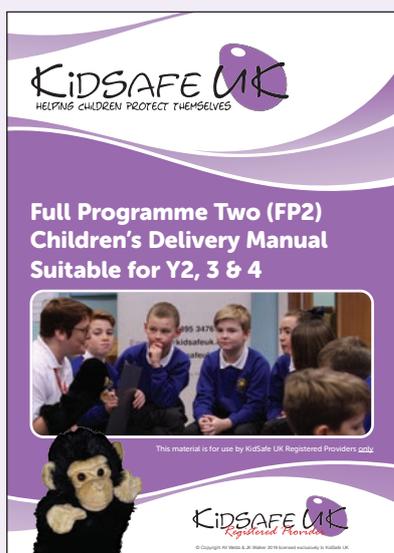
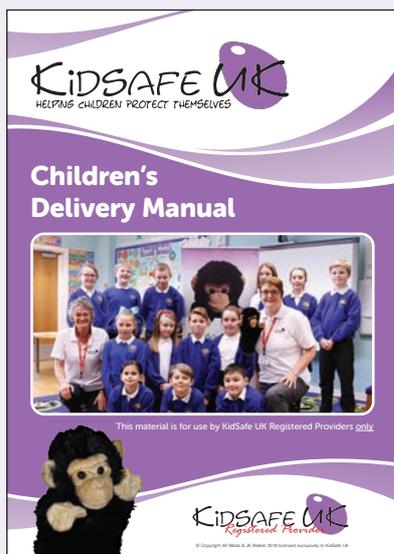
Permanent displays with keywords and messages are displayed. KidSafe wall displays: pupils read/use them to demonstrate their expectations of the programme and its language.

Permanent displays are encouraged and pupils and staff use a universal language: Yucky feelings; Say 'no', Walk away, Tell a trusted adult.

FP1 and FP2: explores peer pressure and how to deal with bullying. It helps prevent bullying by increasing pupils' awareness of the effects of bullying. It improves pupils' ability to speak out and say 'no' if they are being bullied.

CB: Cyber bullying, and bullying of any sort, because of 'difference' is addressed. **FP2** session 3 covers difference and why children may be bullied.

202 continued



Pupils are made aware of the risks associated with new technology (e.g. cyber bullying) and how to respond to bullying and peer pressure.

Because KidSafe is used, bullying in all its forms is rare and dealt with highly effectively.

KidSafe sits within the school's policies for behaviour equality and anti-bullying, also reporting to governors and parents.

Only trained educators can lead the programme; Only staff (or non-parent governors) of the school can be in the educator led sessions – no parents/carers are allowed to sit in.

FP1: The importance of not posting any personal information and checking privacy settings helping to prevent things from going wrong in the first place is taught. The importance of telling an adult if they access inappropriate material online is emphasised. The KidSafe programme helps pupils protect themselves against all forms of abuse. **FP2** allows children the opportunity to identify difference and write a list of these differences and reinforce that we are all different, unique and special.

FP1 and FP2: Pupils are assured that action will be taken if they experience discrimination because of any perceived difference. They are encouraged to tell an adult.

The most effective part of KidSafe is that, regardless of the issue causing children to feel sad, scared or worried it can empower them to talk to a trusted adult even though a child may not understand the seriousness of the situation.

FP1: Pupils are taught how they and others might feel physically and emotionally in the event of discriminatory behaviour. They are taught that the rhyme "sticks and stones..." isn't actually the case.

202 continued

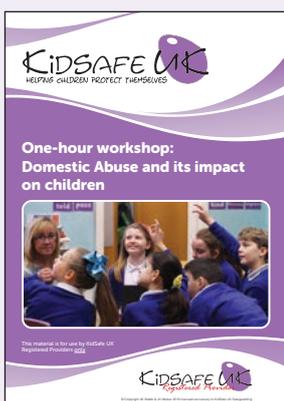


FP1: KidSafe programme provides children with a shared set of rules for keeping safe. They understand that school supports them and that we can provide help if necessary. **FP2** revisits the rules from **FP1**.

FP2, Domestic Abuse WS; 1 hour workshop and all children are given the message to speak out regardless of the cause if they are feeling scared

All KidSafe programmes help children protect themselves against all forms of abuse.

FP1: Parents/carers arguing is discussed. Rules for keeping body parts safe is taught. **FP2** discusses parents/carers arguing or splitting up.



Parents and carers are kept fully informed about their child's involvement in KidSafe programmes. Before KidSafe **FP1** and **EYFS** are delivered parents/carers are invited to attend an introductory meeting where the content is explained and can be discussed. Letters are sent home after each session has been delivered with information on the content and the children's learning. Parent/carers are encouraged to talk with their own children after each session, evaluation is sent home for parents/carers to complete.

KidSafe is an agenda item at Staff and Governors meetings.



217 Personal Development

- *At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere.*

218 Personal Development

- *This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute are the most significant.*
- *Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.*
- *Developing understanding of British Values.*
- *Promoting equality of opportunity.*
- *Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sex orientation.*
- *Develop pupil's character and confidence.*
- *Enable pupils to recognise online and offline risks to their well-being.*
- *Enable pupils to recognise dangers of inappropriate use of mobile technology and social media.*
- *Age appropriate understanding of healthy relationships through appropriate relationship education.*

The KidSafe programme reassures parents/carers that the school is pro-active when dealing with signs of abuse, bullying and that the appropriate action will be taken.

Parent/carers are encouraged to talk with their own children after each session, evaluation is sent home for parents/carers to complete.

Delivery of KidSafe workshops underpins attitudes in all areas of the curriculum with transferable skills both for pupils now and in their future lives. E.g. **FP1** works on trust, assertiveness - saying 'no', speaking out if something doesn't feel right.

All KidSafe Workshops promote individual liberty by empowering pupils to speak out if something doesn't feel right. KidSafe workshops encourage pupils to understand how others, as well as themselves, might be feeling and to respect each other. In **FP1** the pupils are given a set of class rules regarding how they should behave towards others and they towards them. Every KidSafe session has the rules of good listening and respecting each other.

