



SAFEGUARDING ACROSS THE CURRICULUM

PLEASE NOTE THAT THE GOVERNMENT KCSIE 2026 WILL BE FINAL VERSION PUBLISHED ON 01/09/2026 – ANY FURTHER UPDATES WILL BE ADEED FROM NATIONAL AND LOCAL AUTHORITY GUIDANCE

Please note that Sandwell SEN Depart are currently going through a transitory stage in updating documents, procedures and policies. Cape Policy to be updated when all information and documents has been shared with SENCo's/HT.

The legal context for safeguarding education. These duties are set out in the:

- **2002 Education Act**
- **2010 Academies Act** also refers to the broad and balanced curriculum.

Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding and community cohesion:

- **Children Act 2004**
- **Education Act 2006.**
- **The Equality Act (2010)** This act places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).
- **Keeping Children Safe in Education (2026)** All schools have responsibilities relating to the safety of children in their care. Paragraph 2 of statutory guidance on, the Department for Education states:

"2.Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."

- **Working together to safeguard children (2023)**
This guidance applies to all organisations and agencies who have functions relating to children. Specifically, this guidance applies to all local authorities, clinical commissioning groups, police and all other organisations and agencies as set out in chapter 4.
It applies, in its entirety, to all schools.

PSHE education in the National Curriculum

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> - Relationships Education, Physical and Mental Health Well-being will be taught in schools from September 2020. The Relationships Education, Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education in England.

Our PHSE lead was part of the working party to pull together the RHE policy for our school. We have completed the Sandwell Charter Mark for PHSE and well-being. PHSE is embedded into our curriculum through a range of cross curricular activities. Each class has a PHSE evidence book which demonstrates

how they are addressing the skills of PHSE through their work. Throughout the year the school hold six well-being days for children, healthy relationships, healthy minds and health and fitness. These enrichment days focus the children on key aspects of keeping themselves healthy both on the inside and out. In the autumn term the focus is Health & well-being, in spring living in the wider world and in the summer term relationships.

Prevent and Anti-Radicalisation

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. Recent Prevent Guidance was published in March 2024.

Cape values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Cape is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon DfE Guidance "Keeping Children Safe in Education, 2026", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing *law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas*.

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the

life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

British Values and the PREVENT duty:

In order for our school to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Our school works hard to promote fundamental **British Values** and through education and empowering children we aim to enable our pupils to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, our school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. The Statutory Framework for the Early Years Foundation Stage (2021) and the Updated 'Keeping Children Safe In Education' now expects that all staff, working with children will promote fundamental British values and comply with the Prevent Duty. Our school works hard to help staff meet the Prevent duty through the following ways:

- provide staff with sufficient training to be able to recognise this vulnerability (Radicalisation/Extremism) and be aware of what action to take in response
- promote British Values in all areas of school life (links to document - Promoting British Values)
- understand when to share your concerns to the Designated Safeguarding Person and where to get additional advice and support.
- keep children safe and promote their welfare
- be alert to any safeguarding and child protection issues in the child's life at home or elsewhere
- take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life.
- focus on children's personal, social and emotional development
- ensure children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate way)

To do this practitioners will:

- Listen to children
- Share appropriate information with The Designated Safeguarding Person
- Share appropriate information with parents and carers
- Listen to parents
- Report concerns
- Challenge negative behaviour
- Focus on what children need
- Support **children's Personal, social and emotional development** by helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Preventing and responding to sexual harassment and sexual violence between children and young people; Child-on-child abuse (including harassment and violence) (KCSiE 2026)

Cape will work with our pupils on ensuring that they are able to recognise and prevent incidents of harassment and violence between children and young people. Below are the descriptors of harassment and abuse:

Peer-on-peer sexual abuse: this term includes sexual violence, sexual harassment, upskirting and sexting (also known as self-generated intimate images and/or videos including those generated using AI e.g. deep fakes).

Sexual harassment: unwanted conduct of a sexual nature that can occur online and offline, which includes the following:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- Sexual “jokes” or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying pictures, photos, videos or drawings of a sexual nature (whether actual or AI generated/deepfakes)
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This may include the following:
 - o Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation, coercion and threats.

Sexual violence: the sexual offences of rape, assault by penetration and sexual assault.

Harmful sexual behaviour: an umbrella term for problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage.

