

# **Whole School Agreement- Child Protection, Health and Well-being Education**

**PETERBOROUGH  
PRIMARY SCHOOL**

## Statement of Belief

At our School we have the responsibility to create an ethical climate where adults respond to, listen to and respect children and young people in a supporting and learning environment where:-

- Respectful and caring relationships are fostered
- Children and young people are encouraged to develop a strong sense of self worth
- Staff are supported to develop the skills understandings and dispositions to recognise and respond to suspect abuse and neglect.
- To deliver effective abuse prevention programs.

## Agreed Programmes

We have agreed to use *Keeping Children Safe* supported by *Play is the Way* and *Bounce back* (see scope and sequence)

## Agreed Schedule of Lessons

We agree that in the first two weeks of school year class teachers will create a class culture by setting up expectations and routines using *Play is the Way* Language and the school values. Then continue to allocate 50 minutes a week for the remainder of the year to teach the Scope and Sequence of the Whole School Child Protection, Health and Well being Education Program. In conjunction with this another time slot will be allocated for classes to work collaboratively to join together in the *Play is the Way Program* each week.

( The resource for this methodology is Keeping Safe Child Protection Curriculum)

Semester 1			Semester 2		
	<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>Identifying emotions – identifying and labeling one's feelings.</li> <li>Recognizing strengths – identifying and cultivating personal strengths and positive qualities.</li> </ul> <p><b>The right to be safe</b></p> <p>The right to be safe</p>	<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Managing emotions – monitoring and regulating feelings so they aid rather than impede the handling of situations.</li> <li>Goal setting – establishing and working toward the achievement of short and long-term pro-social goals.</li> </ul> <p>Protective Strategies</p>	<p><b>Social awareness</b></p> <p><b>Perspective-taking</b> – identifying and understanding the thoughts and feelings of others.</p> <p><b>Appreciating diversity</b> – understanding that individual and group differences complement each other and make the world more interesting.</p>	<p><b>Relationship skills</b></p> <ul style="list-style-type: none"> <li>Communication – using verbal and nonverbal skills to express oneself and promote positive exchanges with others.</li> <li>Building relationships – establishing and maintaining healthy and rewarding connections with individuals and groups.</li> <li>Negotiation – achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned.</li> <li>Refusal – effectively conveying and following-through with one's decision not to engage in unwanted or unsafe conduct.</li> </ul> <p>Relationships</p>	<p><b>Responsible decision-making</b></p> <ul style="list-style-type: none"> <li>Analysing situations – accurately perceiving situations in which a decision is to be made and assessing what factors might influence one's response.</li> <li>Assuming personal responsibility – recognising and understanding one's obligation to engage in ethical, safe, and legal behaviour.</li> <li>Respecting others – believing that others deserve to be treated with kindness and compassion.</li> <li>Problem solving – generating, implementing, and evaluating informed solutions to problems.</li> </ul> <p>Recognising and Reporting Abuse</p>
R	<p>Can recognise own emotions through situational or body signals</p> <p>Feelings</p> <p>What is safe</p> <p>Early warning signs-physiological</p>	<p>Is aware of how different emotions affect one's Behaviour</p> <p>Problem solving strategies with emphasis on telling</p> <p>Persistence</p>	<p>Can identify the emotions of others based on verbal and non-verbal cues</p>	<p>Can express oneself assertively</p> <p>Needs and wants</p> <p>Trust and networks</p> <p>Relationship circles</p> <p>Fair and unfair</p>	<p>Anatomical names for parts of the body</p> <p>Safe and unsafe touching</p> <p>-touching circle</p> <p>Define abuse Using scenarios</p> <p>Secrets</p>
1	<p>Can recognise own emotions through situational or body signals</p> <p>Risk taking</p> <p>Personal emergencies</p>	<p>Understands the characteristics of good goals</p> <p>Safety strategies :</p> <p>Remembering details such as name, address, phone number; assertiveness; and reporting abuse</p> <p>Review network</p> <p>Persistence</p>	<p>Has empathy for others</p>	<p>Can express oneself assertively</p> <p>Fair and unfair-introduce word 'power'</p>	<p>Can distinguish between positive and negative outcomes or consequences</p> <p>Anatomical names for parts of the body</p> <p>Touching-Safe, uncomfortable but necessary, unsafe</p> <p>-touching circle</p> <p>Abusive situations- Using scenarios</p> <p>Secrets</p>
2			<p>Accepts and appreciates differences between people</p>	<p>Can comfortably act independently of others</p>	<p>Can identify situations that require a decision or solution</p>

Yellow and Blue represent Protective Behaviours Curriculum  
 White represents Bounce Back Program



