

SAFEGUARDING NEWSLETTER

News updates from Sheringham Community Primary School & Nursery

Remember, safeguarding is everyone's responsibility.

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

	<p>Reporting a Safeguarding Concern:</p> <p>It is really important that we continue to report safeguarding concerns in a timely manner.</p> <p>https://sheringhamcpsn.cpoms.net</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>If you need support to do this, please ask Jonathan Amies (DSL) or Kirsty Smith (Pastoral Teaching Assistant).</p>
Mrs Tupper Alternative Designated Safeguarding Lead	



Safeguarding Headlines

Changes to Keeping Children Safe in Education

Filtering & Monitoring

Child-on-child Abuse

Types of Abuse

Private Fostering

Honour-based Abuse

Faith-based Abuse

Female Genital Mutilation (FGM)





Keeping Children Safe in Education Sept' 2023:

'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 2023.pdf](#)

Changes to KCSiE (Sept 2023)

Filtering and monitoring

The updated guidance makes it clear that all staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place. Information on school child protection policies should include information on appropriate filtering and monitoring on school devices and school networks. The guidance signposts the Department for Education's new **filtering and monitoring standards** (DfE, 2023b), which support schools to have effective systems in place. Schools and colleges should consider meeting the DfE's **Cyber security standards for schools and colleges** (DfE, 2023c).

Children absent from education

The updated guidance highlights that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

Recruitment

Updated guidance states that schools and colleges should inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

Organisations or Individuals using school premises

Updated guidance includes information on responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises. As with all safeguarding allegations, schools should follow their safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).

Filtering & Monitoring

What is filtering and monitoring?

Filtering and monitoring systems are used to keep pupils safe when using your school's IT system.

Filtering systems: block access to harmful sites and content.

Monitoring systems: identify when a user accesses or searches for certain types of harmful content on school and college devices (it doesn't stop someone accessing it). Your school is then alerted to any concerning content so you can intervene and respond.

No filtering and monitoring system is 100% effective, so you need to use it alongside your existing safeguarding systems and procedures.

What do I need to know about filtering and monitoring?

All staff should be clear on:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of their safeguarding training. For example, part of their role may be to monitor what's on pupils' screens
- How to report safeguarding and technical concerns, such as if:
 - They witness or suspect unsuitable material has been accessed
 - They are able to access unsuitable material
 - They are teaching topics that could create unusual activity on the filtering logs
 - There is failure in the software or abuse of the system
 - There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
 - They notice abbreviations or misspellings that allow access to restricted material

Senior leaders and all relevant staff need to be aware of and understand:

- What provisions your school has in place and how to manage these provisions effectively
- How to escalate concerns when they identify them

They're also responsible for:

- Buying-in the filtering and monitoring system your school uses
- Documenting what is blocked or allowed, and why
- Reviewing the effectiveness of your provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded
- Overseeing reports
- Making sure staff are trained appropriately and understand their role

The DSL should take lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place - this is part of their role in taking the lead responsibility for safeguarding.

This includes overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

Work with your IT staff to make sure your provision is effective, and speak to your filtering and monitoring provider for specific training and support.



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

Types Of Abuse



What are the 4 main types of abuse?



Neglect



Physical abuse



Emotional abuse



Sexual abuse

Key points about the 4 main types of abuse

- The 4 main types of abuse are **neglect**, **physical**, **emotional** and **sexual**
- In most cases, multiple **issues will overlap** with each other
- The crucial thing is to be able to spot that something might be wrong – and **act on it**

Indicators that something might be wrong:

Difficulty
concentrating
and not doing as
well at school

Becoming
withdrawn

Mood or
behaviour
changes

Tiredness

Mental
health needs

Self-harming

Risk-taking
behaviour

Using drugs
or alcohol

Private fostering

What is it?

When someone other than a parent or close relative becomes responsible for the day-to-day care and accommodation of a child under 16 (or 18, if the child has disabilities). A private foster carer could be:

- A friend of the family
- Someone previously unknown to the family who is willing to care for the child
- A member of the extended family (grandparents, siblings, aunts, uncles and step-parents **don't** count as private foster carers)

The arrangement is private fostering if it will last for 28 days or more, and the parent(s) or private foster carer(s) **must** notify the local authority so it can make sure the child will stay safe and well.

Why should we be concerned?

Children who are privately fostered are more likely to potentially need early help. They may also be 'hidden' if the arrangement isn't reported to the local authority, and could be living in unsafe arrangements, or be at risk of abuse.

One high-profile example is Victoria Climbié, who was privately fostered and tragically murdered in 2000 after being abused in her private fostering arrangement.

