

# Safeguarding across the curriculum



Pupil safeguarding and the promotion of fundamental British Values are a core business of our work here at St Aloysius Catholic Infant and Junior Schools. Great importance is placed upon identifying opportunities for children to learn about safeguarding. Our rich curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact upon personal development, behaviour and welfare; equipping every child with the knowledge required for personal safeguarding. Our personal development and computing curriculums cover 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 of the 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.

We plan to constantly challenge children to think deeply about safeguarding matters and to think about their own personal, physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We provide 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.

Practical safeguarding opportunities are woven into the curriculum in a variety of ways, for example:

- *Road and rail safety (e.g. out of school visits, Safety Works, Bikeability, work with community police officers)*
- *Poolside and water safety through swimming lessons, beach school, surf school, ghyll scrambling, canoeing*
- *Fire awareness (visits from the local fire service, bonfire night workshops, fire safety in the Secret Garden)*
- *Visits to school from medical staff*
- *Visits from charities such as the NSPCC (Speak out, Stay Safe)*
- *Work from the Healthy Minds Team (well-being workshops, safe transition to secondary school)*
- *Online quizzes and training*
- *What to do if you are separated from your group (in relation to school visits)*
- *Safe use of technology including password and privacy settings*



We have developed an open and safe learning environment in which pupils express their views, seek help/help others and share concerns with staff. The promotion of equality of opportunity and diversity, for pupils and staff helps prevent any form of direct or indirect discriminatory behaviour. Our children learn not to tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting positive learning behaviours.

Class times are time for sharing ideas, addressing concerns and promoting important values.

Assembly times are used to promote safeguarding matters and explore themes. For example, we talk (in age appropriate phase assemblies) about anti-bullying, British values and protected characteristics, including how these are promoted in our multi-faith society.

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 them with a comprehensive understanding of people and communities beyond their immediate experience, including the role of women in society and different types of family groups. 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 of no faith), races, genders, ages, disability and sexual orientations, through words, actions and influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through stories and novels in English lessons, artist studies in art lessons and issues raised in RE, geography and history classes.

*The table below shows some of the different aspects of safeguarding covered in each year group*

	Content														
	Bullying	Medicine safety	Appropriate physical contact	Drugs	Road safety	Smoking	Alcohol	Keeping safe (people places and things)	Online safety	Emergency aid	Keeping safe outdoors	Infection prevention	Radicalisation	Gangs and county lines	Domestic violence
<b>Nursery</b>	Children are taught appropriate content through daily sessions rather than discrete sessions														
<b>Reception</b>	✓	✓	✓		✓			✓	✓		✓	✓			
<b>Year 1</b>	✓	✓	✓		✓			✓	✓		✓	✓			
<b>Year 2</b>	✓	✓	✓		✓			✓	✓		✓	✓			
<b>Year 3</b>	✓	✓	✓		✓			✓	✓	✓	✓	✓			
<b>Year 4</b>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
<b>Year 5</b>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
<b>Year 6</b>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Teachers are expected to identify opportunities to embed the teaching of safeguarding into their curriculum whilst also taking advantage of unexpected learning opportunities related to safeguarding.**

# Nursery



<b>Road Safety</b>	The children use the equipment in our classroom, playground and Secret Garden to understand that it is not safe to cross in front of moving vehicles or toys.
<b>Awareness of other faiths and cultures</b>	In Nursery, we celebrate other faiths and cultures by celebrating events such as Chinese New Year and Diwali. Children learn about different festivals, celebrations, languages, foods, beliefs and countries around the world. They learn that in our world we show love and respect to all people.
<b>Rights and Responsibilities</b>	The children are taught to have manners and to treat others the way they would want others to treat them. They talk about being polite and learn that other people should be polite to them too.
<b>Keeping Safe</b>	The children learn that there are many people who can help them. In Nursery, we learn how to respond to a fire drill and we know who helps us in a fire. We learn about how police officers are there to help us too. Throughout the year, we have visits from different services and understand that ambulances and paramedics help us also.
<b>Relationships</b>	In Nursery, the children are taught and encouraged to make friendships. They are taught what is right and what is wrong. The children know the important people in their lives and how they are kept safe.
<b>Staying safe – environment</b>	Our children are taught how to take risks but also how to use equipment safely. They know how to ask for help when needed and how to recognise the dangers around them and when others may need help. The children are taught things such as: <ul style="list-style-type: none"> <li>• Heating systems get hot</li> <li>• Play equipment that is stored high up could fall and could hurt someone.</li> </ul> They begin to recognise signs and symbols of danger e.g. fire extinguisher.
<b>Health and Well-being</b>	The children learn what makes them healthy, e.g. food, exercise, hygiene and making healthy choices. They are taught to express their needs, e.g. hunger, thirst. We teach this throughout the year through cooking activities, snack time and circle times. We have visits from the oral health team who teach us about the importance of oral hygiene; they teach us how to brush our teeth properly and this teaching continues on a daily basis in Nursery.
<b>Anti-bullying</b>	In Nursery, the children are taught about having kind hands and kind words. They learn to share with others and not to leave people out.