Our RSE and PSHE curriculum helps our children to curriculum helps the children to develop skills and explore attitudes and values, thus imbuing a positive outlook and decisions on their health, behavior and safety.

In key stages one and two, our teachers begin to lay the foundations for respectful, consensual and healthy peer relationships as children grow.

Our children will learn to:

- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- Learn how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed
- Know practical steps they can take in a range of different contexts to improve or support respectful relationships
- Learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- Know what a stereotype is, including gender stereotypes, and how stereotypes can be unfair, negative or destructive
- Learn the importance of permission-seeking and giving in relationships with friends, peers and adults.

Relationships and Sex Education (RSE)

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.

- To develop sensitivity towards the needs of others.
- To provide knowledge of loving relationships.
- To promote the importance of family life and stable relationships for bringing up children. (*with sensitivity given to single parents*)
- To teach the fundamentals of human reproduction.
- To inform children on matters of personal hygiene and related health issues.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about relationships.
- To protect children from teaching materials that are inappropriate with regard to their age and cultural background.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

By the end of primary:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

- how to recognise who to trust and who not to trust, how to judge when a 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

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- 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 or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Religious Education

The school is non-denominational and has a diverse ethnic and religious population. The National Curriculum Handbook asserts that: "Religious Education makes a distinctive contribution to the school curriculum by developing pupils knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life."

We follow the Sandwell Agreed Syllabus for Religious Education teaching across the school. This syllabus was published by The Local Authority and The Standing Advisory Council on Religious Education (SACRE). All pupils on the school roll are entitled to receive Religious Education, this includes pupils in the reception year of the Early Years Foundation Stage to Year 6.

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

RE aims to ensure that all children can:

1. Make sense of a range of religious and non-religious beliefs, so that they can:
 - Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - Explain how and why these beliefs are understood in different ways, by individuals and within communities
 - Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - Examine and explain how and why people express their beliefs in diverse ways
 - Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - Appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

How Cape addresses specific safeguarding issues within the curriculum

Specific area	Where covered within the curriculum
Child Missing from education / Child missing from home or care	• Focus on good attendance; office staff lead on chasing and supporting good attendance along with EWO support. • Across the school there are termly certificates for children with good attendance and for those children fortunate enough to complete an academic year with 100% attendance there are prizes and celebrations.

Child Sexual exploitation	• The 'NO, STOP, I don't like it' message which is promoted through our anti bullying campaign means that children are given an assertive phrase to empower them and use when they face challenges. • British Values - tolerance and respect. • NSPCC 'PANTS' talk with Reception and KS1 children • Year 5 and Year 6 puberty and SRE units the children consider what healthy relationships look like. • For vulnerable children there are bespoke programmes that are run with the support of outside agencies. • E-Safety talks and presentations using NSPCC resources 'https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ I saw your willy' and CEOP films https://www.thinkuknow.co.uk/ (ie internet safety and CSE focus for KS2) and lesson planning. • Access for children through the 'Thinkuknow' website for resources in class and assembly https://www.thinkuknow.co.uk/ • Support for children through Black Country Women's Aid • Advice to parents via the school website https://www.capeprimary.com/safe-guarding/ • School nurse team provide SRE and CSE education to Y5/6 children with the focus on; what does a healthy relationship look like? How to know about safe and un-safe situations? Having the confidence to say 'No'.
Bullying including cyberbullying	• Bullying is the use, or threat of physical or mental torment by one person to another over a period of time. We recognise that all of our children are potential victims of bullying and that it is essential that all staff are on the alert to spot the signs. • Cape operates an anti-bullying policy. This policy is actively promoted during each half term in our school. • The anti bullying message that we promote in our school is 'NO, STOP, I don't like it'. The phrase 'No, STOP, I don't like it' helps children identify bullying; several times on purpose. It helps them decide what to do about it; start telling other people and it also acts as an assertive phrase 'No, STOP! I don't like it. This message is promoted regularly (not just during anti bullying week). • All staff need to be vigilant in preventing bullying and tackling the resulting issues and they are trained in how to keep our children safe. • Safe Guarding Champions, Peer Mentors and Playground buddies all support our 'No, STOP, I don't like it' stance at Cape and work with the adults in school to help support our children. • UKS2 SEN children work with the Family Support Workers on the NSPCC programme 'Speak out, Stay Safe' weekly sessions. • We recognise the growing potential for bullying to take place over the internet/social media in the area known as 'cyber-bullying' including peer on peer. During 'safer internet week' we look at the materials created by CEOP and use assemblies and class assemblies to look at the impact of 'cyber bullying'. The SMART message helps children keep safe online. We recognise that the internet is a marvellous place where we can learn and play, however we must follow the S.M.A.R.T rules to keep us safe whilst we use the internet: • Safe - Keep safe by being careful not to share personal information about who you are, where you live and where you go to school. Treat others personal information with the care it deserves. Know what you are accessing on the internet; is it age appropriate or will you be frightened by what you see? • Meeting - meeting someone who you have only just met online could be dangerous. Be wary about the 'friends' that you meet through online gaming and social media sites • Accepting - be careful about accepting messages (from strangers), downloading apps/files and opening files (these could contain viruses). • Reliable - someone online might lie about who they are, information on the internet is not always reliable, get a balanced view

