SAFEGUARDING ACROSS THE CURRICULUM

2024-2025

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

The Safeguarding Team

Da Vinci Academy
A L.E.A.D. Academy

Operational Safeguarding Team

Keeping children safe is everyone's responsibility

All pupil safeguarding concerns must be reported on My Concern without delay

Mr K Mather
Senior Designated Safeguarding Lead

Ms K Thompson
Deputy Designated Safeguarding Lead

Miss C Meakin
Designated Safeguarding Officer

Low Level Concerns Allegations

Online Safety Lead & Designated Teacher

Attendance

Miss J Scattergood
Headteacher

Mrs S McKenzie
DSL / Assistant Headteacher

Mrs C Wragg
Education Welfare Officer

Key Phone Numbers

Derby Social Care (Initial Response): 01332 641172

Derby Social Care (Out of Hours): 01332 956606

Childline : 0800 1111

Reporting FGM: 101

DfE Counter-Extremism: 020 7340 7264

Prevent Education Officer: sally.siner@derby.gov.uk

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.

01332 642376

………………………………………………………

Paper forms to report your concerns can be found in the staffroom and safeguarding office

Safeguarding is Everybody's Responsibility

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 our online safety curriculum delivered through the PD curriculum and computing lessons. We have also become a National Online Safety school (NOS) giving access to advice and resources for students, parents and staff. We also use SENSO and IBOSS to monitor student's computer use whilst using academy owned devices.

- **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; referrals can also be completed to them for support. We are also able to refer into the emotional wellbeing service (Changing Lives) and work closely with parents to support with any self-referrals. Where students require CAMHS support a SPOA will be completed.

- **Community issues including anti-social behaviour and drug misuse** – This has become an increasing issue over the last couple of year. We continue to work with outside agencies and have recently set up half termly TAS meetings. We must acknowledge that it can and does happen and ensure we offer intervention at the earliest opportunity.

- **Domestic Abuse** - Since late 2018 we have received SDAT (Stopping Domestic Abuse Together) notifications. We are seeing a year-on-year rise on domestic abuse notifications impacting students in our school.

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 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

The aim of RSHE is to support students in embracing the challenges of creating a happy and successful adult life. To support this student's need knowledge that will enable them to make informed decisions about their wellbeing, health and 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.

Personal Development Programme

Lessons are timetabled and delivered across all year groups.

Safeguarding Curriculum

Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Topics covered across the curriculum (All subjects excluding Personal Development)					
Types of Abuse – Including rights of the child.	Study of the Tempest – looks at misuse of power.	Study of 19th century literature – looks at child labour, child exploitation in Victorian England etc. Animal Farm & Merchant of Venice – abuse of power History – Industrial revolution, looks at child labour			
Online Safety	Computer Science and how to behave on social media		Computer Science – Privacy and cybersecurity French – social media/internet unit	GCSE Art – using the internet in a sensible and careful way when researching. French – social media/internet unit	Food Coursework – using the internet to carry out safe and appropriate research. Computer Science GCSE – Cybersecurity and Data protection.
Domestic Abuse (Healthy Relationships)			Study of Othello – Desdemona and Othello relationship	GCSE English Literature – Macbeth & LMB relationship	GCSE English Literature – Macbeth & LMB relationship
Forced Marriage			Struggle for Identity in modern literature – deals with issues around race, gender, sexuality, religion, including forced marriage and cultural approaches to marriage RE – Lesson on Hindu marriage explores the differences and legalities of forced versus arranged marriage	GCSE English Literature – Sheila and Gerald's relationship	GCSE English Literature – Sheila and Gerald's relationship
Substance Misuse		Science: The risks of medicinal and recreational drugs. Short term and long-term health impacts of smoking, vaping and alcohol. The effects of addiction and withdrawal symptoms			