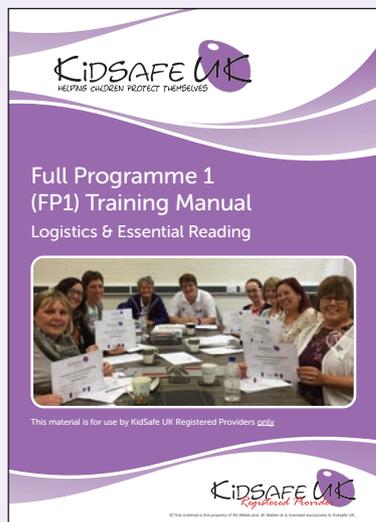
FP2 & AS: Scenarios allow pupils to address issues relating to 'difference'.

Pupils experiencing problems who use the strategies taught through KidSafe and are having their fears addressed will be in a better position to make good progress with their school work.

FP1, FP2 and WS: Addresses mental health and emotional well-being which helps enable children to attain and behave well.

FP1: Parents and carers are invited to attend meetings prior to the sessions taking place. Pupils take letters home following each session to outline what has been covered. School can inform parents and carers about KidSafe work via the school's website.

218 continued



219 *Spiritual, moral, social and cultural development.*

220 ■ *The effectiveness of the school's provision for pupils' SMSC education.*

221 ■ *Provision for spiritual development.*

222 ■ *Provision for moral development*

223 ■ *Provision for social development.*

■ *Provision for cultural development.*

All KidSafe Programmes promote tolerance and respect for difference of any sort, in particular, Difference session **FP2**

All KidSafe programmes are well planned and messages are taught effectively using a carefully crafted script to ensure messages are delivered consistently. KidSafe educators have studied the underlying principles of the programmes.

AS: KidSafe messages are reinforced through revisiting the programme alongside extra scenarios in assemblies focusing on what to do when something doesn't feel right. KidSafe addresses messages covered in National Events. For example, Mental Health week, Cyber Bullying week, Anti Bullying week.

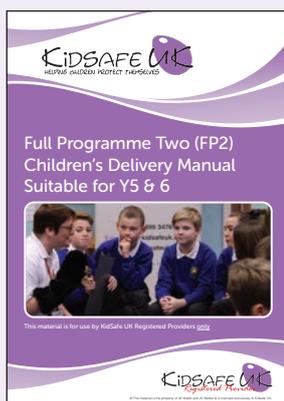
FP1, FP2, CB, AS: KidSafe encourages pupils to reflect on their own and other people's feelings through group and 1 to 1 discussions, practical activities and scenarios suggested in the programmes.

FP1 and FP2: By helping to ensure that pupils deal with uncomfortable feelings KidSafe helps them enjoy life more and learn more readily. The KidSafe programme aims to enhance self-esteem through participating in the programme and showing the children that being a KidSafe registered school provides a culture of support for them.

Pupils may identify with the situations in the scenarios and/or help the puppet KS solve problems he encounters.

FP1, FP2, EYFS: Pupils are taught to identify when something doesn't feel right and then do something about it.

223 continued



KidSafe resources are used to support pupils in accessing age appropriate materials e.g. ratings on DVDs and games; what to do when you break rules and knowing the watershed time.

FP1: In relation to bullying and private places pupils learn to understand consequences; understanding when something has gone wrong or they have done something wrong. They learn about peer pressure and about making healthy choices.

FP2: and **WS** In relation to bullying, cyber bullying and peer pressure, pupils learn to say 'no' and practice resisting peer pressure. They are taught to recognise anger and control angry feelings.

FP1 and FP2: Children are invited to discuss how others might be feeling when they are being bullied etc. Pupils are invited to help solve problems that the puppet KS shares with them. These problems are differentiated to be age appropriate.

FP1 and FP2: Pupils are taught to say 'no' assertively. They are taught rules for when it's okay and not okay for 'private places' being exposed (e.g. changing for swimming) and inappropriateness of some 'touching' and not to hurt or grab private places just for fun. Peer-on-Peer abuse is appropriately addressed.

All programmes: Implicit in all KidSafe workshops is enhancement in pupils' confidence and ability to make choices and therefore they participate more fully in educational and social settings.

All programmes: promote individual liberty by empowering them to speak out if something doesn't feel right. KidSafe encourages pupils to understand how others, as well as themselves, might be feeling and to respect each other.

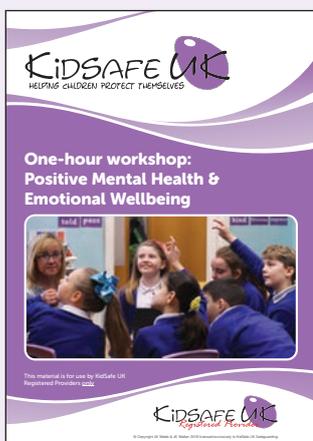
AS and FP2: Additional scenarios allow pupils to address issues to do with 'difference'. Pupils who are feeling good about themselves will be in a better position to contribute positively to modern Britain.

224 Relationship and sex educational

- *Positive relationships and respect others, and how these are linked to promoting good mental health and well-being.*

229 Leadership and Management

- *Ensure that the education that a school provides has a positive impact on all*



All programmes encourage respect, and therefore tolerance for others.

FP1, FP2 and Mental Health Workshop.

FP1 KidSafe introduces children to the idea of keeping themselves safe and to identify their feelings, this is especially important in situations where children witness domestic abuse or are a victim of sexual assault. It teaches them to build trust and to discuss their feelings and to seek help when needed. **FP1** helps children to identify trusted adults and to make their voice heard. **FP2** builds on the skills taught in **FP1**.

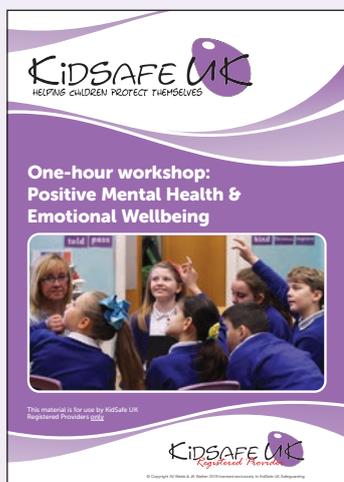
KidSafe educators set high expectations of behaviour in workshops with the rules of good listening and respecting each other emphasised at the start of every lesson. KidSafe principles are explained at staff and governors meetings to ensure relevant messages, vocabulary and expectations are known to and understood by all. Messages from the programme are displayed in the school and key vocabulary is known and used by staff and pupils. The school's Leadership Team model behaviour and have appropriate strategies and policies in place to enforce respect and courtesy.

FP1 and FP2 Rules for Children are on display in classrooms. KidSafe messages about behaviour add to the culture and ethos of the school.

