

# Safeguarding

## Newsletter- Autumn 2024

Welcome to our termly Safeguarding Newsletter. Here you will find some useful information and signposts about the work we do here in school to keep your children safe.

At Stanford Junior & Infant School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all our pupils. One of our central aims as a school is to provide an environment where children feel safe, are respected and valued. As such we are always alert to the potential signs of abuse and neglect and will follow our statutory duties to ensure that children receive effective support and protection where needed. For more information please see the 'Keeping children safe in education' document available on the school and government websites.

Who's Who -

Our Designated Safeguarding / Child Protection Officer is Mrs Smith (Deputy Head)

Our Deputy Designated Safeguarding / Child Protection Officer is Mrs Hackfath (Head Teacher)

Our Safeguarding Governor is Mr Scott Smith (Chair of Governors)

IF YOU ARE CONCERNED ABOUT THE SAFETY OR WELFARE OF YOUR CHILD, OR A CHILD YOU KNOW, YOU SHOULD ACT WITHOUT DELAY - PLEASE SPEAK TO ANY MEMBER OF STAFF IN SCHOOL OR CALL THE LOCAL SAFEGUARDING TEAM ON 01472 326292 OR CONTACT THE POLICE ON 101 or 999 IN AN EMERGENCY.

## Peer on Peer Abuse

Peer-on-peer abuse or harm is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships. This can include:

- . Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- . Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- . Harmful sexual behaviours or sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- . Causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude and semi-nude images and or videos.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours and an unsafe environment for children therefore any form of peer on peer abuse is taken very seriously at Stanfrod Junior and Infant School.

If you have any concerns about peer on peer harm or abuse, please speak to a member of the safeguarding team.

## Mental health

NHS Every Mind Matters has lots of support and self-help tips to improve your mental health, lift your mood or ease any anxieties. There are little things that you can do to make big changes, from simply taking a walk, prioritising sleep patterns or opening up to a friend. Please see link for a range of tips from self- help CBT to a quick quiz to check on your current mental health. [nhs.uk/every-mind-matters/](https://nhs.uk/every-mind-matters/)

## USEFUL ONLINE SAFETY WEBSITES

National Online Safety - safety guides on ALL aspects of internet use

<https://nationalonlinesafety.com/>

Internet Matters - wide range of online safety advice for parents to keep their children safe on-line.

<https://www.internetmatters.org/>

# DISCRIMINATION

Discrimination is 'treating someone unfairly because of who they are.' (Citizens Advice 2022). This means that a person being treated differently or is put at a disadvantage because of someone else's opinions or judgements of them.

By law, there are 9 characteristics that are protected from discrimination under the Equality Act 2010: Age, Disability, Religion/Belief, Gender reassignment, Marriage/ Civil Partnership, Pregnancy/Maternity, Race/Ethnicity, Sex, Sexual orientation.

If someone is targeted or treated unfairly because of one of these characteristics, then they are being unlawfully discriminated against. At Stanford School, we celebrate diversity and through our everyday interactions, in specific PSHE lessons and during assemblies teach children not to accept discrimination in any form and how to challenge it.

## SCHOOL FILTERING AND MONITORING SYSTEMS

As part of keeping children safe whilst at Stanford Junior and Infant School, we use a filtering system, a service that provides safe, filtered and logged web access for both staff and pupils. It also provides a monitoring and alerting service that helps safeguard pupils. This service is an integral feature of our.....

This system filters and monitors all laptops, phones and tablet. It will monitor what activities are taking place and filter out any items that are deemed unsafe and inappropriate. Smoothwall works in a way that captures user activity as it happens, sending potential risks through to the school. These can then be acted on. The content is then blocked so it cannot be accessed.

## AGE RATINGS: WHY THEY MATTER

Age ratings are a crucial tool to assist you in determining whether content is appropriate for your child to view or access. They help safeguard children and young people from unsuitable or damaging content while they are watching, playing or interacting online.

