

## Safeguarding in the Curriculum Overview Document

### Intent statement

At Dunkirk, we believe that all children deserve the right to be safe. **The United Nations Convention of the Rights of the Child (1989)** stipulated that children should have the right to speak out and express opinions, rights to equality, health, education, a clean environment, a safe place to live and protection from all kinds of harm. We tell our children that we will value safeguarding above all else. Article 19.1 in **The United Nations Convention of the Rights of the Child** states: *'Parties should 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'*. As stated in Paragraph 41 of statutory guidance on **Keeping Children Safe in Education**, we will ensure this by implementing a plan on how children are taught safeguarding, including online and through teaching and learning opportunities:

<b>About the world</b>	Our children will be taught the knowledge needed to keep them safe and prepare them socially and emotionally for life in Modern Britain and the wider world. This will be through a broad and balanced curriculum which includes RHSE and covers: equality and diversity, rights and responsibilities, fire safety, personal privacy, health and mental health and wellbeing, staying safe in the community, road safety, homelessness, knife awareness, online safety, preventing radicalisation through British Values, bullying (including Cyberbullying), substance abuse and; child on child abuse, domestic abuse, young carers, Child Sexual Exploitation and Honour Based Violence through work on healthy relationships.
<b>Create</b>	Children will be taught the skills needed to identify and manage risks appropriate for their age and given the opportunity to utilise these skills through: our Dunkirk curriculum, local walks, trips and residential, RHSE lessons, unstructured playtimes, visits from external agencies, sport fixtures, swimming lessons and afterschool clubs. We will support pupils on their journey to become emotionally literate and confident in sharing their thoughts and feelings; allow them to develop both resilience and tolerance; build positive, respectful relationships with others and nurture understanding for both physical and mental health.
<b>Take action</b>	Our Dunkirk curriculum ensures that pupils will be given the opportunity to express themselves through termly 'Take Action' projects. Areas of focus will cover safety, equality, health, education, a clean environment and a safe place for children to live. Fundamental British Values will underpin these projects ensuring that our pupils are positive citizens, both globally and in a modern and diverse Great Britain. Pupils will be given the opportunity, time and support to protest against injustice, show acts of kindness to our local and global community and exhibit their work to their local community, showcasing and celebrating the diversity of our school community.

**Equality and Diversity – Including Preventing Radicalisation, Homelessness and Young Carers**

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. 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. As a school, we also understand that discrimination can take place in many forms. As such, we discuss real world events to address prejudice of any sort promoting the value of human life without persecution. This can include, but is not restricted to:

- Children who come from same sex families or who identify as being LGBTQ+
- Children with physical or cognitive disabilities and additional learning needs
- Families who are homeless because they have left domestic violence or are refugees
- Children who have to care for other members of their family

*UN CRC Article 13.2:* The exercise of this right (13.1) may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

- For respect of the rights or reputations of others; or
- For the protection of national security or of public order or of public health or morals.

<b>RHE links:</b>	<b>Links to:</b>	<b>How this is addressed within our school curriculum:</b>
Healthy and Happy Relationships Similarities and Differences Caring and Responsibility Families and Committed Relationships	Tolerance British Values	<ul style="list-style-type: none"> <li>• PRIDE assemblies</li> <li>• EAL Policy and Buddy System</li> <li>• RHE Curriculum</li> <li>• Phonically Decodable Texts</li> <li>• ‘Take Action’ Projects</li> <li>• History Curriculum</li> <li>• RE Curriculum</li> <li>• Anti-Bullying</li> <li>• Behaviour Policy</li> <li>• Computing Curriculum – E-Safety</li> <li>• Acknowledging Religious Celebrations</li> </ul>
<b>School values links:</b>  Responsibility / Reflection Independence / Inquisitive Empathy / Empathetic		

**Rights and Responsibility – Including British Values (See also our British Values Statement)**

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

*UN CRC Article 13.1*

The child shall have the right to freedom of expression; this right shall include 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. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary.

<b>RHE links:</b>	<b>Links to:</b>	<b>How this is addressed within our school curriculum:</b>
Healthy and Happy Relationships Similarities and Differences Caring and Responsibility Families and Committed Relationships	Democracy Rule of Law Tolerance of different faith / beliefs Mutual Respect Individual Liberty	<ul style="list-style-type: none"> <li>● PRIDE assemblies</li> <li>● RHE Curriculum</li> <li>● Phonically Decodable Texts</li> <li>● 'Take Action' Projects</li> <li>● Behaviour Policy</li> <li>● Assemblies covering UK topics e.g. Remembrance Day</li> </ul>
<b>School values links:</b>  Responsibility / Reflective Determination / Diligent Empathy / Empathetic		

**Health, Mental Health and Wellbeing – including substance abuse**

Health, Mental Health and Wellbeing is taken very seriously at Dunkirk Primary School and we believe that the emotional well being of all of our community is as important as the physical.

