

SAFEGUARDING NEWSLETTER – MAY 2022

Welcome to this edition of our Safeguarding newsletter. We hope that you will find it useful and informative.

Safeguarding Leads.

Safeguarding is an integral part of school life and it is the responsibility of all involved in the lives of children to ensure that they are safe.

We have three Safeguarding Leads in school at this time – you can contact any one of them to discuss any safeguarding concerns or questions that you may have.

Name	Role	Safeguarding Role
Mr. B. McGregor	Head Teacher	Designated Safeguarding Lead
Mrs J. Davies	Deputy Head Teacher	Deputy Designated Safeguarding Lead
Mrs S Rushworth	SENCo	Deputy Designated Safeguarding Lead

Peer on Peer Abuse

Unfortunately, it is still being brought to our attention that children are continuing to send unkind and hurtful messages to one another via social media platforms, particularly, through Whats App. We would continue to urge parents to regularly or even on daily basis, check what their child is writing and sending via any social media platform – not only the content, but also the language being used and any photographs and videos. As a school, we are duty bound to record any incidents of peer on peer abuse that are brought to our attention.

Mobile Phones in school

Year 6 children currently bring their mobile phone into school if they are walking to or from school on their own. We would ask if parents can re-inforce with their child that the phone must not be used on school grounds. We are also noticing a growing number of Year 6 children arriving outside school quite early and they are on mobile phones, including accessing the internet unsupervised. In addition, a reminder that when walking or crossing a road, for their own safety, the children should not be on their phone.

Road Safety

As a staff we really enjoy bring on the gates in the morning to meet and greet the children. It has also allowed us to see how busy this time of the day can be. In school, we are reminding the children the importance of road safety and making sure that any roads are safe to cross. We ask that parents both model safe crossing of the road to their children as well as talking to their child about the Green Cross Code.

Click on the link to access a road safety guide for parents with further advice

<https://www.rospa.com/media/documents/road-safety/teaching-road-safety-a-guide-for-parents.pdf>

Safeguarding in our Curriculum

Teaching children about how they can keep themselves safe is an important part of our PSHE curriculum.

Topics around safeguarding include:

Year group	
1	<ul style="list-style-type: none">• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say• how to respond safely to adults they don't know• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
2	<ul style="list-style-type: none">• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
3	<ul style="list-style-type: none">• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
4	<ul style="list-style-type: none">• how people's behaviour affects themselves and others, including online• about the right to privacy and how to recognise when a confidence or secret should be

	<p>kept or not agreed to and when to tell</p> <ul style="list-style-type: none"> • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns • how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence • how people’s online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
<p>5</p>	<ul style="list-style-type: none"> • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
<p>6</p>	<ul style="list-style-type: none"> • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • how text and images can be manipulated or invented; strategies to recognise this • to recognise unsafe or suspicious content online and what to do about it • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

All of the above are taught in an age appropriate context and careful consideration is given to the resources used. If you have any questions about the above, please do come and speak to one of the staff.

10 Top Tips for Respect Online: A DIGITAL WORLD FOR EVERYONE

Even before lockdowns inflamed the situation, one in every five 10- to 15-year-olds was experiencing bullying online: abusive messages, having rumours spread about them or being excluded from group chats, for example. Through smartphones and tablets, we're used to being able to communicate from anywhere, at any time – but digital devices became commonplace so quickly that it caused a problem: as a society, we haven't properly adjusted to how different they've made life. Our tips can help you to build positive relationships online and avoid some of the potential issues.

WHAT IS NETIQUETTE?

Etiquette is a set of rules to help us interact with others: like a code of respect. People follow this code every day (mostly without even thinking about it) and it can help us decide how to act in certain situations. 'Netiquette' (etiquette on the net – we see what they did there!) is the same, except it's designed to help us interact with others online, which is sometimes a whole different ball game.

1 SEE THE OTHER SIDE

Usually when we're online, we can't see the other person's body language or tone of voice to give us clues about what we can say to them, or how to say it. Try to think what the situation might be like for them, how they're feeling and whether we'd say the same thing if they were actually there with us.

2 HIT THE PAUSE BUTTON

Without a person physically there in front of us, it's easy to send something quickly – before we've really thought about whether it's helpful or kind. Just because we can do things quickly doesn't mean we should; it's better to pause for a second and think it through, instead of simply reacting.

3 MIND YOUR LANGUAGE

People have invented loads of different ways to communicate online (emojis, abbreviations like LOL, TBH and so on). Some of these can be triggering to other people (such as USING CAPS SO IT LOOKS LIKE YOU'RE SHOUTING!), so it's important to stay aware of the style of language you're using.

4 BE SURE BEFORE YOU POST

On social networks like Instagram or Facebook, vast numbers of people might see what you've posted. So if that's something negative about a person, it can feel hugely painful for them. If you're ever tempted to post something like that, ask yourself "do I really need to go public with this?"

5 PROTECT YOURSELF

Always think very carefully before sharing any personal information with someone else or in a group. Once something's been put online, the sender loses any control over where it goes and who might see it. If you've got any uncertainty at all, it's a good idea to talk to a trusted adult about this first.

6 KINDNESS IS CATCHING

Negative communication can spread rapidly online, but so can being kind and helpful (this happened quite a lot during lockdowns, for instance). A friendly, positive message can make a big difference to someone as well as helping us feel good about ourselves – so share the love!

7 WAITING CAN BE HARD

When we've sent a message or posted something online, waiting for a reply or for someone to respond can make us anxious. It could be helpful to think whether you really have to message or post right now – or if you could wait until a better time when it will cause you less anxiety.

8 THE NET LOVES ATTENTION

Most apps, games and sites use sophisticated technology that's designed to keep us coming back for more. It's important to keep this in mind when you feel the need to reach for your phone, tablet or console – once we understand this fact, it becomes easier to control how we use our digital devices.

9 REPLY WISELY

Sometimes it's tempting to fire back an instant response to a post or message we don't like. How we respond is important, however – whether we reply privately to the person or on a platform where lots of people will see it, for example, makes a big difference to how whoever is receiving the message will deal with it.

10 FORGIVE AND FORGET

Even though we try to avoid them, mistakes can – and do – happen online. They can sometimes feel like a bigger deal than they actually are. It's important to remember that we're all only human, and sometimes we mess up. Learn to forgive others and – just as importantly – to forgive yourself.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who, through her research, specialises in promoting safe and ethical online communications. She consults with businesses and organisations to support positive and effective communication online, often by considering some of the more hidden aspects of the mediums.



Source: <https://www.wakeupwednesday.com/people/populationandcommunity/criminologyandjustice/onlinebullyinginenglandandwales/youngdigitalminds2020>
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