

# Promoting safeguarding through the curriculum at Edale Rise Primary



## The legal context for safeguarding education

These duties are set out in the **2002 Education Act** (the **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 (**Children Act 2004**) and community cohesion (**Education Act 2006**). The Equality Act 2010 also 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).

All schools have responsibilities relating to the safety of children in their care. Paragraph 41 of statutory guidance on **Keeping Children Safe in Education**, the Department for Education states:

*“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE ...”*

## The UN Convention on the Rights of the Child

**Article 19.1** : ‘Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.’

Value	How We Promote It?
<p><b>Staying Safe in the community</b></p> <p>We aim to ensure that all children are able to look after themselves in the community and act in a responsible way. We promote respect for people and property fostering strong relationships with friends and an awareness of the dangers they may face whilst in the community.</p>	
<p><b>Links to:</b></p> <p><b>Take Care Ethos</b></p> <p>Respect</p> <p>Trust</p> <p>Rights</p> <p>PSHE</p> <p>British Values</p> <p><b>UN CRC Article 31:</b> Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</p>	<ul style="list-style-type: none"> <li>• Fire safety Y2-Y6</li> <li>• Severn Trent Water visits (water safety)</li> <li>• SCARF</li> <li>• Collective Reflection</li> <li>• Votes for Schools</li> <li>• Police Visits</li> <li>• Road safety/ road safety quiz</li> <li>• E-Safety</li> <li>• People who help us topics PSHE</li> <li>• Assemblies</li> <li>• Rules and responsibilities PSHE</li> <li>• Restorative Justice</li> <li>• Wider agency support</li> <li>• Attendance</li> <li>• Community link weeks</li> <li>• Transition to secondary work</li> <li>• Zones of Regulation</li> </ul>

## British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We regularly promote these values through our own school values (reflection, resourcefulness, resilience and Reciprocity), curriculum and wide range of enrichment activities.

### Links to:

Democracy

Rule of Law

Individual liberty

Mutual respect

Tolerance of different faiths/beliefs

**UN CRC Article 13. 1:** The child shall have the right to freedom of expression; this right shall include the freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing, or in print, in the form of art, or through any other media of the child's choice. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary.

- SCARF
- Votes for Schools
- Collective Reflection
- See British Values on SMSC document ( website)
- School Parliament/pupil voice
- Pupil voice questionnaires
- Child leadership programmes
- Children's Parliament
- Links with council
- Links with local businesses
- Team Edale approach
- Take Care ethos
- Curriculum work on religion and culture
- Zones of Regulation

## Child Sexual Exploitation

Although not appropriate for explicit teaching this does link to other topics such as Stranger Danger and the NSPCC Pants Campaign. We ensure our children also have a strong sense of rights and responsibilities and understanding citizenship issues such as right and wrong. All school staff are highly aware of identifying signs of CSE and report this to DSLs using My Concern.

### Links to:

Respect

Responsibility

Trust

Rights

**UN CRC Article 19.1:** Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.

- SRHE curriculum
- SCARF
- E-Safety
- Votes for Schools
- Collective Reflection
- Rules and responsibilities PSHE
- Restorative Justice
- Wider agency support
- NSPCC 'Pants' Campaign
- PREVENT training for staff, Prevent lessons and assembly
- Think Children – chance to talk

## Bullying including cyberbullying

At Edale we have attained a gold award for our anti-bullying protocol and procedures. At school we have a zero tolerance approach to bullying and to support us in this we ensure children and parents have an in-depth understanding of what bullying is and how to report this. We want children to understand that; anyone can be bullied, that bullying is different from an argument or a fight, it is regular, systemic and deliberate and that it can take different forms. These different forms are:

- Physical
- Verbal
- Emotional - being excluded from games with friends etc
- Damage to property or theft
- Intimidation through gesture and threat, both verbal and non-verbal
- Cyber –through a range of technologies – mobile phones, email and social networks
- Exclusion or non-communication

### Links to:

Respect  
Friendship  
Co-operation  
Belonging  
Trust  
Honesty  
Humility  
Tolerance  
Equal rights

**UN CRC Article 29.1:** The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups and persons of indigenous origins.

- School Values
- Anti-bullying assemblies
- Anti-bullying week
- PSHE/Circle times
- Friendship groups
- Restorative justice
- Worry box/chatterbox
- E-Safety
- Behaviour expectations
- Child friendly policy
- Police visits
- Anti-racism assemblies and PSHE
- PREVENT training
- Tolerance
- Votes for Schools
- Collective Reflection
- Zones of Regulation

## Domestic Violence

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. Although a difficult topic to share with children we do provide children with a clear understanding of what is right and wrong and cover this topic briefly through UNICEFs 'For Every Child' every year during Transition.

