



Promoting Safeguarding through the curriculum at Robert Shaw Primary and Nursery School

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.'*

Value	How We Promote It.
<p>Staying Safe In The Community</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>Links to:</p> <p>Respect Trust Rights PSHE British Values</p> <p>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</p>	<ul style="list-style-type: none"> ● Road Safety – Nottingham City Road Safety Quiz ● E Safety – Google visit, Computing and Assemblies ● People who help us topic in PHSE ● Stranger Danger – PHSE and Assemblies ● Positive Behaviour Approach – accepting responsibility and confidence to discuss key issues ● Rules and responsibilities – PHSE, RE, Parliament visit ● Wider agency support – school counsellor ● Primary Parliament ● Sports and Playground Ambassadors ● Dinner Buddies

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.

See British Values document

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 understand 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 – SRE
- E-Safety
- NSPCC
- Anti-bullying week
- Stranger danger
- Rules and responsibilities
- Positive behaviour strategy
- Wider agency support
- NSPCC Pants
- PREVENT training for staff, Prevent lessons and assemblies
- Wellbeing

Bullying including Cyberbullying

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
- Friendship groups
- Positive Behaviour Strategy
- Worry Monsters
- E-Safety
- Behaviour expectations
- Charity work – including The Refugee Forum
- Anti-racism – PSHE and assemblies
- PREVENT training
- Tolerance
- Wellbeing

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.

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

- Stronger Families Partnership
- School Counsellor
- Prevent Training
- Relationship education
- E-Safety
- Rules and responsibilities – PSHE
- Wider agency support
- School values – children are confident to speak to trusted adults
- Wellbeing

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 topic in science
- Healthy Eating
- DARE
- Peer pressure – across the curriculum and assemblies
- Wellbeing

Female Genital Mutilation

Similar to CSE, FGM isn't explicitly taught. At Robert Shaw 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, 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.

- Relationship education
- E-Safety
- Stranger danger
- Right and wrong assemblies
- Rules and responsibilities – PSHE
- Wider agency support
- NSPCC pants

Mental Health

Mental health is taken very seriously at Robert Shaw Primary and Nursery School 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.

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

- Reflection time
- School Councillor
- Mental Health First Aider
- Breakfast club
- Additional outdoor physical activities at breaks
- PSHE – getting on and falling out
- Pastoral support
- Family support
- Wider agency support
- School ethos – children are confident to talk to known adults.

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
- Rules and responsibilities – PSHE and assemblies
- Circle time and class debates
- First news
- Newsround
- Anti bullying week
- Charity work including The Refugee Forum
- Anti-racism debates and lessons
- Black history month
- British values assemblies