Although age ratings for movies, TV shows, online games and social media can be confusing, it's important to research the media your child is accessing to ensure that it is suitable.

## USING EMOJIS

Emojis are becoming an increasingly common method of communication for everybody.

Emojis are simple to understand, quick to type and can get the tone of the message across.

However, there are more and more emojis that are not appropriate for children to use and are being used without understanding their intended meaning.

In order to help safeguard our learners, it is not only important to understand the language they use, but also the potential emojis they may use.

The Children's Society have put together a list of emojis for both professionals and parents to be aware of:

[https://www.safeguardingchildren.co.uk/wp-](https://www.safeguardingchildren.co.uk/wp-content/uploads/2021/11/DEX004a_Emoji-Dictionary-A5-Leaflet_V2_DIGITAL.pdf)

[content/uploads/2021/11/DEX004a\\_Emoji-Dictionary-A5-Leaflet\\_V2\\_DIGITAL.pdf](https://www.safeguardingchildren.co.uk/wp-content/uploads/2021/11/DEX004a_Emoji-Dictionary-A5-Leaflet_V2_DIGITAL.pdf)

[https://www.safeguardingchildren.co.uk/wp-](https://www.safeguardingchildren.co.uk/wp-content/uploads/2021/11/DEX004a_Emoji-Dictionary-A5-Leaflet_V2_DIGITAL.pdf)

[content/uploads/2021/11/DEX004a\\_Emoji-Dictionary-A5-Leaflet\\_V2\\_DIGITAL.pdf](https://www.safeguardingchildren.co.uk/wp-content/uploads/2021/11/DEX004a_Emoji-Dictionary-A5-Leaflet_V2_DIGITAL.pdf)

## ACRONYMS

**DSL:** Designated Safeguarding Lead

**MARF:** Multi-Agency Referral form

**TAF:** Team Around the Family

**IFD:** Integrated Front Door

**CP:** Child Protection

**CaIN:** Child in Need

**KCSIE:** Keeping Children Safe in Education

**PREVENT:** Part of the Government's Counter Terrorism Strategy to stop people being drawn in to extremism

**NELSCP:** North East Lincolnshire Safeguarding Children Partnership's

**SEND:** Special Educational Needs and Disabilities

## FORTNITE- PARENT INFORMATION

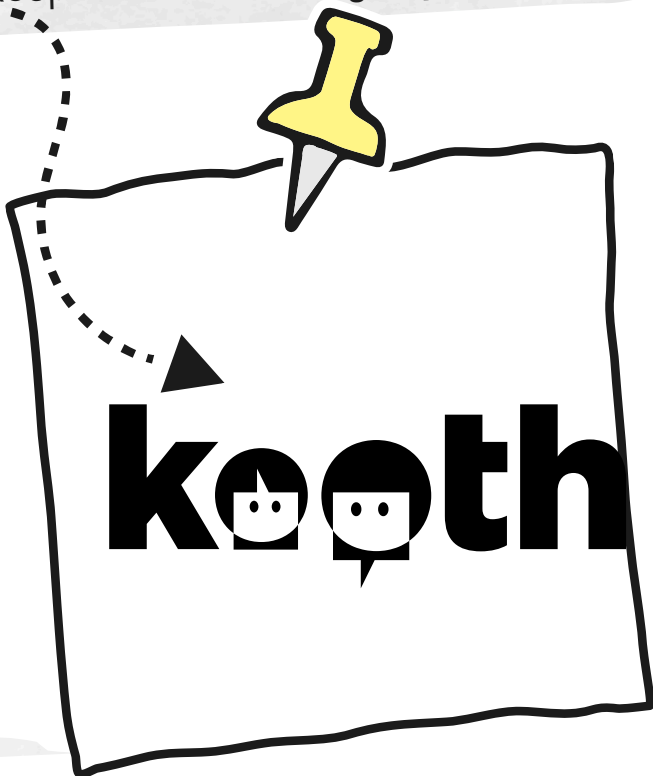
If a player indicates they are under 13, they will have what is called a 'Cabined Account'. While waiting for parental consent, they will still be able to play Fortnite, but will be asked to provide a parent email address in order to get permission to access certain features, like voice chat or purchasing items with money.

