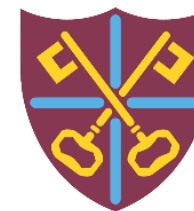


# St Peter's Catholic Primary School

## Safeguarding & Child Protection Newsletter



### Issue 7: July 2024

#### **At St. Peter's**

At St. Peter's, we believe that every child matters and everything we do has each and every child at heart. Your child's wellbeing, safety, achievement and their happiness underpins every decision that we make and determines how we work. Often when safeguarding is talked about the assumption is that it is just child protection - when a child is suffering harm, or is in danger from suffering harm.

However, safeguarding is much broader than this and takes into account a very wide range of areas.

St. Peter's Safeguarding Team will publish a regular newsletter that will give you current advice and information about issues that will hopefully keep all of our children safe in school and at home.

#### **Who is responsible for Safeguarding?**

Everyone who works with children has a responsibility for keeping them safe. We are dedicated to working with the wider community, including the parish community and our families to tackle any safeguarding concerns and keep all children safe.

#### **Who is St. Peter's Safeguarding Team?**

- Designated Safeguarding Lead – Mrs Hall (Deputy Head teacher)
- Deputy designated Safeguarding Lead -Mrs Kelly (Headteacher)
- Deputy Designated Safeguarding Lead – Mrs Tucker (SENCO)
- Deputy Designated Safeguarding Lead – Mrs McWilliams (KS2 Phase Lead)
- Deputy Designated Safeguarding Lead– Mrs Walsh (Family Support Worker)
- Designated Safeguarding Governor– Mrs Bevan

Posters displaying this information are placed around school as a reminder for adults and children of who to go to if there are any concerns.

#### **What is the role of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL)?**

The Designated Safeguarding Lead and the Deputy Designated Safeguard Leads have a crucial role in taking responsibility for child protection issues in school. The DSL must be a senior member of the school's leadership team. DSL's and DDSL's are trained to take on this role and that training is updated every two years with additional training and conferences in between. The DSL and DDSL have many responsibilities including working with staff and agencies involved in safeguarding children, working with parents and families, giving advice to staff, training staff, managing referrals from staff and investigating concerns passing them onto the correct body as necessary, and managing the records of safeguarding and Child Protection concern.

Spotlight on:

## HOW TO REDUCE SCREENTIME FOR YOUR CHILDREN

The infographic features a central title 'HOW TO REDUCE SCREENTIME FOR YOUR CHILDREN' in bold purple text. Below the title, four steps are presented in a row, each with a circular icon and a text box. The icons are: a clock, two people talking, a hand holding a device with a checkmark, and a book, a clock, and a ball. Dashed lines connect the icons in a wavy pattern.

- HOW MUCH SCREEN TIME?**

Determine how much screen time you are happy for your child to have. If it is significantly less than their current usage, plan how to gradually reduce it, possibly over several weeks. Consider allowing slightly more screen time on weekends or during holidays.
- TALK TO YOUR CHILD**

Communicate your worries to your child and express your desire for things to change. Get their perspective by starting a conversation. Involving them in the discussion and aligning them with your intentions will help when you have to say no to a screen time request.
- TAKE BACK CONTROL**

If your children have devices like tablets, regain control by storing them in a central space. Allocate specific screen times for your child to use them, then return the devices to the central location when screen time is finished. You might want to limit screen usage to when you are present to oversee their activities.
- KEEP THEM BUSY**

Boredom isn't something to be afraid of, it can help children learn to be creative and imaginative. Plan activities for them during their usual screen time to keep them occupied. Encourage them to discover new hobbies or explore different genres of books they might like.

For most children, screen time is a common part of their daily routine. Parents find it beneficial as it keeps their children entertained while managing their daily tasks.

While scientists are still discovering more about this topic, it is evident that excessive screen time can negatively impact children's brains.

