

School Document/Policy

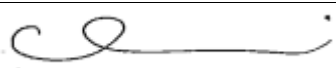


Title: Safeguarding across the Curriculum

This guidance is to be read in conjunction with related
National Autistic Society Policies

Declaration

The Sybil Elgar School does not promote partisan political views.
The school will have regard for The Human Rights Act, 1998, The Disability
Discrimination Act, 1995, as amended by The Special Educational Needs and
Disability Act, 2001, including new duties 2002, and The Principles of the New
Code of Practice, 2001, with special focus on Student Empowerment, Parents
in Partnership and Consultation and Joint Working initiatives.
In addition the school has regard for the protected characteristics as defined
in the Equality Act 2010.

Policy lead (s)	Deputy Principals
Date of document	July 2014
Latest revision	March 2021
Signed Chloe Phillips Principal	

Safeguarding

The Sybil Elgar School has a very strong ethos and programme in place to support and safeguard all staff, students and families.

The school will have due regard to the need for everyone to **be safe and feel safe**.

We will ensure that our students are overtly taught and have modelled for them the values of courtesy, honesty, tolerance kindness and respect for others, through a robust curriculum, clear and effective policies and well-established procedures, practice and protocols.

We will not tolerate abuse in any form, including peer on peer abuse and we will ensure that we: **inform prepare and respond**

- Inform (ensure students, staff and families know the risks, how they present and the potential support/outcomes)
- Prepare (ensure that students, staff and families can identify the risks, report and respond)
- Respond/Help (ensure that responses to reports of CSE are dealt with effectively, keeping children safe, helping those involved).

The school has an open culture and we encourage families/students and staff to talk about their concerns safely.

Our students are autistic and this presents clear and extra challenges. The majority of our student population have severe cognitive delay, highly complex needs and a lack of understanding about the impact of their behaviour on others. They may be perceived to be behaving without respect 'abusing' others without intent, both their peers and staff who work with them. The school will not tolerate instances of abuse, violence and harassment in any form. Instances of this from or between students will be dealt with following the NAS school's behaviour policy and school protocols.

Staff training and support is key to ensure that our students are supported sensitively and robustly to manage their difficulties in a positive way and to ensure that they are taught the skills to enable them have the best possible quality of life and enable them to live and work with others in their adult lives.

Safeguarding is the highest priority within Sybil Elgar School. The school recognises that our students are extremely vulnerable for a variety of reasons including:

- Difficulties with communication meaning they may not have verbal language or means to communicate that something has happened to them or that they are worried.
- Difficulties with social understanding, meaning that some individuals may not recognise something someone is doing to them is wrong
- Some students have strong desire to please others and build friendships

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In addition to ensuring our safeguarding procedures and training needing to be of the highest standard and ensuring staff remain vigilant we also recognise the need to safeguard our students through education.

The school admits students with wide range of abilities so that can mean the approach to this can vary significantly. For some individuals who have significant cognitive impairment this can mean learning the rules / acceptable behaviour, learning through use of visuals / books / photos and learning through safe routines. Many autistic individuals with complex needs may remain dependent on adults for their safety but strict adherence to safe practices can help them have a basic understanding of what should or shouldn't be happening to them. The practice of only trained and familiar staff supporting students during their intimate care is key to ensure that students understand that they shouldn't go with people that are unfamiliar with them, especially to places like toilets. It is essential to aim for students to advocate for themselves.

Some students are more able and can have conversations and discussions about areas such as online-safety or bullying. For these students we can do more advanced work, explicitly teaching about dangers and how to ask for help. It is important to note that many of this group of students still find it difficult to generalise so whilst they can talk in a school setting about how to keep safe on-line this does not necessarily mean if faced with a situation at home or in a different setting they will be able to apply their knowledge. It is of vital importance to work closely with parents and families both through training and day to day communication. Students who have the potential for being more independent should be supported to make informed, independent and safe choices when faced with difficult situations and know who to ask for help.

The legal context for safeguarding education

These duties are set out in the **2002 Education Act** (the **2010 Academies Act** also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and student 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 41 of statutory guidance on **Keeping Children Safe in Education**, the Department for Education states:

“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE ...”

PSHE education in the national curriculum **Please refer to PSHCE additional guidelines**

While PSHE education is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

‘All schools should make provision for PSHE, drawing on good practice.’

Along with the National Curriculum framework, the DFE also published guidance on PSHE education, which states that the subject is ‘an important and necessary part of all pupils’ education’ and that:

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.’

Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is a requirement for state maintained secondary schools. When teaching RSE, schools must have regard to statutory guidance from the Department for Education. (July 2020) which sets out schools’ responsibilities on relationships and sex education which vary between primary and secondary schools and between maintained schools and academies/free schools. For a specialist school such as Sybil Elgar this RSE education needs to be addressed on a class and individual basis. See RSE documentation (NAS) on our web page in the Policy section.

Responsibility for this area lies within the management team and the psychology team. They carry out regular audits, support with training staff and develop individualised plans where appropriate.

Religious Education

The school is non-denominational and has a diverse ethnic and religious population. As such our Religious Education and assemblies include learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues listed below. Where some topics are more complex than others the PSHE co-ordinator or a member of the senior leadership team will deliver the assembly or support individual lessons.

