

Safeguarding Newsletter



Summer Term

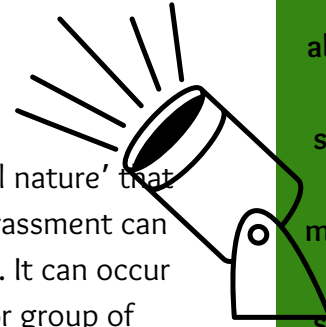
Dear Parents and Carers,

Welcome to Dussindale Primary School's Summer Safeguarding Newsletter. We hope that you find this newsletter useful. This half term the area we have chosen to focus on from safeguarding is Sexual Harassment. We want to share information with you so that we can all work together with the same aim of keeping our children safe in school, at home, and in the wider community.

Spotlight Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment can occur between two children of any age and gender, including primary schools. It can occur through a group of children sexually assaulting or harassing a single child or group of children. Sexual violence and harassment exist on a continuum and is NEVER acceptable.

Sexual harassment is likely to violate a child's dignity, make them feel intimidated, degraded and humiliated.



Sexual Harassment can happen online and offline. It can include:

- Sexual comments, such as sexual stories, lewd comments, sexualised name-calling or sexual remarks about clothes and appearance
- Sexual jokes or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with their clothes (note this can sometimes cross a line to sexual violence, or displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment, such as non-consensual image sharing, unwanted sexual comments and messages, sexualised online bullying, sexual exploitation, coercion, threats or upskirting.

Sexual harassment creates a culture that, if not challenged can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.



When dealing with incidents involving Sexual Harassment we:

- Challenge it there and then
- We don't dismiss or downplay an incident.
- Challenge the behaviour not the person.
- Explain what the problem is.
- Support the victim and show empathy.
- Challenge gender bias and stereotypes.
- Focus on the perpetrator's behaviour rather than the victim's

We teach our children that their body belongs to them and they have a right to be safe.

What can we do to keep our children safe?

To keep our children safe we need to continue to:

- Encourage our children to be open and honest about their experiences so they can feel safe.
- As parents, have conversations with our children that are appropriate to their development stage.
- We all need to model our behaviour to show respect between the genders, so the children can see how to behave.
 - Treat children with respect and dignity.
- Challenge people who undermine the safety of children.

Designated Safeguarding Leads

If you have any concerns about a child's welfare or safety, please speak to a member of the schools safeguarding team.



Mrs Carolyn
Bradley
DSL



Mrs Louise
Norgate
ADSL



Miss Sarah
Dorling
ADSL



Miss Jade
Copeman
ADSL

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Bystander Intervention Programme

At Dussindale Primary School we are committed to providing a safe and secure environment in which your child can thrive and fulfil their potential. Similarly, we place a great deal of emphasis on our students' well-being and personal development. To further support this, we have enrolled in an exciting new initiative, the Bystander Intervention Programme. This programme is designed to teach our students to become Active Bystanders who can safely intervene to help fellow students. This programme will be embedded into our PSHE curriculum and lesson time will be allocated to teach our students about the problems associated with using inappropriate language and the potential impact it can have on our children. The Active Bystander Programme teaches students about the benefits of intervention, it also develops community spirit and helps to improve the wellbeing of all our students. Once students have learnt how to become Active Bystanders and be given the relevant skills necessary, they can choose whether they want to intervene to help their peers.

Bullying

Bullying someone for online behaviour that is outside of common gender stereotypes e.g. bullying a boy for watching a make-up tutorial video, or a girl for using a profile picture showing her short haircut.

Body shaming

Embarrassing someone for the way their body looks e.g. mean comments on a photo about someone's body shape, particularly if it seems to target or criticise perceived attractiveness.

Pornography

Sharing online pornography, whether as a link or image, because it was seen by the sender as 'funny'.

'Upskirting'

Taking photos underneath someone's clothes, without their knowledge e.g. taking a photo up someone's shorts on the school bus, or of someone getting changed at a sleepover.

What does online sexual harassment look like?

Homophobic language

Using offensive homophobic language e.g. calling someone 'gay' to mark them out as 'other' in some way.

Photo editing

Editing photos to make them sexual or gendered e.g. adding emojis on a photo that are meant to represent sexual body parts.

'Sexting'

Sending a nude or nearly nude image of a peer to others.

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1 in 3 women

Will experience domestic abuse in their lifetime

We're here to support your journey to freedom.

Call: 0300 561 0555 Text: 07860 063 464

Visit: nidasnorfolk.co.uk Out of hours: 0808 2000 247

If in immediate danger, always call 999



The Flourishing Families tool has been designed for families who might want a little extra help meeting their child's needs.

