Issue 1 | October 2024

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



Mrs Tupper

Alternative Designated Safeguarding Lead

Reporting a Safeguarding Concern:

It is really important that we continue to report safeguarding concerns in a timely manner.

https://sheringhamcpsn.cpoms.net

To facilitate this for you, we have set up a designated computer in the safeguarding office for all adults to add incidents.

If you need support to do this, please ask Jonathan Amies (DSL) or ate Jones (Pastoral Support Assistant).

Safeguarding Headlines

Keeping Children Safe in Education 2024

Child-on-child Abuse

Types of Abuse

Gender Questioning

Artificial Intelligence (AI)

Glossary of Safeguarding Acronyms

Underage Vaping

Female Genital Mutilation (FGM)

Keeping Children Safe in Education Sept' 2024:

'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

The *Keeping Children Safe in Education 2024* (KCSIE) guidance outlines essential safeguarding protocols for educational staff, presented in several key sections that highlight best practices and statutory responsibilities for safeguarding children. Here is a brief summary of each part of the document:

Part 1: Safeguarding Information for All Staff – This section is directed at all school and college staff, emphasising their role in identifying and acting on early signs of abuse, neglect, or other safeguarding concerns. It covers the importance of a child-centred approach, where the welfare of children under 18 is a priority. Staff should be familiar with indicators of abuse and know how to report concerns, maintaining confidentiality as required. Every staff member is expected to undergo regular safeguarding training.

- **Child-Centred Approach**: All staff must prioritise the child's best interests and recognise that safeguarding is a collective responsibility. This includes knowing indicators of abuse, neglect, and other safeguarding concerns.

- **Types of Harm**: Safeguarding includes protecting children from maltreatment, preventing impairment of health or development, and ensuring safe environments.

- **Early Help and Reporting**: Staff should know how to identify children needing early intervention and understand their role in making referrals to social care if necessary.

- **Confidentiality and Communication**: Staff are advised on handling disclosures sensitively and maintaining appropriate confidentiality by involving only necessary parties, like the DSL

Part 2: The Management of Safeguarding – Here, the document details the responsibilities of governing bodies and leadership teams. This includes appointing a Designated Safeguarding Lead (DSL), ensuring policies are in place, and supporting staff in fulfilling their safeguarding roles. The section emphasises collaboration with external agencies, such as local children's services, and compliance with data protection laws for managing sensitive information effectively.

- **Governance and Leadership**: Governing bodies and leadership must create a culture of safeguarding, appoint a Designated Safeguarding Lead (DSL), and implement clear policies.

- **DSL Role**: The DSL is key in coordinating safeguarding responsibilities and liaising with external agencies. Schools should support the DSL with training and resources.

- **Policies and Training**: All schools are expected to have robust policies for child protection, behaviour, and response to absences. Staff must receive annual training and updates on safeguarding and online safety.

Each part is designed to ensure that all education staff members understand their roles in maintaining a safe and supportive environment, with KCSIE 2024 serving as a foundational document for all safeguarding activities in UK schools.

Part 3: Safer Recruitment – To prevent unsuitable individuals from working with children, KCSIE includes guidance on conducting background checks and safer recruitment practices. It addresses the necessary checks for both UK-based and international applicants, ensuring that all individuals in educational settings undergo rigorous vetting to safeguard children's welfare.

- **Vetting and Background Checks**: Recruitment must follow a safer approach, requiring enhanced DBS checks for all employees and volunteers.

- **International Applicants**: For those who have lived or worked outside the UK, schools should conduct additional checks on international backgrounds to ensure suitability.

- **Ongoing Vigilance**: KCSIE encourages schools to maintain awareness of staff behaviour, implementing low-level concerns policies to monitor conduct continuously

Part 4: Allegations of Abuse Made Against Staff – This section outlines procedures for handling allegations of misconduct against school staff, ensuring such cases are managed sensitively and appropriately. The document provides guidelines on investigating allegations to protect both the child and the staff member, with emphasis on prompt, fair, and confidential handling.

- **Clear Protocols for Allegations**: Schools should have clear processes for handling allegations against staff, including support for victims and fair investigations.

- **Managing Risk and Confidentiality**: Schools should assess potential risks to children and ensure that investigations maintain confidentiality.

