Safeguarding Curriculum

The Legal Context for Safeguarding Education: These duties are set out in the 2002 Education Act which refers to the broad and balanced curriculum. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

All schools have responsibilities relating to the safety of children in their care. Paragraph 131 of the statutory guidance on Keeping Children Safe in Education 2022 states:

"The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence- based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities)."

Pupil safeguarding and the promotion of fundamental British values are a core business of our work at St Luke's Primary School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PHSE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises such as within the EYFS.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

There are many opportunities throughout our learning in school to explore safeguarding issues.

Practical safeguarding opportunities are planned into the curriculum. For example:

- Road and rail safety (including out of school visits, bike ability, working with Islington officers in the community)
- Poolside and water safety through swimming lessons at Ironmonger Row Swimming pool
- Fire awareness (including visits from the local fire service)

- Visits to school from medical staff, observations and discussions around healthy eating
- Integrated working with services particularly around safe transition to secondary school
- Safety quizzes and training
- The use of digital leaders in school
- Online safety – safe use of technology including password security and privacy settings etc
- One to one sessions with our learning mentor to discuss concerns or anxieties

We have developed an open and safe environment in which pupils express their views, seek help and help others. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. We emphasise the importance of the protected characteristics to our children and support children with their understanding of these. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours. Where any issues do arise, they are dealt with and resolved by the Senior Management Team involving external agencies where necessary.

Class times are for sharing ideas, addressing concerns and promoting important values. Collective Worship times and circle times are used to provide quality education in a Christian context and promote personal safeguarding matters and explore themes like anti-bullying, online safety etc.

Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same sex couples. Throughout the curriculum there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations through their words, actions and in their influence.

Opportunities are created in a variety of subjects to address areas of safeguarding, for example themes are highlighted through novels in English lessons.

Time is taken at the beginning of every new school year by our Headteacher Tom O'Donnell to reaffirm school values, expectations and rules for living and learning at St Luke's. This good start to the year with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

Parents are invited to online safety workshops and our website is updated regularly with relevant safeguarding information with links to useful resource's and organisations.