We know that parenting can sometimes feel overwhelming but we all share the common goal to give our children the best start in life. There are all sorts of things that you can get help with, whether it's healthy eating, fun activities or financial management, and this tool was developed to help you work out what you're already doing well and help you find support when and if you need it.

The tool is available at www.justonenorfolk.nhs.uk/flourishingfamilies and in just five minutes you can find out about the support that's available for you and your family to help you thrive together.



Did you know that we use the Family Network Approach at Dussindale? Please speak to a member of the safeguarding team if you would like to know more.

Need a little extra help to meet your child's needs?

Search "Just One Norfolk Flourishing Families" to find out more

justonenorfolk.nhs.uk/flourishingfamilies

Norfolk Safeguarding Children Partnership

What Parents & Carers Need to Know about OFCOM'S 'CHILDREN AND PARENTS: MEDIA USE AND ATTITUDES' REPORT 2023

Each year, Ofcom – Britain's regulatory body for communications – produces an overview of children and parents' media experiences across the previous year. The latest version has just been released, and we've pulled out some of the report's most thought-provoking findings which relate to online safety ...

97%

of children had access to the internet at home in 2022

89%

of children played video games

25%

played with people they didn't know

22%

talked to people they didn't know

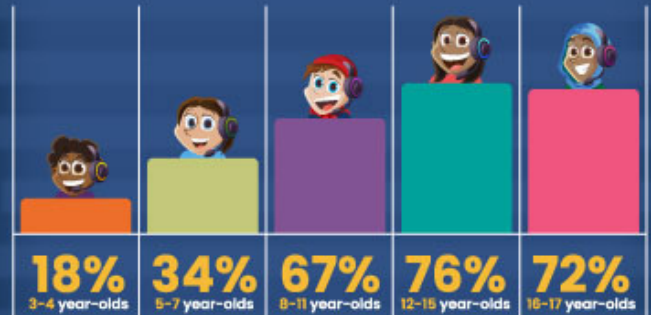
POPULAR PLATFORMS

Most used by under-18s were ...



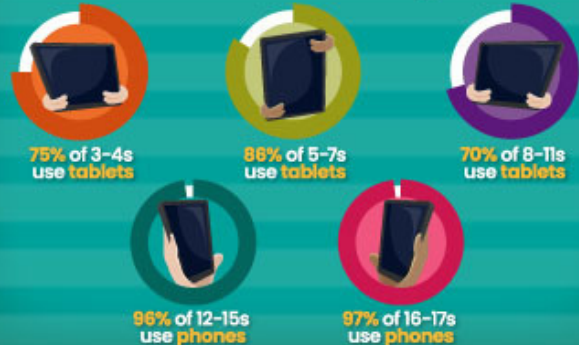
PLAYING GAMES ONLINE

Who's playing – and at which age?



TALE OF THE TECH

Devices most often used to go online:



PARENTAL CONCERNS

Parents and carers most commonly worried about their child ...



D@*#! 3 in 10

children had experienced someone being nasty or hurtful to them on apps or platforms.

70%

of 12 to 17-year-olds were confident in their ability to identify a fake profiles. But 23% were unable to do so when tested.

£38 children's average monthly spend on video games

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Mental Health

Children's emotional well-being is just as important as their physical health. Good mental health helps our children to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. We teach our children that there are a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and there is a scale of emotions that all humans experience in relation to different experiences and situations. By the end of Primary School children should know to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Here are some suggested activities and books that you may want to use at home when thinking about feelings:



"I feel angry" ... let's make a sensory bottle

What you will need:

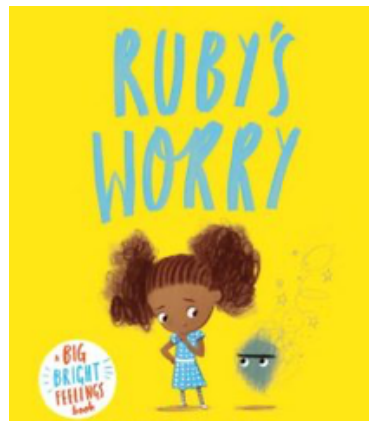
- An empty clear bottle
- Sticky-back plastic
- Food colouring
- Water
- Small pictures of your favourite things e.g. Cartoon characters or sports players



"I feel scared" ... let's make a safe space

What you will need:

- A clear space
- Any of the below:
 - Blankets
 - Towels
 - Duvet
 - Cushions
 - Pillows



"I feel worried" ... let's make a worry eater

What you will need:

- Tissue box
- Art and craft materials
- Paper or card
- Glue
- Scissors



Hollie Guard App

This app allows you to keep an eye on your child while they are travelling using the Journey feature.