	• Tell - tell someone if something makes you feel uncomfortable or worried (trusted adult, report via the CEOP button on trusted websites or call Childline on 0800 1111) You will now see the CEOP button on the school website and the children are learning that they can report anything suspicious through this button. • The school website has a wealth of information where staff, children and visitors can find more information about internet safety: • http://www.capeprimary.com/safe-guarding Through the school website you can also click on the link to CEOP (Child Exploitation and Online Protection agency) Parent Zone. Here staff will find out more about how to set-up the security settings on any device that allows access to the internet. Staff, parents and children may like to find out how to organise security settings on Youtube, Google, how to deal with in-game bullying, staying safe on Minecraft and many more ways for us to support children to keep safe on the internet. • Respect and tolerance (British Values) form a key to the social and moral fabric of our school life. Frequent planned discussions need to take place to tackle incidents of bullying which may arise and to prepare children to deal with those situations. • The Pastoral Team provide SEMH support where necessary through group / individual work. • PCSO's – from West Midlands Police support vulnerable children and help in building resilience (tackling County Lines and Peer on Peer Abuse). • Advice to parents via text, referrals and FSW drop-ins. • Advice on Cape Chronicle and sharing good practice.
County Lines and criminal exploitation of children.	• Annual Level 1 Safeguarding training which looks at this risk and the local context. Health and Relationships and Wellbeing assemblies encourage children to understand and value themselves. They recognise when a relationship is making them feel unhappy or unsafe • West Midlands Police provide 1:1, group support and assemblies to tackle County Lines and exploitation issues. • Family Support Workers identifying and supporting children across the school. Work put in to support children with low self-esteem through the safeguarding, Creative Therapy and inclusion team.
Domestic Violence	• The 'No, STOP, I Don't like it' message which is promoted through our anti bullying campaign means that children are equipped with an assertive phrase 'No, STOP I don't like it! We encourage them to use this phrase to empower them and use it when they face challenges. • Equality and British Values supports the view that genders are equal. Staff model this throughout the school. • Year 6 workshop regarding safeguarding and Domestic violence. • During the healthy relationships PHSE day domestic violence is discussed through stories with younger children 'How are you feeling today Baby Bear?' • Vulnerable children who are exposed to DV are identified and their needs are assessed. Operation Encompass is in place in Sandwell to trigger instant notification in school so that support can be put in place quickly for children (DV notification and contact with home) • Teachers are notified and are there to observe and intervene, where necessary the Cape inclusion team will support with bespoke programmes through Early Help or school counselling provision (Murray Hall). • Those seen 'at risk' are provided with support from external agencies. This looks at building reliance.
Drugs & substance misuse	• Healthy eating and healthy lifestyles programmes throughout the school curriculum. • The Science Curriculum teaches children about drugs and medicines (healthy drugs and harmful drugs). • The 'No, STOP I don't like it! campaign - being able to make the right choices and say 'No, STOP I don't like it.

