



ORMISTON
DENES ACADEMY

Safeguarding Advice to Parents and Carers

Keeping our students safe



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Safeguarding

The safety and welfare of our students is of paramount importance to us, and to enable us to achieve this, we work very closely with parents/carers, and a range of external agencies.

There are four broad categories of safeguarding concern:

1. Emotional

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development

Signs of Abuse:

- Clingy
- Attention seeking
- Low self esteem
- Apathy
- Fearful/withdrawn
- Sleep disorders
- Depression/self harm
- Drink/drug abuse

2. Physical

Causing physical harm to a child. It can also result when a parent/carer deliberately causes ill health of a child in order to seek attention through fabricated or induced illness.

Signs of Abuse:

- Unexplained injuries
- Injuries on certain parts of the body
- Injuries in various stages of healing
- Injuries that reflect the use of an implement
- Flinching when approached
- Crying/instability
- Afraid of home
- Behaviour extremes

3. Sexual

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

Signs of Abuse:

- Age inappropriate sexual behaviour/knowledge
- Promiscuity
- Running away from home
- Wary of adults
- Eating disorders
- Depression
- Self harm
- Unexplained gifts/money

4. Neglect

A persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment to a child's health or development.

Signs of Abuse:

- Tired/listless
- Unkempt
- Poor hygiene
- Untreated medical conditions
- Overeats when food is available
- Poor growth
- Poor/late attendance

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is also known as female genital cutting, female circumcision or initiation. FGM is a collective term used for a range of practices involving the removal or alteration of parts of healthy female genitalia for non-therapeutic (non-medical) reasons. FGM is a form of violence against women and girls and as such, ***it is against UK law to undertake or arrange FGM either within the UK or abroad.***

FGM is a deeply rooted tradition, widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and South East Asia. It serves as a complex form of social control of women's sexual and reproductive rights. Common reasons given for FGM generally relate to tradition, inequalities of power and ensuring compliance of girls and women to the dictates of their communities. Family members frequently condone FGM to conform to social norms and women may see their own FGM as necessary to ensure marriageability and acceptance by their community.

Female Genital Mutilation (FGM) has no health benefits and harms women and girls in many ways; both emotionally and physically. The practice involves removing and/or mutilating healthy and normal female genital tissue; interfering with the natural function of women and girls' bodies. It causes severe pain and has both immediate health risks (eg infection) and long term implications (eg difficulties with childbirth, urination and sexual function).

Possible indicators that a girl is at increased risk of undergoing FGM:

- If FGM is practiced in the girl or woman's country of origin.
- The family is not integrated into UK society.
- If the girl's mother has had FGM.
- If the girl's sister or other girls in the extended family has had FGM.

Possible indicators that FGM is possible:

- Arranging vaccinations.
- Planning absences from school (particularly to higher risk FGM practising countries).
- The child is talking about a "special procedure" taking place.

Possible indicators that FGM has occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return.
- Bladder or menstrual problems.
- Child may find it difficult to sit still, look uncomfortable or have pain between their legs.
- May talk of something somebody did to them but they are not allowed to talk about it.

Taken from Suffolk Safeguarding Children's Board.

Honour Based Abuse (HBA)

Honour based abuse (HBA) is the term used to describe murders in the name of 'so-called honour', sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

HBA cuts across all cultures and communities, and cases encountered in the UK so far have involved families from Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European communities. However, this is not an exhaustive list.

Murders in the name of 'so-called honour' are often the culmination of a series of events over a period of time and are planned. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

HBA is a collection of practices which are used to control behaviour within families to protect perceived cultural and religious beliefs and/or honour (Izzat).

HBA is often committed with some degree of approval and/or collusion from family and/or community members.

HBA may include murder, unexplained death (suicide), fear of or actual forced marriage, controlling sexual activity, domestic abuse, rape, kidnapping, false imprisonment, threats to kill, assault, harassment, forced abortion.

Female genital mutilation, also a type of HBA, and is generally performed on children from the ages of 4-14 years.

Boys as well as girls can be subject to HBA; gay, lesbian young people can be particularly vulnerable.

HBA can take place across national and international boundaries, within extended families and communities.

There is a close link with forced marriage - a young person may be at risk of further HBA if seeking to avoid forced marriage and forced marriage is in itself HBA.