Safeguarding is Everybody's Responsibility

safeguarding@davinciacademy.co.uk

Safeguarding Curriculum

Topics covered across the curriculum (All subjects excluding Personal Development)					
Topic	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Gang Activity	Study of Long Way Down – addresses gang warfare and the dangers of gang involvement.				
Radicalisation and Extremism			Struggle for Identity in modern literature – deals with issues around race, gender, sexuality, religion etc RE – Social and moral issues in RE, investigates religious extremism and terrorism		Geography – Study of inequalities within Nigeria, Boko Haram being most involved in the North where incomes are lower and populations less politically involved
Knife Crime	Food/Construction – use of knives and sharps in a kitchen/workshop and how to handle correctly and safely Study of Long Way Down – deals with knife crime and murder.	Food /Construction– use of knives and sharps in a kitchen/workshop and how to handle correctly and safely	Food/Construction– use of knives and sharps in a kitchen/workshop and how to handle correctly and safely	Food/Art/Construction – use of knives and sharps in a kitchen/workshop/classroom and how to handle correctly and safely	Food/Art/Construction – use of knives and sharps in a kitchen/workshop/classroom and how to handle correctly and safely
Child on Child Abuse (Including Bullying)	Computer Science and how to behave on social media. Power Point on bullying				
Homelessness	Geography – We study Dharavi, Mumbai as an 'amazing place'	Study of 19th century literature – looks at poverty in Victorian England			Geography – We study Lagos, Nigeria, and the Makoko Shanty Town
Sexual Violence/Harassment				GCSE English Literature – Eric's relationship with Eva Smith	GCSE English Literature – Eric's relationship with Eva Smith
Children with family members in prison		A Christmas Carol – Dickens' life deals with his history and his father being in debtors prison			

