Issue 3| May 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

Types of Abuse

Harmful Sexual Behaviour

Female Genital Mutilation (FGM)

Glossary of Safeguarding Acronyms

How to call Children's Services

Keeping Children Safe in Education (Sept' 2024):

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

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

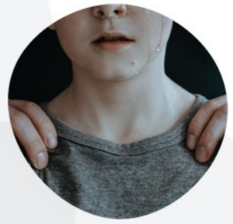
Annexes – The annexes provide additional resources, definitions, and specific guidance for certain groups, like Part One for staff who work directly with children and Annex B with DSL-specific details. Annexes serve as references to complement the main guidance.

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

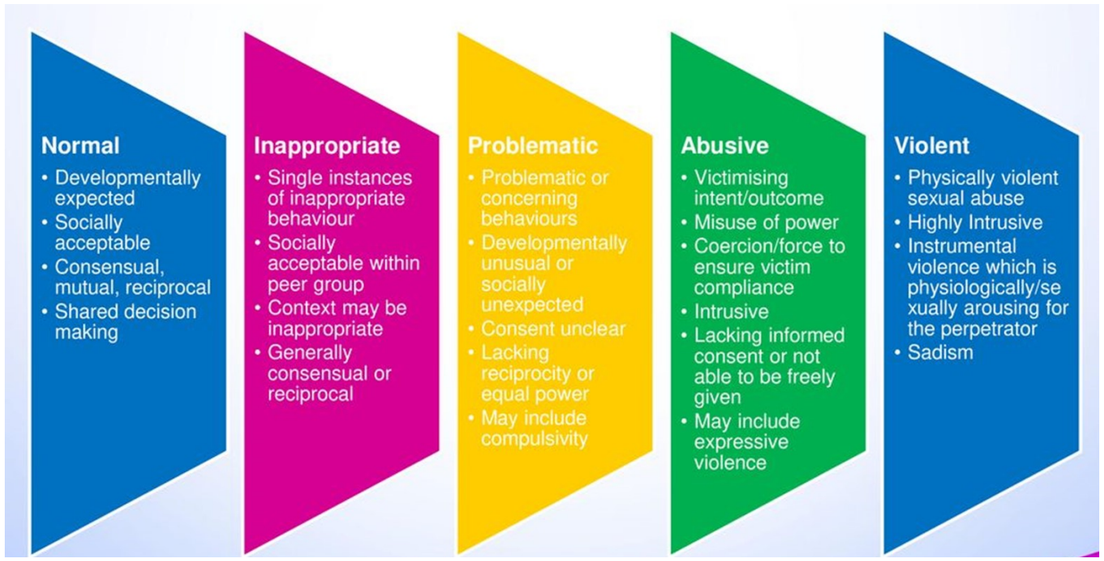
Harmful Sexual Behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014).

It may also be referred to as sexually harmful behaviour or sexualised behaviour. It can be displayed towards younger children, peers, older children or adults, and is harmful to the children and young people who display it, as well as the people it is directed towards.

Technology assisted HSB (TA-HSB) is sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones. As with 'offline' HSB, TA-HSB encompasses a range of behaviours including: viewing pornography (including extreme pornography or viewing indecent images of children); consensual and non-consensual sharing of nudes and semi nudes images and or videos13 (also known as sexting

The Hackett Continuum



Children and young people demonstrate a range of sexual behaviours as they grow up, and this is not always harmful. Sexualised behaviour is often seen as a continuum with five stages, as seen on the previous page:

appropriate – the type of sexual behaviour that is considered 'appropriate' for a particular child depends on their age and level of development;

inappropriate – this may be displayed in isolated incidents, but is generally consensual and acceptable within a peer group;

problematic – this may be socially unexpected, developmentally unusual, and impulsive, but have no element of victimisation;

abusive – this often involves manipulation, coercion, or lack of consent;

violent – this is very intrusive and may have an element of sadism (Hackett, 2010).

Healthy sexual development- 5 – 7 years

Concept of social rules around nudity	Know some words considered 'rude' but often without understanding of what they are	Fascination around body parts and 'toilet' words	Gender socialisation more evident
More exploratory behaviours with peers – through games or comparing bodies	Questions and conversations about bodies, babies and relationships	May use terms such as 'boyfriend', mimicking adult world	Greater increase in desire for privacy e.g. not wanting to share a bath with siblings

Healthy Sexual Development 8 – 12 years

'Informed questioning stage' (Carson, 2016)	In older group, puberty likely to start. Feeling strong sexual sensations in their body, though they may not always attribute the feelings to sexual desires	Continuing comparison of bodies, often more competitively
Relationship behaviours remain relatively 'innocent' but top end of age range may begin to feel pressure to explore	Developing sense of themselves as a sexual person and feeling under pressure to be successful	Sexual attraction developing

Healthy Sexual Development 13 – 15 years

Beginning to develop a sense of themselves as sexual people and where they are in the social status	Beginnings of sexual knowledge, developing adult bodies experiencing sexual desires	Considerable pressure to seem knowledgeable and talk confidently about sex
Making emotional or romantic connections begins to be important	Influence of technology can normalise casual sexual behaviour. May result in sense of/actual pressure to act sexually	May have practiced kissing and low key petting behaviours

Healthy Sexual Development 16 – 18 years

'The Adult Phase' (Carson, 2016)	Should have adult sexual knowledge and language including understanding of legal responsibilities around sexual activity	Increasing confidence in own sexual identity
May be engaging in sexual behaviours	Sexual conversations, making comparisons, demonstrating competitiveness	Intimacy and need for emotional closeness more prevalent