Potential triggers for honour based abuse:

The perceived immoral behaviour which could precipitate a murder include:

- Inappropriate make-up or dress.
- The existence of a boyfriend.
- Kissing or intimacy in a public place.
- Rejecting a forced marriage.
- Pregnancy outside of marriage.
- Being a victim of rape.
- Inter-faith relationships.
- Leaving a spouse or seeking divorce.

Possible indicators from which honour based abuse could follow:

- Physical abuse.
- Emotional abuse, including:
 - House arrest and excessive restrictions.
 - Denial of access to the telephone, internet, passport and friends.
 - Threats to kill.
- Pressure to go abroad. Victims are sometimes persuaded to return to their country of origin under false pretences, when in fact the intention could be to kill them.
- Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.
- Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

Peer on Peer Abuse

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences. Such children and young people are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others. (Hampshire Safeguarding Children's Board)

Peer on peer abuse is more likely to:

- Be experienced by female students.
- Be carried out by male students, but there is increasing evidence that exposure to gang culture increases this risk and that more cases of sexual exploitation are being recorded.
- Affect those from Black or Ethnic Minority backgrounds, who are also less likely to report these incidents.
- Affect, and be committed by, individuals who have suffered abuse (including domestic violence) in the past.
- Be committed by individuals who express discriminatory views.
- Affect those who have been in care or experienced recent bereavement.

However, each incident is different and must be assessed on a case-by-case basis. As such, it is important we remain vigilant, but also understand that abuse can occur in situations where none of these criteria apply.

Source: Practitioner Briefing #1: What is peer-on-peer abuse? Carlene Firmin and George Curtis, MsUnderstood Partnership (2015)

Child Sexual Exploitation (CSE)

What is child sexual abuse through exploitation?

A form of sexual abuse, in which a child/young person is manipulated or forced into taking part in a sexual act.

The abuser may be physically or verbally violent, or use emotional means or substances (eg drugs/alcohol) to exert control.

What could be the signs of child sexual abuse through exploitation?

- Regularly missing school or not taking part in education.
- Staying out at night, regularly returning home late and/or returning home after long intervals and appearing well cared for.
- Defensive about where they have been and what they have been doing.
- Appears with unexplained gifts or new possessions, money, mobile phones, clothes, jewellery, etc.
- Suffers from sexually transmitted infections.
- Mood swings.
- Changes in emotional wellbeing, use of language or physical appearance.
- Displays inappropriate sexualised behaviour.
- Is secretive or withdrawn.
- Looks tired, ill or sleeps during the day.
- Associating with older men and/or developing a relationship of a sexual nature with a significantly older man or woman.
- Uses drugs and/or alcohol.
- Receiving more phone calls or text messages than usual.
- Marks or scars on their body which they try to conceal by refusing to undress or uncover parts of their body.
- Risk-taking behaviour or suicidal tendencies.

Who can be affected by CSE?

Anyone can be a victim of this form of abuse, irrespective of background or gender. However, those with a family history of domestic violence, those who are looked after, have migrant/refugee status, suffer low self-esteem, or belong to gangs, are at greater risk.

Keeping our students safe against radicalisation and extremism

The parent/child relationship is the foundation to keeping children safe and supporting their social development and educational attainment.

Parenting can be a challenging task. Maintaining a positive relationship can sometimes be difficult as children grow and develop and seek an identity that may be different from their own family.

Children and young people have a natural curiosity, which as parents we want to encourage. However, as our children grow up we have to take different steps to ensure their safety.

Currently a number of young girls and boys have been persuaded to leave the country against the wishes of their families, or in secret, putting themselves in extreme danger.

This leaflet sets out information to help parents keep their children safe and explains how they should respond if they have a concern.

Why might a young person be drawn towards extremist ideologies?

- They may be searching for answers to questions about identity, faith and belonging.
- They may be driven by the desire for 'adventure' and excitement.
- They may be driven by a need to raise their self-esteem and promote their 'street cred'.
- They may be drawn to a group or individual who can offer identity, a social network or support.
- They may be influenced by world events and a sense of grievance resulting in a need to make a difference.

How might this happen?

Online

The internet provides entertainment, connectivity and interaction. Children may need to spend a lot of time on the internet while studying and they may use other social media and messaging sites such as Facebook, YouTube, Twitter, Instagram or WhatsApp. These can be useful tools, but we need to be aware there are powerful programmes and networks that use these media to reach out to young people and can communicate extremist messages.

Peer interaction

Young people at risk may display extrovert behaviour, start getting into trouble at school or on the streets, and may mix with other children who behave badly, but this is not always the case.

