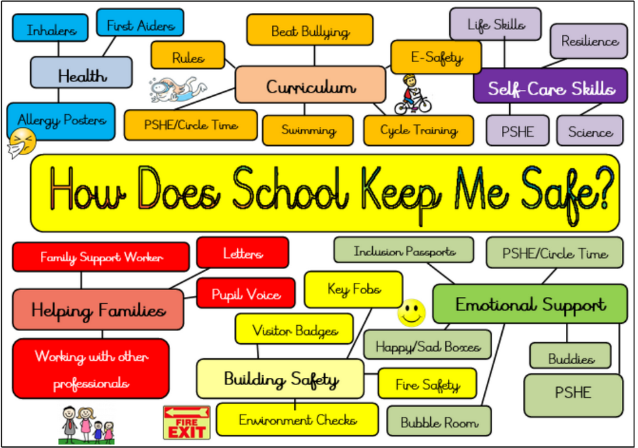
Safeguarding in our curriculum at Carr Mill

All schools have responsibility 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.



PSHE/PATHs

PSHE/PATHs

Friendship Week

Pastoral Timetable

Learning Mentor

The Den

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| 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  British Values  Paths  Computing  *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* | Road Safety – Assemblies/ visits /Y5 Crucial crew  Junior road safety officers  E Safety –Computing/ PSHE/Paths/ Friendship week and Assemblies  PHSE  Stranger Danger – PHSE and Assemblies  Being me and keeping safe unit KS1  Keeping safe unit LKS2  Being a responsible citizen/ Looking after me unit UKS2  Positive Behaviour Approach – accepting  responsibility and confidence to discuss key issues  Rules and responsibilities – PHSE, RE, School leadership team voting.  Ready respect safe unit in each year group/ in each cycle.  Bees Buddies  Activities leaders |

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| Value | How we promote it |
| 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 of respect, resilience and equality, the school curriculum and the wide range of enrichment activities. | |
| Links to  Democracy  Rule of Law  Mutual Respect  Individual Liberty  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.* | Assemblies: parliament/ Black History/ Respect- see attached list  E Safety –Computing/ PSHE/Paths/ Friendship week  RE curriculum- learning about other faiths and beliefs  PHSE/Paths  Relationship unit in all year groups  Rules and responsibilities – PHSE, RE, School leadership team voting.  Ready respect safe unit in each year group/ in each cycle.  Our curriculum fully encompasses British Values- stories such as Journey to JoBerg taught to Y5/6 children to promote Tolerance/ Liberty and respect to History topics on Slavery and looking at parliament/ the Monarchy.  Every 2 years we hold a Black History Festival. |

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| Value | How we promote it |
| Child Sexual Exploitation  Although not appropriate for explicit teaching, this does link to other areas of our PSHE/ Paths curriculum. We ensure our children also have a strong sense of rights and responsibilities and understand citizenship issues such as right and wrong. All school staff are highly aware of identifying signs of CSE and report this to DSLs. | |
| 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 – SRE   E-Safety   NSPCC   Friendship week   Stranger danger- assemblies and PSHE lessons   Rules and responsibilities   Positive behaviour strategy   PREVENT training for staff, Prevent lessons and assemblies   Wellbeing. |

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| Value | How we promote it |
| Bullying including online. | |
| 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  Friendship week   PSHE curriculum including SRE  Computing curriculum   Positive Behaviour Strategy   Worry Monsters   Behaviour expectations    Anti-racism – PSHE and assemblies   PREVENT training   |

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| Value | How we promote it |
| Drugs  Children are taught that drugs have different purposes; some are used to help people such as medicines whereas 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 them by trusted adults. Illegal drug use is taught in upper KS2 and is taught alongside issues around peer pressure and the negative effects of 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.* | Healthy Schools   PSHE topics- Healthy Lifestyles LKS2/ Looking after me/ Being a responsible citizen UKS2/ Looking after me KS1   Science curriculum: My Incredible body KS1/ My Body and keeping it healthy LKS2/ The heart and how to keep it healthy UKS2.   Healthy Eating in DT units   Peer pressure – across the curriculum and  assemblies  Assemblies on drugs and hygiene.  Paths |

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| Value | How we promote it |
| Female Genital Mutilation  Similar to CSE, FGM isn’t explicitly taught. At Carr Mill we integrate and allow children to relate to understanding children’s rights and responsibilities throughout our curriculum, which 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, 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 an 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.* | School Values  Relationship education   E-Safety   Stranger danger   Right and wrong assemblies   Rules and responsibilities – PSHE   Wider agency support  PSHE units as above.  PATHS |

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| Value | How we promote it |
| Mental Health  Mental health is taken very seriously at Carr Mill and we believe that the emotional wellbeing 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 peers and staff who work with targeted children who require additional support to deal with traumatic events that may have occurred. We have secured the mental health award and our Paths programme fully supports children in this. | |
| 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 |  School Leadership Team   Mental Health First Aiders   Breakfast club  Forest School   PSHE units – KS1 being me and keeping safe/ LKS2 Healthy lifestyles/ UKS2/ Mental wellbeing   Pastoral support   Family support   Wider agency support   School ethos – children are confident to talk to  known adults. |

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| Value | How we promote it |
| 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. Radicalisation 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 concern*  *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- keeping safe and using websites online.   Rules and responsibilities – PSHE and assemblies    First news   Newsround   Friendship week- every year   PSHE curriculum: Ready, respect Safe at the start of each year and on each cycle.   Black history month   British values assemblies |

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| Value | How we promote it |
| 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 what constitutes healthy relationships. | |
| 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*  *parents(s) legal guardian(s) or any other*  *person who has care of a child* | School Pastoral Team- safeguarding manager/ Learning mentor and Family support worker.  Prevent Training  RSHE education filtered through our PSHE curriculum: Relationships unit in each phase.  Paths.   E-Safety- online relationships- what is acceptable and what isn’t   Wider agency support   School values – children are confident to speak to trusted adults   Wellbeing across the curriculum. |