Common mental health problems that occur in children are:

- Anxiety
- Depression
- Self-Harm
- Generalised Anxiety Disorder
- Post-Traumatic Stress Disorder
- Eating Disorders

Throughout our curriculum, we foster resilience and relationship skills, empowering children to manage stressful situations.

We also ensure that all children are aware of and understand the support systems that are in place to support them, their families and their friends if needed.

Alongside this, children are taught about how to maintain a healthy body. This includes teaching them about different substances including household cleaning materials, drugs, alcohol and cigarettes / vaping which they may come across. In particular, children are taught that drugs have different purposes; some are used to help people such as medicines where as others such as alcohol are socially acceptable dependent on your religion, but you have to be a certain age to use. Children are made aware of the negative issues of recreational drugs and this links to ensuring children have a healthy lifestyle. Illegal drug use is taught in upper KS2 and is taught alongside issues around peer pressure and the negative effects of using such substances.

*UN CRC Article 19.1:* 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><b>RHE links:</b></p> <p>Healthy Bodies and Healthy Minds</p>	<p><b>Links to:</b></p> <p>Peer pressure                  Rule of Law                  Healthy Living</p>	<p><b>How this is addressed within our school curriculum:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding focus – relationship with trusted adults</li> <li>• RHE Curriculum</li> <li>• Science Curriculum</li> <li>• PE curriculum</li> <li>• Healthy Schools</li> <li>• Restorative Approach</li> <li>• Mental Health and Wellbeing focus week</li> <li>• Singing assemblies</li> <li>• Local Walks</li> <li>• EAL Buddy</li> <li>• Outdoor learning</li> </ul>
<p><b>School values links:</b></p> <p>Responsibility / Reflective                  Independence / Inquisitive                  Empathy / Empathetic</p>	<p>Tolerance                  Mutual Respect</p>	

**Staying Safe in the Community – including road safety, fire safety and knife awareness**

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 they may face whilst in the community.

*UN CRC Article 31:* 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><b>RHE links:</b></p> <p>Healthy and Happy Friendships          Caring and Responsibility          Healthy and Committed Relationships</p>	<p><b>Links to:</b></p> <p>Rule of Law          Mutual Respect          Democracy          Individual Liberty</p>	<p><b>How this is addressed within our school curriculum:</b></p> <ul style="list-style-type: none"> <li>-Restorative behaviour techniques</li> <li>-EAL Buddies</li> <li>-Local walks e.g. Geography field work</li> <li>-Road Safety Quiz</li> <li>-Bikeability</li> <li>-Residential visits and school trips</li> <li>-RHE Curriculum</li> <li>-Science Curriculum</li> <li>-Fire Safety – Fire Drills, visits from Firemen</li> <li>-Great Project</li> <li>-Attendance Award</li> <li>-Take Action Projects</li> <li>-Swimming Lessons</li> <li>-Water safety Assembly</li> <li>-DT curriculum</li> <li>-Knife awareness assemblies – police led</li> </ul>
<p><b>School values links:</b></p> <p>Problem Solving / Perseverance          Responsibility / Reflective          Empathy / Empathetic</p>		

### Online Safety

At Dunkirk, we know that being online is an integral part of children and young people’s lives. Social media, online games, websites and apps can be accessed through mobile phones, computers, laptops and tablets – all of which form a part of children and young people’s online world.

The internet and online technology provide new opportunities for young people’s learning and growth, but it can also expose them to new types of risks. These risks can be from people that children know and complete strangers. Government guidance for schools across the UK highlights the importance of safeguarding children online. Therefore, online safety forms a fundamental part of Dunkirk’s safeguarding and child protection measures and curriculum.

Online, pupils can be exposed to various forms of abuse. These can be isolated incidents or continuous which classify as bullying.

The different forms of abuse can include but are not restricted to:

- Cyberbullying
- Emotional abuse
- Grooming
- Sexting
- Sexual abuse
- Sexual exploitation

*UN CRC Article 19.1:* 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.

<b>RHE links:</b>	<b>Links to:</b>	<b>How this is addressed within our school curriculum:</b>
Healthy and Happy Friendships Similarities and Differences Caring and Responsibility Healthy Bodies, Healthy Minds Coping with Change Families and Committed Relationships	Rule of Law Mutual Respect Democracy Individual Liberty Friendship Co-operation Tolerance Equal Rights Equality Groups Belonging Diversity, Equity and Inclusion	-Computing Curriculum -RHE Curriculum -PRIDE Values -Internet Safety Week -NSPCC / Childline assemblies -Take Action Projects -Anti-Bullying Week -Restorative Techniques -Worry boxes
<b>School values links:</b>		
Responsibility / Reflective Independence / Inquisitive Empathy / Empathetic		

**Bullying – including Cyber Bullying & Child on Child Abuse**

At Dunkirk, we have a zero-tolerance approach to bullying and to support us in this we ensure children and parents have an in depth understanding of what bullying is and how to report this. We want children to understand that: anyone can be bullied, that bullying is different from an argument or a fight, it is regular, systematic and deliberate and that it can take different forms.

