



Promoting Safeguarding through the Curriculum

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?
Staying Safe in the community 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.	
Links to: Respect Trust Rights PSHE (SCARF) British Values UN CRC Article 31: 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.	• First aid training for pupils – IMPs Project in Y5 • Street Aware in Y6 • Great Project in Y6 • Fire safety – Foundation – Y1 and Y2 • Police Visits – PCSOs in worship and on local visits • Road safety quiz – Nottingham City Runners up • Bikeability for Y5/6 • E-Safety in the Computing curriculum & Digital Learning • People who help us topics in Y1 • Restorative Justice Approach in all year groups • Wider agency support – Autism safety and bicycle proficiency • Playtime Buddies • Take Care team- children supporting the safeguarding of the school site • Keeping safe topics in SCARF curriculum (PSHE) • Forest School programme • Swimming lessons for all in year 3 and non-swimmers in Y4-6 • Transform Enrichment diploma programme • Tram safety assembly • River safety assembly • Keeping safe in the sun assembly

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, our global and ethical curriculum and wide range of enrichment activities.

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.

- Global and Ethical curriculum promoting diversity
- Use of reading materials that promote diversity and tolerance.
- Visits to different places of worship
- Visitors to school of different faiths and nationalities
- Cooking foods from different nationalities and faiths
- 'Celebrating different faiths day' for whole school
- All classes display the British Values
- Take part in Black History Month
- Summer term 'Belong' curriculum- 'World Party', 'The stereotype challenge' and 'We all matter' address the subject of British Values.
- 'Valuing differences' topic in PSHE
- Oracy- Voice 21
- Use of Picture News bi-weekly with a news related question linked to British values- shared in class and in dinner hall to promote conversation.

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.

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- ☐ Great Project- Y6
- ☐ Relationship education - SRE
- ☐ E-Safety
- ☐ NSPCC assemblies and workshops in Y5/6
- ☐ Anti-Bullying Week
- ☐ Rules and responsibilities PSHE/SEAL
- ☐ Restorative Justice
- ☐ Wider agency support- Counsellor, CAMHS,
- ☐ NSPCC 'Pants' Campaign in EYFS
- ☐ PREVENT training for staff
- ☐ Keeping safe and Healthy Relationship topics in SCARF curriculum (PSHE)
- ☐ Nurture support programme and weekly drop in sessions.

Bullying including cyberbullying

At South Willford 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

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
- Relationships and Valuing differences topics in SCARF curriculum (PSHE)
- Restorative justice
- Worry box
- Playground buddies
- Take Care team
- We all matter, The stereotype challenge, look at me, Settle down topics in Belong area of whole school curriculum.
- Use of multi-ethnic resources across the curriculum, particularly in class reading
- Thinkuknow website promoting safety on social media
- Prevent training

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.

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- ☐ Great Project- Y6
- ☐ Prevent training
- ☐ E-Safety
- ☐ Nurture support
- ☐ School Councillor/ELSA
- ☐ Wider agency support
- ☐ Caring adult scheme for most vulnerable children.
- ☐ Parent link worker
- ☐ Healthy relationships topic in SCARF curriculum (PSHE)
- ☐ Posters in school adult toilets with numbers for Male and Female domestic violence

Drugs

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.

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- DARE in Y6
- Drugs-it's the law and What sort of drug is...? topics in SCARF curriculum-Y6
- Circle time
- Healthy eating
- Science curriculum
- Nurture support

FGM

Similar to CSE, FGM isn't explicitly taught (although touched upon in Y6 SRE topic) 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:

- ☐ a long holiday abroad or going 'home' to visit family
- ☐ relative or cutter visiting from abroad
- ☐ a special occasion or ceremony to 'become a woman' or get ready for marriage
- ☐ a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

UN CRC Article 24.3: States parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

- Healthy relationships topic in SCARF curriculum (PSHE)
- NSPCC assembly and workshop
- Wider agency support
- NSPCC 'Pants' Campaign
- We all matter topic in Y6 Belong term.
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Mental Health

Mental health is taken very seriously at South Wilford 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.

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- ☐ Playground buddies
- ☐ Reflection Time
- ☐ Mindfulness councillor once a week
- ☐ Pit stop in afternoon to support well being
- ☐ Be at your best rule
- ☐ Music Provision
- ☐ Pastoral support
- ☐ Prayer pals
- ☐ Prayer corner in each room
- ☐ School prayer area
- ☐ Nurture support including Thursday drop in session
- ☐ Take Care team
- ☐ Caring adults for most vulnerable children
- ☐ Male teachers as mentors
- ☐ Family support worker
- ☐ Wider agency support
- ☐ Health and well being topics in SCARF curriculum (PSHE)
- ☐ Spark projects promote healthy lifestyles including the Farm, Wildlife garden, allotment
- ☐ Forest schools programme for all year groups
- ☐ Transform Enrichment diploma
- ☐ Thinkuknow website promoting safety on social media

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.

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 (b) For the protection of national security or of public order or of public health or morals.	☐ Prevent training ☐ E-Safety ☐ Circle times and class debates ☐ Anti-bullying week ☐ Anti – Racism debates, Lessons and week. ☐ British Values Assemblies ☐ Caring adults and male teacher mentors ☐ We all matter topic ☐ Valuing difference topic in SCARF curriculum (PSHE) ☐ Living in the wider world topic in SCARF curriculum (PSHE) ☐ Valuing other religions through our World Party topic, fashion forward, the stereotype challenge and Settle down topics
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