

# SAFEGUARDING NEWSLETTER

News updates from Sheringham Community Primary School & Nursery

**Remember, safeguarding is everyone's responsibility.**

			
<b>Mr Amies</b> Deputy Head Teacher Designated Safeguarding Lead	<b>Mrs Wall</b> Alternative Designated Safeguarding Lead	<b>Mrs Carter</b> Head Teacher Alternative Designated Safeguarding Lead	<b>Mrs Steward</b> Chair of Governors Safeguarding Governor

	<p><b>Reporting a Safeguarding Concern:</b></p> <p>It is really important that we continue to report safeguarding concerns in a timely manner.</p> <p><a href="https://sheringhamcpsn.cpoms.net">https://sheringhamcpsn.cpoms.net</a></p> <p>To facilitate this for you, we have set up a designated computer in the safeguarding office for all adults to add incidents.</p> <p><b>If you need support to do this, please ask Jonathan Amies (DSL) or Kirsty Smith (Pastoral Teaching Assistant).</b></p>
<b>Mrs Tupper</b> Alternative Designated Safeguarding Lead	

This half term's focus:

## Safeguarding Headlines

Changes to Keeping Children Safe in Education

Domestic Abuse

Child-on-child Abuse

Modern Slavery

Child Mental Health





## Keeping Children Safe in Education Sept' 2022:

'Keeping Children Safe in Education' is the key document that sets out safeguarding procedures for schools.

The full document can be found at the following link:

[Keeping children safe in education 2022.pdf](#)

# Changes to KCSiE (Sept 2022)

## 3 changes to be aware of in KCSiE part 1

- New information about domestic abuse. Be aware that:
  - Children who witness domestic abuse are also victims
  - Witnessing domestic abuse can have a lasting impact on a child
  - Children can be victims, and perpetrators, in their own relationships too
  - Domestic abuse can be physical, sexual, financial, psychological or emotional
- Child-on-child abuse is the new name for peer-on-peer abuse
  - This is for consistency now that the standalone guidance has been incorporated into KCSiE (see below)
  - It also helps highlight that there can be an age imbalance, where peer-on-peer suggests the children are the same age
- Be aware:
  - Children might not be ready or know how to tell someone about abuse they've experienced
  - Children might not recognise their experiences as harmful
  - They might be embarrassed, humiliated or threatened not to tell anyone about their abuse
  - Their vulnerability, disability, sexual orientation or any language barriers could also be reasons why they don't tell someone about their experiences
  - The barriers above shouldn't stop you being professionally curious and sharing any concerns you have about a child with the designated safeguarding lead (DSL)

## 2 more changes to be aware of

- Guidance on sexual violence and sexual harassment between children in schools and colleges, which was previously a separate document, has been incorporated into Keeping Children Safe in Education
  - This gives the issue more prominence
  - If you previously read part 5 of KCSiE, on sexual violence and sexual harassment, you should read it again so you're up to date on the guidance



# Domestic Abuse

## What it is and why it matters

Domestic abuse is abusive, violent, controlling, coercive or threatening behaviour between people aged 16 or over who are, or have been, intimate partners or family members. It can happen to **anyone**.

**Children who see, hear or experience the effects of domestic abuse and are related to the victim or perpetrator are victims of abuse themselves.**

It can seriously affect children's physical and mental wellbeing, including into adulthood, so we have a responsibility to share concerns.

Intervening early helps to stop abuse getting worse and prevent children experiencing significant harm, so it's important to be alert to signs.

## Domestic abuse can take different forms:

**Physical:** for example, hitting, punching, pushing, biting, burning or choking

**Psychological/emotional:** for example, putting a person down, controlling them with threats and intimidation, blaming them for the abuse or denying it

**Sexual:** any form of sexual activity that takes place without the other person's full consent (e.g. physical contact, withholding contraception, or pressuring into sexual activities)

**Financial:** controlling the partner's ability to earn and use their own money and resources (e.g. stopping them going to work, spending or taking their money)