Pupils, parents and staff are able to talk about KidSafe and it is on the agenda for staff and governors meetings; teachers know the programme is being rolled out in school i.e. which year groups etc.

Letters are sent home to explain the programme to the parent/carer. A Parents/Carers session is put on to encourage a whole school approach. Teacher training sessions including **(CPD)**.

The Safeguarding governor can assist the KidSafe educator to deliver the programme. Teaching staff are encouraged to sit in on KidSafe lessons for their own continuous professional development.



262 Safeguarding

- *Always act in the best interest of children.*
- *Identify children who may need early help, and who are at risk of harm.*
- *Secure the help that children need.*



KidSafe sessions deliver age appropriate strategies directly to the pupils which enable them to protect themselves and speak out when something has happened to them.

KidSafe educators are reminded about their school's policies with regard to safeguarding concerns and reporting.

KidSafe sessions are taught in a way which may allow pupils to disclose inappropriate things that have happened to them and therefore help identify pupils at risk.

KidSafe training manual informs educators about handling potential disclosures. The script is delivered in such a way that educators do not seek disclosures because the session is taught to all children. It may give a child the confidence to speak out during or after the session to a trusted adult.

KidSafe may be delivered in a nurture group and 1 to 1.

KidSafe educators are reminded about their school's policies with regard to reporting.

Unit 9 is a whole school approach to safeguarding. It is 2 hours' worth of structured material which aims to familiarise the staff with the KidSafe programme and its benefits, including how it meets statutory requirements. As well as giving staff the opportunity to share concerns about safeguarding and mental health issues children are facing. They are also encouraged to be open about their own mental health. **(CPD)**

FP2 (Year 5+) The tutor can address County Lines with the children. All Kidsafe programmes empower children to speak out regardless of the situations that may make a child feel sad, scared or worried and give them "Yucky feelings"

262 continued

KidSafe also lets the children know that they are in charge of the decisions they make and can say 'no' for example when faced with peer pressure.

FP1 and FP2: Pupils keep themselves safe by being taught what to do if something doesn't feel right.

CB: E-safety workshops encourages safe use of all technology

279 Early Years Education

- *Education and care in any early years provision.*

The **EYFS** programme is a 7 session age appropriate, low level version of the Full Programme (**FP1**). It covers: Trust, sad, scared and worried feelings, Bullying, Introducing and naming Trusted adults within your school, Using our voice, Computer and internet safety, Age ratings, Optional rules for keeping our private places safe and how arguing makes us feel.



KCSiE: How KidSafe addresses criteria in document 'Keeping children safe in education -

Statutory guidance for schools and colleges September 2016/2018 & revised Guidance 2020

Sections selected from KCSiE document

- 4 ■ *Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: the need to consider mental as well as physical health, protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.*
- 6 ■ *School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.*
- 8 ■ *All school and college staff should be prepared to identify children who may benefit from early help.*
- 13 ■ *At the point of induction and through regular updates, staff should be given appropriate training in relation to online safety.*
- *All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. It should include, Child protection policy, Behaviour policy (bullying/cyber bullying)*

KCSiE criteria met through KidSafe

All KidSafe programmes promote the welfare of children by teaching **them** strategies to deal with any situation which might impair their health or development. They are taught effective actions to avoid maltreatment of any sort in an age appropriate way.

FP1 session 6, **FP2** session 9, **WS** Mental Health – all Workshops

T: Unit 4 Disclosures and Abuse: Identifying signs and symptoms. Early disclosures. Dealing with disclosures. Schools responsibilities.

T: KidSafe educators are taught/reminded what to listen to and watch out for that might indicate early intervention is necessary, and to report to the school's safeguarding team.

Underpinning all programmes taught to children is the minimisation of the short/long term harm associated with any form of abuse.

T, FP1 and FP2 contain sessions about online safety and cyber bullying.

14 ■ All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The school behaviour policy should include measures to prevent bullying, including cyber bullying.

17 ■ All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child and it is very likely a concern will have to be shared further.

18 ■ Any child may benefit from early help but all school staff should be particularly alert to the potential need for early help.

T: Reinforces the safeguarding, child protection and dealing with disclosures training the school offers and provides up to date information.

Delivery of **FP1, FP2, EYFS, CB, WS** addresses measures addressing all forms of bullying.

T: KidSafe educators are taught/reminded about school strategies. If a child discloses something of significance, educators will not make promises they won't keep. It is a requirement that at least 2 members of staff are present in all KidSafe sessions so that one can record any disclosures whilst the other carries on with the lesson. Educators are taught that they have a duty of care which includes acting in the best interest of children to prevent further abuse.

The universal language adopted in the KidSafe programme is used by children, parents/carers and school staff, enabling identification of a child's "Yucky" feelings at an early age.

Being a KidSafe registered school sends a message of zero tolerance to the wider community, which could, indirectly, prevent abuse happening.



19 ■ *All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.*

(NB: The KCSiE document offers excellent definitions of the types of abuse.)

32 ■ *All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation*

34 ■ *It is important that staff are aware of how ACEs, and their high prevalence of special educational needs and Mental Health needs can impact on their behaviour and education.*

36 ■ *All staff should be aware that children can abuse other children (referred to as peer on peer abuse)*

T: Types of abuse, including domestic abuse, are discussed and definitions clarified during training.

Signs and symptoms of damage caused by abuse are covered.

FP1 and FP2: Children are empowered to speak out about any form of abuse, including peer-on-peer abuse, sexual and domestic abuse, bullying and cyber bullying

T: Educators are reminded to speak to the designated safeguarding lead if they have any concerns about a child. In the event of that person not being available they know to go to another member of the safeguarding team and further if need be.

Children are also educated directly through **FP1, FP2, WS.**

T: KidSafe educators are reminded about what to do if any type of abuse is brought to their attention and how they would get support themselves. School's own and local safeguarding policies are reinforced. The programme empowers the children to speak out in order to minimise ACEs through delivery of **FP1, FP2, WS**

T: Educators are taught about the complex nature of abuse and the far reaching consequences for children who suffer from one or more types including ACEs. Their role is to minimise the number of ACEs children may face if left undealt with.

36 continued



- 42 ■ *Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.*
- 43 ■ *If staff have any concerns about a child's welfare, they should act on them immediately.*
- 44 ■ *If staff members have any concerns about a child they should follow their own organisation's child protection policy and speak to the DSL*
- *Staff are required to be aware of the risk of online abuse.*

T: KidSafe educators are reminded about what to do if any type of abuse is brought to their attention and how they would get support themselves. School's own and local Safeguarding policies are reinforced.

