| Early Years Postgraduate Introductory Placement | | | |
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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…* | | What to do if a child tells them he/she is being abused or neglected. | |
| A predictable and secure environment benefits all pupils | |
| *Learn How…* | |
| They are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children. They should avoid any conduct which would lead any reasonable person to question their motivation and intentions and take responsibility for their own actions and behaviour | | The current legislation and policies for safeguarding and child protection including the Prevent Duty | |
| 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 | | School staff are an important part of the wider safeguarding system for children and that safeguarding and promoting the welfare of children is everyone’s responsibility | |
| Schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct) | | Seek the support of professionals in relation to managing allegations and whistle-blowing. | |
| The ITE Curriculum in school | | | |
| *Mentor/DSL to work on with the trainee* | | | |
| Discuss the importance of a predictable and secure environment and how this benefits all pupils.  What does this look like to a child? | | 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) | | Find out the school’s procedure on how to log and report any safeguarding concerns | |
| Seek the support of professionals in relation to managing allegations and whistle-blowing. | | Share the Safeguarding Policy, Child Protection Policy and Staff Behaviour Policy (Code of Conduct) and any relevant local safeguarding issues. | |
| 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 |