

# **SAFEGUARDING ACROSS THE CURRICULUM**

**2018-2019**

## **Our School Values**

### Integrity

- Work in an open, honest and constructive way
- Value and support each other
- Our values will not be compromised

### Respect

- Behave appropriately
- Treat everyone fairly
- Show consideration for others

### Commitment

- Be accountable
- Take responsibility for our actions
- Have enthusiasm and positivity

### Working Collaboratively

- Learn from each other
- Communicate effectively
- Collectively set and achieve high standards

A culture of safeguarding is embedded at Pens Meadow School. We recognise that our pupils are extremely vulnerable for a variety of reasons including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

In addition to ensuring our safeguarding procedures and training are of the highest standard and ensuring staff remain vigilant, we also recognise the need to safeguard our pupils through education and the curriculum within school. This is of particular importance for our pupils at Key Stage 5 (Post 16).

Pens Meadow provides education for pupils with complex needs, severe learning difficulties (SLD), including autism, and pupils with profound and multiple learning difficulties (PMLD). We must therefore ensure that the curriculum content around safeguarding is delivered at an appropriate level.

When considering pupils with PMLD this is often focused around educating parents and the wider community of the potential risks, so that they are best placed to recognise the signs.

Many individuals with complex Autism and SLD often remain dependent on adults for their safety but strict adherence to safe working practices can give pupils the opportunity to develop an understanding of acceptable behaviours. For example, the practice of only trained and familiar staff supporting pupils during their intimate care can support pupils to understand that they shouldn't go with people that are unfamiliar.

Where pupils have a greater cognitive understanding, the curriculum is designed to allow staff to engage in conversations and discussions around specific safeguarding issues such as online safety or bullying. It is important to note that even when working at this level, pupils can often find it difficult to generalise information and strategies taught, when in different environments.

### **The Legal Context**

These duties are set out in the 2002 Education Act . 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.

### **Opportunities to Teach Safeguarding**

Keeping Children Safe in Education (KCSIE) September 2016 outlines that:

*'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and/or, for maintained schools and colleges, through sex and relationship education (SRE).'*

### **PSHCE in the National Curriculum (2014)**

Whilst PSHE education is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

*'All schools should make provision for PSHE, drawing on good practice.'*

Alongside the National Curriculum framework, the DfE also published guidance on PSHE education, which states that the subject is *'an important and necessary part of all pupils' education'* and that:

*'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

PSHCE is a vital part of the curriculum at Pens Meadow. It is taught as a discrete subject weekly throughout the year. Staff also use daily informal opportunities to reinforce learning.

Pens Meadow have adopted the PSHE Association key headings of: Health and Wellbeing, Relationships and Living in the Wider World. Planning is based around 6 unit titles, with a whole school focus for each on a 3-yearly cycle.

### **Digital Literacy (Online Safety)**

At Pens Meadow the online safety curriculum is flexible, relevant and engages pupils' interests. It is context based and focused around the overarching PSHE topic being taught at that time. Additional opportunities are sought to embed the skills across the curriculum. This is further enhanced by the 'theme of the week', circle time activities and visitors to school.

Pens Meadow recognises that pupils with learning disabilities are often more vulnerable to both online and offline abuse, but that programmes should be tailored to their particular level of cognitive understanding and developed with parents, and where appropriate the pupils themselves.

### **Sex and relationships education**

Sex and Relationships Education (SRE) is a requirement for state maintained secondary schools. When teaching SRE, schools must have regard to statutory guidance from the DfE. The DfE has formally recognised good practice guidance from the PSHE Association, Brook and the Sex Education Forum, which sets out schools' responsibilities on sex and relationships education which vary between primary and secondary schools.

At Pens Meadow School SRE education is primarily delivered through our Science and PSHE units of work. Individual IEP targets are set for pupils who need additional input around specific areas. The school is currently working with The Brook Advisory Service to develop an SRE package which will meet the needs of our changing school population. This will be introduced and implemented initially at KS5 from January 2017.

Pens Meadow continues to recognise the complexity and challenges that puberty brings for our pupils and has responded to this through the recent appointment (September 2016) of our Learning Manager, Mr Alma. This role consists of several different aspects including one to one counselling, advice and pupil advocacy.

### **Religious Education**

The school is non-denominational and has a diverse ethnic and religious population. As such our Religious Education and assemblies include learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues listed below.

## How Pens Meadow School addresses specific safeguarding issues within the curriculum

Specific area	Where covered within the Pens Meadow School curriculum
Child missing from education/Child missing from home	Topic: Special Places, Belonging, Houses and Homes PSHE and Citizenship units: It's Good to be Me, Me and My Family, Think Before You Speak, Be Safe Be Wise
Child Sexual Exploitation	Topic: All About Me Science units: Ourselves PSHE and Citizenship units: It's Good to be Me, Look How Much I've Grown, Stranger Danger Digital Literacy: Real v Virtual Friendships, Secrets and Surprises, Online Bullying OCR Life and Living: Positive Relationships, Emotional Wellbeing, Using ICT Safely
Bullying including cyberbullying	PSHE and Citizenship units: Me and my School, Think Before you Speak, What Makes a Good Friend? Digital Literacy: Real v Virtual Friendships, Online Bullying, SMART Rules, Online Communication OCR Life and Living: Positive Relationships, Emotional Wellbeing, Having Your Say, Dealing with Problems Using ICT Safely Systems and processes: Keyworker system, school council, IEP targets, Family Outreach Team, Learning Manager
Domestic Violence	Topic: Belonging PSHE and Citizenship units: It's Good to be Me, Me and My Family, Staying Safe at Time, Time for Reflection OCR Life and Living: Positive Relationships, Emotional Wellbeing
Drugs	Science: Keeping Healthy PSHE and Citizenship units: Be Safe, Be Wise, Health and Exercise OCR Life and Living: Healthy Living
Fabricated or induced illness	Science: Ourselves, Keeping Healthy PSHE and Citizenship units: Health and Exercise OCR Life and Living: Healthy Living Systems and processes: Health Care Plans, IEP targets
Female Genital Mutilation (FGM)	Science: Ourselves PSHE and Citizenship units: The World Around Me OCR Life and Living: Developing Self, Individual Rights and Responsibilities Systems and processes: School council, intimate care plans
Forced Marriage	PSHE and Citizenship units: The World Around Me, Me and My Family, Be Safe Be Wise RE units: Special Times, Different Clothes for Different Occasions, Religion in My World, Belonging OCR Life and Living: Developing Self, Individual Rights and Responsibilities
Mental Health	Science: Keeping Healthy PSHE and Citizenship units: We're All Stars, Health and Exercise, Time for Reflection OCR Life and Living: Emotional Wellbeing
Preventing Radicalisation	Topic: Come and Join the Celebration, We Will Remember, Belonging, Religion in My World, Countries and Cultures PSHE and Citizenship units: The World Around Me, Think Before You

	Speak OCR Life and Living: Developing Self, Individual Rights and Responsibilities Systems and processes: British Values, Multi-cultural days, theme of the week
Sexting	PSHE and Citizenship units: Look How Much I've Grown Online Safety: Personal Information Safety, Secrets and Surprises OCR Life and Living: Developing Self, Individual Rights and Responsibilities