# Child-on-child abuse (formerly Peer-on-peer)

## Definitions

**Child-on-child abuse** is abuse of any type between children. It can include:

- Bullying, including cyber-bullying, prejudice-based and discriminatory bullying
- Physical abuse (e.g. hitting, kicking, shaking, biting, hair-pulling, or any way of causing physical harm)
- Consensual and non-consensual sharing of nude and semi-nude images or videos (also known as 'sexting')
- Sexual harassment, sexual violence
- Upskirting (taking a picture under a person's clothing without their permission)
- Causing someone to engage in sexual activity without consent (e.g. forcing them to strip, touch themselves sexually, or engage in sexual activity with a third party)
- Abuse in intimate personal relationships between children
- Initiation/hazing violence and rituals

**Sexual harassment** is unwanted conduct of a sexual nature. It can happen online and offline. It can include:

- Sexual comments (e.g. telling sexual stories, making sexual remarks about clothes or appearance)
- Sexual jokes (e.g. sexualised so-called "banter"), or sexual taunting
- Physical behaviour (e.g. deliberately brushing against someone, lifting up someone's skirt, pulling someone's bra strap)
- Online sexual harassment (e.g. sharing of nude and semi-nude images or videos, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages on social media, sexual exploitation, sexual coercion and threats)

**Sexual violence** is any of the following (as defined in the Sexual Offences Act 2003):

- Rape (sexual intercourse without consent)
- Assault by penetration (sexual penetration with a part of the body or anything else without consent)
- Sexual assault (intentional sexual touching of another person without their consent, e.g. grabbing someone's breasts or bottom)

**Consent** is about having the freedom and the capacity to choose.

- Consent to sexual activity may be given to 1 sort of sexual activity but not to another, or may be given with conditions
- Consent can be withdrawn at any time during sexual activity and each time activity occurs
- Someone consents to sexual activity only if they agree by choice and have the freedom and capacity to make that choice
- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16



## 1. What is Modern Slavery?

Modern Slavery can take many forms including the trafficking of people<sup>1</sup>, forced labour, servitude and slavery. Children (those aged under 18) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only have been recruited, transported, received or harboured for the purpose of exploitation. It is an international crime, affecting an estimated **45.8 million people** around the world.<sup>2</sup> It is a global problem that transcends age, gender and ethnicity. It is not an issue confined to history or an issue that only exists in certain countries. It is something that is still happening today, and it happens here in the UK.

## 2. Are there different forms of Modern Slavery?

The term Modern Slavery captures a whole range of types of exploitation, many of which occur together. These include but are not limited to:

- **Sexual exploitation** – This includes but is not limited to sexual exploitation and sexual abuse, forced prostitution and the abuse of children for the production of child abuse images/videos. **35%** of all reported trafficking victims in the UK are victims of sexual exploitation.<sup>3</sup>
- **Domestic servitude** – This involves a victim being forced to work in predominantly private households, usually performing domestic chores and childcare duties. Their freedom may be restricted and they may work long hours often for little or no pay, often sleeping where they work. **24%** of reported victims of domestic servitude referred to the National Referral mechanism were minors at the time of exploitation.<sup>4</sup>
- **Forced labour** – Victims may be forced to work long hours for little or no pay in poor conditions under verbal or physical threats of violence to them or their families. It can happen in various industries, including construction, manufacturing, laying driveways, hospitality, food packaging, agriculture, maritime and beauty (nail bars). Often victims are housed together in one dwelling. **47%** of reported victims exploited in the UK are forced into labour. **18%** of all reported forced labour victims in the UK are children – an increase of **62.5%** since 2015. **81%** of all reported victims of forced labour taking place in the UK are male.<sup>5</sup>
- **Criminal exploitation** – This can be understood as the exploitation of a person to commit a crime, such as pick-pocketing, shop-lifting, cannabis cultivation, drug trafficking and other similar activities that are subject to penalties and imply financial gain for the trafficker. In the UK in 2016, 34 potential modern slavery victims were involved in fraud or financial crime whereby perpetrators force victims to claim benefits on arrival but the money is withheld, or the victim is forced to take out loans or credit cards<sup>6</sup>. Cannabis cultivation is the highest category of criminal exploitation with **33%** of those being a minor at the time of referral, the majority being Vietnamese.<sup>7</sup>
- **Other forms of exploitation** – Organ removal; forced begging; forced benefit fraud; forced marriage and illegal adoption.