You can manage chat settings via Epic's parental controls. Part of the fun of the game is being able to talk to friends and other players while you play and move from different games together as a social group, just like you would in the real world but also to keep safe whilst using any form of online gaming.



## KOOTH

Online Counselling Service for 11-25 year olds  
As part of Mental Health services for young people, this is a free online counselling and emotional wellbeing support service providing young people, aged 11-25 years (up to 25th birthday), with a free, safe and secure means of accessing support with their emotional health and wellbeing from a professional team of qualified counsellors.



## PARENTING SMART (Place2Be)- NEW WEBSITE ANNOUNCED

THE CHILDREN'S MENTAL HEALTH CHARITY, PLACE2BE, HAS LAUNCHED A NEW WEBSITE AIMED AT HELPING PARENTS WITH TYPICAL SITUATIONS THEY CAN FIND THEMSELVES IN WITH THEIR CHILDREN. ADVICE CAN BE FOUND ON OVER FORTY TOPICS INCLUDING: UNDERSTANDING SIBLING RIVALRY  
MY CHILD IS LYING, WHAT DOES IT MEAN, WHAT SHOULD I DO? MY CHILD HAS TROUBLE GOING TO SLEEP  
IMAGEMY CHILD SAYS, 'I HATE YOU!'

CULTURAL IDENTITY: WHO AM I? THE PARENTING SMART WEBSITE CAN BE FOUND HERE:

[HTTPS://PARENTINGSMART.PLACE2BE.ORG.UK/](https://parentingsmart.place2be.org.uk/)





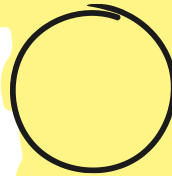
# COMPASS GO

Compass GO Mental Health Support Team provides preventative and early intervention emotional and mental health well-being support to children and young people aged 5-19 years old in North East Lincolnshire. They work directly with schools to support education staff with their Whole School Approach and to ensure that children and young people are given wrap-around care at the right time, in the right place with the right service.

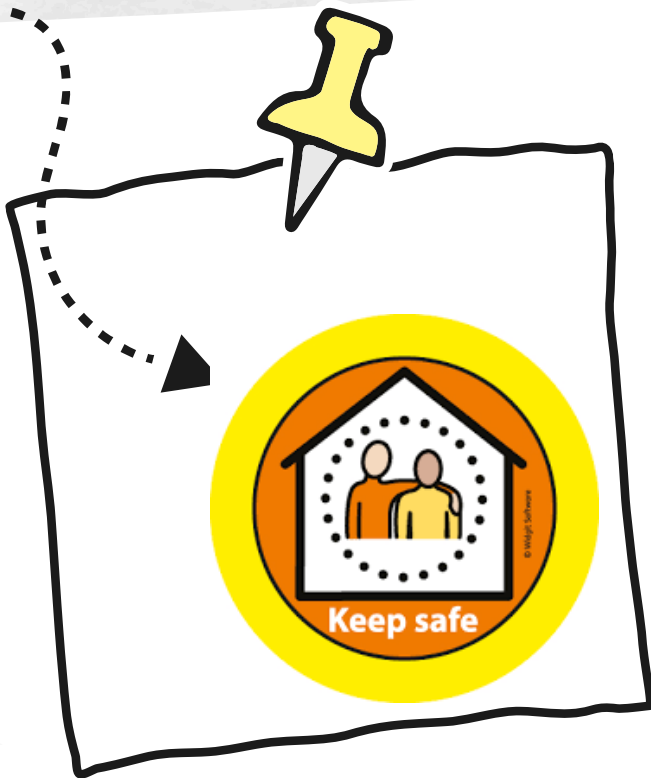
The Compass GO team work with Stanford Junior and Infant School to offer our early intervention POD initiative. This is a low intensity support approach in groups up to 6 children to help support them and giving them the tools to effectively manage their emotions, which include; anxiety, low mood, self-harm, relationships, exam stress, strong emotions and transitions.