	• DECCA (Drug education and confidential advice) workshop for year4, 5 and 6. • Our PHSE enrichment days termly help children to focus on healthy bodies, healthy relationships and healthy minds.
Fabricated or induced illness	• A programme of 'healthy bodies' operates through the science and topic curriculum in Year 2, Year 4 and Year 5. • Assemblies which focus on healthy and active lifestyles (Beat the Street, healthy eating, make move munch club etc) • Monitor attendance and provide support through the inclusion team for vulnerable children and families. • Mental health awareness through the inclusion team. • Wellbeing programmes and therapies for vulnerable children through Early Help, Reflexions or school counselling services (Murray Hall). • Our PHSE enrichment days termly help children to focus on healthy bodies, healthy relationships and healthy minds.
Faith abuse	• Inclusive SEND programme across the school to identify vulnerable SEND children. Provision maps and differentiated/adaptive lesson planning. • Strong partnership and contact with SEND children/parents. • Anti-bullying links - empowering children to say 'STOP' when they feel that something is wrong. • Respect and tolerance of different faiths is taught through British Values and Religious Education. • Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education (Sandwell SACRE). Children learn about different religions, their beliefs, places of worship and festivals. • R.E lead member of LA SACRE board.
Female Genital mutilation (FGM)	• Staff training on the signs of FGM and how to investigate concerns https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/ • The school follows a comprehensive SACRE Religious Education Programme, developed in Sandwell. The RE teaching focuses on the groups of children and the predominant faiths in our community. Teaching is therefore relevant and purposeful. To develop respect within our community the programme includes a wide range of visitors and visits to places of worship. • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality Policy. • Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • 'PREVENT for schools' is a resource that we use to developing good multi cultural education. This is used in whole school, class assemblies and lessons. • Mutual respect is also promoted through additional PSHE lessons and assemblies. A range of specific assemblies were delivered focusing on helping other pupils to understand specific special needs. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.(Stonewall anti-homophobic bullying). • SEND – Achievement for All. SEND anti-bullying resources are attached to the school anti-bullying policy, with interactive links to support parents, carers, staff and children. This supports our anti-bullying message. Alongside, 'Speak Out, Stay Safe' NSPCC Workshops. • Family Support Workers are skilled to support children who present in a way that shows that they do not adhere to our school policies (bullying, lack of respect for others etc). • Our PHSE enrichment days termly help children to focus on healthy bodies and healthy minds and healthy relationships.

Forced Marriage	• Staff awareness of Forced Marriage – including recent email and updates • Through the 'UN 12 Assemblies', children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. (see collective worship three year rolling programme).http://www.unescocentre.ulster.ac.uk/pdfs/pdfs_uncrc/uncrc_summary_version.pdf • Through our school values, collective worship programme and the PSHE curriculum, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc. Talents are celebrated and encouraged. • The Cape behaviour and anti-bullying policy has been written with our children. • Our 'quality assurance' policy ensures that at six points throughout the year the children have an opportunity to voice their opinions on the curriculum and areas of school life. These are used to change and improve our provision. • PREVENT for schools – resources to promote multi-cultural education are built into our curriculum. • Support for staff for responding to concerns about extremism and radicalisation – see safeguarding lead. • Children are taught how to keep themselves safe, including on-line. This is done through road safety, stranger danger, e-safety lessons, assemblies and visits from organisations such as the NSPCC, school crossing patrol warden, police and through the PSHE curriculum.
Gangs, youth violence and knife crime	• Relationships Education – HRSE curriculum. Progressive units across the school to identify relationships that make us feel uncomfortable and what to do about it. • Using the Cape message 'No, Stop, I don't like it'. • West Midlands PCSO's – targeting vulnerable children with low self esteem working 1:1 in a small group and taking assemblies. • Promoting 'relationships' through wellbeing assemblies to encourage children to make the right choices. • Junior PCSOs – promoting positive relationships with the police Sandwell initiatives between schools to promote the issue of knife crime and talk to young children about the dangers of carrying knife.
Gender based violence	• We have high expectations about pupil conduct and this is reflected in our school Behaviour and Anti- Bullying Policy and Equality Policy and Religious Education Policy. • Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education (Sandwell SACRE). Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often shared in books, displayed in the classrooms or around our school. • This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals such as Ramadan, Diwali, Rosh Hashanah, etc. • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • PREVENT for schools – developing good multi-cultural education through the curriculum. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
Homelessness	• School has participated in a Poverty Proofing exercise with LA and Children for North East. • Staff awareness of the local homelessness issues and how to care for children who are placed in temporary housing. • Children are targeted with intervention (provision maps) who are at risk of falling behind in Reading, Writing and Maths. Having a good set of basic skills is important to a successful life.