- **Support for All Involved**: KCSIE emphasises the importance of providing support for both the child and the accused during investigations, aiming to conclude cases efficiently.

At SCPS&N, concerns about a member of staff should be reported to the Headteacher, Rachael Carter.

Part 5: Child-on-Child Sexual Violence and Harassment – Updated to align with broader safeguarding guidelines, this part addresses the serious nature of child-on-child abuse, including sexual violence and harassment. It underscores the importance of supporting victims, taking their reports seriously, and providing a safe learning environment for all students.

- **Recognising Harmful Behaviour**: This part explains that child-on-child sexual violence and harassment are serious issues and must be addressed immediately.

- **Supporting Victims**: Schools should take all reports seriously and ensure that victims feel supported. Staff must understand the importance of creating a safe environment for disclosures.

- **Preventative Measures**: Schools are encouraged to foster respectful behaviour and implement preventive education about respectful relationships

Annexes – The annexes provide additional resources, definitions, and specific guidance for certain groups, like Part One for staff who work directly with children and Annex B with DSL-specific details. Annexes serve as references to complement the main guidance.

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.

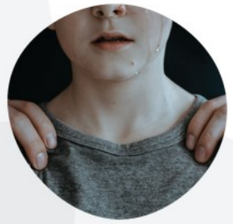
- Consent to sexual activity may be given to 1 sort of sexual activity but not to another, or may be given with conditions
- Consent can be withdrawn at any time during sexual activity and each time activity occurs
- Someone consents to sexual activity only if they agree by choice and have the freedom 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

Gender Questioning

What is gender identity?

Gender identity describes how a person feels about their gender.

For many people, their gender identity corresponds to the sex they were registered at birth. For others, it does not. Some people see gender identity as more of a spectrum, rather than a binary. There are many other expressions of gender identity, including non-binary and gender fluid, and for some people, the concept of gender isn't relevant to their identity.

Gender identity is a personal feeling, and a child or young person will be the best person to know what identifier matches how they feel. Children and young people can also question or feel unsure about their gender identity, or find that their gender identity changes over time.

The *Keeping Children Safe in Education (KCSIE) 2024* guidance addresses gender-questioning children with a cautious approach, emphasising the importance of individualised consideration. It advises schools and colleges to support students based on their unique needs while working closely with their parents, except in rare cases where involving parents might pose a significant risk of harm to the child.

Key points include:

Cautious Approach: Schools are encouraged to take a cautious stance when supporting gender-questioning students, considering the child's needs without rushing to decisions, particularly around social transitioning.

Parental Involvement: Schools should generally involve parents in any discussions or decisions, except in rare circumstances where it could harm the child. Parental consent is expected to carry significant weight.

Watchful Waiting: For requests related to social transition (e.g., change of name or pronouns), schools are encouraged to adopt a period of "watchful waiting" to ensure any actions taken are well-considered and not premature.

Consideration of Multiple Factors: Schools are instructed to weigh factors like the child's age, the seriousness of the request, potential peer or social media influence, and any relevant medical information. The impact on the child, other students, and the broader school environment must also be considered before making any decisions.

This cautious, individualised approach is consistent with recommendations from the Cass Review, highlighting that there is still much uncertainty around the long-term effects of gender transitioning in children.

Artificial Intelligence (AI)

Artificial Intelligence (AI) is increasingly seen as a potential risk in safeguarding, especially in educational environments and online platforms where children and vulnerable individuals are concerned.

Some of the main concerns around AI in safeguarding include privacy issues, algorithmic biases, deep fakes, inappropriate content moderation, and the misuse of AI by malicious actors.

AI and Safeguarding – What You Need to Know
Artificial Intelligence (AI) is becoming more common in our daily lives and in schools. AI is the technology that powers things like facial recognition, online recommendations, and even virtual assistants like Siri or Alexa. But while AI can be useful, it also comes with risks, especially when it comes to safeguarding our students. Here's a quick overview of the main concerns and what we can do about them.

Key Risks of AI in Safeguarding

Data Privacy AI systems often use personal data to work effectively. This means that students' information could be at risk if these systems aren't secure. We need to make sure any AI tools we use follow strict privacy laws and protect student data.

Bias in AI AI systems are created by humans, and sometimes they can unintentionally treat people unfairly. For example, an AI tool might misinterpret behaviour or unfairly single out certain students. We need to ensure that any AI systems we use are fair and don't unintentionally discriminate.