Spending more time in front of screens than interacting with peers and adults can hinder a child's social skills, affecting their ability to read social cues and impeding their imaginative development. Furthermore, it can disrupt their sleep quality, ultimately impacting their learning abilities at school.

If you allow your child screen time, it is generally recommended to limit it to a short duration each day. It is also essential to monitor what they are watching to ensure it adds value to their lives. Opt for programs with positive messages, foster creativity, and develop characters to offer a more enriching experience for your child.

If you are concerned about how much screen time your child currently has, it is a good time to put some boundaries in place. Before you do this, it is important to monitor when and for how long they are on their screens. Keeping a diary for a week or so is a good place to start.

## Suggestions to Facilitate Reducing Screen Time:

- Prepare a bag with toys, games, and drawing supplies for outings, instead of screens
- Swap YouTube and TikTok for CBeebies or movies on streaming platforms
- Designate tech-free periods at home where you also put away your devices
- Prompt your child about time limits when they start using screens
- Use timers during screen time and provide a heads-up before it ends
- Maintain consistency with screen time schedules; while challenging initially, your child will adapt to the adjustments over time

## Gaming

Gaming encompasses playing games on various devices such as Xbox, smartphones, laptops, or computers. It is often a social activity where friends compete or play together. However, negative behaviours and consequences can arise from gaming. Some concerns include:

- excessive gaming leading to addiction
- playing games with inappropriate content
- sharing personal information
- interacting with unknown individuals, including adults posing risks
- cyberbullying
- in-app purchases leading to gambling
- displaying verbal or physical aggression
- poor eating habits
- sleep disturbances

These issues can impact children's mental health and relationships. It is crucial to monitor gaming to prevent excessive use, safeguard children's accounts and devices, and ensure games are suitable for their age and development.



## How to keep your child safe whilst gaming



01



Get to know the games they play to understand why they enjoy them.

02



Enable 'airplane' mode for young children's devices to prevent online interactions.

03



Refer to the PEGI ratings as a reference to determine if the content is age appropriate.

04



Teach them how they can block and report other users, should they need to.

05



Monitor who they are connecting with whilst they are playing.

06



Establish boundaries like setting daily time limits and screen-free activities.

07



Teach them how to behave positively whilst gaming.



# Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

## Under 13



Roblox



PopJam



FaceTime

## 13+



Twitter



Facebook and Messenger



Viber



WeChat



Monkey



Yubo



Dubsmash



Instagram



TikTok



Skype



Google Hangouts



Reddit



Snapchat



Pinterest

## 16+



WhatsApp



Telegram Messenger



Tumblr

## 17+



Line



Sarahah



Tellonym

## **Please be aware:**

*We have been made aware of the game 'Rainbow Friends' which is played within Roblox. There are also video compilations on YouTube that some of our younger pupils in Reception and Year 1 are accessing. Rainbow Friends is described as a horror experience that combines popular games such as 'Five Nights at Freddy's' and 'Poppy's Playtime'. Rainbow Friends takes place over a five-day loop and players take on challenges. While doing so, players must avoid enemies. You play as a kidnapped child taken to an amusement park called 'Odd World' and are stalked by scary characters. Some children are finding the characters from this game extremely frightening. **The game's suggested age is 10+.** We are wanting to make parents and carers aware of the game so you are able to discuss with your child any concerns they may have about the game or issues that have arisen from it.*

## **Useful contacts:**

### **First Response:**

To report any safeguarding concerns.

### **Young Minds:**

supporting children and young people's mental health

**Mind:** adult mental health support and information

**Refuge:** domestic abuse support

**Saneline:** Emotional Support: 07984 967 708 (leave name and number and someone will call you back)

**Smartphone free childhood:** <https://smartphonefreechildhood.co.uk/>

If you have any concerns or questions please contact Mrs Hall: [deputy@stpeters-leatherhead.surrey.sch.uk](mailto:deputy@stpeters-leatherhead.surrey.sch.uk)

If you would like specific content to be included in future issues of your safeguarding newsletter then let Mrs Hall know.