## 3. How old are child victims on average?

The majority of children reported as victims of Modern Slavery are in the 16-17 year old age category, yet they can be of any age, including very young.<sup>9</sup> Many children travel without documents or are given false or forged identity documents, making it difficult to know their exact age. However, where the age of a person is uncertain and there are reasons to believe that they are a child they must be presumed a child until their age has been assessed formally.

# Child Mental Health

## Why is this so important?

- 10 to 20** Number of years severe mental illness can take off someone's life expectancy. For **smoking**, it's **8 to 10** years
- 50%** Percentage of mental health conditions that start by **age 14**  
**Increase** in referrals to child mental health units from primary schools in the 3 years to July 2019
- 5** Children in an average class of **30** who'll have a diagnosable mental disorder
- 7 in 10** Proportion of children who don't get the help they need for mental health difficulties early enough

## What do we mean by 'mental health'?

"It is not just the absence of a mental health condition. It is a state of wellbeing in which the individual realises his or her own abilities and can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community"

Healthy   Coping   Struggling   **Unwell**

## What does poor mental health look like in a young child?

Excessive fears and worries

Being hyperactive

Decline in school performance or behaviour

Emotional changes

Loss of interest in friends or favourite activities

Loss of appetite, and weight changes

Changes in sleep habits

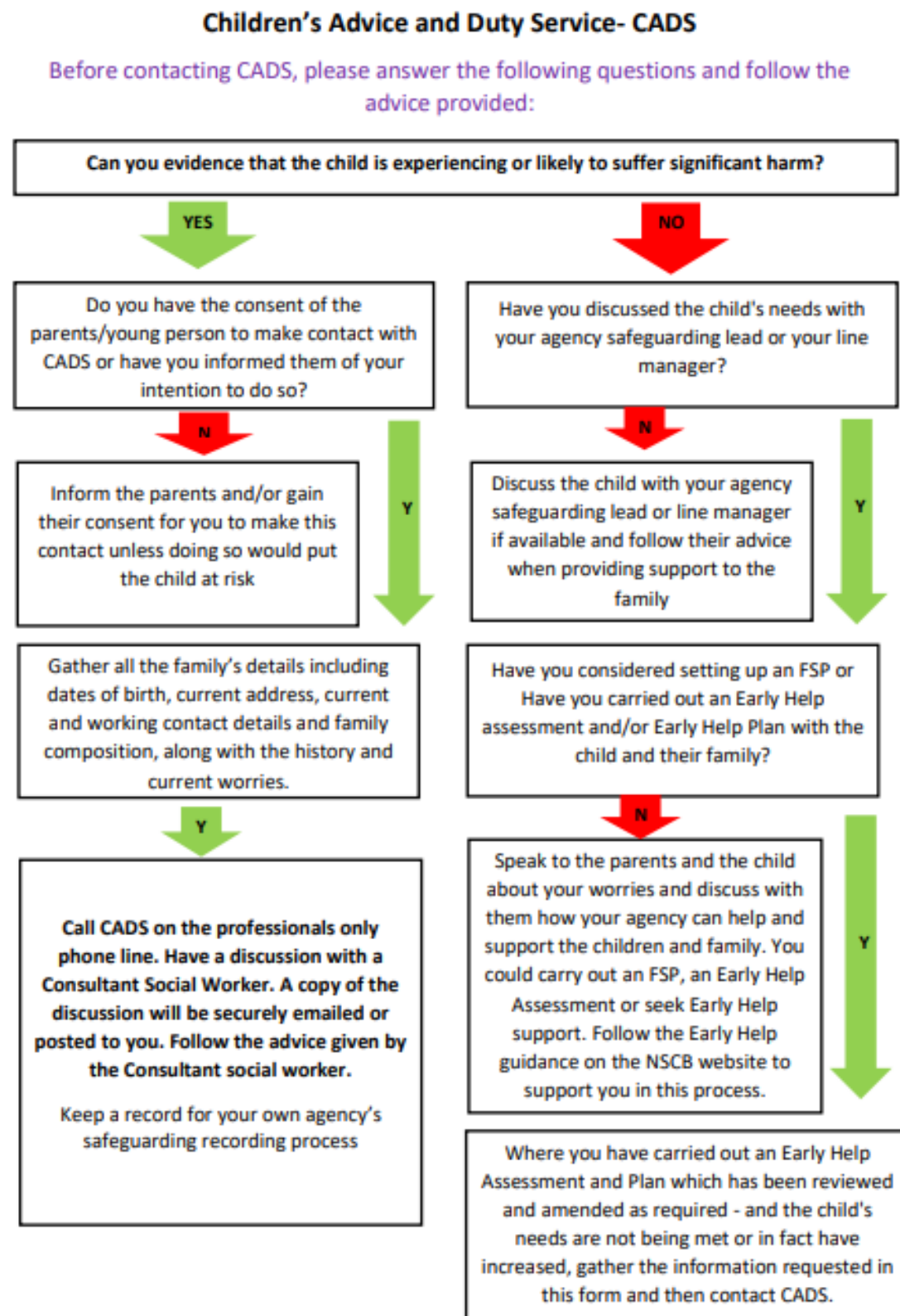
- > We all have mental health, and it can vary over time from being well to unwell
- > Looking out for a child's mental health is part of safeguarding
- > Look for **changes** – behavioural, physical or emotional. Be alert to risk factors
- > **Act** – offer support, or help a child get support elsewhere. Report mental health concerns that are safeguarding concerns
- > It takes a whole-school effort to actively promote good mental health, and put in place protective factors

