SAFEGUARDING ACROSS THE CURRICULUM

Updated September 2020

A culture of safeguarding is embedded at Da Vinci Academy. We pride ourselves in knowing our students and the needs of both the individuals within our community and the needs of the wider community itself. As a result of our knowledge and experience of the challenges some our students face we recognise that they are at greater risk of:

- **Failing to stay safe online** – This is addressed by a rolling online safety programme delivered through the locality youth workers providing a six-week programme to identified students.
- **Welfare concerns such as neglect** – This is monitored through excellent pastoral care and support, clear safeguarding systems and assemblies to ensure students are educated in the care they should expect to receive.
- **Self-harm and mental health** – This is addressed by having access to non-teaching assistant achievement leaders and a part time school counsellor. Da Vinci also work closely with the school health team and run weekly drop ins. We are also able to refer into the emotional wellbeing service (Action for children) and work closely with parents to support with any self-referrals.
- **Community issues including anti-social behaviour and drug misuse –** This has become an increasing issue over the last academic year. We are working even more closely with the PCSOs and breakout to support young people. We must acknowledge that it can and does happen and ensure we offer intervention at the earliest opportunity.

In addition to ensuring our safeguarding procedures, displays around the academy and training are of the highest standard and ensuring staff remain vigilant, we also recognise the need to safeguard our students through education and the curriculum within school.

The Legal Context

These duties are set out in the 2002 Education Act. 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.

Opportunities to Teach Safeguarding

Keeping Children Safe in Education (KCSIE) September 2020 outlines that: "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. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education."

PSHCE in the National Curriculum (2014)

Whilst 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.' Alongside 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 (SRE) and the importance of physical activity and diet for a healthy lifestyle.' PSHCE is a vital part of the curriculum at Da Vinci Academy. It is taught weekly as part of the Character element of the tutor programme. Staff also use daily informal opportunities to reinforce learning.

AT MY BEST – Year 7

Additional time is given within the Year 7 curriculum to ensure all students at DVA have a firm foundation as they progress through the academy, these lessons are taught by the academy DSL through 'AT MY BEST' lessons. The lessons are build around education and character building, topics covered include – relationships, transition, FOMO, British values and gender stereotyping.

AT MY BEST – Year 8

In year 8 all students complete 'AT MY BEST' led by the PE department. This builds on the Year 7 programme with particular emphasis on allowing students to develop key skills that include – teamwork, resilence, independence and confidence.

Duke of Edinburgh – Year 9 and 10

In Years 9 and 10 students will work towards achieving the DofE award, this will support them in building their team work skills, Independence, confidence and wider character, skills that are transferable to life after Da Vinci.

Topics covered in lessons/assembly programme					
Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Types of Abuse – Including rights of the child.	Safeguarding (Assembly) Safeguarding (At My Best)	Safeguarding (Assembly)	Safeguarding (Assembly)	Safeguarding (Assembly)	Safeguarding (Assembly)
Online Safety	E-Safety (Character – Tutor Time) Safeguarding (Assembly) Safeguarding – (At My Best) FOMO – (At My Best) Positive Friendships – (At My Best) E-Safety – (Computing)	E-Safety (Character – Tutor Time) Safeguarding (Assembly)	E-Safety (Character –Tutor Time) Safeguarding (Assembly)	Safeguarding (Assembly) BTEC – Research into promotion methods and online developments in technology (e.g. social media) – (Music)	Safeguarding (Assembly) BTEC – Research into promotion methods and online developments in technology (e.g. social media) – (Music)
CSE/Risk of Exploitation	Safeguarding – (At My Best) Safeguarding (Assembly)	Safeguarding (Assembly) Year 8 - Child labour during the industrial revolution (History)	Safeguarding (Assembly)	Safeguarding (Assembly)	Safeguarding (Assembly)

Domestic Abuse (Healthy Relationships)	Safeguarding – (At My Best)	Safeguarding (Assembly)	Safeguarding (Assembly)	Safeguarding (Assembly)	Safeguarding (Assembly)
	Safeguarding (Assembly)	Analysis of lyrics, meanings of songs, form and structure. (Music)	Analysis of lyrics, meanings of songs, form and structure. (Music)	Analysis of lyrics, meanings of songs, form and structure. (Music)	Analysis of lyrics, meanings of songs, form and structure. (Music)
	Positive Friendships – (At My Best)				
	FOMO – (At My Best)				
	Gender Stereotypes – (At My Best)				
	Romeo and Juliet – DV towards Juliet (English)				
	Analysis of lyrics, meanings of songs, form and structure. (Music)				
	Study of Oliver Twist and exploitation of Children in Victorian Society (English)				
Female Genital Mutilation			Safeguarding (Assembly)	Safeguarding (Assembly)	Safeguarding (Assembly)

