



# Poppleton Ousebank PRIMARY SCHOOL

'Capturing the imagination of young minds'

## Wellbeing and Safeguarding Newsletter - October 2024

### Our Safeguarding Team

If you have any concerns about a child or adult's safety, welfare or general well-being, please ensure that you speak with a member of our safeguarding team straight away.



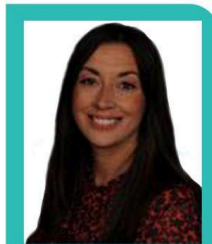
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DESIGNATED  
GOVERNOR FOR  
SAFEGUARDING



**Julie  
McGregor**

HEALTH & SAFETY  
AND SITE  
MANAGEMENT

### Safe Children | Safe Adults | Safe Environment

If you have a concern that a child is vulnerable or at risk of significant harm please contact the Multi-Agency Safeguarding Hub in York

Phone: 01904 551900 | Email: MASH@york.gov.uk

Outside office hours, at weekends and on public holidays contact the emergency duty team on 01609 780780.

**Hope** SENTAMU  
LEARNING TRUST

**City of York**  
Safeguarding Children Partnership

### Useful links

Keeping Children Safe in Education

[https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf)

Poppleton Ousebank Primary School

<https://pop.hslt.academy/>

## **Welcome**

Welcome to October's newsletter. I hope you are all well and settling into the new school term. The children all seem to have settled into their new classes and routines.

Within this newsletter I will send information for parents regarding a number of different things and each month there will be a spotlight on one area of safeguarding.

I hope you find the information provided informative - please do ask questions if you are unsure or require more information.

**Mrs Vicky Mitchinson**

**Vice Principal**

**Designated Safeguarding Lead/Pastoral and Well being Lead**

## **October spotlight - County lines and CCE (Child Criminal Exploitation)**

County lines are when gangs and organised crime groups exploit children to transport and sell drugs, normally between big cities where the exploiters are based to smaller towns, sometimes across county boundaries but also locally and within the borough.

The children have dedicated mobile phone 'lines' for taking orders for drugs; children are used as they are less likely to be stopped by police, allowing adult dealers to avoid the risk of arrest. County lines is a form of criminal exploitation; this occurs where a person or a group of people takes advantage of their contact with and influence over a young person to coerce or manipulate them into carrying out a criminal act.

Children as young as 6 are known to have been targeted by gangs for this purpose. Young people may be recruited for county lines and other forms of criminal exploitation by a process of grooming: At the targeting stage, the exploiter befriends the young person and gains their trust. Young people may also be recruited through social media and/or through their peer group.

Some parents of young people who have been exploited through county lines involvement have reported that they went through a sudden change in behaviour. Possible indicators of involvement include:

Unexplained money, clothes or gifts

Frequent, unexplained phone calls

New friendship circle that involves older children or adults

Not attending school

Carrying weapons Dear Parents/Carers,

For more information on County lines and Child Criminal Exploitation please follow the link:

<https://learning.nspcc.org.uk/child-abuse-and-neglect/countyline>

# Optimistic October 2024

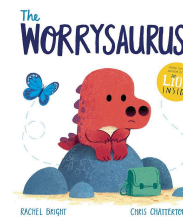
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
 7 Look for the good in people around you today	1 Write down three things you can look forward to this month	2 Find something to be optimistic about (even if it's a difficult time)	3 Take a small step towards a goal that really matters to you	4 Start your day with the most important thing on your to-do list	5 Be a realistic optimist. See life as it is, but focus on what's good	6 Remind yourself that things can change for the better
14 Do something constructive to improve a difficult situation	8 Make some progress on a project or task you have been avoiding	9 Share an important goal with someone you trust	10 Take time to reflect on what you have accomplished recently	11 Avoid blaming yourself or others. Find a helpful way forward	12 Look out for positive news and reasons to be cheerful today	13 Ask for help to overcome an obstacle you are facing
21 Let go of the expectations of others and focus on what matters to you	15 Thank yourself for achieving the things you often take for granted	16 Put down your to-do list and do something fun or uplifting	17 Take a small step towards a positive change you want to see in society	18 Set hopeful but realistic goals for the days ahead	19 Identify one of your positive qualities that will be helpful in the future	20 Find joy in tackling a task you've put off for some time
28  Ask yourself, will this still matter a year from now?	22 Share a hopeful quote, picture or video with a friend or colleague	23 Recognise that you have a choice about what to prioritise	24 Write down three specific things that have gone well recently	25 You can't do everything! What are your three priorities right now?	26 Find a new perspective on a problem you face	27 Be kind to yourself today. Remember, progress takes time
	29 Plan a fun or exciting activity to look forward to	30 Identify three things that give you hope for the future	31 Set a goal that brings a sense of purpose for the coming month			

**ACTION FOR HAPPINESS**

**Happier · Kinder · Together**

## World Mental Health Day - October 10th

World mental health day falls on Thursday 10th October 2024. During this week in school we will be holding assemblies and reading a number of different stories linked to mental health and worries.



<https://www.mentalhealth.org.uk/our-work/public-engagement/world-mental-health-day>

## Zones of Regulation

**Link - <https://zonesofregulation.com/>**

Within school we have introduced the children to 'Zones of Regulation'. The link above provides lots of information about this.

Each classroom has a zones of regulation interactive display where children can let staff know how they are feeling throughout the day. Please talk to your child about this new initiative at home.



