



3RD JUNE 2024

Safeguarding NEWSLETTER

SUMMER TERM 2024

At **St Ann's Heath Junior School**, safeguarding and promoting the welfare of children is everyone's responsibility and our top priority. As part of that, we will be sending out half termly safeguarding newsletters to inform you of any recent safeguarding news as well as providing you with information and details of organisations that may be useful to you.

Safeguarding is the school's highest priority. We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

**Keeping
children safe
is everyone's
responsibility**



Each school needs to have at least one Designated Safeguarding Lead. Key aspects of the 'Designated Safeguarding Lead' role within schools:

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records
- Raising awareness of the school's safeguarding policies and procedures, and ensuring they are implemented and reviewed regularly



Designated Safeguarding Leads at St Ann's Heath



Mrs Jackie King and Mrs Pip O'Connor - Co-Head Teachers

Designated Deputy Safeguarding Leads at St Ann's Heath



Mrs Sian Savill - Pastoral Lead (Tues & Fri)



Ms Laura Allen - Attendance & Welfare/School Office (Mon - Thurs)

School Safeguarding Governor

Mrs Sophie Reisch

IN THE SPOTLIGHT



A Child's First Phone

According to Ofcom, about a quarter of 5-7 year olds own a smartphone, while by age 11, 91% of children have one. If you're considering getting your child a phone or passing down an old device, here are four crucial questions to think about:

- **Is your child mature and responsible enough?**
 - Evaluate if your child can adhere to screen time guidelines and use the phone appropriately. Have they shown responsibility in other areas like taking care of their belongings?
 - Make sure your child understands the potential risks of smartphone use, such as exposure to inappropriate content and cyberbullying.
- **What are your child's communication needs?**
 - Think about whether your child truly needs a smartphone. If they're occasionally away from you and involved in activities where they need to stay in touch, a smartphone might be helpful, but not always necessary.
 - If it's for educational purposes, consider whether they should have their own phone or if it could be a family device.
- **What safety features does the device offer?**
 - Activate parental controls before handing it over to them to limit access to unsuitable content.
 - Explore apps on your phone to monitor their usage.
 - Research the device to understand the available safety features.
- **What boundaries should be set to ensure your child's safety when using a smartphone?**
 - Establish clear rules regarding phone usage, including when and how it can be used, permitted apps and guidelines for communication with others.
 - Discuss consequences for not following the boundaries and model healthy smartphone habits yourself to set a positive example for your child.



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RECOMMENDATIONS FOR SETTING BOUNDARIES WHEN GIVING YOUR CHILD THEIR FIRST PHONE:

1.

Parental access:

- Passwords shared
- Regular checking of social media and messaging services
- Approval of apps before download

2.

Phone-free time:

- Daily limits
- Phone-free activities
- Designated time set aside for phone use, then returned to a central place when not in use

3.

Phone-free areas:

- Phones are not to be taken into bedrooms or bathrooms
- Phones turned off and stored in a central place (for charging), 30 minutes before bed

4.

Conduct:

- Respect and kindness shown whilst using the phone
- Open dialogue and no secrecy about what it is been used for

@The_Enlightened_Parent

The Significance of Sleep

10 WAYS TO IMPROVE SLEEP FOR YOUNGER CHILDREN



Consistent bedtime

Aim to put your child to bed at a similar time every night.

Sleep - friendly environment

Create a quiet, cool, dark room with as little distractions as possible.

Limit screen time

Avoid all types of screens for at least 30 minutes before bed. Swap for a calm activity.

Encourage physical activity

Encouraging physical activity can tire them out, aiding in better sleep.

Diet and nutrition

Avoid sugary, rich and heavy foods in the evening as these can disrupt sleep.

Address anxieties

If your child has fears about bedtime, spend time reassuring them.

Be mindful of naps

Avoid naps, especially in the afternoon and evening.

Teach self-soothing

Teach them to fall to sleep and get back to sleep by themselves.

Calm routine

Create a calm routine before bed which includes activities such as reading, colouring or gentle play.

Model good sleep habits

Let your children see you prioritising sleep and maintain a consistent routine.

The Significance of Sleep

For children, sleep plays a crucial role due to the significant changes happening in their bodies and minds. Here are some key reasons highlighting the importance of sleep:

- **Physical growth and development:** Sleep triggers the release of growth hormones necessary for physical growth.
- **Brain development:** Quality sleep is essential for brain development, especially in areas related to decision-making, impulse control and emotional regulation.
- **Emotional well-being:** Sleep aids in emotional regulation, stress reduction and is closely linked to mental health.