Parents and Carers

Parents should **always** be informed immediately

Remember - conflicting feelings of parents, approach parents empathically

Support to create an environment where young people can ask questions confidently

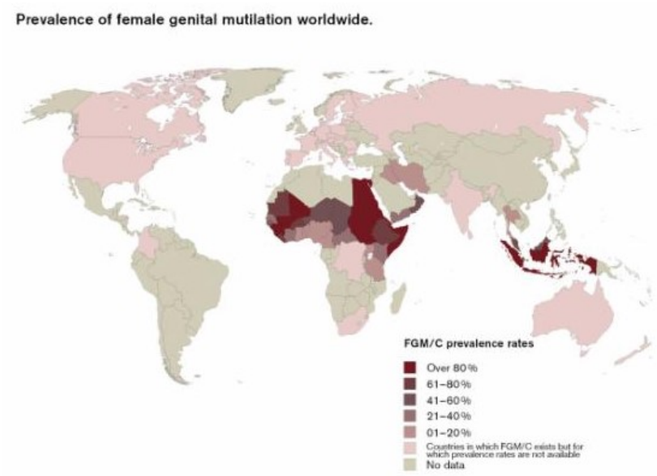
Support family to have the language and permission to describe how they feel about sex and relationships

Non-judgemental, not punitive responses to HSB have the most effective impact

If parents and carers are appropriately concerned about their child's behaviour (whatever their age!) and willing to engage with professionals to make positive changes, interventions are more likely to be successful

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.

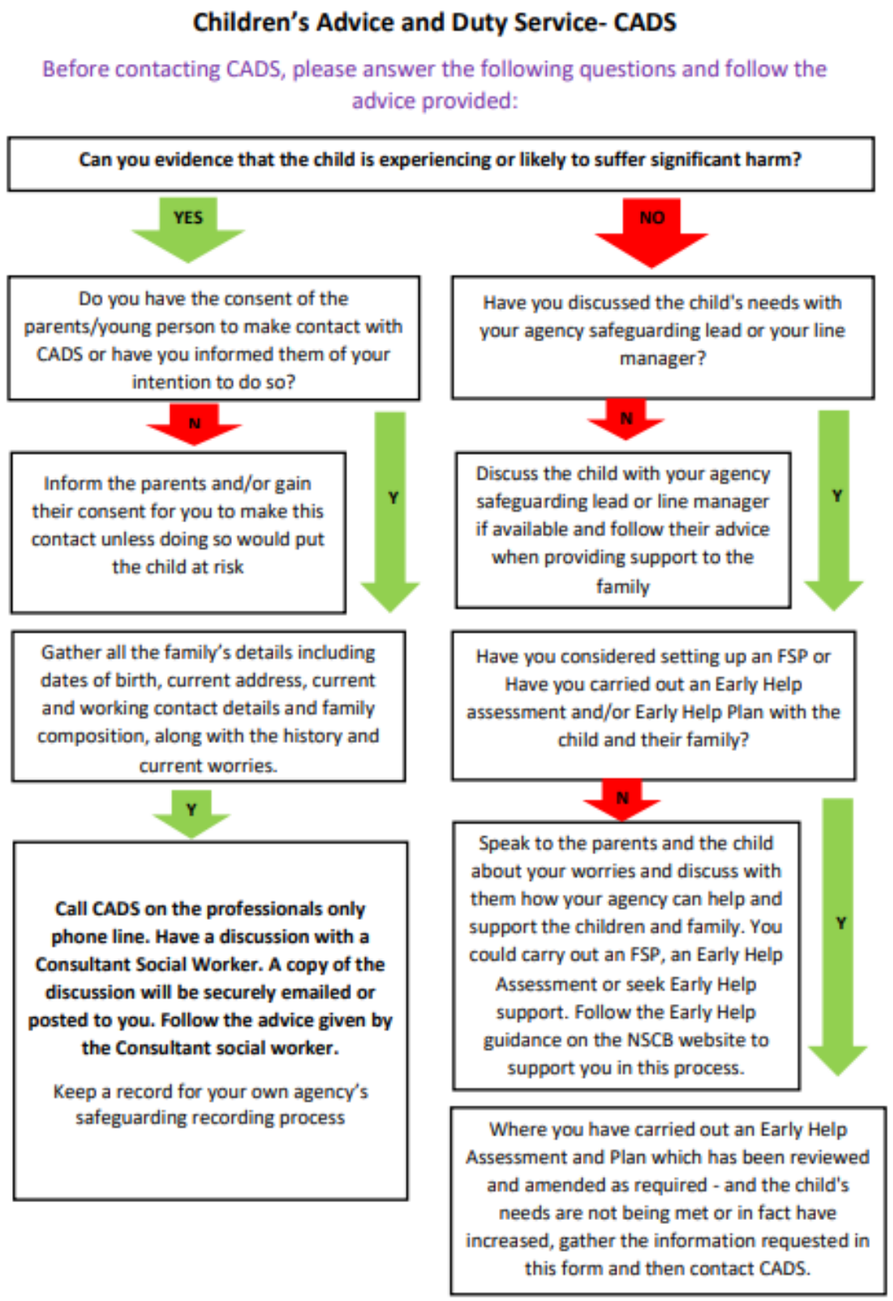
E-Safety – Electronic Safety
Refers to safeguarding children in the online environment, protecting them from cyberbullying, online predators, and inappropriate content.

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/

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