| Early Years Developmental Placement | | | |
| --- | --- | --- | --- |
| **Week 1 Strand Focus: Safeguarding** | | | |
| The ITE Curriculum is a joint venture between university-based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools | | | |
| The ITE Curriculum in University | | | |
| *Learn That…* | | *Learn How…* | |
| That adverse childhood experiences can affect a child’s  ability to learn and make progress | | The current legislation and policies for safeguarding and child protection including the Prevent Duty | |
| Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse | | Why teachers need to protect themselves as well as their pupils | |
| Honour-based abuse is a safeguarding issue and there is a legal duty on teachers to report female genital mutilation to the police. | | Identify some indicators of child abuse and neglect | |
| Safeguarding concerns within the local area in addition to county lines, sexual harassment and peer-on-peer  abuse | | Recognise some of the symptoms of any adverse childhood experiences such as attendance, changes in  behaviour. | |
| The ITE Curriculum in school | | | |
| *Mentor/DSL to work on with the trainee* | | | |
| Share the Safeguarding Policy, Child Protection Policy and Staff Behaviour Policy (Code of Conduct) and any relevant local safeguarding issues. | | Discuss how to provide a safe and secure environment to protect themselves from potential allegations. | |
| Discuss school systems to protect children from danger within school and around transitions. | | Discuss safeguarding practice beyond the classroom (residentials, swimming etc) | |
| Find out the school’s procedure on how to log and report any safeguarding concerns. | | Talk through an imagined scenario that might occur and the processes involved. | |
| Composite knowledge/understanding/skills | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| Schools have safeguarding policies and a designated safeguarding lead | Safeguarding and promoting the welfare of children is everyone’s responsibility | | Seek the support of professionals in recognising what sorts of behaviour, disclosures and incidents to report |