Fake Content (Deepfakes) AI can create fake images, videos, or audio that look and sound real. These are known as "deepfakes" and can be used to spread harmful or misleading content. It's important to be aware of this and teach our students how to spot fake information online.

Inconsistent Content Moderation AI helps platforms like social media monitor harmful content, but it's not perfect. Sometimes harmful material can slip through, or safe content can be wrongly blocked. This is why we need to continue monitoring what students are exposed to online.

AI Making Decisions AI is sometimes used to make decisions automatically, like grading students or tracking behaviour. While this can be helpful, it's important that human oversight is still involved to avoid mistakes or unfair judgments.

What Can We Do?

Stay Aware AI is a powerful tool, but it's important to know the risks. Make sure you're familiar with how AI might be used in education and what issues to look out for.

Evaluate AI Tools Before using any AI-powered tools, ask questions. Are they safe? How do they handle data? Are they fair? We need to make sure that AI helps our students without creating new problems.

Teach Digital Awareness Help students understand the digital world, including the risks of AI. Teaching them how to recognise fake content or misleading information will go a long way in keeping them safe online.

Monitor and Report If you notice anything unusual or concerning about AI tools or online content, report it immediately. We all have a role to play in safeguarding our students.

Final Thoughts

AI is changing how we do things, but it's crucial that we remain vigilant. By staying informed, evaluating tools carefully, and promoting digital awareness, we can ensure that AI helps rather than harms. Let's continue to work together to keep our students safe in this evolving digital landscape.

Glossary of Safeguarding Acronyms

DSL – Designated Safeguarding Lead
The person responsible for ensuring that safeguarding and child protection are effectively managed within the school.

ADSL – Alternate Designated Safeguarding Lead
The person who assists the DSL in safeguarding matters and takes on the role in their absence.

LADO – Local Authority Designated Officer
An officer in the local authority who manages allegations against staff, volunteers, or other adults working with children.

SEN – Special Educational Needs
Children who require additional support to access the curriculum due to physical, emotional, or learning difficulties.

CP – Child Protection
The area of safeguarding focused on protecting children from abuse and neglect.

CSP – Child Sexual Exploitation
A form of sexual abuse where a child or young person is manipulated or coerced into engaging in sexual activity.

CSE – Child Sexual Exploitation
Involves the manipulation or coercion of a child into sexual activity for the benefit of the perpetrator.

FGM – Female Genital Mutilation
The illegal and harmful practice of altering or injuring the female genital organs for non-medical reasons.

EH – Early Help
Actions taken early in a child's life to prevent potential harm or abuse.

MASH – Multi-Agency Safeguarding Hub
A collaborative service where various professionals (e.g., police, social workers, health workers) share information to support vulnerable children and families.

MARAC – Multi-Agency Risk Assessment Conference
A meeting where agencies review cases of domestic abuse where there's a high risk of harm to the victim and children.

NHS – National Health Service
Provides healthcare services in the UK, often working in collaboration with schools to support the wellbeing of children.

CIN – Child in Need
A child who is not being adequately cared for, but is not yet at risk of significant harm.

S17 – **Section 17**
Under the Children Act 1989, this section outlines the responsibility of local authorities to provide services to children in need, ensuring their welfare is safeguarded and promoted.

S47 – **Section 47 Enquiry**
A formal investigation following a referral about a child being at risk of significant harm, under the Children Act 1989.

DA – **Domestic Abuse**
Refers to abusive behaviours within the home, typically involving intimate partners or family members, which can also affect children.

VEMT – **Vulnerable and Early Mental Trauma**
Refers to the early recognition and intervention for children experiencing mental health issues related to trauma.

RSE – **Relationships and Sex Education**
The curriculum area covering education on relationships, sex, and emotional wellbeing, which includes safeguarding issues.

ICT – **Information and Communications Technology**
Often refers to the use of digital technology and the internet, with a focus on e-safety to protect children from online risks.

E-Safety – **Electronic Safety**
Refers to safeguarding children in the online environment, protecting them from cyberbullying, online predators, and inappropriate content.

Underage Vaping

What is vaping?

Vaping is using an electronic or e-cigarette (a 'vape'). Vapes are filled with a liquid known as e-liquid, e-juice or vape juice. The vape heats the liquid until it becomes a vapour, which is then breathed in.