It is equally important to educate children in an age appropriate way so that they understand that there are consequences for their actions.

FP2 and **WS** also session 7 teaches the children to say "no" and resist peer pressure.

T: The fact that abuse can, and does, happen to children regardless of their background or circumstances is emphasised. KidSafe educators endeavour to act in the best interests of the child. Because we don't know who the abuser(s) might be it is vital to empower children to speak out.

T: Educators are reminded to speak to the designated safeguarding lead if they have any concerns about a child. In the event of that person not being available they know to go to another member of the safeguarding team and further if need be.

T: KidSafe educators are reminded about what to do if any type of abuse is brought to their attention and how they would get support themselves. School's own and local safeguarding policies are reinforced.

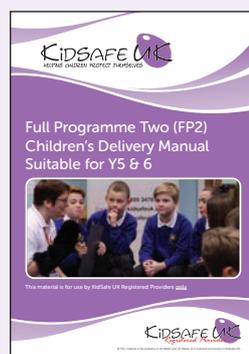
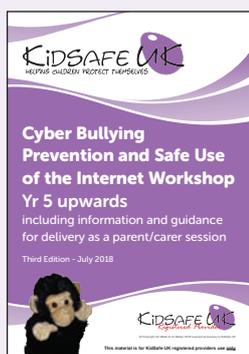
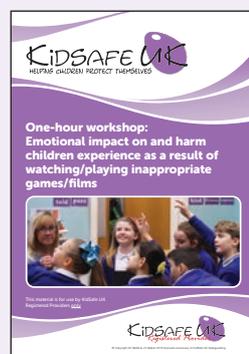
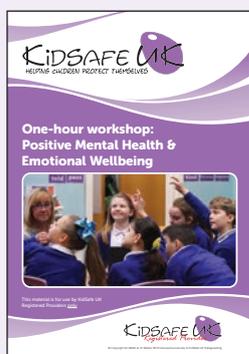
- All staff should be aware that technology is a significant component in many safeguarding and well-being issues.

T: KidSafe educators are reminded about what to do if any type of abuse is brought to their attention and how they would get support themselves. School's own and local safeguarding policies are reinforced.

Children are also educated directly through **FP1, FP2, WS**

- 69
- Facilitating a whole school approach with all policies and procedures having the best interests of the child at their core with the child's voice prominent in this.

T: KidSafe educators are reminded about what to do if any type of abuse is brought to their attention and how they would get support themselves. School's own and local Safeguarding policies are reinforced. Delivery of **Unit 9: Safeguarding our Children: A Whole School Approach.**



DfE: Transforming Children and Young People's Mental Health Provision:

A Green Paper. December 2017

Sections selected for KidSafe relevance

- We want to ensure that all children and young people, no matter where they live, have access to high-quality mental health and wellbeing support linked to their school or college.
- *Adopt an ambitious new collaborative approach to provide children and young people with an unprecedented level of support to tackle early signs of mental health issues.*
- *Identify a Designated Senior Lead for mental health to oversee the approach to mental health and wellbeing.*
- *Provide interventions to support those with mild to moderate needs and supporting the promotion of good mental health and wellbeing.*
- *A whole school approach, with commitment from Senior leadership and supported by external expertise, is essential to the success of schools in tackling mental health.*
- *Every child will learn about mental wellbeing.*
- We will look at how mental health and wellbeing can support healthy relationships.

Criteria met through KidSafe:

FP1, FP2, EYFS, CB and **WS** KidSafe tutor based within school.

Delivery of all KidSafe programmes promote positive Mental Health, children are consistently taught to speak out about anything that may impact on their mental health including any form of abuse. Our ethos is to prevent mental health issues developing by educating **all** children within the school.

The KidSafe educator will support and/or work alongside the Designated Senior Lead responsible for mental health by providing evidence that criteria is being met through delivery of programmes.

KidSafe is delivered to children from EYFS through to Year 6 giving a school a robust, structured intervention for all children. This will lead to the promotion of good mental health and wellbeing for all children.

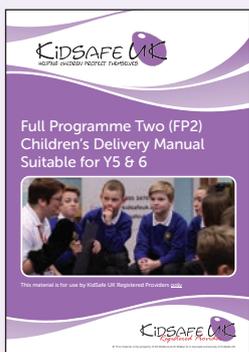
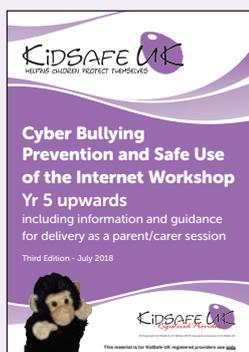
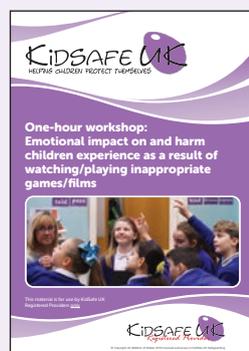
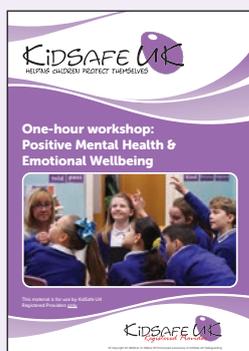
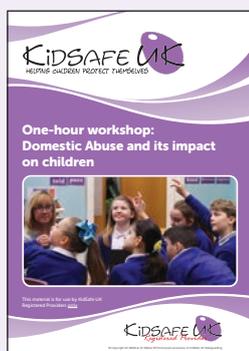
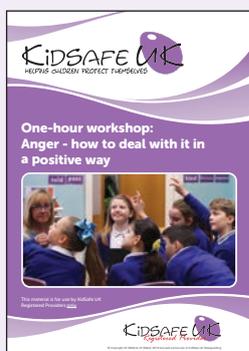
Unit 9: Safeguarding our children: A Whole School Approach. Internal staff training can be delivered to all staff. With the emphasis on early intervention. KidSafe programmes are proactive and not reactive

FP1, FP2, EYFS, WS All programmes taught to children will develop positive mental health due to an interactive positive experience from as early as EYFS

WS A specific one hour workshop addressing positive mental health and emotional wellbeing.