We can also work 1:1 with children where referrals have been made through school and discussed with staff and parents/carers.

Compass Go also come into school and deliver assemblies and workshops for all year groups to help develop resilience and the ability to self-help.



# KEEPING SAFE



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## Stanford School Life



OUR NEXT SPONSORED EVENT WILL BE ON THURSDAY 4TH JULY TO CELEBRATE THE OLYMPICS AND RAISE MONEY FOR SCHOOL FUNDS

OUR PEER MENTORS WHO SUPPORT PUPILS IN SCHOOL IF THEY ARE FEELING WORRIED OR ANXIOUS. THEY CAN BE FOUND AT OUR BUDDY BENCHES IN THE PLAYGROUND AND WILL OFFER THEIR HELP AND SUPPORT



STANFORD COMMUNITY PANTRY CAN BE FOUND IN RECEPTION EVERY DAY - TAKE WHAT YOU NEED - TOGETHER WE CAN MAKE LIFE A LITTLE EASIER AND MORE JOYFUL FOR ALL OUR FAMILIES



# SPOTLIGHT ON SAFEGUARDING

## Tips for Nurturing Your Child's Mental Health

Maintaining good mental health is an ongoing process, especially when it comes to children. Here are some helpful tips to prevent potential mental health issues from arising and promote healthy well-being for your child.

### The importance of sleep

Children are developing physically, intellectually and emotionally, and their development is aided by good quality sleep. Young people who have poor sleep will find it harder to cope with daily life and will not develop resilience.

Tips for improving sleep:

- Have a set bedtime and create a calming environment
- Put electronic devices away 30 minutes before bedtime
- Have good eating and exercise habits during the day
- Avoid caffeine in the evening

## Young Minds - A Charity Committed to the Mental Health of Young People

Young Minds is a charity that offers assistance and resources to both young individuals and parents. Their website contains plenty of valuable guidance and advice, including a helpline for parents and children in need of support.

**YOUNGMINDS**

## 4 ways to support your child with their mental health



### ●●● Encourage good physical health

Encourage healthy habits, such as a balanced diet, regular exercise, and good personal hygiene in children. Set a good example at home and talk to them about it.



### ●●● Set boundaries with devices

Children should have designated times to disconnect from social media, the internet, and gaming for alternative activities that promote social interaction.



### ●●● Have open conversations

To eliminate stigmas, talking to children about mental health is crucial. Using personal experiences and relatable examples from TV shows can help start the conversation.



### ●●● Create healthy habits

Encourage healthy hobbies, social activities, and connections to promote mental well-being and prevent unhealthy patterns, obsessions or addictions.















**NSPCC** Dedicated Helpline  
0800 136 663

This new dedicated helpline provides support to both children and adults who have experienced sexual abuse in educational settings or has concerns about someone or the issues raised. Support and advice include how to contact the police and report crimes if they wish.

The helpline will also provide support to parents too. More information is available at

[Dedicated helpline for victims of abuse in schools NSPCC](#)



13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik		
 YouNow	 Yubo		
 House Party	 Monkey		
		17+	
		 Sarahah	
		 YOLO	
		18+	
		 MeetMe	
		 LiveMe	

## STEPS YOU CAN TAKE TO HELP KEEP YOUR CHILD SAFER ONLINE

Have an ongoing conversation: Continue to talk about the apps, games and sites they like to use, and what they like and don't like and any concerns about being online. Discuss with them when to unfollow, block or report. For help starting this conversation, read having a conversation with your child <https://www.thinkuknow.co.uk/parents/articles/having-a-conversation-with-your-child/>

Make sure they know where to go for support: Remind your child they can always speak to you or an adult they trust if anything happens online that makes them feel worried or upset. Remind them that they won't be in trouble at that you are there to help. For a breakdown of report services, visit: Supporting your child with reporting unwanted content online <https://parentinfo.org/article/supporting-your-child-with-reporting-unwanted-content-online>

Make sure they know about NCA CEOP: Young people can report a concern about grooming or sexual abuse to NCA CEOP at <https://www.ceop.police.uk/safety-centre/> and get support from a specialist Child Protection Advisor.

