# Primary Initial Teacher Education: Curriculum Plan

**Safeguarding and Prevent: Undergraduate Programmes**

**Curriculum Intent:**

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** | **Learn that…** | **Learn how to…** |
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| **Phase 1** | **Trainees will know:**  | **Trainees will be able to:**  |
| * A predictable and secure environment benefits all pupils
 | * With support from a professional, develop a positive, predictable and safe environment for pupils
 |
| * 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
 | * Demonstrate professional conduct (such as social conduct outside school, dress and appearance, physical contact, one to one situations, photography, videos, images)
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| * 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.
 | * Seek the support of professionals in relation to managing allegations and whistle-blowing
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| * Schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct)
 | * Respond to a child’s disclosure
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| * That the keeping Children safe in Education Document is statutory guidance for all teachers/school/college staff

LT8,7 LT8,8 |  |
| * What to do if a child tells them he/she is being abused or neglected.
 | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** Schools have safeguarding policies and a designated safeguarding lead

*By the end of this phase trainees will* ***understand:**** Safeguarding and promoting the welfare of children is everyone’s responsibility

*By the end of this phase trainees will* ***be able to:**** Seek the support of professionals in recognising what sorts of behaviour, disclosures and incidents to report

Essential reading:* DfE, 2021. *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? Themost comprehensive overview of child protection in the UK 2020. NSPCC online.

Assessment: Online Safety Task Keeping Children Safe in Education 2021 QuizPrevent training to be completed prior to school and checked by PT. Reflection on PP phase 1, 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? |
|  **Trainees will understand:** |
| * The current legislation and policies for safeguarding and child protection including the Prevent Duty

LT8,7, LT8,8 |
| * A predictable and secure environment benefits all pupil
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| * 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
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| **Phase 2** | **Trainees will know:**  | **Trainees will be able to:** |
| * That adverse childhood experiences can affect a child’s ability to learn and make progress
 | * Identify some indicators of child abuse and neglect
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| * Remote home learning can present a safeguarding risk to children and affect their mental well-being (Covid-19)
 | * Recognise some of the symptoms of any adverse childhood experiences such as attendance, changes in behaviour.
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| * Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse
 | * With the support from a professional, raise children’s awareness of the different types of abuse using a range of classroom activities.
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| * Honour-based abuse is a safeguarding issue and there is a legal duty on teachers to report female genital mutilation to the police.
 | * With guidance from an expert, provide a safe and secure environment to protect themselves from potential allegations
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| * Safeguarding concerns within the local area in addition to county lines, sexual harassment and peer-on-peer abuse
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| **Trainees will understand:**  | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** Trainees should be aware of indicators of abuse and neglect

*By the end of this phase trainees will* ***understand:**** It is important to keep up-to-date with current safeguarding legislation, such as: Keeping Children Safe in Education

*By the end of this phase trainees will* ***be able to:**** identify children who may be in need of help or protection.

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Assessment: Online Safety Task Keeping Children Safe in Education 2021 QuizPrevent training to be completed prior to school and checked by PT. Reflection on PP phase 2, 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? |
| * The current legislation and policies for safeguarding and child protection including the Prevent Duty
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| * Why teachers need to protect themselves as well as their pupils
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| **Phase 3** | **Trainees will know:**  | **Trainees will be able to:** |
| * that teachers may be required to support other agencies and professionals in child protection
 | * Respond to a child’s disclosure without asking leading questions
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| * Information sharing is essential for the identification of patterns of behaviour.
 | * Record responses, observations and concerns accurately
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| * Examples of poor practice from research and serious case reviews that have shown the dangers of failing to take effective action.
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| **Trainees will understand:**  | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** Information sharing is essential for the identification of patterns of behaviour.

*By the end of this phase trainees will* ***understand:**** the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner.

*By the end of this phase trainees will* ***be able to:**** Respond to a child’s disclosure

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Assessment: Online Safety Task Keeping Children Safe in Education 2021 QuizPrevent training to be completed prior to school and checked by PT. Reflection on PP phase 3, 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? |
| * that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.
 |
| * the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner.
 |
| * The current legislation and policies for safeguarding and child protection including the Prevent Duty
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