Safeguarding is Everybody's Responsibility

safeguarding@davinciacademy.co.uk

Safeguarding Curriculum

Topics covered across the curriculum (All subjects excluding Personal Development)					
Topic	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Mental Health & Wellbeing	Food – Healthy Eating and positive relationships with food. Art – portrait of influential figure in cubist style (emotional quality and impact of colour) Art – creating image of own pet using artist style PE- Stress reduction: Engaging in physical activity, such as sports, can help reduce stress levels. Exercise stimulates the production of endorphins, which are natural mood boosters, leading to decreased stress and improved mental well-being. Mood enhancement: Physical activity increases the release of serotonin and dopamine in the brain, which are neurotransmitters associated with feelings of happiness and well-being. Boost in self-esteem: Regular participation in sports can enhance self-esteem and self-confidence. Social interaction and support: Sports provide opportunities for social interaction, teamwork, and camaraderie. Cognitive benefits: Physical activity has been linked to improved cognitive function and enhanced mental clarity. Regular exercise, including sports, can improve focus, concentration, and memory, leading to better overall mental performance. Stress coping mechanism: Engaging in sports provides a healthy outlet to cope with stress and emotional challenges. Improved sleep: Regular exercise through sports can contribute to better sleep patterns.	Food – Healthy Eating and positive relationships with food. PE- Stress reduction: Engaging in physical activity, such as sports, can help reduce stress levels. Exercise stimulates the production of endorphins, which are natural mood boosters, leading to decreased stress and improved mental well-being. Mood enhancement: Physical activity increases the release of serotonin and dopamine in the brain, which are neurotransmitters associated with feelings of happiness and well-being. Boost in self-esteem: Regular participation in sports can enhance self-esteem and self-confidence. Social interaction and support: Sports provide opportunities for social interaction, teamwork, and camaraderie. Cognitive benefits: Physical activity has been linked to improved cognitive function and enhanced mental clarity. Regular exercise, including sports, can improve focus, concentration, and memory, leading to better overall mental performance. Stress coping mechanism: Engaging in sports provides a healthy outlet to cope with stress and emotional challenges. Improved sleep: Regular exercise through sports can contribute to better sleep patterns.	Food – Healthy Eating and positive relationships with food. Art – portraiture project (self-portraits) using surreal imagery. Art- Frida Kahlo, how she channelled her struggles and trauma in a positive way, creating Art that speaks to people. Struggle for Identity in modern literature – deals with issues around race, gender, sexuality, religion etc PE- Stress reduction: Engaging in physical activity, such as sports, can help reduce stress levels. Exercise stimulates the production of endorphins, which are natural mood boosters, leading to decreased stress and improved mental well-being. Mood enhancement: Physical activity increases the release of serotonin and dopamine in the brain, which are neurotransmitters associated with feelings of happiness and well-being. Boost in self-esteem: Regular participation in sports can enhance self-esteem and self-confidence. Social interaction and support: Sports provide opportunities for social interaction, teamwork, and camaraderie. Cognitive benefits: Physical activity has been linked to improved cognitive function and enhanced mental clarity. Regular exercise, including sports, can improve focus, concentration, and memory, leading to better overall mental performance. Stress coping mechanism: Engaging in sports provides a healthy outlet to cope with stress and emotional challenges. Improved sleep: Regular exercise through sports can contribute to better sleep patterns.	Food – Healthy Eating and positive relationships with food. Art – Vanitas project, fragility of life and displaying this in personalised projects Art – depending on student choice of learning – can develop into a number of areas I.e. prior projects of mental health, SEND diagnosis etc GCSE English Literature – Eva Smith & Suicide Macbeth – LMB's deterioration into insanity and suicide Remains – deals with PTSD Science: The structure of the brain and how hormones can affect mood. PE- Stress reduction: Engaging in physical activity, such as sports, can help reduce stress levels. Exercise stimulates the production of endorphins, which are natural mood boosters, leading to decreased stress and improved mental well-being. Mood enhancement: Physical activity increases the release of serotonin and dopamine in the brain, which are neurotransmitters associated with feelings of happiness and well-being. Boost in self-esteem: Regular participation in sports can enhance self-esteem and self-confidence. Social interaction and support: Sports provide opportunities for social interaction, teamwork, and camaraderie. Cognitive benefits: Physical activity has been linked to improved cognitive function and enhanced mental clarity. Regular exercise, including sports, can improve focus, concentration, and memory, leading to better overall mental performance. Stress coping mechanism: Engaging in sports provides a healthy outlet to cope with stress and emotional challenges. Improved sleep: Regular exercise through sports can contribute to better sleep patterns.	Food – Healthy Eating and positive relationships with food. PE- Stress reduction: Engaging in physical activity, such as sports, can help reduce stress levels. Exercise stimulates the production of endorphins, which are natural mood boosters, leading to decreased stress and improved mental well-being. Mood enhancement: Physical activity increases the release of serotonin and dopamine in the brain, which are neurotransmitters associated with feelings of happiness and well-being. Boost in self-esteem: Regular participation in sports can enhance self-esteem and self-confidence. Social interaction and support: Sports provide opportunities for social interaction, teamwork, and camaraderie. Cognitive benefits: Physical activity has been linked to improved cognitive function and enhanced mental clarity. Regular exercise, including sports, can improve focus, concentration, and memory, leading to better overall mental performance. Stress coping mechanism: Engaging in sports provides a healthy outlet to cope with stress and emotional challenges. Improved sleep: Regular exercise through sports can contribute to better sleep patterns.

Safeguarding Curriculum

Topics covered across the curriculum (All subjects excluding Personal Development)					
Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Cybercrime			Computer Science and Cybersecurity. Inc Data Protection Act and Computer Misuse Act.		
RSHE – Relationships, Sex & Health Education	Fitness Training and well-being in Physical Education	Fitness Training and well-being in Physical Education	Fitness Training and well-being in Physical Education	GCSE English Literature – Sheila and Gerald's relationship Macbeth & LMB relationship	GCSE English Literature – Sheila and Gerald's relationship Macbeth & LMB relationship
EDI – Equality, Diversity and Inclusion including protected characteristics	Long Way Down – deals with ideas of race and stereotypes	Merchant of Venice – context linked to antisemitism History slavery – race stereotypes	Struggle for Identity in modern literature – deals with issues around race, gender, sexuality, religion etc Study of Othello – race stereotypes Art- Frida Kahlo, self-esteem, self-acceptance, challenging gender stereotypes, living with disability History: Holocaust unit – antisemitism and disability	GCSE English Literature – poetry (The Emigree, Checkin' out me history)	GCSE English Literature – poetry (The Emigree, Checkin' out me history