# Reception



<b>Road Safety</b>	Children learn to: <i>Stop, Look and Listen/wait for the green man/traffic lights, walk with an adult/holding hands.</i> In Reception we begin to recognise simple road safety signs. We teach road safety skills in a variety of ways such as: walks around the local area, trips, role playing indoor and outdoor and directly through our road safety sessions. The road safety team come into school to help us and we also have Bikeability lessons.
<b>Awareness of other faiths and cultures</b>	In Reception, we learn about different festivals (Hanukkah, Diwali, Ramadan), celebrations, languages, foods, beliefs and countries around the world. We teach an awareness of other and faiths and cultures through following our school values, inviting families in to talk about their culture, through stories such as The Proudest Blue and through activities focused around developing an understanding the world.
<b>Rights and Responsibilities/ British Values</b>	Children are taught how to both speak and listen to each other respectfully. They learn that they all have the right to be listened to through British Values/Protected Characteristics sessions and assemblies. They learn how to look after the environment, resources and each other. They have a visit from the local litter picking group. This is reinforced through class rules, circle times, team work activities and listening to visitors.
<b>Keeping Safe - people</b>	Children know who the safe adults are in their lives and talk about this daily. They know that you need to stay with/listen to a safe adult. They learn and understand why adults wear ID badges and can identify safe/trusted people in the community. Children understand how to use technology safely. This aspect of safeguarding is also taught through class rules, circle times, team work activities,listening to visitors; issues are also addressed as they arise. In addition, children are taught the KidSafe programme by trained adults.
<b>Relationships</b>	In Reception, children learn about not going into the toilets together. They are taught about appropriate displays of affection and understand what parts of our body are private. They learn language to be able to express themselves; about their bodies and feelings We teach this through circle times, lessons on how to use the toilet, changing for P.E, every day discussions as the need arises.
<b>Staying safe – environment</b>	This is taught through everyday use of the indoor/outdoor environment, P.E lessons, trips, circle times, class rules, information books and stories. In Reception, children learn how to use equipment responsibly. They develop resilience and are encouraged to ‘Have a go’ within safe boundaries. They learn how to stay safe in their local area and understand how to keep themselves safe in different kinds of weather. They learn about water safety through trips to the beach and whilst learning about Grace Darling. They learn how to handle/carry equipment safely.
<b>Health and Well-being</b>	The children learn about their health and well-being through cooking activities, circle times, snack times, PE lessons and through stories. They learn what makes us healthy, e.g. food, exercise, hygiene and making healthy choices. Children develop the confidence to express their needs, e.g. hunger, thirst. They have a visit from the nursing team who teach them about handwashing and oral hygiene. They also have a visit from the Asda team who teach them how to make healthy snacks (fruit kebabs and yoghurts).
<b>Keeping safe – fire</b>	Children learn how to respond to a fire drill and know who helps us in a fire. They learn what to do in a real fire and know how to stay safe around bonfires/fireworks and how others can help us.
<b>Anti -bullying</b>	Children learn about bullying through assemblies, circle times and activities in class such as the bruised apple experiment.