Ensuring that children get enough quality sleep is essential for their growth, learning and overall well-being. The National Sleep Foundation recommends that children aged 5-12 get 9-11 hours of sleep a night.

Barriers to good sleep

There are many reasons that children don't get good quality sleep. Some of these are:

- Irregular sleep schedules, especially on weekends, can disrupt a child's sleep routine.
- Use of electronic devices late into the night can be a significant barrier to a good night sleep.
- A noisy or brightly lit room can make it difficult for children to fall asleep and stay asleep.
- Consuming caffeinated or sugary foods and drinks, especially in the evening can impact on a child's ability to fall asleep.
- Children might underestimate the importance of sleep, leading to a reluctance to create good sleep habits.

BENEFITS OF ENOUGH SLEEP



Better Brain

Improved memory and concentration



Better Body

Improved energy



Better Mood

Improved emotional resilience



Children

Recommended Sleep

Teens

Recommended Sleep

5 - 13 years

9 - 11 hours

14 - 17 years

8 - 10 hours

Snapchat is a messaging app.

Users can take photos, record videos, add text or drawings and send them to friends. These Snaps will disappear after viewing, or within 24 hours (for a Story).

68%*

of UK 13-15 year olds use Snapchat.



As with any social platform, sometimes Snapchat users can act in ways which may lead to others feeling offended, abused or left out. Users can always report abuse on Snapchat, can block offending users, or leave any group chat where they feel uncomfortable.



Share Snaps (images) or chat with friends. Explore news and entertainment from established publishers. Make video and voice calls. See where your friends are on the Snap Map.

13+

13-17 year olds should have permission from a parent or legal guardian.

Snapchat



What parents and carers need to know



Useful tips

- Check privacy settings to choose who can see your Snaps, your Stories or your location.
- Report safety concerns.
- Block users who make you uncomfortable.
- Only friend or accept friend requests from people you know in real life.

Users can capture photos or videos of the world around them and send them to friends, adding filters, lenses and stickers to these for fun and creative visual effects. Users can always choose who they are sharing Snaps or Stories with.

Seen something harmful?

Get help from ReportHarmfulContent.com



For more on keeping safe online hwb.gov.wales

WG40631

Access Snapchat's Safety Centre at snap.com/en-GB/safety/safety-center
Find out more in these checklists tiny.cc/Checklists



*Source Ofcom: Children and Parents Media Use and Attitudes survey 2020

SUMMER SAFETY

KEEPING CHILDREN SAFE THIS SUMMER

Prevent heatstroke



Look before you lock your car.

Secure pool areas



Don't leave children alone around water.

Protect from bug bites



Use sprays, clothing, or window screens.

Use sunscreen



Apply often when playing or swimming.

Stay hydrated



Water is best to stay hydrated

Keep cool



Avoid outside when sun is hottest.

SUMMER WATER SAFETY RULES



ALWAYS GO IN FEET FIRST!

Teach kids to ALWAYS enter any body of water or pool feet first. Kids are not good at judging the depth of water or hazards under the surface. Make this a hard rule to avoid head injury.

TAKE SHIFTS AS THE "PARENT LIFEGUARD"!



We all want to relax with our phones or a book but make sure that one parent in the group is "on duty" and has eyes on all the kids.



STAY WITHIN ARMS REACH!

Make sure that young kids, especially 1-5 years old, are ALWAYS within arms reach of an adult in the water. A 1:1 adult to child ratio is best for these younger kids.

WHEN IN DOUBT BUCKLE UP!



It's fun to have friends with you at the pool or lake, but if you are unsure of a child's swimming ability ALWAYS have them wear a certified PFD (personal flotation device). Remember that everyone must wear a PFD on any boat or water craft!



NEVER SWIM UNDER ANYTHING!

Make it a hard rule in your group that kids are NOT to swim underneath ANY docks, flotation mats, boats or inflatable floaties EVER! If a child gets into distress and panics, they may not be able to get to the surface even if the way out seems clear. This also puts them out of sight for a parent or lifeguard.

LEARN TO SWIM FROM A PRO!

EVERY child should learn to be a STRONG swimmer through qualified swim instruction. This is the best way to protect them from drowning throughout their life. It's not enough to just "be comfortable" in the water as this could increase their risks especially in their teen years.



12 ONLINE SAFETY TIPS EVERY CHILD NEEDS TO LEARN



A stranger online is still a stranger

Too much of anything can be bad, use the internet wisely.