Semester 1			Semester 2		
	<b>Self-awareness</b> <ul style="list-style-type: none"> <li>Identifying emotions – identifying and labelling one's feelings.</li> <li>Recognising strengths – identifying and cultivating personal strengths and positive qualities.</li> </ul> <b>The right to be safe</b>	<b>Self-management</b> <ul style="list-style-type: none"> <li>Managing emotions – monitoring and regulating feelings so they aid rather than impede the handling of situations.</li> <li>Goal setting – establishing and working toward the achievement of short and long-term pro-social goals.</li> </ul> <b>Protective Strategies</b>	<b>Social awareness</b> <ul style="list-style-type: none"> <li>Perspective-taking – identifying and understanding the thoughts and feelings of others.</li> <li>Appreciating diversity – understanding that individual and group differences complement each other and make the world more interesting.</li> </ul>	<b>Relationship skills</b> <ul style="list-style-type: none"> <li>Communication – using verbal and nonverbal skills to express oneself and promote positive exchanges with others.</li> <li>Building relationships – establishing and maintaining healthy and rewarding connections with individuals and groups.</li> <li>Negotiation – achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned.</li> <li>Refusal – effectively conveying and following-through with one's decision not to engage in unwanted or unsafe conduct.</li> </ul> <b>Relationships</b>	<b>Responsible decision-making</b> <ul style="list-style-type: none"> <li>Analysing situations – accurately perceiving situations in which a decision is to be made and assessing what factors might influence one's response.</li> <li>Assuming personal responsibility – recognising and understanding one's obligation to engage in ethical, safe, and legal behaviour.</li> <li>Respecting others – believing that others deserve to be treated with kindness and compassion.</li> <li>Problem solving – generating, implementing, and evaluating informed solutions to problems.</li> </ul> <b>Recognising and Reporting Abuse</b>
3	Can cultivate and increase own strengths and qualities <b>Concepts of safety</b>	Can express emotions appropriately non-verbally and verbally <b>Problem solving skills with practicing protective strategies, including reporting abuse</b>		<b>Understanding rights and responsibilities</b> Understands the characteristics of friendships	<b>Anatomical names for parts of the body</b> <b>Touching – Appropriate and inappropriate</b> <b>Touching circle</b>
4	Can label own emotions accurately – has a feelings vocabulary <b>Early warning signs- physiological, feelings and external signs</b>	Perseveres in the face of setbacks <b>Review network introduce concept of several networks</b> <b>Persistence</b>		<b>introduce UN charter</b> <b>Developing a network</b> <b>Relationship circles</b>	Values the rights of others <b>What is abuse and different forms of abuse?- Physical, emotional, and sexual abuse, neglect and domestic violence.</b> <b>Secrets- Mixed emotions, and identifying risk situations</b>
5	Can differentiate the strength or intensity of different emotions <b>-Difference between unsafe and acceptable risk taking situations</b> <b>-Personal emergencies</b>	Can set realistic short- and long-term goals	Is aware that people can express the same emotion differently	Uses appropriate facial expression and body language when communicating <b>use and abuse of power</b> <b>Power of language</b> <b>Gender and bullying</b>	Can generate multiple options or alternative solutions to problems <b>internet safety- Using scenarios</b>

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	<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>▪ <b>Identifying emotions</b> – identifying and labelling one’s feelings.</li> <li>▪ <b>Recognising strengths</b> – identifying and cultivating personal strengths and positive qualities.</li> </ul> <p><b>The right to be safe</b></p>	<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>▪ <b>Managing emotions</b> – monitoring and regulating feelings so they aid rather than impede the handling of situations.</li> <li>▪ <b>Goal setting</b> – establishing and working toward the achievement of short and long-term pro-social goals.</li> </ul> <p><b>Protective Strategies</b></p>	<p><b>Social awareness</b></p> <p><b>Perspective-taking</b> – identifying and understanding the thoughts and feelings of others.</p> <p><b>Appreciating diversity</b> – understanding that individual and group differences complement each other and make the world more interesting.</p>	<p><b>Relationship skills</b></p> <ul style="list-style-type: none"> <li>▪ <b>Communication</b> – using verbal and nonverbal skills to express oneself and promote positive exchanges with others.</li> <li>▪ <b>Building relationships</b> – establishing and maintaining healthy and rewarding connections with individuals and groups.</li> <li>▪ <b>Negotiation</b> – achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned.</li> <li>▪ <b>Refusal</b> – effectively conveying and following-through with one’s decision not to engage in unwanted or unsafe conduct.</li> </ul> <p><b>Relationships</b></p>	<p><b>Responsible decision-making</b></p> <ul style="list-style-type: none"> <li>▪ <b>Analysing situations</b> – accurately perceiving situations in which a decision is to be made and assessing what factors might influence one’s response.</li> <li>▪ <b>Assuming personal responsibility</b> – recognising and understanding one’s obligation to engage in ethical, safe, and legal behaviour.</li> <li>▪ <b>Respecting others</b> – believing that others deserve to be treated with kindness and compassion.</li> <li>▪ <b>Problem solving</b> – generating, implementing, and evaluating informed solutions to problems.</li> </ul> <p><b>Recognising and Reporting Abuse</b></p>
6	<p>Can identify own basic positive qualities such as fairness and humour</p> <p>-Adolescents and concept of safety</p> <p>-Early warning signs- ‘fight flight’ response and external signs</p>	<p>Can set realistic short- and long-term goals</p> <p><b>Problem solving using ‘trust, talk, take control’</b></p> <p>Review networks and identify community support networks</p> <p>Persistence</p>	<p>Understands that individual group differences complement each other</p>	<p>Can approach and join in with others – makes connections and friendships</p> <p><b>Exploring rights and responsibilities in different relationships</b></p> <p>Un Charter Networks</p> <p>Relationship circles</p>	<p>Can generate multiple options or alternative solutions to problems</p> <p><b>Abuse in relationships</b></p> <p>Types of abuse- Physical, emotional, sexual abuse, neglect and domestic violence including dating violence</p> <p>Acting to report abuse</p> <p>internet safety- Using scenarios</p>

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