These different forms are:

- Physical
- Verbal
- Emotional – being excluded from games with friends etc
- Prejudice based or discriminatory bullying
- Cyber- through a range of technologies – mobile phones, email and social networks

*UN CRC Article 29.1:* 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.

<b>RHE links:</b>	<b>Links to:</b>	<b>How this is addressed within our school curriculum:</b>
Healthy and Happy Friendships Similarities and Differences Caring and Responsibility Families and Committed Relationships Coping with Change	Friendship Co-operation Tolerance Equal Rights Equality Groups Belonging Diversity, Equity and Inclusion	-RHE Curriculum -PRIDE Values -EAL Buddy -Anti-Bullying Week -Take Action Projects -Computing Curriculum -Restorative Techniques -Worry Boxes -History Curriculum -Track-it Lights
<b>School values links:</b> Responsibility / Reflective Empathy / Empathetic		

Domestic Violence		
<p>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.</p> <p>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.</p> <p>Although a difficult topic to share, through RHE, pupils are taught in an age appropriate way to understand what a healthy relationship looks like as they grow up.</p> <p><i>UN CRC Article 19.1:</i> 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>		
<p><b>RHE links:</b></p> <p>Healthy and Happy Friendships            Similarities and Differences            Caring and Responsibility            Healthy Bodies, Healthy Minds            Families and Committed Relationships</p>	<p><b>Links to:</b></p> <p>Tolerance            Mutual Respect</p>	<p><b>How this is addressed within our school curriculum:</b></p> <ul style="list-style-type: none"> <li>-Safeguarding focus- relationships with trusted adults</li> <li>-RHE curriculum</li> <li>-PRIDE Values</li> <li>-Take Action Projects</li> <li>-The Great Project</li> <li>-Wider Agency Support</li> <li>-Restorative Techniques</li> <li>-School Assembly</li> </ul>
<p><b>School values links:</b></p> <p>Responsibility / Reflective            Independence / Inquisitive            Empathy / Empathetic</p>		

<b>Child Sexual Exploitation (CSE) – including personal privacy</b>		
<p>CSE links to other topics such as Stranger Danger and Personal Privacy (NSPCC Pants Campaign) and understanding of healthy relationships is a part of our Relationships and Health Education curriculum. We ensure our children also have a strong sense of rights and responsibilities and understanding citizenship issues such as right and wrong. All school staff are highly aware of identifying signs of CSE, sexual abuse and harassment, and know that such signs need to be reported to DSLs immediately, with a subsequent log made using My Concern.</p> <p><i>UN CRC Article 19.1: 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.</i></p>		
<p><b>RHE links:</b></p> <p>Healthy and Happy Friendships            Similarities and Differences            Caring and Responsibility            Healthy Bodies and Healthy Minds            Coping with Change            Families and Committed Relationships</p>	<p><b>Links to:</b></p> <p>Respect            Responsibility            Trust            Rights</p>	<p><b>How this is addressed within our school curriculum:</b></p> <ul style="list-style-type: none"> <li>-Restorative approaches</li> <li>-RHE Curriculum</li> <li>-Science Curriculum</li> <li>-NSPCC Pants are Private</li> <li>-Anti-Bullying Week</li> <li>-E-Safety</li> <li>-The Great Project</li> <li>-Wider agency support – NCC services</li> </ul>
<p><b>School values links:</b></p> <p>Responsibility / Reflective            Empathy / Empathetic</p>		

<b>Honour Crimes including Female Genital Mutilation (FGM)</b>		
<p>Similar to CSE, FGM isn't explicitly taught at Dunkirk but topics on healthy relationships, relating to understanding children's rights and responsibilities and NSPCC 'Pants' campaign makes it clear what is right and wrong for personal space and privacy.</p> <p>Staff are trained to be aware of and to report the key signs of a child whom may be at risk of FGM (list not exhaustive) and to report to DSL's.</p> <p>Key indicators are children talking about or staff becoming aware of:</p> <ul style="list-style-type: none"> <li>• a long holiday abroad or going 'home' to visit family</li> <li>• relative or cutter visiting from abroad</li> <li>• a special occasion or ceremony to 'become a woman' or get ready for marriage</li> <li>• a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt</li> </ul> <p><i>UN CRC Article 24.3:</i> States parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.</p>		
<p><b>RHE links:</b></p> <p>Healthy and Happy Friendships            Caring and Responsibility            Healthy Bodies, Healthy Minds            Families and Committed Relationships</p>	<p><b>Links to:</b></p> <p>Respect            Responsibility            Trust            Rights</p>	<p><b>How this is addressed within our school curriculum:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding focus – relationships with trusted adults</li> <li>• RHE Curriculum</li> <li>• NSPCC Pants Campaign</li> <li>• The Great Project</li> <li>• Wider Agency Support</li> </ul>
<p><b>School values links:</b></p> <p>Responsibility / Reflective            Empathy / Empathetic</p>		