

Safeguarding and Wellbeing across PACE Academy Trust

PACE Academy Trust Safeguarding Team:



Sally Dubben
New Valley Primary



Hannah Harding
Chipstead Valley Primary



Jenni Stevens
Keston Primary



Kirsten Slinger
Stanford Primary



Phyllis Sternberg
Beecholme Primary

Safeguarding Governor Bio:

Meet Kevin Hardcastle, our safeguarding governor at Keston:



"I have been a Parent Governor at Keston Primary School for about 7 years now with two daughters going through the school and both now at secondary school. I enjoy being the Safeguarding Governor as well as being a parent helper in the classes when I can. My hobby of kayaking has enabled me to provide fun kayaking days in the school pool for Years 5 & 6 at the end of the summer term, which the children really enjoy. I am married to Donna and have two lovely girls, Beth and Grace."

Safeguarding News- Squid Game

What is Squid Game?

Squid Game is a South Korean television series streaming on Netflix. The plot centres on a group of adult debtors, thieves, and gamblers competing against each other in a series of childhood games for a grand cash prize. However, there is a dark twist to these seemingly innocent games – losing competitors are violently killed off in ways that grow more twisted as the games grow more intense.



Harmful Content in the Show

Currently, Squid Game **has a rating of 15+** as the visual content includes high levels of gore, death, violence, and physical assault. It also has graphic depictions of suicide, murder, and sexual assault. Children may know about Squid Game via word of mouth and social media/gaming platforms. They may be unaware of the extent of gore, death, and violence the show contains. It also focuses on adult themes (such as gambling, debt, and sex) that are not appropriate for younger viewers. The aesthetic of Squid Game, especially in promotional images and material, appears innocent and childlike.

It is vital that parents and carers monitor what their children are watching as many of our pupils are aware of this.



Feeling Stressed?
Mind can help, listen and signpost you to other services.

Tel: 0300 123 3393

The National Sleep Helpline

This helpline is aimed at anyone with sleep issues including adults, parents and young people. It is available from 7pm and 9pm, Sunday to Thursday on 03303 530 541.

Poor sleep can affect anyone and it can be a major stress for parents whose own sleep can be impaired by their children's difficulties getting to sleep, staying asleep or staying in their own bed, leading to greater stress.

Having a sleep issue is surprisingly common. At any given time, this affects up to 40% of adults and 50% of children (this rises to 80% with a SEND diagnosis). These problems are typically persistent and sometimes do not resolve themselves without intervention.

Families often don't know where to seek help and yet issues can often be nipped in the bud with basic and accessible interventions. If you know anyone who may benefit from further information, please direct them to their website or helpline.

<https://thesleepcharity.org.uk/national-sleep-helpline>



“Celebrating Difference Week” Across The Trust Schools

Chipstead Valley Primary School:

This year, we focused on different types of families throughout Celebrating Difference Week. We discussed and celebrated a variety of family units, cultures, beliefs and traditions. Across the school, we shared and enjoyed some high-quality texts about different families.

From the story, “A handful of buttons”...
 “But do you know what makes them a family? Each family is united by an invisible thread. A thread that is connected to each person’s heart and makes them love, care and help their family.”



Stanford Primary School

Our school focus was ‘One Kind Word.’ Classes learnt about what makes us different and the same and explored the wider themes of Autism, ADHD and Dyslexia. The aim was to help build pupil self-esteem and confidence, as well as encourage kindness and understanding.



Beecholme Primary School

We based our week of learning on this poster. Children across the school focused on a different theme and produced projects around diversity, discrimination and how voices can change the world. Nursery used the story of Elmer to look at diversity, Reception focused on acts of kindness, Year 1 learnt about people who changed the world and Year created some amazing, passionate speeches of their own.

In Key Stage 2, Year 3 made T-shirts to promote feminism, Year 4 designed Black Lives Matter posters, Year 5 created some artwork to celebrate ‘Love is Love’ and Year 6 wrote moving poetry about refugees and migration.

We used the work produced to create a whole-school display and shared our work with parents on seesaw.



