






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 Kate Jones (Pastoral Support).

Modern Slavery in Norfolk

Child-on-child Abuse

Types of Abuse

Changes to Keeping Children Safe in Education

Domestic Abuse

Filtering & Monitoring

How to support children that may have experienced trauma



Modern Slavery

Record number of potential slavery victims in Norfolk (North Norfolk News)

A record number of potential slavery victims were referred to Norfolk police last year including dozens of children at risk of being exploited by ruthless gangs. Sex workers trafficked into the county and young people forced into selling drugs were among cases that led to perpetrators being jailed.

Recent Home Office figures show 135 potential victims of modern slavery – which includes any form of human trafficking, slavery, servitude or forced labour – were referred to Norfolk Constabulary in 2023. It was up from 110 referrals the year before and the highest since comparable records began in 2018. It included 72 children aged under 17. The true numbers are likely to be much higher.

Campaigners said it showed the "harsh reality" of modern slavery for hundreds of often vulnerable young people forced into work or illegal activities to pay off debts to gang-masters and traffickers.

Victoria Tecca, from the Modern Slavery and Human Rights Policy and Evidence Centre, said many were "exploited in harsh conditions, facing threats, violence and intimidation". She added it was "particularly troubling" to see record numbers of children in the statistics.

Victims have often been forced into sex work, domestic servitude or labour exploitation in agriculture and businesses like nail salons and car washes. They frequently suffer very low pay and poor working conditions and dilapidated, cramped accommodation.



Three women and two men who were part of an organised crime gang were jailed last year for a total of 10 years after facilitating the movement of women from Hungary to Norwich. Norwich Crown Court heard a phone contained 12,000 messages relating to "young and vulnerable to exploitation" victims who they had arranged to bring over for sex work.



In another case, two men were jailed for modern day slavery offences after they forced teenagers to operate a so-called county lines operation, bringing crack cocaine and heroin from London to Norwich by train. Kingsley Annor and Trevor Kutsirayi were caught after two of the youth, who had been reported missing, were found at a property off Newmarket Road.

Meanwhile an Albanian gang were jailed over a cannabis growing operation in Banham that used vulnerable workers who had been forced into work to pay off debts.

A new project funded with a £125,000 grant from Norfolk's police and crime commissioner (PCC) launched last year to help coordinate support across the county. The three year scheme will ensure specialist one-to-one support for up to 100 victims.

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

Keeping Children Safe in Education Sept' 2023:

'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](#)

Changes to KCSiE (Sept 2023)

Filtering and monitoring

The updated guidance makes it clear that all staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place. Information on school child protection policies should include information on appropriate filtering and monitoring on school devices and school networks. The guidance signposts the Department for Education's new **filtering and monitoring standards** (DfE, 2023b), which support schools to have effective systems in place. Schools and colleges should consider meeting the DfE's **Cyber security standards for schools and colleges** (DfE, 2023c).

Children absent from education

The updated guidance highlights that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

Recruitment

Updated guidance states that schools and colleges should inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

Organisations or Individuals using school premises

Updated guidance includes information on responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises. As with all safeguarding allegations, schools should follow their safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).

Domestic abuse

What it is and why it matters

Domestic abuse is abusive, violent, controlling, coercive or threatening behaviour between people aged 16 or over who are, or have been, intimate partners or family members. It can happen to **anyone**.


Children who see, hear or experience the effects of domestic abuse and are related to the victim or perpetrator are victims of abuse themselves. It can seriously affect children's physical and mental wellbeing, including into adulthood, so we have a responsibility to share concerns.

Intervening early helps to stop abuse getting worse and prevent children experiencing significant harm, so it's important to be alert to signs.