	• Sandwell LA guidance on supporting families who are at risk of being homeless. • DSL – supporting and signposting vulnerable children their families to services through local Family Hub, Community Navigators and Early Help (community and targeted family). • Work with the local Smethwick Food Bank – annual charity fundraising (Harvest, Christmas and ongoing with baskets at the school offices) and sign posting families to this resource. • Salvation Army Support to families – Christmas food and gifts
Mental Health	• Science - healthy bodies and healthy minds • PE - healthy body and healthy mind approaches; head, heart and hands philosophy. • Inclusion staff are trained with a variety of approaches to support vulnerable children (signs of safety, safeguarding training level 1 - 3) • We use the EP and SAT-SEMH to observe and assess vulnerable children. • Boxall profile • Circle of friends • Nurture Groups • Daily Chirpy and Bounce – KS2 • Daily Wellness Pots – KS1 • Senior Mental Health Lead in place • Mental Health tiered approach for support in place • Creative Therapist once a week in school • Managing emotions eg there is a volcano in my tummy. • Signposting to Early Help (community and targeted family) for children and parents (Outcomes Star/Sta Model) • Wellbeing programmes and therapies for vulnerable children through Early Help or school counselling services (Murray Hall/Mentoring West Midlands/KRUNCH/Reflexions). • Our PHSE enrichment days termly help children to focus on healthy bodies, healthy relationships and healthy minds. • School website https://www.capeprimary.com/well-being/
Online Safety – teaching online safety in school.	• Health and Relationships Education – staying safe online how to recognise when relationships make you feel unhappy or unsafe. • Non-statutory guidance from the DfE, outlines how school can ensure that their pupils understand how to stay safe and behave online as part of existing requirements. The new guidance lists the key risks that exist online and includes guidance on: age restrictions, content (how it can be used and shared), disinformation, misinformation and hoaxes, fake websites and scam mails, fraud, password phishing, personal data, privacy settings, persuasive design, targeting of online content (including on social media and search engines), online abuse, how to assess if a challenge is safe or potentially harmful, content which incites, fake profiles, grooming, live streaming, pornography, unsafe communication. Wellbeing and the elements of online activity that can adversely affect a pupil's wellbeing and the document covers – self-image and identity, online reputation, online bullying, health, wellbeing and lifestyle. • School website resources to support parents at home (Parent Zone and CEOP links) https://www.capeprimary.com/safer-internet-use/ • NSPCC resources 'I saw your willy' . https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ • NSPCC 'Speak Out, Stay Safe' Workshops for our vulnerable SEND children. • School operates a 'screening tool' via Smoothwall to pick up any concerns around trying to access unsuitable websites and concerning searches.

Preventing Radicalisation	• Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this • The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs, through the curriculum, collective worship and interaction with the wider community. • Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance). • We have an elected School Council, SNAP Ambassadors. This is used as an opportunity to promote and teach about democracy and the electoral process. • We encourage volunteerism in and out of school. This includes things like class monitors, lunchtime helpers, librarians, reading buddies, Cyber Heroes Safeguarding Champions, Playground Buddies, Peer Mentors, Language Interpreters and also raising money for local and national charities. • Children are part of shaping the curriculum and policy development in the school. School Council contribute to policies that will directly impact them, such as the Behaviour policy. The council vote on how the school consider taking part events within school such as Fayres, red nose day and children in need. • SNAP Ambassadors have decided on changes for 'first aid provision', and processes which have reduced accidents across the school (playtime provision, lining up, walking around the school etc - see H&S log). • Children are part of the selection process for class teachers and senior staff members. The school council interviewed our head teacher during her interview. • Democracy is taught through historical research of the Romans (Y3), Ancient Greece (Y5) topics. There are units of work and assemblies with link to the 'Prevent For Schools' Website and resources. The focus is on good quality multi-cultural education. • Democracy is also promoted through additional PSHE lessons, assemblies and collective worship. • The school has an active 'elected' governing body who hold the school to account and support the school.
Self-generated intimate images and/or videos including those generated using AI e.g. deepfakes.	• SMART message promoted across the school to support children online • Assemblies during Safer Internet Week • Theatre productions about online safety have been delivered for KS2 children. • NSPCC resources. https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ • NSPCC 'Speak Out, Stay Safe' Workshops for our vulnerable SEND children.

