

SAFEGUARDING ACROSS THE CURRICULUM



2024-2025



Safeguarding is Everybody's Responsibility
safeguarding@birleysecondaryacademy.co.uk

Allegations



Mrs V Hall
Headteacher

Operational Safeguarding Team



Mrs T Shelley
Senior Designated
Safeguarding Lead



Mr A Squillino
Designated
Safeguarding Officer



Miss J Abbott
Designated
Safeguarding Officer

Designated Teacher



Mrs S Husband
Deputy Headteacher

Online Safety Lead



Mr E Child
Deputy Headteacher

Trips & Visits



Mrs S Sleaford
Deputy Headteacher

Attendance



Mrs S Calvert
Senior Attendance Lead

Key Phone Numbers

Sheffield Safeguarding Hub

0114 273 4855

Childline

0800 1111

Reporting FGM

101

DfE Counter-Extremism

020 7340 7264

NSPCC Whistleblowing

0800 028 0285

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues (including supply staff, contractors, and volunteers) should be reported without delay to the Headteacher (Using confide)

Where there are concerns allegations about the Headteacher this should be referred to the Trust DSL Team (Using paper forms) – contact via phone and/or email.

In a situation where there is a conflict of interest in reporting the matter to the Headteacher this should be reported directly to the Trust DSL Team who will risk assess if a referral needs to be made to the LADO.

Paper forms to report your concerns can be found in the staffroom.

Key Information



The Birley Academy operates a whole academy approach and ethos to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of “it could happen here”.

We recognise that everyone in the academy has a role to play to keep children safe; this includes ensuring children feel heard and understood, identifying concerns, sharing information, and taking prompt action. Keeping Children Safe in Education 2024 (KCSiE 2024) reminds us that: “**Safeguarding is everyone's responsibility.**” This reinforces the idea that safeguarding isn't the sole responsibility of a designated staff member, but a shared responsibility across the school community.

Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre. We ensure that all children are safeguarded while on or off academy premises and are proactive about anticipating and managing risks that children face in the wider community and online.

To support this the academy assesses the risks and issues in the wider community when considering the well-being and safety of its learners. Due to the context of our academy, our children may be at greater risk of:

1. **Mental Health & Wellbeing** – A number of young people continue to face challenges with their wellbeing, this in turn impact their behaviour and school attendance. School staff continue to work closely with external agencies to offer support and complete referrals as appropriate.
2. **Domestic Abuse** – We remain concerned about the increase in DV incidents in the homes of our children. We have approached Sheffield SG partnership to explore how further information can be shared with schools to enable us to offer great support to pupils.
3. **Community Issues & Relationships** – Too many of our pupils find it difficult to manage their relationships with others in the community, as do a number of our parents. We continue to explore ways to support them in managing this better.



Key Information



The Legal Context

These duties are set out in the 2002 Education Act. Schools also have statutory responsibilities about 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 2024 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."*

RSHE

RSHE aims to support students in embracing the challenges of creating a happy and successful adult life. To support this student's need for knowledge that will enable them to make informed decisions about their wellbeing, health, relationships, and to build their self-efficacy. Students should also be able to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. The subjects covered in the RSHE curriculum can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. *"The guidance is clear that the delivery of this curriculum should take a 'whole school approach' aligning the RE/RSE/HE curriculum with all other curriculum areas and safeguarding."* (KCSiE 2023).



Safeguarding Curriculum



Our safeguarding curriculum is designed to educate our pupils about how to stay safe and protect themselves from various risks and dangers. The content of our safeguarding curriculum varies depending on the age group, cultural context, and specific needs of the cohort, but generally, it covers the following key areas:

- Personal Safety:**

- Personal boundaries and the importance of respecting the boundaries of others.
- Strategies for recognising and responding to unsafe situations.
- Education on the concept of consent and how to communicate and establish boundaries.