Domestic abuse can take different forms:

- **Physical:** for example, hitting, punching, pushing, biting, burning or choking
 - **Psychological/emotional:** for example, putting a person down, controlling them with threats and intimidation, blaming them for the abuse or denying it
 - **Sexual:** any form of sexual activity that takes place without the other person's full consent (e.g. physical contact, withholding contraception, or pressuring into sexual activities)
 - **Financial:** controlling the partner's ability to earn and use their own money and resources (e.g. stopping them going to work, spending or taking their money)
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Signs of witnessing domestic abuse

- Being aggressive or bullying others, or having tantrums
 - Anti-social behaviour
 - Having anxiety, depression, or suicidal thoughts
 - Being attention seeking
 - Tiredness
 - Startling easily, being nervous or jumpy
 - Taking part in more activities outside home
 - Being constantly or regularly ill, like having colds, headaches or mouth ulcers
 - Misusing drugs or alcohol
 - Eating disorders
 - Having problems in school or trouble learning, including playing truant
 - Becoming withdrawn
 - Acting younger than they are
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What to do

- Speak to the designated safeguarding lead (DSL), or deputy, if you have any concerns, and keep a clear record
- Make a clear record of your concerns
- If a child tells you about abuse, make it clear that you'll need to tell someone else – but only those who really need to know
- If you think a child is in immediate danger, contact the local authority children's social care team, and the police, if appropriate. Then tell the DSL or deputy

National Domestic Abuse Helpline (freephone, 24/7): 0808 2000 247, nationaldahelpline.org.uk

Men's Advice Line (freephone): 0808 8010 327, mensadvice.org.uk

Galop (freephone, LGBT+): 0800 999 5428, galop.org.uk/get-help/helplines

Sources

- This factsheet was produced by [The Key Safeguarding: thekeyssupport.com/safeguarding](https://thekeyssupport.com/safeguarding)
- [Risk and protective factors for perpetration, Centers for Disease Control and Prevention](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/riskprotectivefactors.html)
<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/riskprotectivefactors.html>
- [Domestic abuse: draft statutory guidance framework \(accessible version\), GOV.UK – Home Office](https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance/domestic-abuse-draft-statutory-guidance-framework)
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance/domestic-abuse-draft-statutory-guidance-framework>
- [Domestic Abuse Act 2021: part 1, section 3, Legislation.gov.uk](https://www.legislation.gov.uk)
<https://www.legislation.gov.uk/ukpga/2021/17/section/3/enacted>
- [Big rise in domestic abuse calls during lockdown, London School of Economic and Political Science](https://www.lse.ac.uk/News/Latest-news-from-LSE/2020/g-July-20/Big-rise-in-domestic-abuse-calls-during-lockdown)
<https://www.lse.ac.uk/News/Latest-news-from-LSE/2020/g-July-20/Big-rise-in-domestic-abuse-calls-during-lockdown>
- [Getting help and support for domestic violence, NHS](https://www.nhs.uk/live-well/healthy-body/getting-help-for-domestic-violence/)
<https://www.nhs.uk/live-well/healthy-body/getting-help-for-domestic-violence/>
- [Domestic abuse, NSPCC](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/)
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- [The impact of domestic abuse on children and young people, Women's Aid](https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/impact-on-children-and-young-people/)
<https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/impact-on-children-and-young-people/>

Filtering & Monitoring

What is filtering and monitoring?

Filtering and monitoring systems are used to keep pupils safe when using your school's IT system.

Filtering systems: block access to harmful sites and content.

Monitoring systems: identify when a user accesses or searches for certain types of harmful content on school and college devices (it doesn't stop someone accessing it). Your school is then alerted to any concerning content so you can intervene and respond.

No filtering and monitoring system is 100% effective, so you need to use it alongside your existing safeguarding systems and procedures.

What do I need to know about filtering and monitoring?

All staff should be clear on:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of their safeguarding training. For example, part of their role may be to monitor what's on pupils' screens
- How to report safeguarding and technical concerns, such as if:
 - They witness or suspect unsuitable material has been accessed
 - They are able to access unsuitable material
 - They are teaching topics that could create unusual activity on the filtering logs
 - There is failure in the software or abuse of the system
 - There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
 - They notice abbreviations or misspellings that allow access to restricted material

Senior leaders and all relevant staff need to be aware of and understand:

- What provisions your school has in place and how to manage these provisions effectively
- How to escalate concerns when they identify them

They're also responsible for:

- Buying-in the filtering and monitoring system your school uses
- Documenting what is blocked or allowed, and why
- Reviewing the effectiveness of your provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded
- Overseeing reports
- Making sure staff are trained appropriately and understand their role

The DSL should take lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place - this is part of their role in taking the lead responsibility for safeguarding.