- *In addition to learning about how social media can have both positive and negative impacts on mental health as part of the curriculum, we also want to keep children and young people safe online and ensure that they are protected from potentially harmful effects to their mental health.*

FP1, FP2, CB and WS empowers children to feel safe to talk to their trusted adult as nothing can be done until we know about it. Identifying harm as a result of children's own actions, as a lot of behaviour is hidden behind a screen and children learn the consequences of their actions. Also an understanding of how peer pressure impacts on their own behaviour, they feel safe to say 'no' to their peers.



PSHE: Programme of Study - Key Stage 1-2:

How KidSafe addresses criteria in
PSHE Programme of Study -
PSHE Association 2020

Sections selected for KidSafe relevance

EYFS – Early Learning Goals: Personal, Social and Emotional Development.

- Self Confidence and Self Awareness
- Managing feelings and behaviour
- Making Relationships

Health and Well-being - Mental Health

Key stage 1

- Different feelings that humans experience.
- How to recognise and name different feelings.
- How feelings affect people's bodies.
- Ways of sharing feelings, a range of words to describe feelings.
- Recognise when they need help with feelings, that it is important to ask for help with feelings, and how to ask for it.
- About change and loss (including death) to identify feelings associated with this, to recognise what helps people feel better.

Key stage 2

- Recognise that mental health, is just like physical health, it is part of daily life, the importance of taking care of mental health.

PSHE criteria met through KidSafe:

EYFS programme teaches the children about Trust. It covers what to do if they feel sad, scared or worried and introduces the idea of a trusted adult. The children talk about arguing, bullying, computer and internet safety and age ratings, all in an age appropriate way. It teaches the children from a young age to have a voice.

FP1 and **FP2** teaches children to identify their feelings and how feelings can affect people's bodies and how they behave. It introduces a shared language to help describe feelings.

Children are taught throughout the programme how to recognise when they need help for their feelings and how and who to ask for it. They identify trusted adults. **FP1** session 6 and **FP2** session 9 deals specifically with emotional well-being and mental health. It teaches children how to identify and manage feelings appropriately and how to seek support for themselves and others. **FP2** session 2 covers loss, including death, and how this can affect feelings.

WS. Children are taught about positive and negative mental health. They are taught to dispel the myths around negative mental health.

- *The importance of expressing feelings.*
- *How to manage and respond to feelings appropriately.*
- *About change and loss, including death and how these affect feelings*
- *Problem solving strategies for dealing with emotion, challenges and change, including the transition to a new school.*

They speak freely and are taught that Mental Health is normal. They discuss how emotional wellbeing is just as important as physical wellbeing. The children are encouraged to have a voice and speak out about Mental Health (especially the boys)

WS: Mental Health, Peer Pressure and Anger.

Keeping Safe.

Key stage 1

- *About rules and age restrictions that keep us safe.*
- *Basic rules to keep safe online.*
- *The importance of telling a trusted adult if they come across something that scares them.*

FP1 and **FP2** teaches the children about age restrictions that keep them safe. It covers basic rules to keep them safe online and the importance of telling a trusted adult if they come across something which is inappropriate.

Key stage 2

- *Reasons for relying and complying with regulations and restrictions (including age restrictions) how they promote personal safety and well-being with reference to social media, TV, films, games and online gaming.*
- *Strategies for keeping safe online, and what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.*

Children are taught about age restrictions with reference to social media, TV, films, games and online gaming.

WS Impact and Harm

CB Cyber bullying workshops

Friendships

Key stage 1

- *Recognise when they or someone else feels lonely and what to do about it.*
- *To recognise what it means to know someone online.*
- *The importance of seeking support if feeling lonely. How to ask for help if a friendship is making them feel unhappy.*

Key stage 2

- *To recognise what it means to know someone online.*
- *The importance of seeking support if feeling lonely or excluded.*
- *Strategies for managing peer influence and a desire for peer approval in friendships, to recognise the effect of online actions on others.*
- *Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable, how to manage this and ask for support if necessary.*

Managing hurtful behaviour and bullying

Key stage 1

- *That bodies and feelings can be hurt by words and actions, that people can say hurtful things online.*
- *How people may feel if they experience hurtful behaviour or bullying, how to report bullying.*

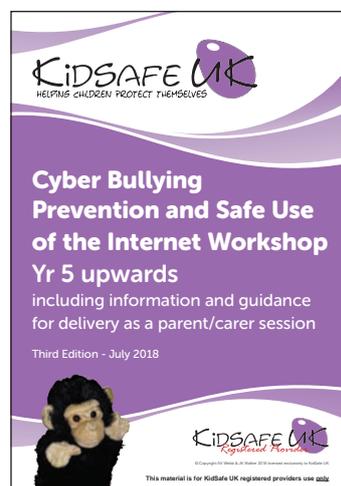
FP1 and **FP2** teaches the children the importance of seeking support if they have uncomfortable feelings about a friendship.

They are taught about managing peer influence and the effect of online actions on others.

WS and CB

Children are taught about the consequences of their actions online.

CB workshop



FP1 and **FP2** teaches the children about the impact of bullying, including online and the consequences of this behaviour.

- *That hurtful behaviour (offline or online) is not acceptable, the importance of telling a trusted adult.*

Key stage 2

- *The impact of bullying, including offline and online and the consequences of hurtful behaviour.*
- *Strategies to respond to hurtful behaviour experienced or witnessed, offline and online, how to report concerns and get support.*

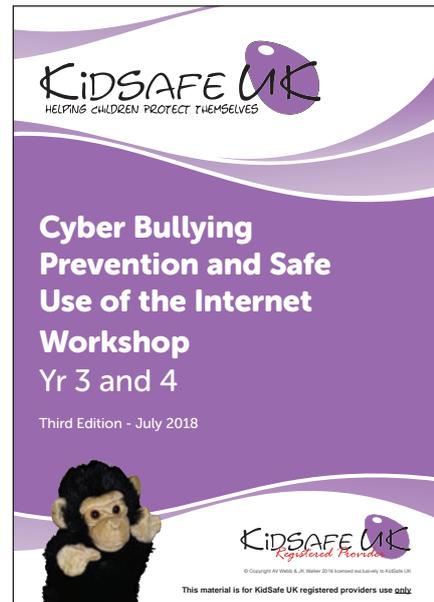
Safe Relationships

Key stage 1

- *To recognise that some things are private and the importance of respecting privacy, the parts of their body covered by underwear are private.*
- *How to respond if physical contact makes them feel uncomfortable or unsafe.*
- *The importance of not keeping adult's secrets.*
- *Basic techniques for resisting pressure to do something they don't want to do and which makes them unsafe.*
- *What to do if you feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking.*

Key stage 2

- *About privacy and personal boundaries.*
- *Why someone may behave differently online, how to report concerns.*



FP1 and FP2 teaches the children about personal boundaries (including online) and how to report concerns.