# Year 1



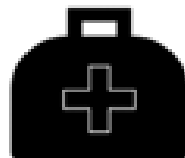
<b>Road Safety</b>	Children continue to develop their understanding of basic road safety rules including staying with safe adults; holding hands; stop, look and listen; finding safer places to cross; zebra crossings, red/green man etc. Being bright, being seen. Teaching opportunities include road safety week, school trips, circle time. The road safety team come into school to help us to learn about keeping safe.
<b>Awareness of other faiths and cultures</b>	In Year 1, we learn how to show respect for others, find out about different beliefs and religions in our community and around the world, both in lessons and assemblies. We learn about celebrating festivals of different faiths, especially those observed by children in our year group. We read stories during story time that teach us about different faiths and cultures.
<b>British Values</b>	These values are modelled by all staff on a daily basis. Frequent assemblies are planned over the course of the year which focus on British Values (democracy, the rule of law, individual liberty, tolerance of different faiths and beliefs and mutual respect), school values (ARISE), protected characteristics (age, disability, sex, race, faiths and beliefs, marriage and civil partnership, pregnancy and maternity, sexual orientation and gender reassignment). Children learn how to show respect for others. Personal development days are planned over the course of the year and children learn units of work such as 'Women in History' where they are taught about people such as Mary Seacole, the significance of these values.
<b>Keeping Safe - people</b>	Year 1 learn about keeping themselves safe. They learn the difference between secrets and surprises and develop their understanding of staying safe in the world outside home and school. They identify 'safer' adults and 'strangers'. Bonfire night and the Firework Code are discussed in class and in phase assemblies. Children are also taught the KidSafe programme by trained adults.
<b>Relationships</b>	Year 1 learn about good and not-so-good feelings. They develop the vocabulary to describe their feelings. They discuss the feelings of others and learn how their own actions can affect others. They understand who the special people are in their lives and know who looks after them.
<b>Staying safe – online</b>	In Year 1, Children learn the SMART rules. They are taught how to log on to a computer and know how to keep their information secure. They develop an understanding as to why we use safe searches. They learn what to do if they are worried or unhappy about what they see online. Internet safety week is also a time when internet safety is highlighted. Our computing curriculum provides regular reinforcements about the importance of keeping safe online.
<b>Health and Well-being</b>	The children develop an understanding of what they need to be healthy and fit through their PE/Personal Development/Design Technology-Cooking and Nutrition lessons. They learn how to maintain good personal hygiene (e.g. washing their hands). They explore making choices and understand that choices have consequences. In science and Ten Ten they learn about the names for parts of the body, differences between boys and girls and personal privacy.
<b>Anti-Bullying</b>	The children learn about what makes a good friend. They develop an understanding of how to say 'no' and 'stop'. They know who to talk to and how to ask for help. They understand how to watch out for others.



# Year 2



<b>Road Safety</b>	In Year 2, we continue to teach road safety by walking around the local area and attending external trips e.g. Safety Works. The children continue learn to: Stop, look and listen, wait for the green man/traffic lights, walk in pairs holding hands, recognise simple road safety signs and look for safe places to cross the road. The road safety team come into school to help us. The School Council are also working on a parking campaign to ensure that the roads outside of our school are safe.
<b>Awareness of other faiths and cultures</b>	Children will continue learning all about different beliefs, religions, festivals and countries around the world through a range of lessons within the curriculum and through their morning assemblies. They explore different cultures in units of work such as 'African Masks' in their Art/Sculpture unit and Handa's Surprise in Geography.
<b>British Values</b>	These values are modelled by all staff on a daily basis. Frequent assemblies are planned over the course of the year which focus on British Values (democracy, the rule of law, individual liberty, tolerance of different faiths and beliefs and mutual respect), school values (ARISE), protected characteristics (age, disability, sex, race, faiths and beliefs, marriage and civil partnership, pregnancy and maternity, sexual orientation and gender reassignment). Children learn how to show respect for others. Personal development days are planned over the course of the year. Children continue to focus on some of the most important aspects of British culture and values such as democracy and freedoms of speech and religion. We demonstrate the idea of democracy when voting for Deputy Head Pupils/School Council/Deputy Prayer Ambassadors/Deputy Sports Leaders.
<b>Keeping Safe</b>	In Year 2, when children are taken on trips we talk about strategies to ensure they stay safe at all times, and what to do if separated from a group. We also remind the children of Stranger Danger and what to do if a stranger approaches them (reinforced through our Little Red Riding unit in English). Children pay a visit to Safety Works.
<b>Relationships</b>	During our personal development lessons, in KidSafe and during class discussions, the children will gain strategies for how to share/talk about their feelings. They will also explore how to identify when they feel cared for and when they love or care for someone else.
<b>Staying safe – online</b>	Through various subjects and topics, children will have the opportunity to discuss how to use technology safely. This will involve: keeping personal information private, identifying where to go for help when they have concerns and safe use of search engines.
<b>Health and Well-being</b>	The children develop an understanding of what they need to be healthy and fit through their PE/RSHE/design technology- cooking and nutrition lessons. Through design technology/science work, children will identify what a healthy meal choice is compared to an unhealthy choice. They will begin to explore the main food groups and why it is important to have a balance of each. Children also explore and identify all of the things needed in order for a human to survive. e.g. water, sleep, exercise & cleanliness. Children will learn to reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals.
<b>Anti-Bullying</b>	Year 2 explore and discuss the effects of bullying on everyone involved. They discuss strategies and clear steps to take if they find themselves or someone else is being bullied.