This includes overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

Work with your IT staff to make sure your provision is effective, and speak to your filtering and monitoring provider for specific training and support.

How to support children who may have experienced trauma

Behaviours that might indicate a child has experienced trauma

- › Hypervigilance: a child might seem 'on edge', distracted or jumpy. They might have disproportionate reactions to events, or show repetitive behaviour and fidgeting
 - › 'Fight, flight or freeze' responses: a child might argue, be aggressive, run away, hide, be unable to do a task, or not speak or make eye contact
 - › Poor self-regulation: they may have emotional outbursts, appear to overreact to things, be confrontational, or not be able to control impulses
 - › Avoidance: they may try to avoid things that remind them of past experiences
 - › Apparent daydreaming
 - › Difficulty trusting others: they may seem wary and suspicious
 - › Social isolation and difficulty managing social interactions
 - › Less interest in daily activities or hobbies: they may seem to enjoy things less than others
 - › Signs of depression: they seem persistently sad or angry, irritable, lose interest in things they used to enjoy, and be tired or not have any energy
 - › Signs of anxiety: they seem irritable, tearful or clingy, and tired
 - › Focusing on negative memories or thoughts
 - › Difficulty recalling details of memories: they may also struggle with planning, making decisions and social problem solving
 - › Tiredness
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What to do 'in the moment'

- › **Pause and reflect:** ask yourself what the child's behaviour could be communicating
- › **Keep calm:** even if you don't feel calm, act like you are. Try to stop, look down at your shoes, take a deep breath, think about the child's strengths, and then look up and smile
- › **Keep your voice low and slow:** 'low' means both low pitched and low volume
- › **Use simple, consistent language:** repeat phrases rather than trying to say the same thing in different ways. A child is more likely to take it in this way
- › **Try to offer choices:** even if it's just something like "sit here or sit there", it will help the child feel more in control of the situation
- › **Give positive reinforcement and space:** remind the child that they're safe, that you're here to support them, and that the problem can be managed. Praise the child for making the right choices. Try to avoid standing too near them
- › **Use distractions:** offer the child an opportunity to do something else, such as reading a book, looking out the window, or an activity that helps calm them. A change in adult can also provide a distraction

6 things you can do every day

- **Create consistency:** always act the same way towards pupils, and set consistent boundaries for what's acceptable behaviour
- **Have a clear routine:** give warnings about changes to the routine and give a visual reminder of the routine to pupils
- **Make pupils feel valued:** show an interest in them, including their strengths and motivators. Smile and welcome them. Think about how you phrase things – for example, if a child shouts in class, say “thank you for sharing, but next time please put your hand up first” rather than “don't shout”
- **Think about what might have happened before you see them:** this helps you anticipate how a child might be feeling and what you might need to do to help them be ready to learn or settle
- **Start every day with a clean slate:** welcome pupils back each day with a smile and a positive greeting, and try to avoid punishments that last more than 1 day
- **Never judge:** be aware of your body language and tone of voice, and show the child you're listening

Sources

This factsheet was produced by [The Key Safeguarding](https://thekeysupport.com/safeguarding): thekeysupport.com/safeguarding

[Understanding self-regulation skills, Healthline](#)

[Five tips for non-judgemental listening, Mental Health First Aid](#)

[Anxiety in children, NHS](#)

[Depression in children and young people, NHS](#)

[Adverse childhood experiences, Public Health Scotland](#)

[SEA Inclusion](#)

[The guidebook to childhood trauma and the brain, UK Trauma Council](#)

[Adversity and trauma-informed practice, Young Minds](#)

In general, referrals to the Children's Advice and Duty Service (CADS) will be made by the DSL.