Child-on-child abuse: Preventing and responding to sexual harassment and sexual violence between children and young people	• RSE curriculum provides children with age appropriate information, explores attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. • The 'No, STOP, I Don't like it' message which is promoted through our anti bullying campaign means that children are equipped with an assertive phrase 'No, STOP I don't like it! We encourage them to use this phrase to empower them and use it when they face challenges. • We have high expectations about pupil conduct and this is reflected in our school Behaviour and Anti- Bullying Policy and Equality Policy and Religious Education Policy. • SMART message promoted across the school to support children online • NSPCC resources. https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ • British Values - tolerance and respect. • NSPCC 'PANTS' talk with Reception and KS1 children • Year 5 and Year 6 puberty and RSE units the children consider what healthy relationships look like. • For vulnerable children there are bespoke programmes that are run with the support of outside agencies. • E-Safety talks and presentations using NSPCC resources 'https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ I saw your willy' and CEOP films https://www.thinkuknow.co.uk/ (ie internet safety and CSE focus for KS2) and lesson planning. • Access for children through the 'Thinkuknow' website for resources in class and assembly https://www.thinkuknow.co.uk/ • Support for children through Black Country Women's Aid • Advice to parents via the school website https://www.capeprimary.com/safe-guarding/ • School Nurses provide SRE and CSE education to Y5/6 children with the focus on; what does a healthy relationship look like? How to know about safe and un-safe situations? Having the confidence to say 'No'. • Advice to parents via text, FSW support. • Advice on Cape Chronicle and sharing good practice.
RSE	• Each Year groups across the school work in partnership with the Nurse team to deliver a number of age appropriate lessons, which tackle health education, sex and relationship education. The topics covered range from lessons in Reception which focus on hand washing, basic hygiene and dental hygiene, to puberty and transition which is covered in Year 6. • In addition to this our teachers and local health professionals work together to plan a relationship, growing and hygiene education programme specifically designed for our Year 6 pupils. • These sessions are to be delivered in groups for year 6 pupils and content is age appropriate for pupils. Parents are invited along to a parent briefing where they are provided with information, leaflets and the opportunity to meet with trainer who will be delivering sessions. Our PHSE enrichment days half termly help children to focus on healthy bodies, healthy relationships and healthy minds. School Nurses provide SRE to Y5/6 children with a focus on healthy relationships. By the end of primary school pupils will have taken part in a whole school, age appropriate, HRSE curriculum where they have considered; • Families and people who care for me • Caring relationships • Respectful relationships • Online relationships

	• Being safe • Physical Health and Fitness • Healthy Eating • Drugs, alcohol and tobacco • Health and Prevention • Basic First Aid • Changing adolescent body • Mental Health and Well-being Parents are provided with information about the HRSE sessions and have the right to withdraw pupils from sex education but not relationships or health education. Good practice would be the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that the withdrawal may have on the child.
Road Safety	• Road Safety Week; assemblies for whole school, led by senior leaders and class teacher assembly, including class assembly. • Letter to parents from children in School Council. • Police - road safety talk and looked at passenger safety • Junior PCSOs are trained to look at Road Safety • Advice to parents via Texts, letters and FSW drop-ins. • Advice on Cape Chronicles • Advice on the school website.
Stranger Danger	• Assemblies on how to keep safe on the internet (S.M.A.R.T) message. Ensure that the children consider 'R' - are people that they meet online reliable and trustworthy? Teach the message that they should be cautious of what they learn about (read and see) on line and take the view that the information may not be Reliable. • NSPCC 'PANTS' talk to KS1/2 children. • NSPCC 'Speak Out, Stay Safe' Workshops for our vulnerable SEND children. • CSE advice from School Nurse Team and Y5/6 puberty and healthy relationships talks • Stranger danger links and videos when children are out and about, with or without their parents. • Advice to parents via Texts, letters and FSW drop-ins. • Advice on Cape Chronicles • Advice on the school website.
Trafficking	• Links to all the work on bullying (see above). Trafficking is the abuse of power and having control over another person for the purpose of exploitation. • School message, 'no, stop, I don't like it' • British Values. • NSPCC and Safeguarding assemblies. • Sandwell Safeguarding Champions. • School referral system where concerns are made about children/families.