## How can you help yourself?



The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
 How might you feel?	 How might you feel?	 How might you feel?	 How might you feel?
sad tired bored moving slowly	happy okay focused ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	What might help you? Stop what he doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

## Mental Health and Wellbeing at POPS

We are extremely fortunate at POPS to have a wonderful wellbeing offer. We have the Wellbeing In Mind Team (WBIM), Miss Rogers (ELSA) and Paul McGrath from the wellbeing team at the Local Authority.

<https://www.tewv.nhs.uk/services/wellbeing-mind-school-support-yorkshire-information-parent-s-carers/>

Support information from the Local Authority <https://www.yor-ok.org.uk/sws.htm>

### School website

Please do take the time to have a look at our school website, there is a wealth of information on there regarding wellbeing, our new school values and many many more things.

Here is the link to our wellbeing page <https://pop.hsll.academy/mental-health-wellbeing/>

## **Well being parent drop in sessions**

Please see below information regarding our drop in sessions



**NHS**  
Tees, Esk and Wear Valleys  
NHS Foundation Trust

# **PARENT COFFEE MORNINGS**

**THE WELLBEING IN MIND TEAM ARE  
OFFERING FOCUSED SESSIONS COVERING  
A RANGE OF TOPICS RELATED TO YOUR  
CHILD'S MENTAL HEALTH & WELLBEING**

**08:45 - 09:15 SESSION CONTENT**

**09:15 - 09:45 DISCUSSION & ADVICE**

### **DATES:**

**TUESDAY 8TH OCTOBER  
HELPING YOUR CHILD WITH WORRIES**

**TUESDAY 5TH NOVEMBER  
SLEEP**

**TUESDAY 3RD DECEMBER  
MANAGING CHALLENGING BEHAVIOURS**

**THESE WILL BE HELD IN THE POPSOC BUILDING  
WE LOOK FORWARD TO SEEING YOU THERE**

## Who to contact if you need support or are worried about a child or family



If there are significant and immediate concerns about the safety of a child, you should contact the police on 999.

If you believe the situation is urgent but does not require the police, please call **01904 551900** to contact York MASH to discuss your concerns. Should you need to call outside office hours, at weekends and on public holidays contact the **emergency duty team telephone: 0300 131 2 131**. <https://www.saferchildrenyork.org.uk/>



NSPCC - Helpline - 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk)



For women and children.  
Against domestic violence.

24-hour National Domestic Abuse Helpline - 0808 2000 247



01823 334244 Helping Men escape domestic abuse



**Raise York**  
Your Family Hub Network

The Raise York website is designed to support parents, carers, children, young people and anyone who works with children, young people and families. If you're not sure where to find information or answers to your questions contact

York Family Information Service on telephone: 01904 554444; text telephone: 07786202241 or email: [fis@york.gov.uk](mailto:fis@york.gov.uk) and an Information Officer will try and help you. <https://www.raiseyork.co.uk/>



York Inspirational Kids is a support group for families of children and young people who have a disability and/or additional need and live in the York area.

Visit their website to find out more [www.yiks.co.uk](http://www.yiks.co.uk)

## Online Safety

As we navigate through the digital era, it is our responsibility as adults to address the important issue of online safety with our children. Our paramount goal is to ensure the safety and well-being of our students and we would appreciate your cooperation and support in helping us to empower our children to navigate the digital world responsibly and make informed decisions about their online presence.

Below you will find the minimum age for various social media platforms, online messaging services and live streaming apps. We understand that children may express a desire to join and use these at an earlier age, yet as responsible adults, it is our duty to guide and protect them from potential risks. As a school, we would therefore highly recommend having open and honest conversations with your child around the reason that these age restrictions are put in place - to protect children from potential online risks and to safeguard their emotional well-being.

### **Good to know – reminders of the minimum age for popular apps**



**Facebook (minimum age 13)** – lets users create their own profiles, share status updates, pictures, videos and chat with other users and also has a messenger app.



**Instagram (minimum age 13)** – allows users to alter photos, upload them and share to other social networking sites. Photos and videos can be sent directly to specific users.



**Snapchat (minimum age 13)** – a photo-sharing app where users can send photos or videos to their friends. These will display on screen for up to ten seconds before being deleted, although it is possible to take screenshots of messages and download other apps designed to capture and save Snapchat content.



**TikTok (minimum age 13)** – TikTok users can make their own short videos on the mobile app and often like to have music accompany these. The users have creative control over the videos. Other TikTok users can 'react' to videos they see by filming their responses alongside the original video, or 'duet' by making a video alongside another video.



**Twitter (minimum age 13)** – a social network that lets users send and read 'Tweets': messages limited to 280 characters.



**Tumblr (minimum age 16)** – a social networking site where users can post blogs and follow other people's blogs. Some of the content on this site includes sexual and/or pornographic images.



**WhatsApp (minimum age 16)** – a free-of-charge, real-time messaging service. Users can share images and videos, take part in 'group chats' and share locations. As it's based on knowing the user's phone number, you can only message users if you already have this information.



**YouTube (minimum age 16)** – allows users to watch, create and comment on videos. The dislike button can create insecurities with content posted even if comments are turned off for the video.

# What Parents & Educators Need to Know about INSTAGRAM



follow

## WHAT ARE THE RISKS?

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

### ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

### UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

### GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

### INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

### PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

### EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

## Advice for Parents & Educators

### AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

### HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

### MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

### USE MODERATORS

Instagram Live has implemented a mechanic called Moderators, meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

### FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

### BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

### Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/instagram-2022>

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# What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

## UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

## DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

## WHAT ARE THE RISKS?

### LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

### THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

### THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

### ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

## Advice for Parents & Educators

### ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

### CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

### TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

### SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

### Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



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