Issue 2| January 2025

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

Reporting A Safeguarding Concern

Contextual Safeguarding

Glossary of Safeguarding Acronyms

Female Genital Mutilation (FGM)

Be all that you can be…

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

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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

Reporting A Safeguarding Concern

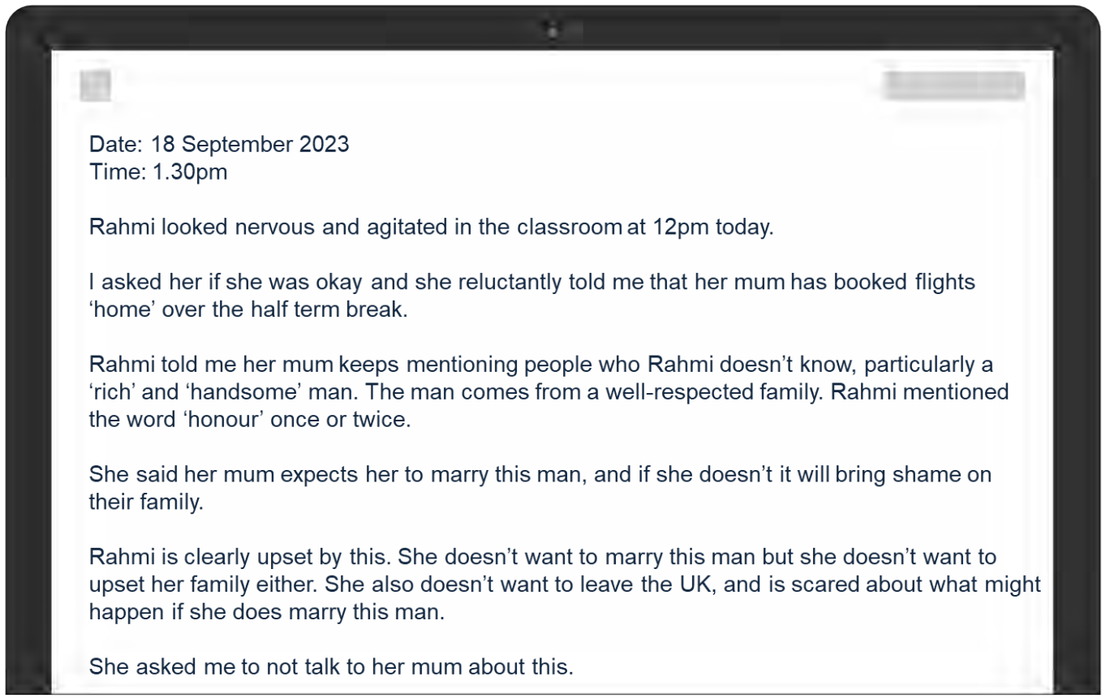
If a child makes a disclosure …

Do …
Listen fully, be supportive, take the child seriously
Let the child lead the conversation
Reassure the child that they're not in trouble and will be kept safe
Ask open questions
Reflect back what they're saying
Be clear about what you'll do next
Ask the child if it's okay to take notes

Don't …
Give the child the impression they're creating a problem
Make promises about keeping things confidential
Make further investigations yourself
Criticise the alleged perpetrator
Be overly emotional

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What a good report looks like



Date: 18 September 2023
Time: 1.30pm

Rahmi looked nervous and agitated in the classroom at 12pm today.

I asked her if she was okay and she reluctantly told me that her mum has booked flights 'home' over the half term break.

Rahmi told me her mum keeps mentioning people who Rahmi doesn't know, particularly a 'rich' and 'handsome' man. The man comes from a well-respected family. Rahmi mentioned the word 'honour' once or twice.

She said her mum expects her to marry this man, and if she doesn't it will bring shame on their family.

Rahmi is clearly upset by this. She doesn't want to marry this man but she doesn't want to upset her family either. She also doesn't want to leave the UK, and is scared about what might happen if she does marry this man.

She asked me to not talk to her mum about this.

How to write a robust safeguarding report every time

- ✓ Think **who**, **what**, **where** and **when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

> Rahmi looked nervous and agitated in the classroom at 12pm today.

> Rahmi said her mum expects her to marry a 27-year-old man back 'home'.

> She asked me to not talk to her mum about this.

> Date: 18 September 2023
> Time: 1.30pm

Contextual Safeguarding

Contextual safeguarding is a crucial framework that broadens our understanding of how children and young people can be vulnerable to harm beyond their homes. It recognises that a child's safety and wellbeing are influenced by a range of external environments and relationships, such as schools, peer groups, neighbourhoods, and online spaces.

Unlike traditional safeguarding approaches that focus primarily on risks within families, contextual safeguarding seeks to address the risks posed by external factors. For example, issues such as exploitation, gang involvement, harmful peer associations, or online abuse often occur in settings outside parental control.

Key Principles for Staff to Consider:

Awareness of Local Risks: Stay informed about risks in the local area, such as prevalent anti-social behaviour, grooming hotspots, or specific issues impacting our community.

Building Strong Relationships: Encourage trust and communication with pupils. Young people are more likely to share concerns about their external environments with trusted adults.

Observation and Reporting: Be vigilant in spotting signs of external risks. For example, sudden changes in behaviour, unexplained absences, or association with older peers may indicate a child is at risk.

