



Promoting safeguarding through the curriculum at Bulwell St Mary's C of E Primary School

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?
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: School Values: Respect, Courage, Friendship, Forgiveness, Honesty and Creativity PSHE/SCARF curriculum 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 through SCARF curriculum • Community Support Officer visits and mini police project • Road safety/road safety quiz • E-Safety • People who help us topics PSHE • Assemblies • Rights and responsibilities (PSHE) • Wider agency support • Attendance • Community link weeks • Transition to secondary work • Activities with our local church community • DAaRT sessions (Year 6) • Workshops with the Mental Health and Well-being team

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, curriculum and wide range of enrichment activities.

Links to:

Democracy
Rule of Law
Individual liberty
Mutual respect
Respect for different faiths and 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.

- School Parliament
- Pupil voice questionnaires
- Children's Parliament
- Links with council
- Links with local businesses
- Curriculum work on religion and culture through our agreed RE syllabus
- Assemblies (including visitors from different faiths/beliefs/communities)
- Visits to different places of worship

Child Sexual Exploitation

Although not appropriate for explicit teaching this does link to other topics covered in our PSHE curriculum and the NSPCC Pants Campaign. We ensure our children also have a strong sense of rights and responsibilities and an understanding of 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.

- Relationship education
- E-Safety
- Stranger danger
- Assemblies
- Rules and responsibilities PSHE
- Wider agency support
- NSPCC 'Pants' Campaign
- PREVENT training for staff, Prevent lessons and assembly
- RHE curriculum
- SCARF curriculum
- DAaRT sessions (Year 6)
- Workshops with the Mental Health and Well-being team

Bullying including cyberbullying

At Bulwell St Mary's 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

Links to:

Respect
Friendship
Courage
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 (respect, courage, honesty, friendship, forgiveness, creativity)
- Anti-bullying assemblies
- Anti-bullying week
- PSHE/Circle times
- Friendship groups
- Worry box/monster
- E-Safety
- Behaviour expectations
- Community Support Officer Visits
- Mini Police project
- PREVENT training
- SCARF curriculum
- Child – School – Home agreements

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 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.

- Prevent training
- Relationship education
- E-Safety
- Rules and responsibilities (PSHE/SCARF)
- Wider agency support
- Atmosphere – children confident to speak to a trusted adult
- Well-being mentor
- Mental Health and Well-being workshops

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.

Links to:

Peer pressure
Healthy lifestyles
Trust
Rule of law

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.

- PSHE/SCARF topics
- Staying safe assemblies
- Peer pressure
- Healthy eating
- Community Support Officer visits
- DAaRT (Year 6)
- Mini Police (Year 5)

Female Genital Mutilation

Similar to CSE, FGM isn't explicitly taught (although touched upon in Y6 SRE topic) at Bulwell St Mary's, however topics relate to understanding children's rights and responsibilities and the 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.

Links to:

Respect
Responsibility
Trust
Rights

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.

- Relationship education
- E-Safety
- Stranger danger
- Assemblies – Right and wrong
- Rules and responsibilities PSHE/SCARF
- Wider agency support
- NSPCC 'Pants' Campaign
- DAaRT (Year 6)
- Mini Police (Year 5)

Mental Health

Mental health is taken very seriously at Bulwell St Mary's 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
- PSHE/SCARF – Getting on and falling out
- Routes to Inclusion
- Individualised support- ELSA interventions
- Training for staff on aspects such as attachment/emotional coaching
- Curriculum design to enable times to talk/relax/take part in enrichment
- Pastoral support
- Family Support sessions
- Wider agency support
- Atmosphere – children confident to speak to a trusted adult
- Mental Health and well-being team sessions

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

- Prevent training
- E-Safety
- Rules and responsibilities PSHE/SCARF
- Community Support Officer Visits
- Circle times and class debates
- Anti-bullying week
- British Values Assemblies
- Curriculum concepts/topics