## HOW TO CREATE AN IDEAL BEDROOM ENVIRONMENT

**The bedroom environment plays an important role in getting a good night's sleep. There is a lot to consider including temperature, light and comfort.**

**Here are some tips to help you to make sure that your child's bedroom supports a restful night's sleep:**

- Decorate in neutral colours, bright colours can be over stimulating.
- If the room is too hot or too cold it can disturb sleep, around 18 degrees is ideal, you may find it helpful to invest in a room thermometer.
- Make the bedroom a screen free zone. Watching television, using laptops or mobile phones may suppress the production of melatonin, the sleep hormone, and make it more difficult to nod off.
- White noise can mask out background noise and may be useful.
- For younger children put away toys or cover them with sheets at night time so that they don't provide a distraction. For older children try to discourage them from doing school work on their bed and pack away school books at bedtime.
- A dark environment can help with melatonin production making us feel drowsy at the start of the night. Blackout blinds can also help in the summer months to avoid early waking.
- Some youngsters (and adults!) prefer a little light in the room at night time. If a dark room is distressing or disorientating, then using a soft glowing night light that can be safely left on all night may be helpful. Those with visual/hearing impairments for example can find total darkness disorientating.
- Consistent conditions throughout the night are important. Avoid using products that switch off during the night or turning landing lights off when you go to bed.
- Comfort is important, we all have different needs when it comes to what we prefer and what suits our bodies. The firmness of the mattress and pillows, the texture of the bedding and nightclothes are all important considerations when planning our sleep environments, especially for those youngsters with sensory needs.
- Never use the bedroom or an early bedtime as a sanction for children, sleep should be promoted positively.

**For more information, contact The Sleep Charity or your representative.**

For more information and advice, visit The Sleep Charity at [thesleepcharity.org.uk](https://thesleepcharity.org.uk) or contact us on [info@thesleepcharity.org.uk](mailto:info@thesleepcharity.org.uk)



## CREATING A GOOD BEDTIME ROUTINE

A bedtime routine is important in getting a good night's sleep. A routine helps to support children's body clock and aid relaxation. Consistency is key, sometimes sleep patterns may get worse before they get better. It is not uncommon to think that a new routine isn't working but it is important to stick to it for at least two weeks in order to see results.

Here are some helpful tips to create a good routine:

- Take some time to plan your routine and write it down. Work out what time it will start, this should be an hour before your child goes to sleep. Display the new routine somewhere where everybody in the home can follow it.
- Do the same thing at the same time each day, including having a set wake up time each morning. We know this is difficult at the weekend, but it is important to have these set times to support your child's body clock.
- Turn off all screens at the start of the routine, they may suppress the body's production of melatonin, the sleep hormone, and make it more difficult to nod off.
- Consider whether having a light supper time snack in the routine would be helpful – we have a tip sheet all about sleepy food.
- Dim the lights in the hour before bed to encourage the production of melatonin, this will help to promote that sleepy feeling.
- Younger children may enjoy a bedtime box, filled with a selection of activities to carry out during the routine. Hand eye co-ordination activities such as jigsaws, colouring and threading are great for promoting relaxation. Older children may prefer to read, play a board game or take part in a craft activity.
- A bath 30 minutes before bed can help to promote sleep, the decrease in body temperature after a bath can help us to nod off more easily.
- Once in bed sharing a story is a great way to end the day or older children may prefer to read independently.

For more information, contact The Sleep Charity or your representative.

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