| Early Years Undergraduate Year 1 | | | |
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| **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…* | | The categories of abuse | |
| Every school should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely  with other services such as children’s social care. | | The current legislation and policies for safeguarding and child protection | |
| *Learn How…* | |
| Schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of  Conduct) | | Recognise some of the symptoms of any adverse childhood experiences such as attendance, changes in behaviour | |
| That the keeping Children Safe in Education 2022 document is statutory guidance for all teachers/schools/college staff | | Recognise some indicators of child abuse and neglect | |
| Information sharing is essential for the identification of patterns of behaviour. | | the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. | |
| What to do if a child tells them he/she/they are being abused or neglected | | 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. | | In theory, what to do if a child makes a disclosure | |
| 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. | | Share how the school keep pupils safe from sexual harm.  What reporting mechanisms are in place? | |
| Demonstrate professional conduct (such as social conduct outside school, dress and appearance, physical contact, one to one situations, photography, videos, images) | | Seek the support of professionals in relation to managing allegations and whistle-blowing | |
| Discuss the importance of a predictable and secure environment and how this benefits all pupils.  What does this look like to a child? | | Talk through an imagined scenario that might occur and the processes involved including logging and reports concerns. | |
| 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.  The role of the designated safeguarding lead. | Safeguarding and promoting the welfare of children is everyone’s responsibility.  The school systems which support safeguarding. | | Seek the support of professionals in recognising what sorts of behaviour, disclosures and incidents to report. |