- Online Safety:**

- Addressing the risks associated with internet use, including cyberbullying, online predators, and inappropriate content.
- Teaching safe online behaviours, such as the importance of not sharing personal information and being cautious with online interactions.

- Bullying Prevention:**

- Defining various forms of bullying, including physical, verbal, and cyberbullying.
- Promoting a culture of kindness, empathy, and inclusion.
- Providing strategies for dealing with bullying, both as a victim and as a bystander.

- Abuse Prevention:**

- Educating individuals about different forms of abuse, including physical, emotional, and sexual abuse.
- Teaching pupils how to recognise signs of abuse in themselves and others.
- Emphasising the importance of reporting abuse and seeking help.

- Self-Esteem and Resilience:**

- Fostering a positive self-image and self-esteem.
- Providing tools for coping with challenges and developing resilience.
- Encouraging open communication about feelings and emotions.

- Awareness of Trusted Adults:**

- Helping pupils identify and recognise trusted adults they can turn to for support and guidance both in and out of school
- Emphasising the importance of reporting concerns to these trusted adults.

- Emergency Procedures:**

- Providing information on emergency procedures and how to respond to different types of emergencies, including accidents and unsafe situations.

- Cultural Sensitivity and Diversity:**

- Promoting an understanding and appreciation of different cultures, backgrounds, and perspectives.
- Teaching respect for diversity and the importance of treating everyone with dignity and kindness.

- Legal Rights and Responsibilities:**

- Educating pupils about their legal rights and responsibilities, including the right to be safe and the obligation to report concerns of abuse or harm.

- Parent and Caregiver Involvement:**

- Involving parents and caregivers in the safeguarding process by providing resources, information, and opportunities for discussions about safety at home.



Safeguarding Curriculum



As stated, we adapt the content and delivery of our safeguarding curriculum to the specific needs and developmental stages of our pupils. Regular updates and ongoing communication with parents, carers, and the community also enhance the effectiveness of our safeguarding program over time.

Area	Year 7	Year 8	Year 9	Year 10	Year 11
Types of Abuse – including the rights of the child	English – Oliver Twist PSHE – Friendships and family	Drama – Soaps English – Animal Farm	English – Jane Eyre RS – Global issues and human rights RS - Poverty	English – Power & Conflict poetry PSHE – Abuse PSHE – Sexual abuse	English – Power & Conflict poetry PSHE – Complex relationships
Personal safety	DT/Science - Risk assessment PSHE – Healthy lifestyle Science - Health PE – Safe use of equipment Food - safety and hygiene	DT/Science - Risk assessment PSHE – Personal safety PSHE – Mental Health PE – Safe use of equipment Food - safety and hygiene	DT/Science - Risk assessment PSHE – Influences on health PE – Safe use of equipment Food - safety and hygiene	DT/Science - Risk assessment PSHE – Healthy choices Science – Defence & immunity Sports Studies – Risk Assessments Food - safety and hygiene	DT/Science - Risk assessment PSHE – Managing anxiety & stress Sports Studies – Risk Assessments Food - safety and hygiene
On-line Safety	Computing – Online safety – passwords PSHE – Friendships and family PSHE - Bullying PSHE – Digital footprint	PSHE – Online safety PSHE – Media influence	PSHE – Fake news	PSHE – Personal data	PSHE – Complex relationships
CSE/Risk of exploitation		PSHE – Media influence	PSHE – Sexual relationships & consent	PSHE – Sexual abuse	PSHE – Complex relationships
Domestic Abuse – Healthy Relationship	PSHE – Friendships and family	English – Small Island PSHE - Relationships	PSHE – Sexual relationships & consent PSHE - Conflict	English – An Inspector Calls English – Power & Conflict poetry PSHE – Sexual abuse PSHE – Abuse RS - Relationships	PSHE – Complex relationships
Female Genital Mutilation	PSHE – Healthy lifestyle	Science - Reproduction		PSHE – Sexual abuse	