# Year 3



<b>Road Safety</b>	Children will continue learning about road safety issues focusing on our local area. The rules of staying safe on the road are reiterated on each outing (e.g. walks to Hebburn Hub and Church). The road safety team come into school to help us. The School Council are also working on a parking campaign to ensure that the roads outside of our school are safe.
<b>Awareness of other faiths and cultures</b>	Children continue learning all about different beliefs, religions, festivals and countries around the world through a range of lessons within the curriculum and through their morning assemblies. They explore Judaism by visiting a synagogue and have visits from Deacon Peter Jones.
<b>British Values</b>	In Year 3, we continue to focus on some of the most important aspects of British culture and values such as democracy and freedoms of speech and religion. We demonstrate the idea of democracy when voting for Head Pupils/School Council. We examine countries or periods of history in which these values have been key factors (e.g. Ancient Greece – democracy).
<b>Keeping Safe</b>	In Year 3, when children are taken on trips we talk about strategies to ensure we stay safe at all times, and what to do if separated from a group. This includes water/ beach safety. We also have a visit from some local fire fighters to learn more about fire safety.
<b>Being a responsible citizen</b>	The understanding of citizenship is developing in year 3. The children take part in eco events and the local litter picking group visit school to discuss the importance of looking after our environment.
<b>RSHE/Personal Development</b>	We will be discussing building relationships, expressing emotions and developing self-esteem and confidence. We will teach this through circle time, PSHE, every day interaction, praise and celebrating achievements.
<b>Online safety</b>	Through various subjects and topics, children will have the opportunity to discuss the advantages and disadvantages of the internet, including social media and the responsibility we have to represent ourselves truthfully and carefully online.
<b>Health and well-being</b>	Children learn about what makes us healthy, including what makes up a balanced diet and why exercise is needed. Lessons studied in personal development /PE/DT- cooking and nutrition/science also help children to be understanding other people's health needs, e.g. allergies, medicines etc. The Healthy Minds team come into school to deliver 'We Eat Elephants', a resource that helps children to learn how to communicate and express their feelings and teaches them how to negotiate worries and problems.
<b>Anti-Bullying</b>	Year 3 will be discussing the effects of bullying and what steps to take if you find yourself or someone else is being bullied. Stories that give valuable messages are incorporated into story time ('Me and My Fear' and 'Who you were made to be').