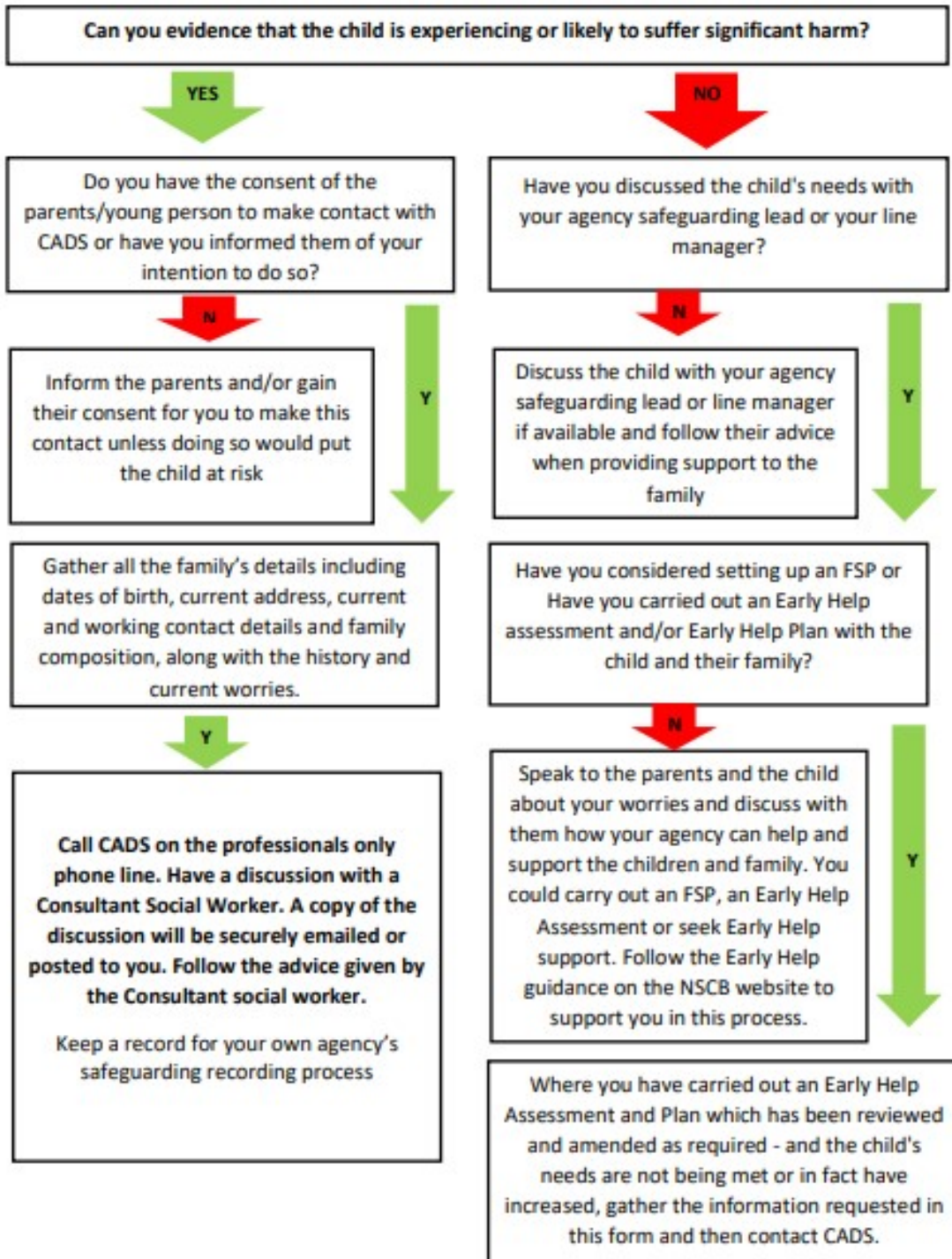
However, any professional can call CADS, if, for any reason, they are unable to contact the DSL or Alternates.

The flow chart (below) should be followed.

In an emergency, where a child is deemed to be in immediate risk of harm, call 999.

Children's Advice and Duty Service- CADS

Before contacting CADS, please answer the following questions and follow the advice provided:



PROFESSIONAL USE ONLY – CALL CADS ON 0344 800 8021

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.norfolkscb.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.norfolkscb.org/parents-carers-community/information-on-neglect/>

<https://norfolkscb.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.norfolkscb.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.norfolkscb.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.norfolkscb.org/people-working-with-children/threshold-guide/>