Whenever they use this feature, their emergency contacts are informed when they have arrived at their destination.

With the free version, users can also use this app to get help quickly if they are in danger.

If a user is in danger, they hold down the button for 5 seconds to raise an alert, which activates Hollie Guard and automatically sends their location to their designated contacts.

Visit their website for further information:

<https://hollieguard.com/>

Emergency SOS calls

You can set up emergency SOS calls on your iPhone/Android, so it calls the emergency services even when you phone is locked.

Here's how to set it up:

iPhone:

At the same time, press and hold the side button and either volume button until the sliders appear.

Once the countdown on Emergency SOS ends, release the buttons. You can also enable iPhone to start Emergency SOS when you press the side button five times.

Android:

Press the power button five times or more. A five-second countdown begins before emergency services are called.

TIPS: WORRIES AND SEPARATION ANXIETY

Small item to keep

This helps with when a child is anxious about being away from you e.g when at school. Have a little item each (like a button or a fabric heart). Explain to them that whenever you look at it you will think of them during the day, and they can do the same, and this way you will stay connected throughout the day.

'Things I can do' post-its

Ask them to write down their worries on post-it notes, and then stick them on a piece of paper with a line dividing 'things I can do something about' and 'things I can't do something about'. This shows them what they do have control over, and what they can do - or if the worries are for someone else to have responsibility for.

Reassurance jar

Have a couple of sheets of coloured tissue paper, one colour that they like, and one they are less keen on. For every time you are apart and they are worried, when you get home safely they can put a little ball of the colour they like in the jar. If something goes wrong or you are really late, then they can put the other colour in. The jar should then be mostly full of the colour of paper from the positive experiences.

Worry time

Try having a daily 15 minute 'worry time' where they write down the things they are worried about and think if there is anything they can do to help or make a plan. Once the time is up, do something fun and to try not to worry outside of this time.

Self-esteem box

Fill a jar / box with notes about times when they have succeeded at things, then look through this together when they have calmed down to boost their confidence and self-esteem.

Reassuring note

Give them a note from you to carry with them with reassuring words to calm them down when they get anxious.

Breathing control

Encourage them to breathe out for 5 seconds and in for 3 when are feeling overwhelmed.



NSPCC-Positive Parenting

How can I set boundaries?

All children need love, guidance and to have rules and boundaries. Rules and boundaries help families to understand how to behave towards each other, and what's OK and not OK. But the best way to go about this will vary based on your child's age and stage of development. All children are different and develop and reach milestones at different rates.

You can find more UK-wide information at [nhs.uk/conditions/baby/babys-development](https://www.nhs.uk/conditions/baby/babys-development)

Only you will know what works for your child but here are some helpful points to think about.

- Praise children whenever possible for all they do.
- Reward positive behaviour and consider asking what would be a good reward.
- Avoid making rash decisions when you're angry.
- Talk to your child about the rewards and consequences of their behaviour, and do it before rather than after.
- Take time to really listen to what your children are saying and explain to them what you are feeling.
- Be a role model and don't do things that you wouldn't want your children to do.

Smacking is never a good idea

Ideas on bringing up children have changed, and we now know a lot more about the effects of smacking. Smacking can hurt children's feelings – making them resentful and angry, and damaging the relationship between parent and child. This makes parenting and discipline harder in the long run, not easier. Smacking can get out of control.

This also comes back to being a role model. If you smack your child, they may think this is acceptable behaviour and treat other people in the same way.

Children may avoid being smacked by lying or hiding how they feel. And they may become withdrawn – not developing independence.

Please note, in Scotland and Jersey (and, from March 2022, in Wales), the law no longer permits any type of physical punishment of children.

.....
Finding the right balance of rewards and discipline is a key part of positive parenting.
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Top tips...

for all ages

- Keep guidance simple and consistent.
- If your child is behaving in a way you don't want them to, clearly explain what you want them to do instead.
- Be available and make time for your child, so they will come to you when they feel something is wrong or they are upset.
- Keep talking and listening to your child even if at times it feels like a challenge. Start listening from a very early age and set a pattern for life.
- Review family rules as your child gets older and recognise the different needs of children living at home. For example, you shouldn't expect the same from your 12-year-old as you would from your four-year-old.
- Get support from friends and try any good ideas they have found helpful.
- If you are struggling and feel things are getting out of hand, get advice from your GP, a health visitor, or your child's teacher.

As children get older, they can experience difficult emotions. Some children find it hard to talk to their parents about feelings and may want to speak to Childline
0800 1111, [childline.org.uk](https://www.childline.org.uk)