The liquid comes in a variety of 'flavours' that might appeal to children (e.g. berry, cola, mint).

E-cigarettes can be bought pre-filled with liquid. They can also be disposable or refillable, and some contain nicotine. You can also get nicotine-free vapes.

Vaping is relatively cheap compared to smoking, especially if using disposable e-cigarettes.

It's illegal to sell nicotine products to under-18s, or to supply nicotine vapes to under-18s.

Why do I need to be concerned?

Aside from the health and nicotine addiction risks, pupils may be at risk of consuming vape products containing other drugs such as:

- THC (the psychoactive ingredient in cannabis)
- Spice (a synthetic drug made to mimic cannabis)

As it's illegal for anyone under 18 to buy vapes, pupils may ask adults to buy vapes for them, or buy them directly from a dealer. These adults could coerce them into sexually abusive situations, or involve them in 'county lines' gangs – especially if the pupils become addicted to nicotine.

What to look out for

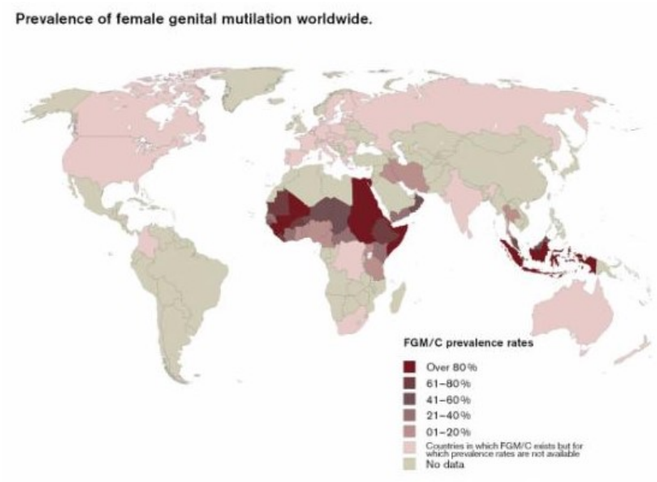
- Pupils who are struggling to concentrate
- Mood swings, frustration, anxiety and paranoia
- Coughing or signs of asthma that the pupil has suddenly developed
- Lingering, sweet smells in school or on pupils' clothing
- Cartridges, bottles and disposable vapes in bins
- Pupils hiding in school, or trying to sneak off-site

What to do

- Speak to our designated safeguarding lead (DSL), or deputy, if you have any concerns about a pupil, and record your concerns

Female Genital Mutilation (FGM)

What is FGM?



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.

Children's Advice and Duty Service- CADS

Before contacting CADS, please answer the following questions and follow the advice provided:

Can you evidence that the child is experiencing or likely to suffer significant harm?

YES

Do you have the consent of the parents/young person to make contact with CADS or have you informed them of your intention to do so?

N

Inform the parents and/or gain their consent for you to make this contact unless doing so would put the child at risk

Y

Gather all the family's details including dates of birth, current address, current and working contact details and family composition, along with the history and current worries.

Y

Call CADS on the professionals only phone line. Have a discussion with a Consultant Social Worker. A copy of the discussion will be securely emailed or posted to you. Follow the advice given by the Consultant social worker.

Keep a record for your own agency's safeguarding recording process

NO

Have you discussed the child's needs with your agency safeguarding lead or your line manager?

N

Discuss the child with your agency safeguarding lead or line manager if available and follow their advice when providing support to the family

Y

Have you considered setting up an FSP or Have you carried out an Early Help assessment and/or Early Help Plan with the child and their family?

N

Speak to the parents and the child about your worries and discuss with them how your agency can help and support the children and family. You could carry out an FSP, an Early Help Assessment or seek Early Help support. Follow the Early Help guidance on the NSCB website to support you in this process.

Y

Where you have carried out an Early Help Assessment and Plan which has been reviewed and amended as required - and the child's needs are not being met or in fact have increased, gather the information requested in this form and then contact CADS.

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.norfolklscb.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.norfolklscb.org/parents-carers-community/information-on-neglect/

https://norfolklscb.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.norfolklscb.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.norfolklscb.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.norfolklscb.org/people-working-with-children/threshold-guide/

TEST YOUR KNOWLEDGE