There are no typical characteristics of young people who may be more at risk than others. However a sudden change in behaviour could be a potential indicator. Sometimes those at risk may be encouraged, by the people they are in contact with, not to draw attention to themselves. If you feel there is a change in your child's behaviour, parents are encouraged to inquire about their children's wellbeing. It is important for parents to keep an open channel of communication that involves listening to their children's views and concerns.

You may not always agree with your child, but you should convey to them that you've understood his or her point of view and want the best for them in life. However, if you are concerned about your child, you may want to talk to a local faith or community leader, person of influence or teacher.

TV and media

The media provides a view on world affairs. However, this is often a very simple version of events which, in reality, is very complex.

Children may not understand the situation fully or appreciate the dangers involved in the views of some groups. They may see things in simple terms and not have the whole picture.

Recognising extremism - signs may include:

- Out of character changes in behaviour and peer relationships.
- Secretive behaviour.
- Losing interest in friends and activities.
- Showing sympathy for extremist causes.
- Glorifying violence.
- Possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League.

How can parents support their child to stay safe?

- Know where your child is, who they are with and check this for yourself.
- Know your child's friends and their families.
- Keep lines of communication open, listen to your child and talk to them about their interests.
- Encourage them to take up positive activities with local groups that you can trust.
- Talk to your child about what they see on the TV or the internet and explain that what they see or read may not be the whole picture.
- Allow and encourage debate and questioning on local and world events and help them see different points of view.
- Encourage your child to show an interest in the local community and show respect for people from all faiths and backgrounds.
- Help your child to understand the dangers of becoming involved in situations about which they may not have the full information.
- Teach them that expressing strong views and trying to change things for the better is fine but they should not take violent action against others or support those that do.
- Be aware of your child's online activity and update your own knowledge.
- Know what social media and messaging sites your child uses.
- Remind your child that people they contact over the internet may be pretending to be someone else or telling them things that are not true.
- **Explain that anyone who tells them to keep secrets from their family or teachers is likely to be trying to do them harm or put them in danger.**

If you have any concerns that your child may be being influenced by others get help - talk to someone you can trust, this could be your faith leader, family members who are peers of your children, or outside help.

If you feel there is a risk of a child leaving the country, consider what safeguards you could take to avert travel. You might want to consider taking the precaution of securing their passport in a safe place. Some young people do not need a passport for confirming their age, they can apply for an identification card as an alternative.

To obtain an official photo ID for the UK visit: <http://www.validateuk.co.uk>
For more information telephone: **01434 634996**

You should also consider what access your child has to savings accounts or gifts of money from family and friends. You may wish to suggest that gifts are made in kind and not in cash.

Online Safety

A Parent guide to student phone use

How much screen time is too much?

Research has shown that children who have more than 2 hours of screen time daily are known to have more depressive symptoms. However, research also shows that some screen time is better for mental health than none because we live in a highly connected world. As such, complete disconnection could prove counterproductive. We recommend that families negotiate screen time limits with due consideration paid to what they are using the time for, such as productive or creative activities including making music or writing, not just social media scrolling. Screen time should not be used as a replacement for social contact or sleeping. Setting sensible boundaries such as phone-free mealtimes, during completion of homework and in the hour before bed is recommended.

Should I permit my child to have their phone overnight?

We would encourage students to keep their phones out of their bedroom overnight. Research from America tells us that the majority of American teenagers with their phones in the room overnight, wake up in the night to check their phone. This obviously affects their sleep quality. Teenagers need 9 hours sleep a night, with 11 year olds needing approximately 9.5 hours sleep a night. Ensuring that your child is adequately rested will help ensure they are best placed for learning the following day and support positive mental health and well-being.

Policing your child's phone:

The RCPCH (Royal College of Paediatrics and Child Health) says parents need to know what apps and networks their child is using. They recommend that parents talk to their child about social media etiquette before permitting them to have an account. Research suggests that parents shouldn't be afraid to spot check the phones of young people under the age of 14, through showing an interest in your child's life online and discussing it with them is better than just policing, so that they develop a broader and more independent sense of what is appropriate and safe. As your child gets older, be mindful of their right to privacy, also if they feel they are being monitored, they are more likely to move to another app. As such, a balance between transparency and monitoring is most likely to have the greatest impact.

