



HOE BRIDGE SCHOOL

EVERY CHILD MATTERS

Appendix to Safeguarding Policy

This document describes the way in which the five outcomes of the Every Child Matters agenda are addressed at Hoe Bridge School and is applicable to all members of the school community, including EYFS. Many of the guiding principles are embraced in the school's aims.

Aims

- Happiness: to have fun, friends and fulfilment.
- Confidence: to develop respect, self-reliance, independence and leadership enabling pupils to use their breadth of knowledge practically in school and throughout their lives.
- Achievement: to develop the intellectual/academic, sporting, social and cultural/creative skills in order that pupils excel both within Hoe Bridge and beyond.
- Welfare: to create an environment where children are safe and secure working in partnership with all members of our community in school, in the locality and in the wider world.
- Hoe Bridge Way: to live by the sentiments of The Hoe Bridge Way.

The school curriculum provides the children with many opportunities to explore the issues raised in Every Child Matters, staff are well trained in Child Protection, there is a clear Code of Conduct to which every member of the school community adheres and parents are fully involved in their children's education through both informal and formal contact.

The following chart illustrates the areas in the school curriculum and staff handbook that refer to the outcomes of Every Child Matters.

| DESIRED OUTCOMES | HOW OUTCOMES ARE ACHIEVED | RELEVANT SCHOOL DOCUMENTS |
|---|--|--|
| BE HEALTHY | | |
| Physical health | PSHE covers all aspects of being healthy throughout the school | PSHE policy and schemes of work |
| | Kitchen staff are trained, chefs are NVQ and the assistants have a level of training | |
| | Food is nutritious freshly made on site every day, children encouraged to eat 5 a day | Pre-Prep and Prep Science Policy and schemes of work |
| | Prep school sport up to an hour a day, Pre-Prep organised sport twice per week and all children have at least two outdoor play sessions each day | PE Policy and schemes of work |
| | Drinking fountains and personal water bottles encourage the children to drink water throughout the day | |
| Mental and emotional health | Assembly and PSHE programmes cover these areas | PSHE policy and schemes of work |
| Sexual health and healthy lifestyles | Leavers courses highlight aspects of sexual development, illegal drug taking and healthy lifestyle promoting self esteem | Prep PSHE, Science |
| STAY SAFE | | |
| Safe from maltreatment | All staff have undergone child protection training. There are four DCPOs, including 2 DSL, in school who are updated every two years and the whole staff every three years | Safeguarding Children |
| Safe from Accidental injury | Regular Health and Safety meetings with H and S committee, risk assessments of the site and off site visits are carried out as a matter of course. The school has a clear anti bullying policy document in the Prep designed for use by children and a Code of Conduct in the Pre-Prep for children and parents. Anti bullying strategies to avoid bullying or help victims is a topic regularly visited in PSHE lessons and assembly. | Health and Safety policy, Code of Conduct Pre-Prep and Prep, PSHE Policy, Anti Bullying Policy |

| | | |
|--|--|---|
| Security and stability | School ethos, caring nature of the school, Golden Rules There is a clear system for registering absent children and noting the reason for absence | Staff Handbook, Code of Conduct Pre-Prep and Prep |
| ENJOY AND ACHIEVE | | |
| Preparation for the next stage | Children's pre visit before joining school | Welcome to the School information packs |
| | Transition to Prep | Admissions Policy - Transition to Prep |
| | Preparation for senior school | Admissions Policy – Preparation for Transfer to Senior Schools |
| Security and stability | Registers kept according to DFES standards | |
| Ability to work and study | Clear curriculum policy documents in every subject throughout the school including monitoring and assessment, planning and aims | Prep and Pre-Prep subject documents, Teaching and Learning document |
| MAKE A POSITIVE CONTRIBUTION | | |
| Developing self-confidence and positive relationships | Boys and girls given the opportunity to take on the role of milk monitors, friendship team, Captain and Vice Captain at the Pre-Prep. Prefects, Head Boy and Senior Girls in the Prep give role models to the juniors, roles and responsibilities are explained and discussed. Teachers have individual systems of classroom responsibilities across the school. | Rewards and Discipline in Pre-Prep Handbook, PSHE Policy, Code of Conduct |
| Successfully dealing with significant life changes | Leavers' course, PSHE Dealing with bereavement, divorce, working with other professionals | PSHE Policy |
| Supporting the community | Community links with local services, Carol singing, Harvest festivals, charity fund raising, NSPCC, grandma and grandpa's day in Pre-Prep, Schools' Christian Action Team assemblies | Pre-Prep Topic Curriculum, PSHE Policy |

| ACHIEVE ECONOMIC AND SOCIAL WELL BEING | | |
|---|--|---|
| Preparation for the next stage | Prep Leavers' course, Pre-Prep induction to Prep in Year 2 | Admissions Policy - Transition to Prep Doc, Preparation for transfer to senior school |
| Ability to work and study | The Hoe Bridge Way, covered in PSHE policy in Prep, form teachers set code of conduct for class and encourage work and study. School libraries dedicated to quiet research, work, meetings and learning. | Staff Handbook, Code of Conduct Pre-Prep and Prep |
| Understand money- its sources and uses | Maths lessons, Leavers' course, involvement of children in raising money for charitable causes, understanding financial needs of others, economic and human geography | Maths policies, geography syllabus |