Safeguarding Curriculum



Area	Year 7	Year 8	Year 9	Year 10	Year 11
Substance Misuse	Science - Health	English – Sherlock Holmes PSHE – Personal safety Science – Breathing & circulation (smoking)	PSHE – Influences on health Science - Non-communicable diseases.	English – Jekyll & Hyde History – Medicine inc. Simpson Health & Social Care - effects of smoking, alcohol and illegal substances	PSHE – Health issues Sports Studies – Performance Enhancing Drugs Health & Social Care - effects of smoking, alcohol and illegal substances
Knife Crime	Food - Knife (tool vs weapon)	PSHE – Media influence	PSHE - Conflict PSHE – Fake news		
Radicalisation and extremism	History – Religious extremism PSHE - Identity	PSHE – Media influence	History – The Holocaust, WW1 dictatorship, Civil rights PSHE – Fake news RS – Peace & conflict	History – The Holocaust PSHE – Celebrating other cultures and religions RS – Human rights	PSHE - Radicalisation
Bullying (inc. child-on-child abuse)	English – Oliver Twist PSHE – Bullying PSHE – Equality, Diversity and Inclusion PSHE – Digital footprint	English – Animal Farm PSHE – Online safety	English – Jane Eyre PSHE - Conflict	PSHE – Celebrating other cultures and religions	PSHE - Discrimination



Safeguarding Curriculum



Area	Year 7	Year 8	Year 9	Year 10	Year 11
Self-esteem and resilience	Drama – Basic and advance skills PE – Exercise, sports leadership PSHE - Identity Food/DT - independent manufacture of products Art - building basic skills	PE – Fitness, sports leadership PSHE – Mental health Food/DT - independent manufacture of products Art - developing and refining	Drama – Performance showcase English – Small Island PE – sports leadership PSHE – Emotional wellbeing Food/DT - independent manufacture of products Art - choice and refinement	Drama – Performance PE – Core PE PSHE – Self-awareness, world of work Art - decision making and independence	Drama – Performance English – Merchant of Venice/Macbeth PE – Core PE PSHE – Preparing for adulthood Art - decision making and independence
Emergency procedures	Food/DT/Science - Risk assessment Art - Risk assessments	Food/DT/Science - Risk assessment Geography – Rivers and flooding PSHE – Personal safety Art - Risk assessments	Food/DT/Science - Risk assessment Geography – Earthquakes & volcanoes Art - Risk assessments	Food/DT/Science - Risk assessment Sports Studies – Risk Assessments Art - Risk assessments	Food/DT/Science - Risk assessment PSHE – Health issues inc. First aid Sports Studies – Risk Assessments Art - Risk assessments
British Values	History - Democracy PSHE – Equality, Diversity ad Inclusion RS – World religions Art - British, local and world-wide artists	English – Animal Farm Geography – Population inc. Migration History – Democracy, Empire, Revolution RS – World religions, human rights Art - Day of the Dead and attitudes towards celebrating life	Drama – Rules, Crime & punishment, Blood Brothers English – Small Island History – The Holocaust, WW1 dictatorship, Suffragettes PSHE – Conflict RS – Global issues and human rights, peace & conflict, poverty, crime & punishment Art - British, local and world-wide artists	English – An Inspector Calls English – Power & Conflict poetry PSHE – Celebrating other cultures and religions Food - British and international cuisines Art - British, local and world-wide artists	English – Merchant of Venice History – American West PSHE – Discrimination Art - British, local and world-wide artists



Safeguarding Curriculum



Area	Year 7	Year 8	Year 9	Year 10	Year 11
Forced Marriage	English - A Midsummer Night's Dream				
Sexual Violence & Harassment		English - The Tempest		English - An inspector Calls	
Modern Slavery		English - Animal Farm			
Serious Violence	English - Oliver Twist			English - Jekyll and Hyde	English - Macbeth





The Birley Academy

A L.E.A.D. Academy