### Links to:

Respect  
Trust  
Tolerance

**UN CRC Article 19.1:** Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all

- Prevent training
- Relationship education
- E-Safety
- Rules and responsibilities PSHE
- Wider agency support
- Atmosphere – children confident to speak to a trusted adult
- Zones of Regulation

<p>forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.</p>	
<p><b>Drugs</b></p>	
<p>Children are taught that drugs have different purposes; some are used to help people such as medicines where as others such as alcohol are socially acceptable but you have to be a certain age to use. Children are made aware of the negative issues of such recreational drugs and this links to ensuring children have a healthy lifestyle. Children are also taught about being safe around such household drugs and should never take them unless given to by trusted adults. Illegal drug use is taught in upper KS2 and is taught alongside issues around peer pressure and the negative effects if using such substances.</p>	
<p><b>Links to:</b> Peer pressure Healthy lifestyles Trust Rule of law</p> <p><b>UN CRC Article 19.1:</b> Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.</p>	<ul style="list-style-type: none"> <li>• PSHE topics</li> <li>• Staying safe assemblies and circle time</li> <li>• Peer pressure/SRE</li> <li>• Healthy eating</li> <li>• Police visits</li> <li>• Votes for Schools</li> <li>• Collective Reflection</li> </ul>
<p><b>Female Genital Mutilation</b></p>	
<p>Similar to CSE, FGM isn't explicitly taught (although touched upon in Y6 SRE topic) at Edale but topics relate to understanding children's rights and responsibilities and NSPCC 'Pants' campaign makes it clear what is right and wrong for personal space and privacy. Staff are trained to be aware of and to report the key signs of a child whom may be at risk of FGM (list not exhaustive) and to report to DSLs using My Concern. Key indicators are children talking about or staff becoming aware of:</p> <ul style="list-style-type: none"> <li>• a long holiday abroad or going 'home' to visit family</li> <li>• relative or cutter visiting from abroad</li> <li>• a special occasion or ceremony to 'become a woman' or get ready for marriage</li> <li>• a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.</li> </ul>	
<p><b>Links to:</b> Respect Responsibility Trust Rights</p> <p><b>UN CRC Article 24.3:</b> States parties shall take all effective and appropriate measures with a view to</p>	<ul style="list-style-type: none"> <li>• Relationship education</li> <li>• E-Safety</li> <li>• Stranger danger</li> <li>• Assemblies – Right and wrong</li> <li>• Rules and responsibilities PSHE</li> <li>• Wider agency support</li> <li>• NSPCC 'Pants' Campaign</li> </ul>

abolishing traditional practices  
prejudicial to the health of children.

### Mental Health

Mental health is taken very seriously at Edale Rise Primary School and we believe that the emotional well being of children is as important as the physical. Common mental health problems that occur in children are: Depression, Self-harm, Generalised Anxiety Disorder, Post Traumatic Stress disorder, ADHD and Eating disorders. Through our curriculum we foster resilience and relationship skills empowering children to manage stressful situations. We also ensure all children are aware of and understand the support systems that are in place to support them, their families and their friends if needed. We also have a network of both peers and staff whom work with targeted children who require mentor to support dealing with traumatic events that may have occurred.

**Links to:**

Respect  
Trust  
Tolerance

**UN CRC Article 19.1:** Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.

- SATs support/ breakfasts
- Zones of Regulation
- PSHE
- Votes for Schools
- Collective Reflection
- Mental Health Awareness Week
- Routes to Inclusion full mental well being survey for all children
- Individualised support- ELSA interventions
- Alternative provision
- Training for staff on aspects such as attachment/emotional coaching
- Curriculum design to enable times to talk/relax/take part in enrichment
- SCARF online lesson plans
- Pastoral support
- Family Learning and Support at home
- Wider agency support
- Atmosphere – children confident to speak to a trusted adult

### Preventing Radicalisation

From June 2015 Prevent Duty for schools was introduced with links to the 2011 definition for British Values. In school we provide children with many opportunities to discuss discrimination topics such as Racism and we foster and promote tolerance of other faiths. We also address real world events to address prejudice of any sort promoting the value of human life without persecution. Radicalization can be difficult to spot but adults are trained to report concerns to DSLs as soon as they are made aware of any of the possible indicators.

**Links to:**

Respect  
Trust  
Tolerance  
British Values

**UN CRC Article 13.2:** The exercise of this right (13.1) may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

- (a) For respect of the rights or reputations of others; or

- Prevent training
- E-Safety
- Educateagainsthate.com
- Rules and responsibilities PSHE/SEAL
- Police visits
- Class debates
- Anti-bullying week
- Anti – Racism debates, Lessons and week.
- British Values Assemblies
- Votes for Schools
- Collective Reflection

(b) For the protection of national security or of public order or of public health or morals.