RSHE Curriculum

What	When
That there are different types of committed, stable relationships	All year groups in PSHE
How these relationships might contribute to human happiness and their importance for bringing up children.	Year 8, 9, & 11 in PSHE
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	Year 8, 9 & 11 in PSHE
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Year 9, 10 & 11 in PSHE
The characteristics and legal status of other types of long-term relationships	Year 9, 10 & 11 in PSHE
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Year 9, 10 & 11 in PSHE
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.	Year 9, 10 & 11 in PSHE
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, 8 & 9 in PSHE
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 7, 8 & 9 in PSHE
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, 8 & 9 in PSHE
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 in PSHE
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	All year groups in PSHE
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	All year groups in PSHE
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	All year groups in PSHE
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.	All year groups in PSHE
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	All year groups in PSHE

What	When
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.	All year groups in PSHE
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	All year groups in PSHE
What to do and where to get support to report material or manage issues online	All year groups in PSHE
The impact of viewing harmful content.	Year 7 & 8 in Computing Year 9, 10 & 11 in PSHE
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.	Year 7 & 8 in Computing Year 9, 10 & 11 in PSHE
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Year 7 & 8 in Computing Year 9, 10 & 11 in PSHE
How information and data is generated, collected, shared and used online.	Year 7
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 , 10 & 11 in PSHE
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 , 10 & 11 in PSHE
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 9 , 10 & 11 in PSHE

RSHE Curriculum

What	When
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 9 , 10 & 11 in PSHE
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Year 7 & 10 in 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 , 10 & 11 in PSHE
That they have a choice to delay sex or to enjoy intimacy without sex.	Year 9 , 10 & 11 in PSHE
The facts about the full range of contraceptive choices, efficacy and options available.	Year 9 , 10 & 11 in PSHE and Science
The facts around pregnancy including miscarriage.	Year 9 , 10 & 11
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)	Year 9, 10 & 11 in PSHE Year 7 and 10 in 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, 10 & 11 in PSHE
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Year 9, 10 & 11 in PSHE
How the use of alcohol and drugs can lead to risky sexual behaviour.	Year 8, 9 & 11 in PSHE
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Year 8, 9, 10 & 11

What	When
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	All Years in PSHE
That happiness is linked to being connected to others.	All Years in PSHE
How to recognise the early signs of mental wellbeing concerns.	All Years in PSHE
Common types of mental ill health (e.g., anxiety and depression).	All Years in PSHE
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.	All Years in PSHE
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Year 7, 8 & 11 in PSHE
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.	All Year groups in PSHE
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.	All Years in PSHE
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Year 7, 8 & 11 in PSHE
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.	Year 7, 8 & 11 in PSHE
About the science relating to blood, organ and stem cell donation.	All year groups in science
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Year 8 Science Year 7, 8 & 9 in Food Nutrition
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 year groups in science Year 9,10 & 11 in PSHE
The law relating to the supply and possession of illegal substances.	Year 8 & 9 in PSHE
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	All year Groups in PSHE

RSHE Curriculum

What	When
The physical and psychological consequences of addiction, including alcohol dependency.	All year Groups in PSHE and Science
Awareness of the dangers of drugs which are prescribed but still present serious health risks.	Year 9, 10 & 11 in PSHE
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 year groups in PSHE
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Year 7 & 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.	Year 8 & 9 in science
(Late secondary) the benefits of regular self-examination and screening.	Year 10 & 11 in PSHE
The facts and science relating to immunisation and vaccination.	Year 8 & 9 in 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 9, 10 & 11 in PSHE
Basic treatment for common injuries.	All year groups in PSHE
Life-saving skills, including how to administer CPR.	All year groups in PSHE
The purpose of defibrillators and when one might be needed.	All year groups in PSHE
Key facts about puberty, the changing adolescent body and menstrual wellbeing.	Year 7, 8 & in PSHE Year 7 and 10 in science
The main changes which take place in males and females, and the implications for emotional and physical health.	Year 7, 8 & in PSHE Year 7 and 10 in science

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 student's 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).

Safeguarding is Everybody's Responsibility

Da Vinci Academy
A L.E.A.D. Academy