In general, referrals to the Children's Advice and Duty Service (CADS) will be made by the DSL.

However, any professional can call CADS, if, for any reason, they are unable to contact the DSL or Alternates.

The flow chart (below) should be followed.

**In an emergency, where a child is deemed to be in immediate risk of harm, call 999.**



**PROFESSIONAL USE ONLY – CALL CADS ON 0344 800 8021**



## Useful Links:

**'Criminal Exploitation of Children and vulnerable adults: county lines' & 'Advice to schools and colleges on gangs and youth violence':**

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

**Norfolk Safeguarding Children Partnership Child Criminal Exploitation webinar:**

<https://www.norfolkscb.org/webinar-criminal-exploitation-county-lines-impact/>

**'Developing an effective response to neglect and emotional harm to children':**

<https://www.nspcc.org.uk/globalassets/documents/research-reports/developing-effective-response-neglect-emotional-harm-children.pdf>

**Norfolk Safeguarding Children Partnership Information on Neglect & Neglect Identification Toolkit:**

<https://www.norfolkscb.org/parents-carers-community/information-on-neglect/>

<https://norfolkscb.org/people-working-with-children/information-on-neglect/neglect-identification-toolkit-nit-2/>

**'The Brook Sexual Behaviours Traffic Light Tool':**

<https://legacy.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

**Child Sexual Abuse Information Leaflet:**

[https://www.norfolk.police.uk/sites/norfolk/files/page/downloads/child\\_sexual\\_abuse\\_booklet.pdf](https://www.norfolk.police.uk/sites/norfolk/files/page/downloads/child_sexual_abuse_booklet.pdf)

**'Private Fostering Guidance for Schools and other Education Settings':**

<https://www.norfolkscb.org/wp-content/uploads/2015/04/Private-Fostering-Guidance-for-Schools1.pdf>

**Forced Marriage Guidance:**

<https://www.gov.uk/guidance/forced-marriage>

**'Mandatory Reporting of Female Genital Mutilation—procedural information' & 'Recognising and preventing FGM':**

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

<https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm>

**'Guidance for safer working practice for those working with children and young people in education settings':**

<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>

**'We have the right to be safe—protecting disabled children from abuse:**

<https://www.nspcc.org.uk/globalassets/documents/research-reports/right-safe-disabled-children-abuse-report.pdf>

**Norfolk Safeguarding Children Partnership—Abuse of Disabled Children:**

<https://www.nspcc.org.uk/globalassets/documents/research-reports/right-safe-disabled-children-abuse-report.pdf>

**'Mental health and behaviour in schools':**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

**Young Carers Forum:**

<https://www.caringtogether.org/support-for-carers/young-carers/nycf>

**Fabricated and/or induced illness:**

<https://www.norfolkscb.org/about/policies-procedures/5-10-fabricated-or-induced-illness/>

**Domestic Violence—HEAR Campaign:**

<https://www.norfolk.gov.uk/what-we-do-and-how-we-work/campaigns/hear-campaign>

**NSCP Threshold Guide:**

<https://www.norfolkscb.org/people-working-with-children/threshold-guide/>

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