What should I look out for?

- A new arrival, particularly from abroad, or a child moving without a given reason
 - A child mentioning living with someone other than their family
 - A child being dropped off or picked up by different adults
 - Carers who are vague about the child's routines, needs and education
-

What should I do if I have concerns?

- Report them to the designated safeguarding lead (DSL) or deputy and make a written record
- If you think a child is in immediate danger, make a referral to the local authority children's social care team, and call the police if appropriate. Don't delay to wait for the DSL, but let them know as soon as possible too

Honour-based abuse

Honour-based abuse is a crime or incident committed to protect or defend the 'honour' of a family or community.

If your family or community think you've shamed or embarrassed them by behaving in a certain way, they may punish you for breaking their 'honour' code.

Types of honour-based abuse

There isn't one specific crime of honour-based abuse. It can involve a range of crimes and behaviours, such as:

- [forced marriage](#)
- [domestic abuse](#) (physical, sexual, psychological, emotional or financial)
- sexual [harassment](#) and sexual violence ([rape and sexual assault](#) or the threat of)
- threats to kill, physical and emotional violence and murder
- pressure to go or move abroad
- being kept at home with no freedom
- not allowed to use the telephone, internet, or have access to important documents like your passport or birth certificate
- isolation from friends and members of your own family

Warning signs

If you're concerned about someone being abused, here are some warning signs to look out for:

- acting withdrawn or upset
- bruising or other unexplained physical injury
- depression, self-harming or attempted suicide
- unexplained absence or poor performance at school or work
- their movements at home are strictly controlled
- family rows, domestic violence
- running away from home
- a family history of relatives going missing

Faith-based abuse

What is it?

Child abuse linked to faith or belief. It can happen due to beliefs that spiritual possessions, demons or the devil are acting through children or leading them astray, or beliefs that children have caused misfortune by supernatural means.

Abuse usually occurs in the home but can also happen in a place of worship where a 'diagnosis' and 'exorcism' take place. Parents or carers might believe that they're doing the right thing by 'driving out the devil'.

It can happen as:

- Physical abuse: for example, beating, shaking, burning, tying up the child, rubbing chilli peppers or other substances on the child's genitals or eyes, or placing chilli peppers or other substances in their mouth
- Emotional abuse: for example, isolating the child, or telling them they're evil or possessed
- Neglect

The child might also be more vulnerable to sexual exploitation.

Faith-based abuse isn't limited to one faith, nationality or ethnic community – examples have been recorded worldwide across Christian, Muslim, Hindu, pagan and other faiths.

Who's likely to be more vulnerable?

Children who are already vulnerable or can be identified as 'outsiders' or 'different' in some way. For example, children who:

- Have special educational needs or a disability, such as epilepsy, autism, a stammer or deafness
- Wet the bed
- Are seen as 'naughty' or disobedient
- Are particularly bright

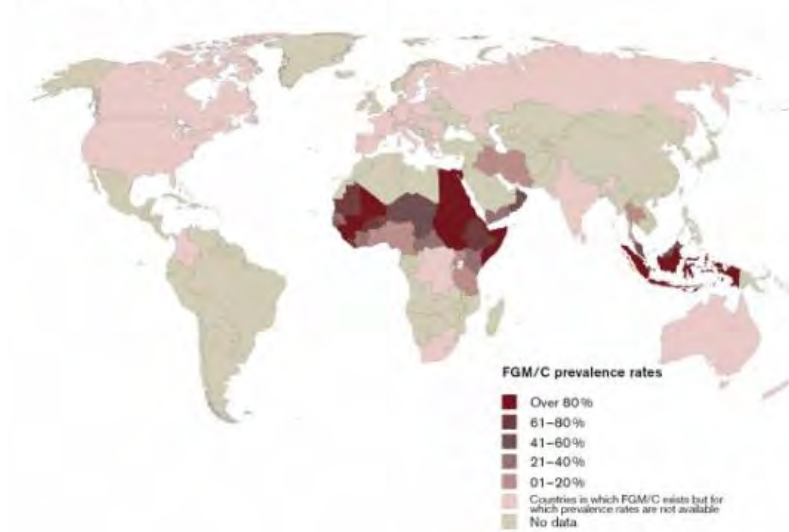
Other factors that may make a child more vulnerable are:

- Recent changes in family structures or dynamics
- Living in a complex family structure, for example living away from home in private fostering situations or with extended family
- Having parents with mental health issues

Female Genital Mutilation (FGM)

What is FGM?

Prevalence of female genital mutilation worldwide.



FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

FGM is a criminal offence. There are NO benefits to FGM, but there are many health implications and complications.