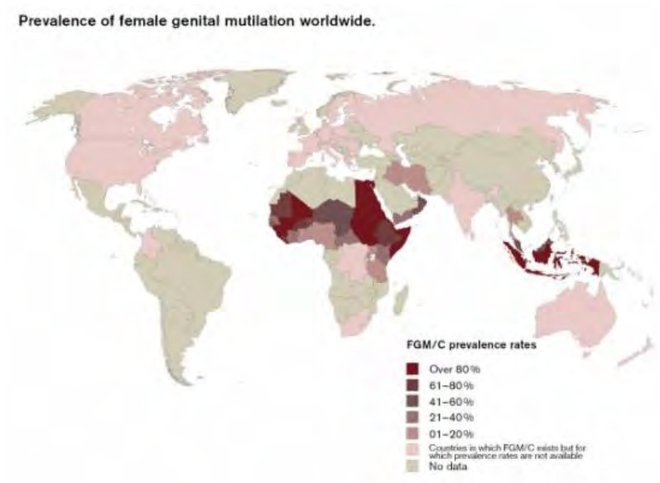
Collaborative Safeguarding: Work closely with external agencies, such as social services, the police, and youth organisations, to address risks and intervene effectively.

By embedding contextual safeguarding into our practice, we can proactively identify and mitigate risks, ensuring that all children in our care feel safe and supported in every aspect of their lives. Remember, safeguarding is a collective responsibility, and each of us plays a vital role.

For further guidance or to discuss any concerns, please speak to a member of the safeguarding team.

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.

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.

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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.

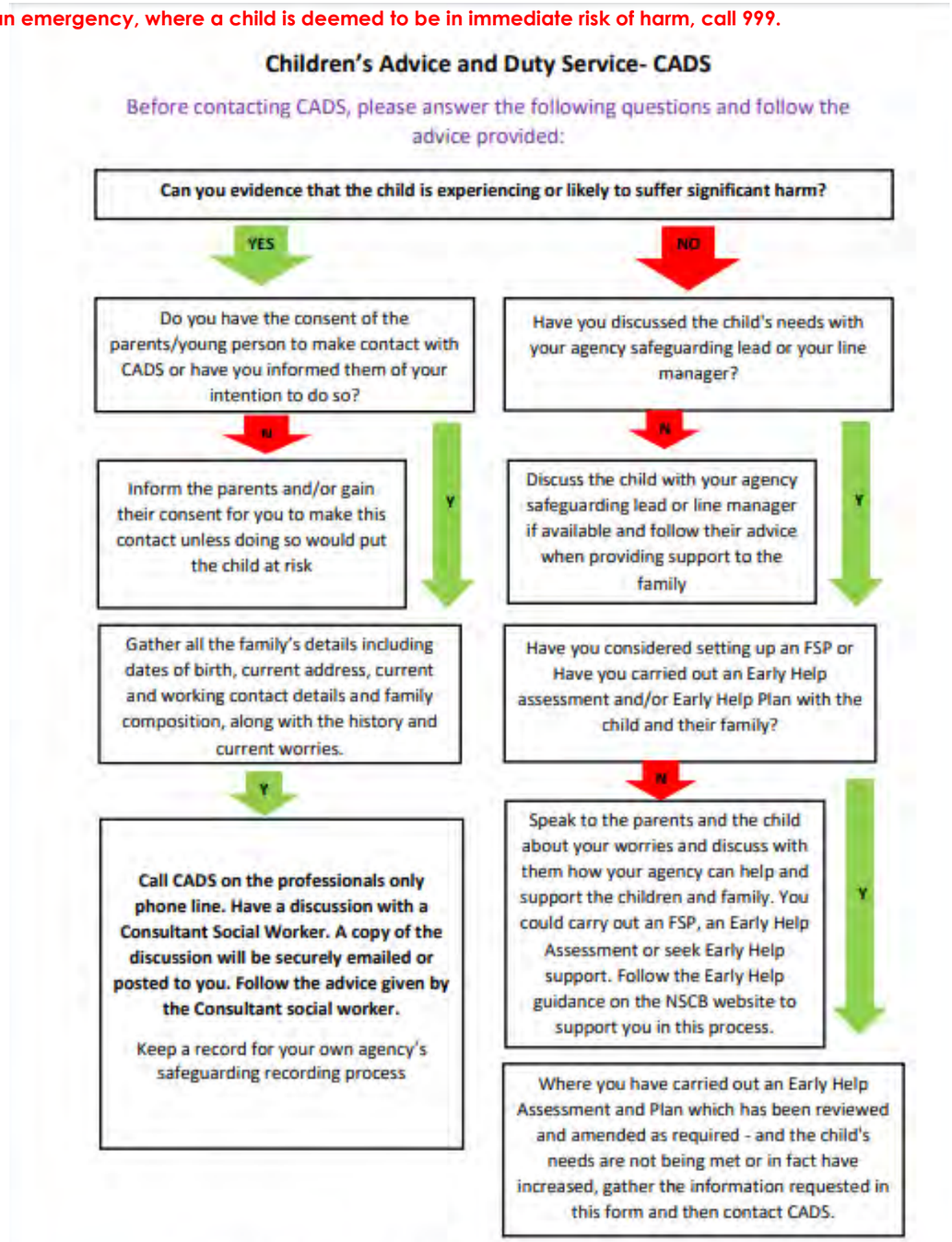
E-Safety – **Electronic Safety**
Refers to safeguarding children in the online environment, protecting them from cyberbullying, online predators, and inappropriate content.

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.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