High school age children can be involved in the decision making process regarding setting screen time limits and routines. This enables them to have the skills to make sensible choices. However they still are unable to fully self-regulate and learning to do so is a gradual process learnt in teenage and early adulthood. Don't be afraid to re-visit the agreed limits or reintroduce restrictions whilst they are learning the skills if you feel things aren't working and your child is detrimentally affected.

Social media - age restrictions:

Most social media services have a minimum age requirement of 13, however WhatsApp is now 16. The age 13 limit was put in place due to advertising rulings in America. It is known that at least half of British 11-12 year olds have a social media profile. Therefore, an agreement on age and time spent on social media comes from a conversation between parent and child.

As a parent, do you use your phone too much?

Are you happy? Productive? Achieving everything you want in life? If not, you may want to consider spending some time doing things other than on your phone.

Is it OK to have my phone next to my bed?

We advise against this practice. It's not just the "blue light" that's the potential concern, but that late night phone use stimulates the brain and increases cortisol (the wakefulness hormone). This will affect your cognitive performance and memory. There may be long term consequences too.

How to reduce dependency on your phone if you think you have a problem?

- Put some distance between you and your phone.
- Buy an alarm clock.
- Turn off social media/messaging app notifications.
- Keep a log of how long you spend on your phone daily (some phones have a feature which can do this for you).

How to cut down as a family?

- Increase non-screen time activities i.e. exercise, music or board games.
- Have a digital Sabbath or "detox" - for example, one day a week or fortnight with no phones allowed.

Screen free time enables children to be bored which in turn forces children to use their imagination and be creative.

Should you wish to discuss new technology and the broader impact on the safety and wellbeing of young people, please do not hesitate to contact us.

Useful Links:

<http://bit.ly/ofcomGuideBuyingPhoneorTablet>

<https://www.common sense media.org/reviews>

<http://bit.ly/SaferInternetAdviceCentre>

Confidential helpline

The Active Change Foundation (ACF) provides a confidential helpline to prevent British nationals from travelling to conflict zones. ACF Confidential helpline telephone number is **020 8539 2770**

You can also contact Crimestoppers anonymously on **0800 555 111**

Imminent threat of harm to others, contact:

Police **999** or Anti-Terrorist Hotline **0800 789 321**

Further Sources of Support and Information:

- School - If you have a concern please talk to your child's class teacher, tutor, house team, or another person in the school that you trust, as soon as possible. They will be able to help and can access support for you and your child.
- Parenting programmes are available to all parents in Ormiston Denes Academy. The programmes help parents build and maintain positive relationships and manage children's behaviour.
- Internet safety sessions are available for parents to increase their knowledge and confidence to help keep their child safe online, please ask if these sessions are available.
- An online safety workshop delivered through our Pathways team to explore ways to keep young people safe from the risks they may face as they grow. This is available, either by request, or in response to an inclusion team referral.

Useful websites

www.internetmatters.org

This website has lots of information, advice and resources which can be used to help children stay safe online.

www.ceop.gov.uk

CEOP works with child protection partners across the UK and overseas to identify the main threats to children and co-ordinates activity against these threats to bring offenders to account, protecting children from harm online and offline.

www.bbc.co.uk/webwise/0/

Information and support for safe use of the internet.

For more advice on cyber safety visit: www.childline.org.uk, www.cybersmile.org, www.childnet.com

www.thinkyouknow.com - Thinkuknow is an education programme from the National Crime Agency's CEOP Command. Thinkuknow aims to ensure that everyone has access to this practical information - children, young people, their parents and carers and the professionals who work with them.

www.parentinfo.org - Parentinfo provides high quality information to parents and carers about their children's wellbeing and resilience.

<https://www.suffolkscb.org.uk/>

<http://bit.ly/msunderstoodDocuments>

<https://www.freedomcharity.org.uk>

The Ormiston Denes online reporting form can be found on our website.

Safeguarding Team and Contact Number

If you have any safeguarding concerns, please contact a member of Ormiston Denes' child protection team listed below, and we will ensure that it is investigated quickly, fairly and thoroughly with appropriate actions applied.

Safeguarding Officer:	Michelle Read
Designated Safeguarding Lead (DSL):	Rebecca Bramble
DSL Alternate:	Gemma Calver/Honey Turpin
Safeguarding Governor:	Louise Bernasconi
Online Safety Lead:	Rebecca BRamble
SENDCo:	Kerry Ellison/Karen Hillier

Alternatively, anyone can make a referral using Suffolk County Council's Customer First service. Customer First - **0808 800 4005** (at any time).




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