Forced Marriage	Study of Shakespeare plays and issues around forced marriage/arranged marriage (English)		Forced Marriage – (RE) Anita and Me and the Female Voice Over time but deal with cultures were marriages are forced/arranged. (English)		
Substance Misuse	County Lines (Assembly) Risky Behaviours (At My Best)	Dangers of substances – Glue/Spray Paints (Design and Technology) Healthy lifestyles: The difference between prescribed and illegal drugs (Science) Health impacts of tobacco and alcohol (Science)	Dangers of substances – Glue/Spray Paints (Design and Technology) Study of Blood Brothers deals with substance abuse and addiction (English)	Living without harm (Character – Tutor Time) Dangers of substances – Glue/Spray Paints (Design and Technology)	Dangers of substances – Glue/Spray Paints (Design and Technology)
Gang Activity	Safeguarding (Assembly) County Lines (Assembly) Romeo and Juliet Capulets and Montagues (English)	Safeguarding (Assembly)	Safeguarding (Assembly) Study of Lord of the Flies – Deals with gang mentality (English)	Safeguarding (Assembly)	Safeguarding (Assembly)
Radicalisation and Extremism	Safeguarding (Assembly)	Safeguarding (Assembly)	Radicalisation and Extremism – (RE)	Safeguarding (Assembly)	Safeguarding (Assembly)

	Study of conflict – Including holocausts (English)	Study of Animal Far deals with radical political views and activism. (English)	Safeguarding (Assembly) Rise of Nazism in Germany around WW2 – (History) Civil Rights and Holocaust (History)	Power and conflict (Poetry) – Deals with ideas about identity and terrorism (English) Rise of Nazism in Germany around WW2 – (History)	Power and conflict (Poetry) – Deals with ideas about identity and terrorism (English) Rise of Nazism in Germany around WW2 – (History)
Knife Crime	Risky Behaviours (At My Best) Knife Crime - (At My Best) Knives in food – Importance of safe use (Design and Technology)		Craft Knives, safety and misuse of knives. (Design and Technology)		
Peer on Peer Abuse (Including Bullying)	Safeguarding – All about me (At My Best) Safeguarding (Assembly) Bullying - (At My Best) Positive Friendships – (At My Best)	Kindness (Character – Tutor Time) Cyber Bulling (Character – Tutor Time) Safeguarding (Assembly)	Respect for self and others (Character – Tutor Time) Safeguarding (Assembly) Study of Anita and Me deals with peer on peer bullying (English)	Living without harm (Character – Tutor Time) Safeguarding (Assembly)	Safeguarding (Assembly)

	FOMO – (At My Best) Wonder – Deals with Bullying (English) Holes – Deals with Bullying (English) Cyber Bullying – (Computing)			

RSHE

What	When	Where
Families		
That there are different types of committed, stable relationships	Years 8 and 9	Tutor – Character Programme
How these relationships might contribute to human happiness and their importance for bringing up children.	Years 8 and 9	Tutor – Character Programme
What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	Years 8 and 9	Tutor – Character Programme
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Years 8 and 9	Tutor – Character Programme

The characteristics and legal status of other types of long-term relationships	Years 8 and 9	Tutor – Character Programme
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Years 8 and 9	Tutor – Character Programme
How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Years 8 and 9	Tutor – Character Programme
Respectful relationships, including friendships		
The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Year 7	At My Best
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 7	At My Best
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Year 7	At My Best
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	All Year Groups	Tutor – Character Programme
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Year 7	At My Best

That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Year 10	Tutor – Character Programme
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Year 10	Tutor – Character Programme
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Year 10	Tutor – Character Programme
Online and media		
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Years 7 & 8	Computing
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Years 7 & 8	Computing
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Years 7 & 8	Computing
What to do and where to get support to report material or manage issues online	Years 7 & 8	Computing
The impact of viewing harmful content.	Years 7 & 8	Computing
That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Years 7 & 8	Computing
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Years 7 & 8	Computing

How information and data is generated, collected, shared and used online.	Years 7 & 8	Computing
Being safe		
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how these can affect current and future relationships.	Year 9	Assembly
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	Year 9	Assembly
Intimate and sexual relationships, including sexual health		
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Year 8	Tutor – Character Programme
That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	Year 8	Tutor – Character Programme
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Years 7 and 10	Science
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Year 9	Tutor – Character Programme
That they have a choice to delay sex or to enjoy intimacy without sex.	Year 9	Tutor – Character Programme
The facts about the full range of contraceptive choices, efficacy and options available.	Years 7 and 10	Science