The age of FGM varies from a few days old to adulthood depending on the geographical area and community, but it is usually 5 to 14 years.

The prevalence of FGM in England and Wales is difficult to estimate because of the hidden nature of the crime, however, approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM.

A 2015 study reported that no local authority in England & Wales is likely to be free from FGM entirely.

In 2016, NHS Norfolk reported 15 new cases.

Our duty...

Everybody in school has a duty to safeguard children

With FGM, some staff members have a statutory duty to act.

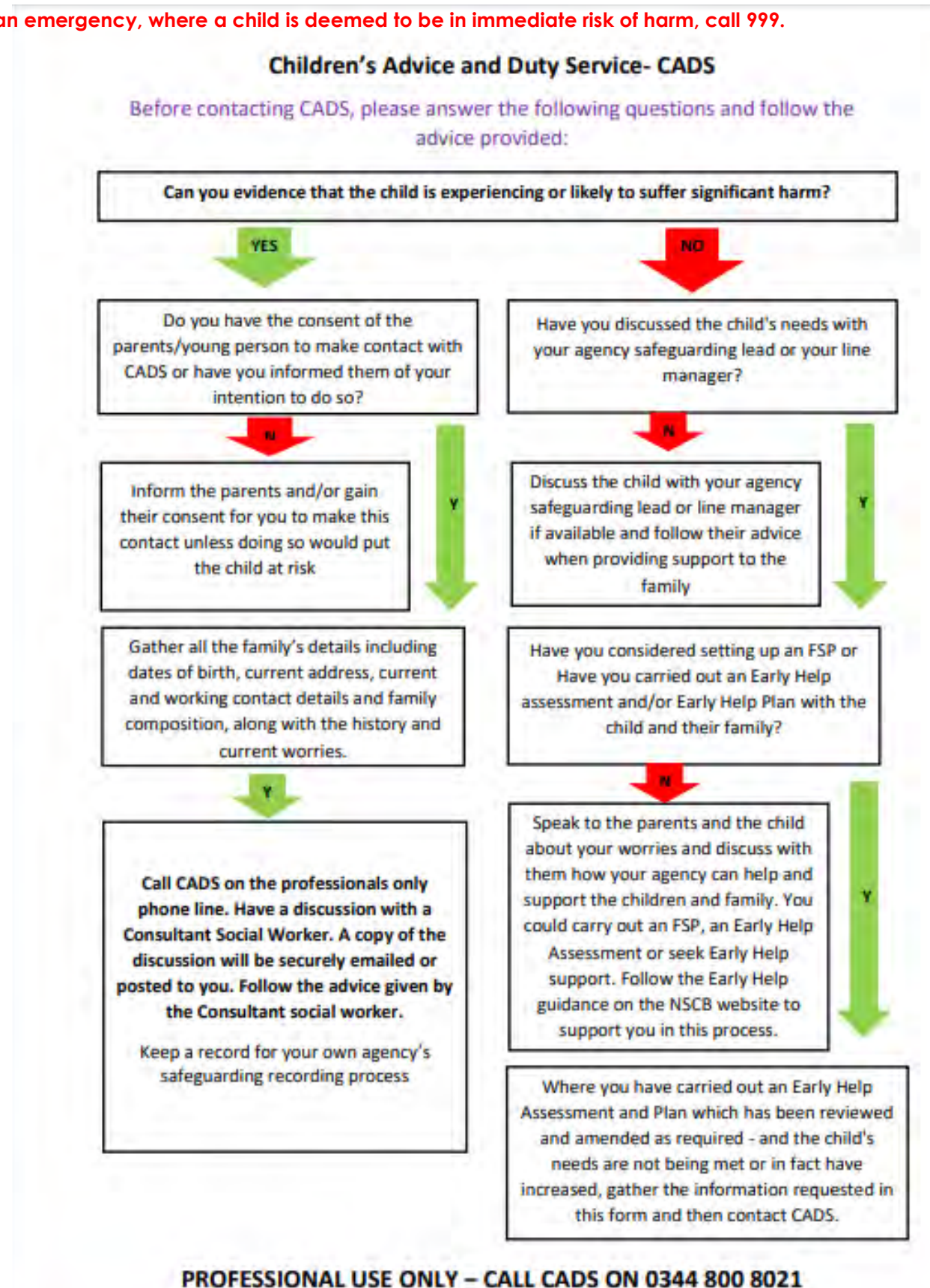
It is law that teachers must notify the police of 'known' cases of FGM. Suspected cases or the identification of a child at risk must be reported to the DSL.

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.



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

'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

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/>

[TEST YOUR KNOWLEDGE](#)