# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject - Safeguarding - Undergraduate Programmes**

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

**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** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | A predictable and secure environment benefits all pupils | * 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 pupils | | Demonstrate professional conduct (such as social conduct outside school, dress and appearance, physical contact, one to one situations, photography, videos, images) | | Intent |
| 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 | 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 | | | With support from a professional, develop a positive, predictable and safe environment for pupils | | * Seek the support of professionals in relation to managing allegations and whistle-blowing | |
| 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 | | |  | | * Seek the support of professionals 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) |  | | |  | |  | |
| 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. |  | | |  | |  | |
| **Assessment** | **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)  Online training to be tracked by the PAT and certificates uploaded to drop boxes | | | | 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? | | | | 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 | | | 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 | | |
| **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? Themost comprehensive overview of child protection in the UK 2020. NSPCC online. | | | | | | | | |

| **Phase 2** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical 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 | The current legislation and policies for safeguarding and child protection including the Prevent Duty | | | Safeguarding concerns within the local area in addition to county lines, sexual harassment and peer-on-peer abuse | | With the support from a professional, raise children’s awareness of the different types of abuse using a range of classroom activities. | | Intent |
| Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse | Why teachers need to protect themselves as well as their pupils | | |  | | With guidance from an expert, provide a safe and secure environment to protect themselves from potential allegations | |
| 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. | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| 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)  Online training to be tracked by the PAT and certificates uploaded to drop boxes | | | | 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? | | | |
| **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:*** | | |
| Trainees should be aware of indicators of abuse and neglect | | | It is important to keep up-to-date with current safeguarding legislation, such as: Keeping Children Safe in Education | | identify children who may be in need of help or protection. | | |
| **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? Themost comprehensive overview of child protection in the UK 2020. NSPCC online. | | | | | | | | |

| **Phase 3** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | that teachers may be required to support other agencies and professionals in child protection | Examples of poor practice from research and serious case reviews that have shown the dangers of failing to take effective action. | | | that teachers may be required to support other agencies and professionals in child protection | | that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments | | Intent |
| Information sharing is essential for the identification of patterns of behaviour | The current legislation and policies for safeguarding and child protection including the Prevent Duty | | | Information sharing is essential for the identification of patterns of behaviour | | The current legislation and policies for safeguarding and child protection including the Prevent Duty | |
| the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. | Respond to a child’s disclosure without asking leading questions | | | the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. | | Respond to a child’s disclosure without asking leading questions | |
|  | Record responses, observations and concerns accurately | | |  | | Record responses, observations and concerns accurately | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| 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)  Online training to be tracked by the PAT and certificates uploaded to drop boxes | | | | 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? | | | |
| **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:*** | | |
| * 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. | | * 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? Themost comprehensive overview of child protection in the UK 2020. NSPCC online. | | | | | | | | |