They are taught what is acceptable in relation to Private Places. Children discuss keeping secrets and when it is right to break a confidence or share a secret. Children are taught to speak out and to ask for support regarding their personal safety (including online)

FP1, FP2, CB and WS teaches the children about peer pressure and saying 'no'.

- *Recognise different types of physical contact, what is acceptable and unacceptable.*
- *About keeping something confidential or secret, when this should be and when it is right to break a confidence or share a secret.*
- *How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this*
- *Where to get advice and report concerns if worried about their own or someone else's safety (including online)*

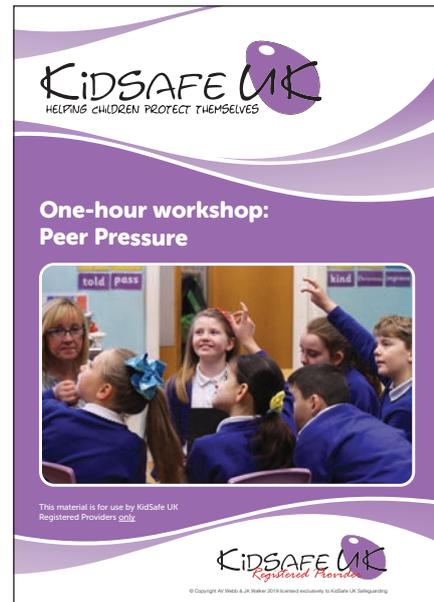
Respecting self and others

Key stage 1

- *About what is kind and unkind behaviour, and how this affects others.*
- *How to treat themselves and others with respect.*
- *How to talk about and share their opinions on things that matter to them.*

Key stage 2

- *That personal behaviour can affect other people: to recognise and model respectful behaviour online.*
- *That personal behaviour can affect other people; to recognise and model respectful behaviour online.*



FP1, FP2 and AS teaches the children to have a voice and speak out.

FP1 session 5

FP1 and **FP2** Teaches the children about consequences for their actions.

KS2, WS Domestic Abuse

Media literacy and digital resilience

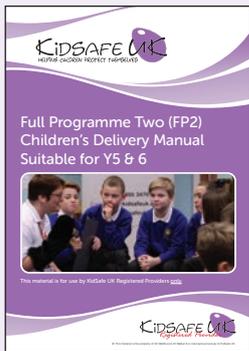
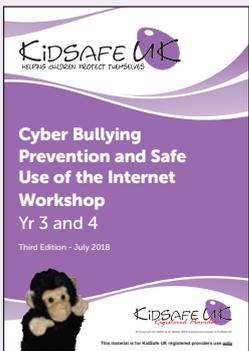
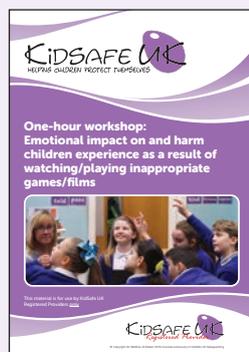
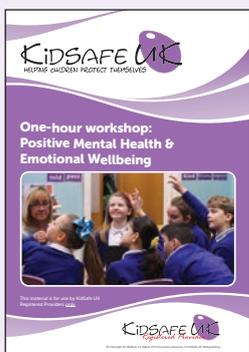
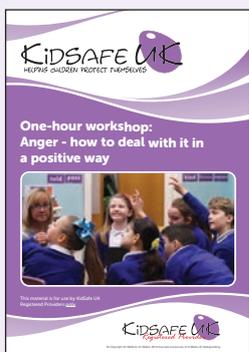
Key stage 1

- About how the internet and digital services can be used safely to find things out and to communicate with others.

Key stage 2

- Recognise ways in which the internet and social media can be used both positively and negatively.

FP1, FP2, CB and WS Teach the children about how to keep themselves safe online. They cover cyber bullying and what to do if they come across something inappropriate online.



County Lines

Criminal Exploitation of Children and Vulnerable Adults

County Lines

Criminal Exploitation of Children and Vulnerable Adults

Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity. It is harm which is relatively little known about or recognised by those best placed to spot its potential victims.

The UK Government defines county lines as: a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other forms of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons”

Selected sections for KidSafe relevance

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person under the age of 18.
- Can affect any vulnerable adult over the age of 18
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Who is vulnerable to county lines exploitation?

- Children as young as 12
- Males and females

County Lines criteria met through KidSafe

T: The Training Manual reinforces safeguarding, child protection and dealing with disclosures.

FP1, FP2 Children are taught about trusting intuition.

Keeping bad secrets and the impact this will have on mental health.

Peer pressure, saying ‘no’, internalised anger and County Lines.

FP2 Optional scenarios session 12

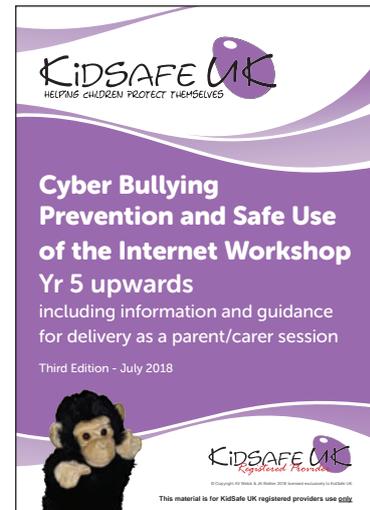
As above

FP2 session 12

- *White British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited.*
- *The use of social media to make initial contact with children and young people.*
- *Class A drug users being targeted so that gangs takeover their homes (known as cuckooing)*

Signs to look out for:

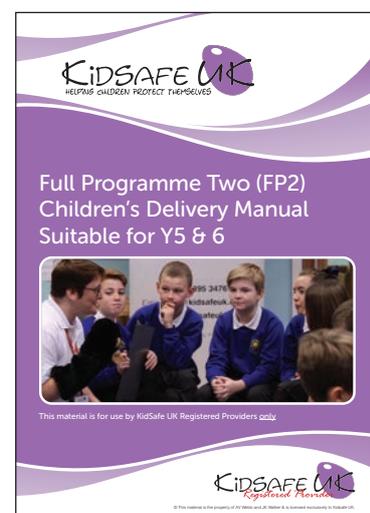
- *Persistently going missing from school or home and or being found out-of-area*
- *Unexplained acquisition of money, clothes or mobile phones*
- *Excessive receipt of texts/phone calls and/or having multiple handsets.*
- *Relationships with controlling/older individuals or groups.*
- *Leaving home/care without explanation*
- *Suspicion of physical assault/unexplained injuries*
- *Parental concerns*
- *Carrying weapons*
- *Significant decline in school results/performance*
- *Gang association or isolation from peers or social networks.*
- *Self-harm or significant changes in emotional well-being.*



FP1 and FP2 Empower the children to speak out. The ethos of the programme is preventing harm and abuse. By following the programmes children are taught to tell trusted adults if they have “Yukky” feelings.