Don't lie on social media

Don't believe everything you see online

Do not share personal information

Use the internet and social media for good and to learn.

Remember anything you share stays online forever.

Likes and followers aren't really that important

Don't click all links

Do not keep secrets from your parents.

Do not be rude online

Cyberbullying is wrong.

Mental Health Support

10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO MANAGE CONFLICT EFFECTIVELY

Disagreement is a natural part of human interaction. This can seem particularly true when dealing with the sensitive issues that arise for secondary-aged pupils. This guide brings you 10 top tips which can help prevent conflicts arising or mitigate their impacts when they do.

1 INSPIRE RESPONSIBILITY

The best approaches to conflict resolution are restorative. This means that rather than adults imposing their own solutions on children who have had a disagreement, they should work with them. Allowing them to handle it can feel empowering to young people and will hopefully teach them to manage their own disputes as they move towards adult life.

2 ACTIVELY LISTEN

Remember to give every child the opportunity to voice their opinion, regardless of their age, stage of development, special educational needs, or other individual requirements. This can be done using a variety of different communication methods. For example, some children find it easier to express how they're feeling using pictures and drawings, while some prefer to write their ideas down.

3 BE CURIOUS

Demonstrating how to approach conflicts with a mature and empathetic mindset can set a good example to children, which can prove a useful skill for them later in life. Model this by asking inquisitive-yet-respectful questions about the issue at hand. Really try to understand where all parties are coming from, and share information between them when and where appropriate. This should encourage young people to mirror your behaviour, teaching them to be curious about the other sides of a conflict, and thus being more willing to hear them out.

4 PROMOTE DIFFERENCES

Children and young people may come from a range of different backgrounds and cultures or have protected characteristics which may cause them to see things from various angles. Having a school and community culture which celebrates and embraces diversity in all things – including diversity of opinion – means people are more likely to feel heard and understood.

5 BE SUPPORTIVE

Discussions may be sensitive or, in some cases, even trigger negative emotions. Pupils may have mixed feelings about the issue at hand. They could be nervous or anxious before even coming to the table to talk about it. Try and create a space where all parties feel safe, welcome and comfortable. Allow breaks and time-outs if the conversation gets heated, to prevent anyone from saying something they might later regret.

6 MENTALLY PREPARE

Think of how you can approach the conflict in a calm and regulated manner. Consider taking some extra time to prepare beforehand and finding somewhere quiet to relax. Even if you're not directly involved with the conflict, mediating can be a stressful experience in its own right. Make sure you're hydrated, fed and comfortable, and do the same for the young people involved. These may seem like insignificant factors, but it's important to remember that physical discomfort can trigger dysregulation, which can make it much harder to have a calm, productive conversation.

7 GET YOUR FACTS STRAIGHT

Make sure you have all the facts, figures and timelines of the situation prior to the discussion. This should be done as objectively as possible with the aim of resolving the ongoing issue. You may want to risk assess any problems that may arise and look for possible solutions during your preparation time.

8 STICK TO THE POINT

Make the reason for, and purpose of, any meetings or communications clear prior to setting them up. Provide an agenda. Act as a neutral chairperson who can keep all parties on track. Make sure everyone has a chance to air their concerns about the issue being discussed and try to avoid talking about unrelated incidents. Close off with some action points, detailing what everyone can do to resolve the conflict.

9 BE SOLUTION FOCUSED

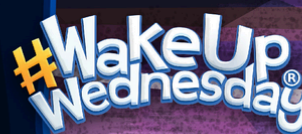
It's often said that the art of diplomacy is about giving others ladders to climb down. This means the main aim of any meeting or correspondence should be finding mutually acceptable and amicable solutions. Parents, carers, teachers and pupils should be aware there may need to be a compromise for the common good – and, most importantly, the good of the children you're supporting.

10 DON'T IGNORE OR AVOID CONFLICT

No one benefits from allowing concerns and grievances to fester, as this can lead to further division and mistrust, and ultimately doesn't help the children involved. Use our tips to open meaningful lines of communication. These should help you find a suitable resolution and minimise the number of conflicts you're faced with mediating overall.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and advisory teacher. She founded her company, Neuroteachers, to improve inclusion for neurodivergent people. She works with nurseries, schools, colleges and businesses providing consultancy, training and mentoring to create belonging and understanding for people with the full range of neurotypes.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/supporting-children-to-manage-conflict-effectively>

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10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT



It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



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