# Year 4



<b>Road Safety</b>	Children re-examine road safety issues focusing on keeping safe on the road. The rules of staying safe on the road are reiterated on each outing (e.g. weekly walks to swimming lessons at Hebburn Hub and Church). The Bikeability team come into school to teach the children how to stay safe when riding their bikes. The School Council are also working on a parking campaign to ensure that the roads outside of our school are safe.
<b>Awareness of other faiths and cultures</b>	Children continue learning all about different beliefs, religions, festivals and countries around the world through a range of lessons within the curriculum and through their morning assemblies.
<b>British Values</b>	In Year 4, we continue to focus on some of the most important aspects of British culture and values such as democracy, freedom of speech and religion. We demonstrate the idea of democracy when voting for Head Pupils/School Council. We continue to make links to British values, protected characteristics and school/Gospel values within every aspect of school life so that the children are constantly reminded to love and respect one another.
<b>Keeping Safe</b>	In Year 4, children will be taken on several trips. We talk about strategies to ensure we stay safe at all times, and what to do if separated from a group. We also discuss respecting and protecting the environment. In Year 4 the children receive weekly swimming lessons, where they learn about how to be safe around water. They also go on residential trip to Boggle Hole where they learn about how to stay safe on nature walks and whilst walking near cliffs.
<b>Being a responsible citizen</b>	Year 4 will learn about rights and responsibilities as members of families, other groups and ultimately as citizens. They learn about their responsibilities to protect their environment and the wider community.
<b>RSHE/Personal Development</b>	During their time in Year 4, children learn about how to maintain and develop a variety of healthy relationships as well as manage positive and negative emotions. They will also learn how to respond to risky or negative relationships and how to ask for help
<b>Online safety</b>	Through various subjects and topics, children continue their work on understanding the advantages and disadvantages of the internet, including social media and the responsibility we have to represent ourselves truthfully and carefully online. They will learn how to keep themselves safe when playing online games.
<b>Health and well-being</b>	Through their work in design technology (cooking and nutrition) and science, children learn to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. They also learn that bacteria and viruses can affect health and that following simple routines can reduce their spread. Children learn to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. The Healthy Minds team come into school to deliver '5 ways to well-being' which supports the children to look after their own well-being.
<b>Anti-Bullying</b>	Year 4 continue the theme established in earlier years, discussing the effects of bullying and what steps to take if you find that yourself or someone else is being bullied.





# Year 5



<b>Road Safety</b>	Children will be continuing with their Bikability training where they will be explicitly taught the importance of road safety when cycling. They will also be reminded of this key learning each time they are on visits where road safety will be required. The School Council are also working on a parking campaign to ensure that the roads outside of our school are safe.
<b>Awareness of other faiths and cultures/ British Values</b>	The children in Year 5 focus on some of the most important aspects of British culture and values such as democracy, freedom of speech and religion. The children learn about important figures such as Maximilian Kolbe (in RE) leading to discussions which encourage a culture of tolerance and understanding. In history, children study Early Islamic Civilisation where they learn about Muhammed and his significance to Islamic people. They will visit a local Buddhist temple where they will speak to Tibetan monks and learn about their way of life.
<b>Keeping Safe</b>	In Year 5, the children will be undertaking trips throughout year and we will be explicitly asking the children what they will need to do to stay safe. We will discuss strategies to stay safe when out in the community beyond the school grounds. The children will undertake surfing lessons at the beach where they will be learning how to keep themselves safe in open water.
<b>Being a responsible citizen</b>	Citizenship is another important area for Year 5 to understand. They will learn about their responsibilities to protect their environment; the wider community and what it is to be a responsible citizen. In RE, the children learn about Nelson Mandela and begin to understand what values he embodied.
<b>RSHE/Personal Development</b>	In Year 5 we discuss with the children the changes that happen to their bodies during puberty. They will be learning why these changes happen and will be encouraged to understand that it is completely normal and something all children experience. The school nurse visits the children to deliver puberty sessions.
<b>Online safety</b>	Through various subjects and topics, children will continue their work on understanding the advantages and disadvantages of the internet, including social media and the responsibility we have to represent ourselves truthfully and carefully online. They will learn how to keep themselves safe when playing online games.
<b>Health and well-being</b>	Children learn to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. In science they learn about lifecycles and are encouraged to maintain a healthy lifestyle through a balanced diet and regular exercise. The school nurse also comes into school to talk to the children about making healthy choices. Taking part in Harvest Festival allows them to understand how lucky we are to have plentiful food and water and how important it is to make the right choices. In the summer term, Mental Health Champions will be elected to act as well-being ambassadors in Year 6 the following year. They will be trained by our Mental Health lead and the Healthy Minds team.
<b>Anti-Bullying</b>	Year 5 will be exposed to a continuing dialogue about bullying; how to recognise it; how to prevent it; what to do if it happens to them or their friends.