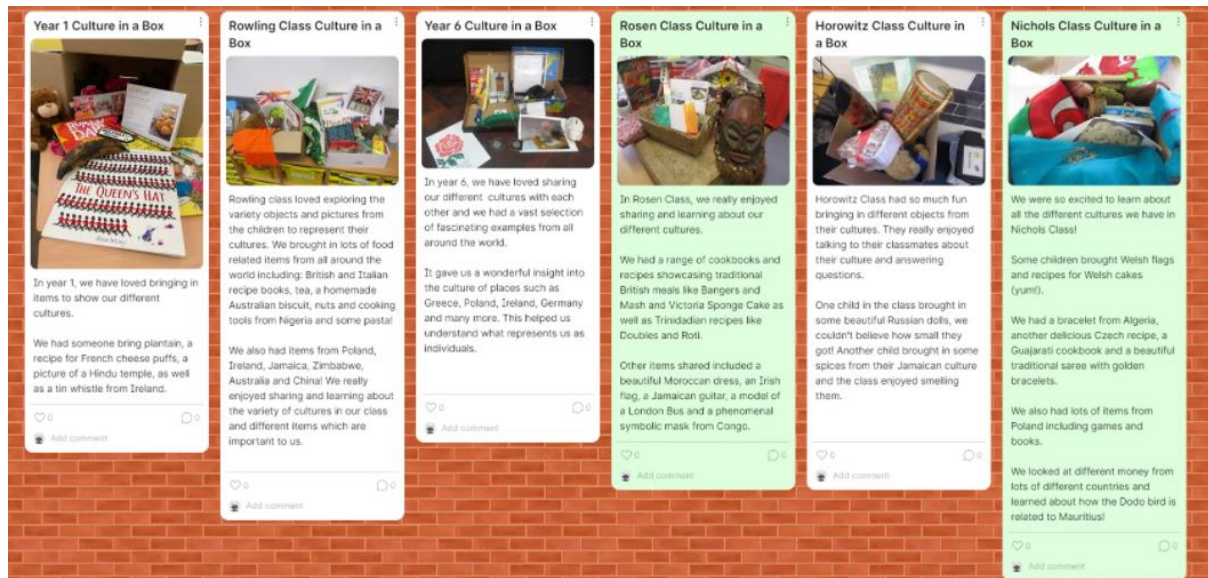
New Valley Primary School

At New Valley, each class chose a different book or stimulus to use as a starting point to learn about a particular aspect of diversity. Year 1 discussed physical disabilities and shared a story called 'Emmanuel's Dream', based on the true story of a boy who cycled an incredible 400 miles across Ghana - with only one strong leg- to spread his powerful message: disability does not mean inability. This inspired them to learn about Paralympic sports and they received a message from Sammi Kinghorn, a GB Paralympian who holds world record in wheelchair racing. Year 2 studied cultural diversity and what is meant by culture, inspired by the book 'Mixed'. Classes also studied religious diversity, diversity and difference in the languages we use and mental and invisible disability. We learned that we should be proud of what makes us different.



Keston Primary School

This half term, we took part in 'Celebrating Difference' week. This coincides with Anti Bullying Week which started with 'Odd Socks Day' to celebrate everything that makes us all unique. We discussed signs of bullying, what to do if you think you are being bullied and how to support a friend who you think is being bullied. To celebrate the diversity within our classes, we created a 'culture in a box'. Children brought in different items which they thought represented their culture and shared more about their culture with the class. We used Padlet to share these with the rest of the school, as well as our partner school in Nepal.



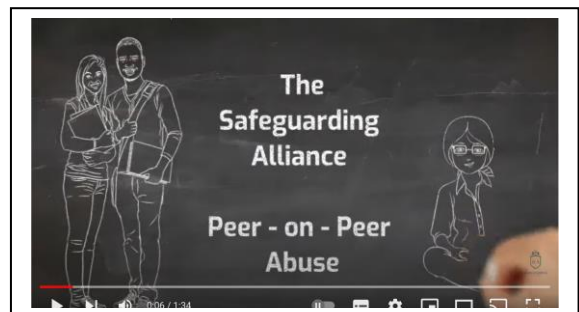
Safeguarding Briefing: Peer-on-Peer Abuse

What is peer-on-peer abuse?

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.



When does behaviour become problematic or abusive?

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. As school staff, we know our pupils well and can recognise changes in behaviour or emotional reactions to events. We are well placed to recognise and stop peer on peer abuse.

What do we do about it?

Research suggests that peer-on-peer abuse is one of the most common forms of abuse affecting children in the UK.

Firstly, be really clear about your school behaviour, bullying, equalities and safeguarding policies. Create a culture of safety where children can talk about what is worrying them. Challenge unkind comments and do not accept 'banter' between children. If the behaviour is of a sexual nature, do not put it down to growing up- question it with your safeguarding lead. Report all incidents of potential peer-on-peer abuse via your normal reporting system. It may be a one-off, but you may be making a real difference in supporting a child to make this abuse stop.