

### Governor Visit Record

|   |            |                  |                           |
|---|------------|------------------|---------------------------|
| <b>Date</b>   | 24.01.2023 | <b>Governors</b> | Gill Finch, Karyn McMahon |
| <b>Objectives for visit</b>   |            |                  |                           |
| <p>At the second safeguarding meeting of the academic year, we review opportunities for the curriculum to support the delivery of safeguarding in school.</p> <p>The equality objective for the school has been recently updated to ensure that representation within the wider contexts of diversity, equality and inclusion is addressed through curriculum design and content, which helps children to see and be seen.</p>  |            |                  |                           |
| <b>Links with 5 Year School Development Plan</b>  |            |                  |                           |
| <p>Personal Development/21<sup>st</sup> Century Curriculum</p> <p>Keeping Children Safe in Education 2022 Statutory Guidance: Contextualising the guidance for a Special School setting</p> <p>Quality of Education: 'A creative, ambitious curriculum gives all learners the knowledge, skills and understanding they need'</p>  |            |                  |                           |
| <b>Background preparation</b>   |            |                  |                           |
| <p>Karyn McMahon and Gill Finch both attended a virtual conference over 3 afternoons in January. The theme was Curriculum Excellence: Design, Delivery &amp; Diversity. The focus was on developing and designing a curriculum that would resonate and correspond culturally to the lived experiences and cultural reference points pupils need to know. It addressed issues of belonging, and for pupils to see their heritage and backgrounds contextualised, represented, part of narratives, so that they are supported to develop resilience and a sense of belonging in the wider world and changing Northumberland community.</p> <p>Education continues to be one of the most crucial determining factors of social inequalities. The intersection of class, race, ethnicity, gender and SEND are social factors that impact pupils educational success.</p> <p>Police recorded hate crime offences have increased significantly with the total number of offences reported up by 145% between 2021-2020.</p> |            |                  |                           |
| <b>Scope of visit / Breadth of visit Scrutiny</b>   |            |                  |                           |
| <p>The visit was an opportunity to reflect on the best of the examples and learning we had experienced the previous week at the conference.</p> <p>It brought focus to the concept of safeguarding through the curriculum, by provoking questions such as</p> <ul style="list-style-type: none"> <li>• Does the curriculum whisper 'you belong'?</li> <li>• Do we represent people with protected characteristics as victims within narratives?</li> <li>• What is valued knowledge?</li> <li>• Who do we represent when we represent power and decision making?</li> <li>• Is diverse representation part of the daily diet?</li> </ul>  |            |                  |                           |

- Does the curriculum include the knowledge, ideas, experiences and perspectives of Black and marginalised people in the UK and globally?
- Does the curriculum content reinforce biases or counter dominant narratives
- Is 'hinterland' knowledge broadening the schema through a rich, engaging contextual background for the 'core' learning we know needs to take place?

With an increasingly diverse population in school, these concepts and fundamental equality issues form an essential cornerstone of the school's objectives to safeguarding and ensuring that pupils are prepared for life in modern Britain. KMcM is already engaging with curriculum leaders throughout school about designing and developing the curriculum to sequence learning and 'usualise' experiences of diversity.

The contribution this refreshed equality objective will make to safeguarding will be less 'othering' or marginalisation of identities, of 'demystifying the other' and respecting People of the Global Majority.

In PSHEE, Helen McIntyre has been working with NSPCC to ensure that the SEND specific Speak out, Stay Safe resources have been introduced to the curriculum.

They are an effective way to support a school's safeguarding duties and by helping to reinforce key messages about abuse and neglect as part of a school's teaching on relationships.

#### **Governor Observations and Comments**

The equality objective that has been set (to be achieved by 2025) is a challenging and stretching one for the school, given the many bespoke elements of the curriculum and the pathways, the nature of what is being learned and its status within the overall curriculum narrative.

In a recent meeting with the regional NSPCC education worker, Cleaswell Hill School was described as an exemplary example of a school to have adapted and implemented the 6 session adapted Speak Out, Stay Safe resources: the PSHEE curriculum is one of the safeguarding strengths of the school.

#### **Issues to be raised with the Full Governing Body (if any)**

Please read and become familiar with the refreshed equality information and objective.

This is shared on the website.

#### **Plans for Follow-up Visit**

The Summer term visit will focus on the local and national context and how they affect safeguarding priorities in school

**Date reviewed at FGB: 21 March 2023**