# Year 6



<b>Road Safety</b>	The Year 6 pupils learn how to become independent travellers/use public transport in preparation to their move to secondary school. This is supported by NEXUS travel.
<b>Awareness of other faiths and cultures/ British Values</b>	We continue to focus on some of the most important aspects of British values such as democracy, freedom of speech and religion. Encouraging a nature of tolerance and understanding is an important part of the children's learning. The children write speeches and speak to their peers about their ambitions for our school. Two children are voted to become Head pupils. The theme of democracy is further explored in elections for School Council, RE Ambassadors, Prayer Leaders and Sports Leaders. In history, the children learn about the injustice and persecution that happened to people from a wide range of cultures and faiths during WW2.
<b>Keeping Safe</b>	Children will be undertaking trips throughout year and we will be explicitly asking the children what they will need to do to stay safe. We will discuss strategies to stay safe when out in the community beyond the school grounds, this includes the dangers in the local area and beaches. Local police officers come in to talk to children about unsociable behaviour.
<b>Being a responsible citizen</b>	The Year 6 pupils are given greater responsibilities this year; they have Reception buddies and take part in initiatives to protect their environment; the wider community and continue to learn what it is to be a responsible citizen. In art, they learn about figures such as Greta Thunberg as well as other young people who have campaigned for important issues such as women's rights and plastic pollution. Through their 'Biomes' unit in geography, they learn about important global issues such as deforestation and debate the best ways in which they (the future) can help to protect the planet.
<b>RSHE/Personal Development</b>	In Year 6 we will continue to discuss with the children the changes that happen to their bodies in puberty, this is supported by the School Nursing Service. The children also develop their knowledge and understanding of relationships between adults.
<b>Online safety</b>	Through various subjects and topics, children are reminded how to keep safe when using the internet including playing online games. Our safeguarding advisors deliver Sexual exploitation talks to the pupils.
<b>Health and well-being</b>	In Year 6, the children gain a deeper understanding of how to look after their own health and wellbeing. The children support the wellbeing offer in school by working as Mental Health Champions; promoting positive mental health around school and providing a support service for their peers. In their cooking and nutrition unit, children look at the nutritional values of different foods and make their own healthy curry.
<b>Anti-bullying</b>	Year 6 are exposed to a deeper dialogue about bullying; how to recognise it; how to prevent it; what to do if it happens to them or their friends. Discussions occur around the different forms that it can take.



# What does the legislation say?



All schools have responsibility relating to the safety of children in their care. Paragraphs 128 – 134 of statutory guidance **Keeping Children Safe in Education (2024)** published by the Department for Education outline the importance of teaching children how to keep themselves and others safe:

*'In schools, relevant topics will be included within Relationships Education (for all primary pupils). Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college'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 disabilities and other vulnerabilities)...'*

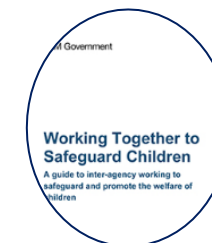
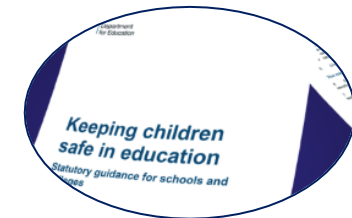
The **UN Convention on the Rights of the Child (UNCRC)** is an important, legally binding agreement signed by 196 countries (as of 12 July 2022) which outlines the fundamental rights of every child, regardless of their race, religion or abilities.

The Convention has 54 articles that **cover all aspects of a child's life** and set out the civil, political, economic, social and cultural rights. The convention is universal—these rights apply to every child and the convention entitles every child to claim them. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights, **without discrimination of any kind** against the child, parent, or legal guardian (Article 2).

We should think of the Convention as a whole: each of the rights enshrined within it is interlinked, and no right is more important than another. The following **rights are of equal importance** to every child. **Every child has the right to:**

- **Relax and play** (Article 31)
- Freedom of **expression** (Article 13)
- **Be safe** from violence (Article 19)
- An **education** (Article 28)
- Protection of **identity** (Article 8)
- **Sufficient** standard of **living** (Article 27)
- **Know** their **rights** (Article 42)
- Health and **health services** (Article 24)



# How are safeguarding issues promoted at St Aloysius?

## Staying Safe in the Community

We aim to ensure that all children are able to look after themselves in the community and act in a responsible way. We promote respect for people and property, fostering strong relationships with friends and an awareness of the dangers that they may face whilst out in the community.