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How Sybil Elgar School addresses specific safeguarding issues within the curriculum Specific area Where covered within the curriculum

Specific area	Where covered within the curriculum
Child Missing from education / Child missing from home or care	PSHE and Citizenship units: belonging, Rules, I am great, making choices, Staying safe, being responsible, Responsibilities home and school, conflict and resolution, Taking a risk, decisions and consequences
	RE units: My Family
Child Sexual exploitation	PSHE and Citizenship units: right and wrong, Everyone's opinion counts, Personal space, self-esteem, Puberty. Growing and changing
	ASDAN Transition Challenge: relationships Short course: sex and relationships ASDAN Transition Challenge : Advocacy, myself and others
Bullying including cyberbullying	PSHE and Citizenship units: Staying safe, self-esteem, What is fair?, Assertiveness
	Advocacy: built throughout the curriculum, staff have advocacy training. School council, Staff member with responsibility for pupil advocacy. Complaints policy available in all classrooms, some pupils have IEP targets, Child version of bullying policy Bullying log book for children's comments and concerns
	Computing: units: Safety units
	Individual Online-safety plans for relevant students (all students by Aug 16)
	Post 16: OCR units Online-safety (E-safety)
	ASDAN Transition Challenge : Advocacy, myself and others
Domestic Violence	PSHE units: Right and Wrong, Everyone's opinion counts, What's fair?, Family and relationships, conflict and resolution, Equality / Inequality
	ASDAN Transition Challenge: relationships ASDAN Transition Challenge : Advocacy, myself and others OCR Units
Drugs	PSHE and Citizenship units: Understanding the law, Drugs and Alcohol
	ASDAN Transition Challenge : myself and others
Fabricated or induced illness	PSHE and Citizenship units: Keeping Myself Safe and Healthy
	Science units : Living things
	Individual health plans for relevant students

	ASDAN Transition Challenge : Advocacy, myself and others, knowing myself
Faith abuse	PSHE and Citizenship units: Everyone's opinion counts, Groups I belong to, Diversity, Right to freedom, Rights and responsibilities
	Languages and Culture Scheme of work and Cultural days
	R.E. units: Groups we belong to, Right and wrong
	ASDAN Transition Challenge : Advocacy, beliefs and values
Female Genital mutilation (FGM)	PSHE and Citizenship units: Everyone's opinion counts, Understanding the law, Puberty, Rights and responsibilities
	RSE units: Growing and changing
	ASDAN Transition Challenge : Advocacy, beliefs and values
Forced Marriage	PSHCE and Citizenship units: Everyone's opinion counts, Groups I belong to, Understanding the law, Right to freedom, Rights and responsibilities
	R.E. units: Groups we belong to, Right and wrong, Marriage
	RSE units: Growing and changing
	ASDAN Transition Challenge: relationships Short course: sex and relationships ASDAN Transition Challenge : Advocacy, beliefs and values OCR Units
Gender based violence	PSHE and Citizenship units: Right and Wrong, Understanding the law, Conflict and resolution, Rights and responsibilities, Equality / Inequality
	RSE units: Male and female, building good relationships, Getting help and support
	ASDAN Transition Challenge: relationships Short course: sex and relationships
Mental Health	PSHE and Citizenship units: personal goals
	RSE units: Growing and changing
Preventing Radicalisation	PSHE units: Groups I belong to, Tolerating others, Diversity, Appreciating difference, responsibilities in the community, conflict and resolution, freedom of Speech, Improving our community
	R.E. units: Groups we belong to, Right and wrong, Similarities and differences of people / groups
	British Values: cross curricular - see separate file
	The government have recently (Jan 2016) launched a new website: www.educateagainsthate.com Teachers have been introduced to this site and are looking at how the materials can be used to support

	teaching and whether they need adapting for our students
	ASDAN Transition Challenge : Advocacy, beliefs and values
Sexting	PSHE and Citizenship units: Personal space, Growing and changing
	RSE units: Growing and changing, Safety, Decision making, Relationships, Getting help and support
	ASDAN Transition Challenge: relationships Short course: sex and relationships
Teenage relationship abuse	PSHE and Citizenship units: Right and Wrong, Rights and responsibilities, Equality / Inequality,
	RSE units: Growing and changing, Male and female, Safety, Decision making, Relationships, Getting help and support, Sexual relationships, Body image and relationships
	ASDAN Transition Challenge: relationships Short course: sex and relationships
Trafficking	PSHE and Citizenship units: Right and wrong, Right to freedom, Human rights
	RSE units: Growing and changing, Safety, Decision making, Relationships, Getting help and support
	ASDAN Transition Challenge: relationships Short course: sex and relationships

The NAS has robust policies and procedures in place related to the above topics.

References

DFE (July 2015) Keeping Children safe in Education

2002 Education Act

Children Act 2004

Education Act 2006

2010 Academies Act

DfE. The 2014 Primary National Curriculum

DfE. The 2014 Secondary National Curriculum Sybil Elgar safeguarding across the Curriculum

Teaching about relationships, sex and health (DFEE) Published: 24 September 2020 last updated: 16 March 2021,

Keeping Children Safe in Education (statutory guidance)

- Respectful School Communities: Self-Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools

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- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Associated documentation

NAS safeguarding policies including e safety

SES PSHCE curriculum

SES RSE curriculum

SES computing scheme of work SES Advocacy, SES Bullying & SES British Values