Nothing can be done until it is known about.

FP2 session 12



DfE (2019) RSE Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.

Sections selected for KidSafe relevance

Families and people who care for me:

- *How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.*

Caring friendships:

- *How important friendships are in making us feel happy and secure, and how people choose and make friends.*
- *The characteristics of friendship, including mutual respect, truthfulness, trustworthiness etc and support with problems and difficulties.*
- *Healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.*
- *How to recognise who to trust and who not to trust, how to judge when friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.*

RSE criteria met through KidSafe:

FP1 KidSafe introduces children to the idea of keeping themselves safe and to identify their feelings, this is especially important in situations where children witness domestic abuse or are a victim of sexual assault. It teaches them to build trust and to discuss their feelings and to seek help when needed. **FP1** helps children to identify Trusted adults and to make their voice heard. **FP2** builds on the skills taught in **FP1**.

T, FP1, FP2 Children are taught to identify their feelings and also what to do if they have Yucky feelings about a friendship.

FP1 Promotes welfare of children by teaching them strategies to deal with problems and difficulties and how to speak out if they have Yucky feelings.

FP1 Children explore Trust. They identify trusted adults and learn what to do if a situation is making them feel unhappy.

They are taught how to use their voice and to seek help and advice from trusted adults.

Respectful Relationships:

- *The importance of respecting others and the importance of self-respect and how it links to their own happiness.*
- *Pupils should know about different types of bullying (including cyber bullying) the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.*
- *The importance of permission-seeking and giving in relationships with friends, peers and adults.*

T, FP1, FP2. Children are taught about respect, and respecting others by adhering to rules for KidSafe. They take part in scenarios which teach them about respect and self-respect (using KS the puppet)

FP1, FP2 teaches children about bullying and cyber bullying. The children take part in scenarios with KS the puppet and learn to identify the signs of bullying and understand what bullying is (**STOP**) Several Times on Purpose. Children are taught what to do if they are being bullied or recognise that someone else is being bullied. They are taught to use their voice to speak out.

FP1 children are given a list of rules for children and a list of rules for keeping their private places safe.

Online Relationships:

- *People sometimes behave differently online, including by pretending to be someone they are not.*
- *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*

FP1, FP2, CB teaches the children about computer and internet safety. They are taught what to do if they find content which is not appropriate.

Being Safe.

- *Know what sort of boundaries are appropriate in friendships with peers and others (including digital context)*
- *The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*

FP1: Building Trust. Computer and internet safety and age ratings. Keeping our bodies safe.

FP2 and WS Trust and being let down. Peer pressure and saying 'no'.

- *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.*
- *How to recognise and report feelings of being unsafe or feeling bad about any adult.*
- *How to ask for advice or help for themselves or others, and to keep trying until they are heard.*
- *How to report concerns of abuse, and the vocabulary and confidence needed to do so.*
- *Where to get advice.*

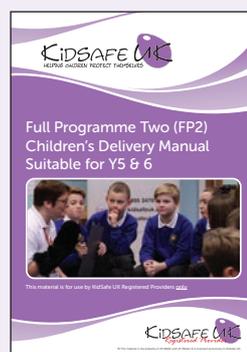
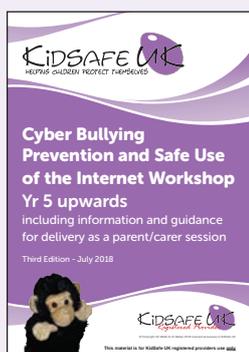
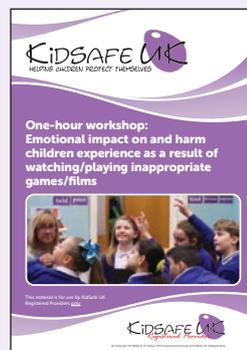
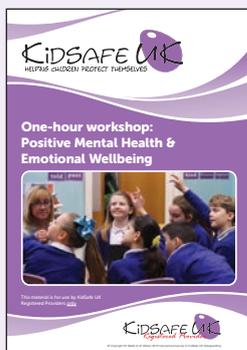
FP1 and FP2: Keeping our body and our private places safe and secrets you should not keep.

FP1: Keeping our body and our private places safe and children's rules to help with this.

T, FP1, FP2 children are taught how to recognise and report feelings which make them feel bad.

T and FP1 encourages children to use their voice, to say 'no' and to tell a trusted adult.

T, FP1, FP2 Children are taught to identify feelings which make them feel uncomfortable and to tell a trusted adult. The messages of tell a trusted adult and to speak out runs throughout all programmes.



PREVENT

Preventing Radicalisation

Prevent

Preventing Radicalisation.

Below is a brief outline with some examples of signs that may indicate a child is being radicalised. You will be able to add to this list as it is not exhaustive but merely a brief overview to begin your own thinking process.

Children who are being radicalised may display the following behaviours. Be vigilant for behaviours/language that may seem "out of character" for them.

They may display one or more of the following:

- Isolate themselves
- Use a more scripted speech
- Have an unwillingness or inability to discuss their views
- Show sudden disrespectfulness towards others
- Demonstrate increased levels of anger
- Have increased secretiveness-especially around internet use
- Increased use of internet
- Suddenly have new friends
- Begin to bring in gifts or money appearing with no explanation

People/children can often be drawn into radicalised principles and ideologies and some are particularly susceptible to this type of control.