Links	How is it promoted at our school?
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Trust</li> <li>• Rights</li> <li>• PSHE</li> <li>• British Values</li> </ul>	<ul style="list-style-type: none"> <li>• Road safety</li> <li>• E-Safety (Computing curriculum and assemblies)</li> <li>• People who help us (RSHE/Assemblies)</li> <li>• Stranger Danger (RSHE/Assemblies)</li> <li>• Rules and responsibilities in school</li> <li>• Leadership opportunities</li> <li>• Wider agency support</li> <li>• School Council</li> <li>• Sports leaders</li> <li>• Buddies</li> </ul>
<p><b>UN CRC Article 31:</b> Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</p>	

## British Values

In 2011, the government defined British Values as democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We regularly promote these values through our own school values (ARISE), the Gospel Values, our curriculum and through a wide range of enrichment activities.

Links	How is it promoted at our school?
<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of Law</li> <li>• Mutual Respect</li> <li>• Individual Liberty</li> <li>• Tolerance of different beliefs/faiths</li> </ul>	<p>See British Values document</p>
<p><b>UN CRC Article 13.1:</b> The child shall have the right to freedom of expression; this right shall include the freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing, or in print, in the form of art or through any other media of the child's choice.</p>	

## Child Sexual Exploitation

Although not appropriate for explicit teaching, this does link to other topics such as Stranger Danger and the NSPCC PANTS campaign. We ensure our children also have a strong sense of rights and responsibilities and understand citizenship issues such as right and wrong. All school staff are highly aware of identifying signs of CSE and report this to DSLs using CPOMS.

<i>Links</i>	<b>How is it promoted at our school?</b>
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Responsibility</li> <li>• Trust</li> <li>• Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship education (SRE)</li> <li>• E-Safety (Computing curriculum and assemblies)</li> <li>• Anti-bullying week</li> <li>• Stranger Danger (RSHE/Assemblies)</li> <li>• Rules and responsibilities in school</li> <li>• Wider agency support</li> <li>• NSPCC PANTS and Speak Out, Stay Safe</li> <li>• PREVENT training for staff, Prevent lessons and assemblies</li> <li>• Wellbeing</li> </ul>
<p><b>UN CRC Article 19.1:</b> Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of a child.</p>	

## Bullying including Cyberbullying

We ensure our children have a strong understanding of what constitutes as bullying and work to ensure that our school is a place of love, respect and tolerance.

<i>Links</i>	<b>How is it promoted at our school?</b>
<ul style="list-style-type: none"> <li>• Respect and Tolerance</li> <li>• Friendship and Co-operation</li> <li>• Trust and Honesty</li> <li>• Humility</li> <li>• Equal rights</li> <li>• Belonging</li> </ul>	<ul style="list-style-type: none"> <li>• School/Gospel Values</li> <li>• Anti – bullying week and assemblies</li> <li>• E-Safety</li> <li>• RSHE</li> <li>• Friendship groups</li> <li>• Wellbeing (worry monsters, ask it baskets etc...)</li> <li>• Anti-racism (curriculum and assemblies)</li> <li>• Behaviour expectations</li> <li>• PREVENT training for staff, Prevent lessons and assemblies</li> <li>• Tolerance</li> </ul>
<p><b>UN CRC Article 29.1:</b> The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups and persons of indigenous origins.</p>	

## Domestic Violence

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. Although a difficult topic to share with children, we do provide children with a clear understanding of what is right and what is wrong.

<i>Links</i>	<b>How is it promoted at our school?</b>
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Trust</li> <li>• Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• School Counsellor</li> <li>• Anti – bullying week and assemblies</li> <li>• E-Safety</li> <li>• RSHE</li> <li>• Wellbeing (worry monsters, ask it baskets etc...)</li> <li>• Wider agency support</li> <li>• PREVENT training</li> <li>• Rules and Responsibilities</li> </ul>
<p><b>UN CRC Article 19.1:</b> Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.</p>	

## Drugs

Children are taught that drugs have different purposes; some are used to help people such, such as medicines, whereas others such as alcohol are socially acceptable but you can have a to be a certain age to use. Children are made aware of the negative issues of such recreational drugs and this links to ensuring children have a healthy lifestyle. Children are also taught about being safe around household drugs/medicines knowing that they should never take them unless they are given by a trusted adult. Illegal drug use is taught in upper KS2 and is taught alongside issues around peer pressure and the negative effects of using such substances.