The facts around pregnancy including miscarriage.	Years 7 and 10	Science
That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	Years 7 and 10	Science
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Year 9	Science
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Year 9	Science
How the use of alcohol and drugs can lead to risky sexual behaviour.	Year 8	Science
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Year 8	Science

Physical and Mental Health

What	When	Where
Mental wellbeing		
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	**Year 7**	**At My Best**
That happiness is linked to being connected to others.	**Year 7**	**At My Best**
How to recognise the early signs of mental wellbeing concerns.	**Year 7**	**At My Best**
Common types of mental ill health (e.g. anxiety and depression).	**Year 7**	**At My Best**
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	**Year 7**	**At My Best**
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	**Year 7**	**At My Best**

Internet safety and harms		
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	**Year 7 and 8**	**Computing**
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	**Year 7 and 8**	**Computing**
Physical health and fitness		
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	**Year 7**	**At My Best**
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	**All Years**	**Science**
About the science relating to blood, organ and stem cell donation.	**All Years**	**Science**
Healthy Eating		
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	**Year 8** **Years 7,8,9**	**Science** **Food and Nutrition**

Drugs, alcohol and tobacco		
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	**All Years**	**Science**
The law relating to the supply and possession of illegal substances.	**All Years**	**Assembly**
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	**All Years**	**Science**
The physical and psychological consequences of addiction, including alcohol dependency.	**All Years**	**Science**
Awareness of the dangers of drugs which are prescribed but still present serious health risks.	**All Years**	**Science**
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	**All Years**	**Assembly**
Health and prevention		
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	**Years 8 and 9**	**Science**
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	**Years 8 and 9**	**Science**
(Late secondary) the benefits of regular self-examination and screening.	**Year 11**	**Tutor – Character Programme**
The facts and science relating to immunisation and vaccination.	**Years 8 and 9**	**Science**
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	**Year 10**	**Tutor – Character Programme**
Basic first aid		
Basic treatment for common injuries.	**As appropriate**	**Inspiration Day**
Life-saving skills, including how to administer CPR.	**As appropriate**	**Inspiration Day**
The purpose of defibrillators and when one might be needed.	**As appropriate**	**Inspiration Day**
Changing adolescent body		
Key facts about puberty, the changing adolescent body and menstrual wellbeing.	**Years 7 and 10**	**Science**

| The main changes which take place in males and females, and the implications for emotional and physical health. | **Years 7 and 10** | **Science** |

Intervention	Safeguarding Impact
Internet Safety (EHO)	Working with small groups of students on internet safety issues. Delivered by the locality youth workers.
Time for Girls/Boys (EHO)	Small group interventions for either boys or girls. Working with them on self-esteem and confidence building. Delivered by the locality youth workers.
Healthy/Unhealthy Relationships (EHO)	Delivered by the locality youth workers looking at supporting students who may be at risk of falling into unhealthy relationships. Giving them the skills to identify and address concerns.
Independent Skills (EHO)	Delivered by the locality youth workers for students with additional needs to develop basic life skills to support them in the wider world.
Building Sound Minds	Intervention through referral for support around mental health and emotional wellbeing.
School Health	Intervention through school health and CPOA on a 1:1 basis supporting students in a number of areas.
School Counsellor	1:1 intervention for students where there is significant concern. Brought in service to support high end students.
Online Resources and support	We have a number of online support strategies that support students mental health and wellbeing. These include – Zumos, Kooth and Qwell.

Intervention Programmes

There are a number of intervention programmes in place that support the education and development of our students additional to those delivered through the curriculum. These are interventions that are available throughout the academic year that are available to all students should their needs require it.

Targeted Events

We work closely with the DDSCP and other agencies to ensure we run targeted events to support our students education on specific safeguarding topics. Additional to the events below we also support events such as world mental health day (November) and CSE awareness day (March)

Intervention	Safeguarding Impact
Saltmine Production – CSE "Escape"	Knife crime production and workshop for targeted year group(s)
Saltmine Production – Knife Crime "Switch Up"	Knife crime production and workshop for targeted year group(s)
Your Choice	Guest speakers and workshop around gang activity for targeted year group(s)
Knife Crime Summit	Targeted event around knife crime. Event held at Derby Cathedral, involved seeing knife angel
Safe and Sound	Work with Safe and Sound around child sexual exploitation. Group sessions helping students identify warning signs and access support as required.
Breakout	Targeted intervention sessions run for groups of students who are identified at being at greater risk of engaging in risky behaviours such as substance misuse.
Educating against hate	Guest speakers and workshop around radicalisation and extremism for targeted year group(s)