**How our PSHE Curriculum links to Safeguarding – linked to “Keeping Children Safe in Education” (2020)**

*2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.*

*3. No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.*

At KEVICHB we all follow KCSIE and the school’s safeguarding policy. PSHE and RSE is no exception to this guidance. In PSHE lessons we often hear our students talking about complex issues in a different way to other curriculum areas. PSHE teachers must be tuned in to what they are hearing and seeing. As in any situation in school, concerns or questions must be taken to the DSL in the first instance, and the HOD.

*6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.*

*7. All staff have a responsibility to provide a safe environment in which children can learn.*

At KEVICHB we provide opportunities for discussion and sharing of ideas within a safe environment. In PSHE this is achieved through the revision of ground rules before each session and the use of distancing techniques, such as role play, where pupils may relate to certain issues. During SRE lessons there is a clear rule that personal questions of staff or pupils will not be asked. Students are taught distancing techniques such as ‘tell the story, not the person’. In addition, question boxes are provided in each class, to enable students to raise concerns or questions. Issues may then need to be discussed sensitively with a whole class, or privately with a teacher. Staff are also trained, using the PSHE Association information about ‘how to deal with sensitive issues’.

*13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction.*

*This should include the:*

*• child protection policy;*

*• behaviour policy;*

*• staff behaviour policy (sometimes called a code of conduct);*

*• safeguarding response to children who go missing from education; and*

*• role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).*

*Copies of policies and a copy of Part one of this document should be provided to staff at induction.*

At KEVICHB this is done at induction and at the start of every school year. It is also discussed in the PSHE/RSE training at the start of the year, and again at the start of RSE topics. Part of the training is scenario based to ensure that staff feel confident in their application of safeguarding policies. As in any other lesson or work with young people in school, all staff should follow KCSIE and the school’s safeguarding policy. A key principle at KEVICHB is, ‘if in doubt, share’. It is far better to raise concerns than to try and assess the risk alone. The DSLs and HOD are always available in school.

*20 All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.*

*21 Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.*

At KEVICHB this knowledge is refreshed in safeguarding briefings each year. Trainee teachers and new members of staff also receive a full safeguarding briefing. Much of the subject matter in RSE and PSHE could cross over into these issues- for example, relationship abuse, or parenting. In these lessons staff are aware of the warning signs which may appear in student answers, but also in their nonverbal behaviour. Students who are uncomfortable, appear to want to avoid being involved look distressed or say concerning things are all signs that staff look out for and would report. In addition, the DSL and HOY make staff aware of issues at home, should this affect student experiences within the lesson. All staff know that abuse can take many forms (physical, mental/emotional, sexual neglect, financial) and that this can be between families as well as between peers. Staff are reminded of these issues yearly in training and also in specific PSHE meetings. Students are also taught this information and how to report concerns for themselves or others. Links to Toot Toot, child line, Samaritans and young minds are shared in lessons and are also on the school website.

*27 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.*

Staff receive yearly training on various issues through PREVENT, and in house training. These training sessions are regularly updated by A Caves (DSL), who is available for advice within the school. In PSHE training staff are reminded of these issues as when teaching of them arises. Materials are checked for relevance and accuracy and updated each year. The RSE curriculum returns to all of these issues in each year, in an appropriate way for each year group.

*28. Both CSE (Child Sexual Exploitation) and CCE (Child Criminal Exploitation) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.*

Staff receive regular training on these issues though the DSL and also each year through PSHE training. As before, specific warning signs may include, in-depth knowledge or inappropriate content shared, uncomfortable behaviour, discussions about older or online friends. These sorts of issues are shared in role plays and case studies with teaches each year. Students are also taught this information, including warning signs and prefatory behaviour in RSE. The RSE curriculum is a spiral and these issues are returned to. Students and staff know the process for reporting concerns and follow the schools safeguarding policy to the letter.

*29. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:*

*• bullying (including cyberbullying);*

*• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*

*• sexual violence, such as rape, assault by penetration and sexual assault;*

*• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;*

*• up skirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;*

*• sexting (also known as youth produced sexual imagery); and*

*• initiation/hazing type violence and rituals.*

*31. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.*

Members of staff are advised to read policies, such as: Anti-bullying, PSHE, Drugs and SRE from the PSHE association. Staff training has been given by the PSHE HOD on both the PSHE and SRE policies. Staff are kept up-to-date as resources and materials are developed each year to ensure delivery is relevant, timely and accurate. RSE content cover all of these issues each year until Year 12. PSHE teachers, like all members of staff are advised to follow the school policies to the letter.

*33. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. 12 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.*

FGM is taught in KS3 and 4. Staff are trained on the legislation and warning signs each year. We are a boy’s school, so content focuses on how to support others and report concerns. Students are staff are taught the law each year. PSHE teachers, as with all staff know this legislation and are briefed each year.

*34. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.*

As in all areas of school information of this nature is shared sensitively with teachers. For PSHE teachers HOY and DH Pastoral will give additional information so that sensitive issues can be handled appropriately in lessons. This may mean pre-warning students about a topic. PSHE lessons are taught using accredited MH resources from the PSHE association and those mentioned in the KCSIE document such as PH England, Rise Above. In addition, PSHE teachers like all staff are area that MH should be safeguarded and may also be an indication of further issues. This training is refreshed every year and all staff are encouraged to share any concerns they may have. PSHE teachers are aware of professional boundaries: they are not counsellors neither should they make an attempt to diagnose. Training reinforces this message. They may signpost to other avenues of support such as the NHS or Child line or young minds. They must check any additional signposting with the HOD and DSL before sharing it with a young person or child. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

*93. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.*

*94. This may include covering relevant issues for schools through Relationships 25 Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.*

KEVICHB is an early adopting school which means that the RSE curriculum is already in place according to the statutory requirements made by the DFE. Parents have been consulted in the policy which will be ratified and displayed on the website. At the moment it is posted in draft form.

At every opportunity PSHE lessons signpost to appropriate sources and people to give students help and support. Within school this is the pastoral system, form tutors, HOY and DSL, as well as Toot-Toot. Outside of school this is the NHS, Child Line, NSPCC and Young Minds. Links to all of these are also on the PSHE section of the school website and displayed in student toilets. Parents and carers are also given these links.

There are a number of lessons with the curriculum which teach children how to safeguard themselves. These are in topics such as online safety, making friends online, sharing images online and relationship abuse. We use resources accredited by the PSHE association and recommended by the DFE such as Rise Above. These are reviewed each year. These topics are not ‘one offs’ but part of wider schemes of work on risk assessment or power imbalances. They are also returned to each year. In essence, PSHE /RSE at KEVICHB is designed to inform and empower our young people.

EIL 2020-2021

To be reviewed in 2021 as KCSIE is updated.