<i>Links</i>	<b>How is it promoted at our school?</b>
<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Healthy lifestyles</li> <li>• Trust</li> <li>• Rule of Law</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Schools Award</li> <li>• PSHE</li> <li>• DT/Science (healthy eating and healthy lifestyles)</li> <li>• Healthy eating</li> <li>• Peer pressure assemblies</li> <li>• Wellbeing</li> </ul>
<p><b>UN CRC Article 19.1:</b> Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.</p>	



## Female Genital Mutilation (FGM)

Similar to CSE, FGM isn't explicitly taught; topics relating to understanding children's rights and responsibilities, KidSafe and NSPCC Pants campaign makes it clear what is right and wrong for personal space and privacy. Staff are trained to be aware of and to report the key signs of a child whom may be at risk of FGM, and to report to DSLs using CPOMs. Key indicators are children talking about or staff becoming aware of: *a long holiday abroad or going 'home' to visit family, relative or cutter visiting from abroad, a special occasion or ceremony to 'become a woman' or get ready for marriage, a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.*

Links	How is it promoted at our school?
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Responsibility</li> <li>• Trust</li> <li>• Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship education</li> <li>• E-Safety</li> <li>• Stranger Danger</li> <li>• Right and wrong assemblies</li> <li>• Rules and responsibilities (PSHE)</li> <li>• Wider agency support</li> <li>• NSPCC</li> </ul>
<p><b>UN CRC Article 24.3:</b> States parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.</p>	

## Mental Health

Mental Health is taken very seriously at St Aloysius; we believe that the emotional wellbeing of children is as important as the physical. Common mental health problems that occur in children are: depression, self-harm, generalised anxiety disorder, PTSD, ADHD and eating disorders. Through our curriculum, we foster resilience and relationship skills, empowering children to manage stressful situations. We also ensure all children are aware of and understand the support systems that are in place to help them, their families and friends if needed. We also have a network of peers and staff who work with targeted children who require additional support to deal with traumatic events that may have occurred.

Links	How is it promoted at our school?
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Trust</li> <li>• Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• School Counsellor</li> <li>• Healthy Minds Team/Mental Health Champions</li> <li>• PSHE – getting on and falling out</li> <li>• Pastoral support</li> <li>• Family support</li> <li>• Wider agency support</li> <li>• School ethos – children are confident to talk to known adults</li> <li>• Mentoring</li> </ul>
<p><b>UN CRC Article 19.1:</b> Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.</p>	

## Preventing Radicalisation

From June 2015, Prevent Duty for schools was introduced with links to the 2011 definition for British Values. In school, we provide children with many opportunities to discuss discrimination topics such as racism and we foster and promote tolerance of other faiths and cultures. We also address prejudice of any sort, promoting the value of human life without persecution. Radicalisation can be difficult to spot but adults are trained to report concerns to DSLs as soon as they are made aware of any of the possible indicators.

Links	How is it promoted at our school?
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Trust</li> <li>• Tolerance</li> <li>• British Values</li> </ul>	<ul style="list-style-type: none"> <li>• Prevent training</li> <li>• E-Safety</li> <li>• Rules and responsibilities (PSHE and assemblies)</li> <li>• Circle time/class discussions and debates</li> <li>• Newsround/Picture News</li> <li>• Anti-bullying week</li> <li>• Anti-racism debates and lessons</li> <li>• Black history month</li> <li>• British Values and Protected Characteristics assemblies and personal development days.</li> <li>•</li> </ul>
<p><b>UN CRC Article 13.2:</b> The exercise of this right (13.1) may be subject to concern restrictions, but these shall only be such as are provided by law and are necessary:</p> <ul style="list-style-type: none"> <li>a) For respect of the rights or reputations of others; or</li> <li>b) For the protection of national security or of public order or of public health or morals.</li> </ul>	