Foundation Stage	<u>Me and My Relationships:</u> What makes me special, People close to me, Getting help <u>Being My Best:</u> Keeping my body healthy – food, exercise, sleep, Growth Mindset <u>Valuing Difference:</u> Similarities and difference, Celebrating difference, Showing kindness <u>Rights and Responsibilities:</u> Looking after things: friends, environment, money <u>Keeping Myself Safe:</u> Keeping my body safe, Safe secrets and touches, People who help to keep us safe <u>Growing and Changing:</u> Cycles, Life stages
Year 1	<u>Me and My Relationships:</u> Feelings, Getting help, Classroom rules, Special people, Being a good friend <u>Being My Best:</u> Growth Mindset, Healthy eating, Hygiene and health, Cooperation <u>Valuing Difference:</u> Recognising, valuing and celebrating difference, Developing respect and accepting others, Bullying and getting help <u>Rights and Responsibilities:</u> Taking care of things: Myself, My money, My environment <u>Keeping Myself Safe:</u> How our feelings can keep us safe – including online safety, Safe and unsafe touches, Medicine Safety, Sleep <u>Growing and Changing:</u> Getting help, Becoming independent, My body parts, Taking care of self and others
Year 2	<u>Me and My Relationships:</u> Bullying and teasing, Our school rules about bullying, Being a good friend, Feelings/self-regulation <u>Being My Best:</u> Growth Mindset, Looking after my body, Hygiene and health, Exercise and sleep <u>Valuing Difference:</u> Being kind and helping others, Celebrating difference, People who help us, Listening Skills <u>Rights and Responsibilities:</u> Cooperation, Self-regulation, Online safety, Looking after money – saving and spending <u>Keeping Myself Safe:</u> Safe and unsafe secrets, Appropriate touch, Medicine safety <u>Growing and Changing:</u> Life cycles, Dealing with loss, Being supportive, Growing and changing, Privacy
Year 3	<u>Me and My Relationships:</u> Rules and their purpose, Cooperation, Friendship (including respectful relationships), Coping with loss <u>Being My Best:</u> Keeping myself healthy and well, Celebrating and developing my skills, Developing empathy <u>Valuing Difference:</u> Recognising and respecting diversity, Being respectful and tolerant, My community <u>Rights and Responsibilities:</u> Skills we need to develop as we grow up, Helping and being helped, Looking after the environment, Managing money <u>Keeping Myself Safe:</u> Managing risk, Decision-making skills, Drugs and their risks, Staying safe online <u>Growing and Changing:</u> Relationships, Changing bodies and puberty, Keeping safe, Safe and unsafe secrets

Year 4	<u>Me and My Relationships:</u> Healthy relationships, Listening to feelings, Bullying, Assertive skills <u>Being My Best:</u> Having choices and making decisions about my health, Taking care of my environment, My skills and interests <u>Valuing Difference:</u> Recognising and celebrating difference (including religions and cultural difference), Understanding and challenging stereotypes <u>Rights and Responsibilities:</u> Making a difference (different ways of helping others or the environment), Media influence, Decisions about spending money <u>Keeping Myself Safe:</u> Managing risk, Understanding the norms of drug use (cigarette and alcohol use), Influences, Online safety <u>Growing and Changing:</u> Body changes during puberty, Managing difficult feelings, Relationships including marriage
Year 5	<u>Me and My Relationships:</u> Feelings, Friendship skills - including compromise, Assertive skills, Cooperation, Recognising emotional needs <u>Being My Best:</u> Growing independence and taking responsibility, Keeping myself healthy, Media awareness and safety, My community <u>Valuing Difference:</u> Recognising and celebrating difference - including religions and cultural, Influence and pressure of social media <u>Rights and Responsibilities:</u> Rights and responsibilities, Rights and responsibilities relating to my health, Making a difference, Decisions about lending, borrowing and spending <u>Keeping Myself Safe:</u> Managing risk, including online safety, Norms around use of legal drugs (tobacco, alcohol), Decision-making skills <u>Growing and Changing:</u> Managing difficult feelings, Managing change, How my feelings help, Keeping safe, Getting help
Year 6	<u>Me and My Relationships:</u> Assertiveness, Cooperation, Safe/unsafe touches, Positive relationships <u>Being My Best:</u> Aspirations and goal setting, Managing risk, Looking after my mental health <u>Valuing Difference:</u> Recognising and celebrating difference, Recognising and reflecting on prejudice-based bullying, Understanding bystander behaviour, Gender stereotyping <u>Rights and Responsibilities:</u> Understanding media bias - including social media, Caring: communities and the environment, Earning and saving money, Understanding democracy <u>Keeping Myself Safe:</u> Understanding emotional needs, Staying safe online, Drugs: norms and risks (including the law) <u>Growing and Changing:</u> Coping with changes, Keeping safe, Body Image, Sex education, Self-esteem