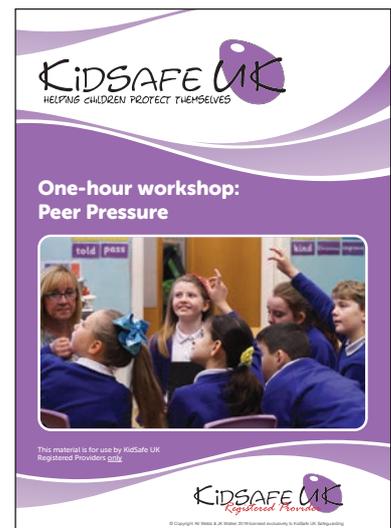
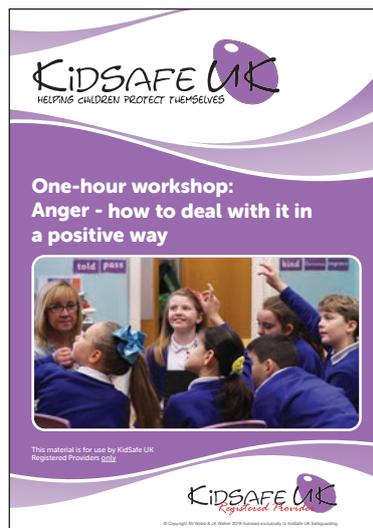
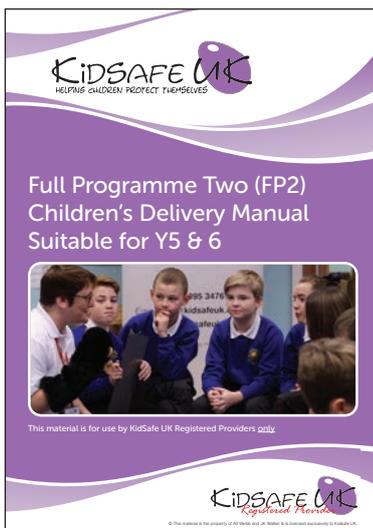
They could be:

- Lacking moral role models
- Be lacking in balanced arguments or basic education that would help inform their sensitivity to this form of manipulation
- Radicalisers, local "teachers" and national groups use social media and the internet to try to persuade vulnerable people/children towards their beliefs
- Examples are through pop ups in games/social media sites/adaptions of popular platform games where messages/promotion of their ideologies are given

They could have:

- Low self esteem
- Be victims of bullying or discrimination
- Have a want to belong, have credence or appear to have “power” with peers
- Have had a recent bereavement or family break up
- People who feel they have been treated unfairly for whatever reason. Faith, Religion, Culture, Distrustment of Government, Poverty-anything that has left them with a distorted opinion of the world around them.
- They may feel a sense of righteousness. That they know a truth that no one else does.
- This “truth” can become contaminated and based on one sided information, which, with certain influences can lead them towards terrorist tendencies.

This list is not exhaustive and it may be difficult to distinguish between normal behaviour of pre-pubescent children/teens and radicalisation.



Selected sections for KidSafe relevance

- *Tolerance of others*

- *Respect the views of others*

- *Acceptance that it's OK to be different*

- *E safety*

- *Cyber bullying*

- *Emails/text messages.*

- *Reporting issues*

- *Trusted adults*

- *Talk to an adult when things worry or confuse them*

PREVENT criteria met through KidSafe:

Runs through whole programme

Contract of listening and speaking respectfully to one another which we use at the beginning of each session.

FP1 runs through whole programme.
FP2 runs through whole programme.

FP2 Allows the children to discover how people are different.

As well as keeping safe on the internet, learning about cyber bullying, we teach about keeping our bodies safe. This can be applied to photos over the internet.

Adults may make them feel yukky (sad scared & worried).

CB,WS & FP1: 3,4,5
FP2: 6

T Through trusted adults.

CEOPS on the internet.

FP1 runs through whole programme

FP2 runs through whole programme

FP1, FP2, WS & CB: Identify trusted adults specifically introduced in Programme 1 but runs through the whole programme

Runs through **FP2** but recapped in session 1

■ *To listen*

Contract of listening and speaking respectfully to one another which we use at the beginning of each session.

FP1 runs through whole programme

FP2 runs through whole programme

■ *To have a voice*

Speaking up, to identify people they can trust and speak with.

Encouraged through whole **FP1** and **FP2**

We teach how to say 'no' to a peer or on the Internet

FP1 runs through whole programme

FP2: 8

■ *Bullying*

Teaching how to recognise bullying and how to stop it

FP1 2,3

■ *How does bullying make you feel?*

FP2 3

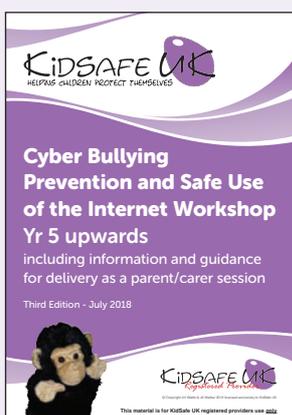
■ *Peer on Peer pressure*

Teaching to keep their bodies safe. **WS, FP1 2,3,4,6**

■ *Open discussion*

FP1 runs through whole programme

FP2 runs through whole programme



BRITISH VALUES

Mutual Respect:

- *Encourage the importance of tolerant behaviour such as sharing and respecting each other's opinions.*
- *Promote diverse attitudes, challenge stereotypes through activities that challenge gender, culture race etc.*

The Rule of Law:

- *Ensure children understand their own and others behaviours and its consequences.*
- *Work with children to create rules, codes of conduct and ensure the rules apply to everyone.*

Democracy:

- *Let children know their views count. Encourage everyone to value each other's opinions. Give children the opportunity to enquire, to turn take, to share and collaborate.*

Tolerance of those of different faiths and belief:

- *Encourage and explain the importance of tolerance such as respecting each other's opinions. Share stories that reflect and value the diversity of children's experiences.*
- *Share and discuss practices, experiences, celebrations.*

Session/s:

FP1: runs through whole programme

FP2: runs through whole programme

Session/s:

FP1: 1,2 and **FP2**

FP1: 1,2,4
(All sessions cover code of conduct)

FP2: whole programme

Session/s:

FP1 runs through whole programme

FP2 runs through whole programme

Session/s:

FP1 runs through whole programme

We celebrate KS's birthday! They discuss theirs!

FP2 runs through whole programme

Individual liberty:

- *Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence. Allow them to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have a different opinion.*

Session/s:

FP1 runs through whole programme

Every session does this so it is covered in your planning and evidence.

FP2 runs through whole programme



KIDSAFE UK

HELPING CHILDREN PROTECT THEMSELVES



KIDSAFE UK
Registered Provider

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