**Primary (3-7 years) Initial Teacher Education: Curriculum Plan**

**Subject/Strand: Safeguarding - Postgraduate Programmes**

**Links to Practical knowledge, Substantive/theory, Disciplinary**

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| **Curriculum Vision:**  Through our Initial Teacher Education Curriculum, it is our intention that all Edge Hill Primary teacher trainees will:  Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. Trainees will understand the importance of developing a positive, predictable and safe environment for pupils to enable them to learn to their full potential. | | | | | | | | | |
| **Phase 1** | | | | | | | | | |
| **University Based Learning** | | | | | | | | | |
| **Learn That** | | | | **Learn How** | | | | | |
| **Component Knowledge** | 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. | | | Recognise some of the symptoms of any adverse childhood experiences such as attendance, changes in behaviour | | | | Intent |
| 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 indicators of child abuse and neglect | | | |  |
| That the keeping Children Safe in Education 2022 document is statutory guidance for all teachers/schools/college staff | | | the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. | | | |  |
| * Information sharing is essential for the identification of patterns of behaviour.   LT 8.6, L8.7 | | | Why teachers need to protect themselves as well as their pupils | | | |  |
| What to do if a child tells them he/she/they are being abused or neglected | | | In theory, what to do if a child makes a disclosure | | | |  |
| Honour-based abuse is a safeguarding issue and there is a legal duty on teachers to report female genital mutilation to the police. | | |  | | | |  |
| The categories of abuse | | |  | | | |  |
| * The current legislation and policies for safeguarding and child protection including the Prevent Duty   LT 8.6, L8.7 | | |  | | | |  |
| **Assessment** | **Assessment** | | | | | | |  |
| Prevent training to be completed prior to school and checked by PAT.  Online training 4 hours to be completed Safeguarding Level 1 and 2 v2  safeguardingpartnership.org.uk - Link to training - [https://www.safeguardingpartnership.org.uk/learn/ld-e-learning/](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.safeguardingpartnership.org.uk%2Flearn%2Fld-e-learning%2F&data=05%7C01%7CBuckc%40edgehill.ac.uk%7C826c9666cdb5418a4f1208da9655d4a8%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C637987592634454367%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2FuARa3U6fayj2b2BsBQmnQ3wvqD2x6rYMVTuIH4AjN8%3D&reserved=0)  Safeguarding against radicalisation and Prevent online training using the same link  Online training to be tracked by the PAT and certificates uploaded to drop boxes | | | | | | | Impact |
| **Composite Knowledge** | **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 | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | |
| Essential reading:   * DfE, 2022. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE * OfSTED, 2021. Research and analysis. Review of sexual abuse in schools and colleges. * NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. | | | | | | | |
| **Phase 2** | | | | | | | | | |
| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | That adverse childhood experiences can affect a child’s ability to learn and make progress | Seek the support of professionals with any safeguarding concerns and have an understanding of what sorts of behaviour, disclosures and incidents to report. | | The school’s policies and systems which support safeguarding | | Demonstrate professional conduct (such as social conduct outside school, dress and appearance, physical contact, one to one situations, photography, videos, images) | | Intent |
| Information sharing is essential for the identification of patterns of behaviour.  LT 8.6, L8.7 | In theory, what to do if a child makes a disclosure | | They are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children. | | Seek the support of the school’s designated safeguarding lead, if they have a cause for concern | |
| 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 |  | |  | | Seek the support of the DSL in relation to managing allegations and whistle-blowing | |
| Schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct) |  | | Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE) and sexual harassment (including peer on peer) are forms of abuse | | identify signs such as changes in behaviour or poor attendance that may present a cause for concern in relation to remote home learning, CCE, CSE and sexual harassment. | |
| What activities safeguarding induction involves |  | | Safeguarding concerns within the local area in addition to county lines. | |  | |
|  |  | | Examples of poor practice from research and serious case reviews that have shown the dangers of failing to take effective action | |  | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| Prevent training to be completed prior to school and checked by PAT.  safeguardingpartnership.org.uk - Link to training - [https://www.safeguardingpartnership.org.uk/learn/ld-e-learning/](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.safeguardingpartnership.org.uk%2Flearn%2Fld-e-learning%2F&data=05%7C01%7CBuckc%40edgehill.ac.uk%7C826c9666cdb5418a4f1208da9655d4a8%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C637987592634454367%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2FuARa3U6fayj2b2BsBQmnQ3wvqD2x6rYMVTuIH4AjN8%3D&reserved=0)  Online training to be tracked by the PAT  Safeguarding against radicalisation and Prevent online training using the same link | | | Reflection on PP , Who is the designated safeguarding lead? Reflection on key points from the school safeguarding policy.  Find out accurate record keeping in school and document in PP folder. Where do you make a log of a concern? | | | |
| **Composite Knowledge** | **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:*** | | |
| The range of safeguarding issues  and concerns within the local area | | That safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments | | Along with others, contribute to keeping their pupils safe in education. | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | |
| Essential reading:   * DfE, 2022. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE * OfSTED, 2021. Research and analysis. Review of sexual abuse in schools and colleges. * NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. | | | | | | | |
| **Phase 3** | | | | | | | | | |
| **School Based Learning – Consolidation** | | | | | | | | | |
| **Learn That** | | | | **Learn How** | | | | | |
| **Component Knowledge** | A range of activities and resources that can be used in the classroom to raise children’s awareness of safeguarding issues | | | With the support from an expert, raise children’s awareness of the different types of abuse using a range of classroom activities | | | | Intent |
| that a predictable and secure environment benefits all pupils | | | Develop a positive, predictable and safe environment for pupils | | | |
| A range of approaches to ensure online safety | | | With guidance from an expert, provide a safe and secure environment to protect themselves from potential allegations | | | |
| that teachers may be required to support other agencies and professionals in child protection | | | With the support from an expert, raise children’s awareness of the different types of abuse using a range of classroom activities | | | |
| the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. | | | Develop a positive, predictable and safe environment for pupils | | | |
|  | | | With guidance from an expert, provide a safe and secure environment to protect themselves from potential allegations | | | |
| **Assessment** | **Assessment** | | | | | | | Impact |
| Prevent training to be completed prior to school and checked by PAT.  safeguardingpartnership.org.uk - Link to training - [https://www.safeguardingpartnership.org.uk/learn/ld-e-learning/](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.safeguardingpartnership.org.uk%2Flearn%2Fld-e-learning%2F&data=05%7C01%7CBuckc%40edgehill.ac.uk%7C826c9666cdb5418a4f1208da9655d4a8%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C637987592634454367%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2FuARa3U6fayj2b2BsBQmnQ3wvqD2x6rYMVTuIH4AjN8%3D&reserved=0)  Online training to be tracked by the PAT | | | | | | |
| **Composite Knowledge** | **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:*** | | |
| How to provide a safe environment for children to make disclosures, and to develop children’s awareness of safeguarding issues | | The importance of accurate record keeping, listening to the views of the child and sharing information in a timely manner  That safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments | | With the support from an expert, respond to a child’s disclosure | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | |
| Essential reading:   * DfE, 2022. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE * OfSTED, 2021. Research and analysis. Review of sexual abuse in schools and colleges. * NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. | | | | | | | |