



ST. BEDE'S
COLLEGE

Safeguarding
Information Booklet for Pupils
2019



Safeguarding information booklet for pupils

We believe that your safety and welfare is very important.

Schools have a special responsibility to safeguard and promote the welfare of all pupils. This means we should notice if you are being treated badly, listen to you if you want to talk to us about a problem and take advice from other professionals if you need extra help. Children and young people are nearly always safe at home, at school and in the community, but sometimes things can happen to make them worried, upset or afraid.

We have put together this booklet to give you some useful information about keeping safe.

Your safety is the responsibility of adults but there are ways you can help yourself to keep safe too and we have given you some tips to think about.

When children and young people are hurt in some way by an adult or an older young person this might be what is called child abuse.

If we think a pupil has been abused, we have a set of rules we follow to help to protect you. These rules are called child protection procedures and are on the College website under College Life/ Policies if you would like to read them.

We would like your help in making this booklet really useful, so if you think we have left out anything important, or we could say something differently to make it more understandable please let us know.

A list of people you can talk to if you are worried, upset or afraid can be found on page 8.

You don't need anybody's permission to talk about your worries and you have the right to talk to anyone you wish.

With best wishes,

Mrs Pike
Designated senior person for child protection

Statement of rights

Everyone under the age of 18 has the same rights. These are called children's rights and they are set out in the United Nations Convention on the Rights of the Child. No one can take these rights away from you, even if you do something wrong or commit a crime (although we hope you won't do that!).

You have these rights regardless of your gender, nationality, religion, race, culture, ability or sexuality. The school and every other service or agency that works with children has to uphold these rights. The United Nations Convention lists 41 children's rights, called 'articles'. Here are just a few.

When organisations or adults make decisions that affect children they must always think about what would be best for the child. (Article 3)

Children have a right to be listened to. When organisations, including courts, make decisions that affect children they must listen to the child's views. (Article 12)

Children have the right to express their opinions, doing so they don't break the law or affect anyone else's rights. (Article 13)

Disabled children must be helped to be as independent as they can be and be able to take a full and active part in everyday life. (Article 23)

Schools should help children develop their skills and personality, teach them about their own and other people's rights and prepare them for adult life. (Article 29)

Children have the right to personal privacy. This includes not having their personal letters opened or anyone listening to their personal telephone calls unless the law allows it. (Article 16)

Children have the right to be protected from all forms of violence and they must be kept safe from harm. (Article 19)

Children have the right not to be punished cruelly or in a way that would belittle them. If children are locked up they must be treated with respect and be given legal advice. (Article 37)

We understand the role that our school has in helping to support our pupils in developing a world view, recognising Britain's place within it. We uphold the five British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

School codes

We believe that everyone in the school should be respected and treated fairly.

This is the code that explains to staff how they should treat pupils and each other. It is written for staff, not children and young people, so if there is anything you don't understand just ask one of the staff.

Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- || Place the safety and welfare of pupils above all other considerations.
- || Treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- || Adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- || Treat each pupil as an individual and make adjustments to meet individual needs
- || Demonstrate a clear understanding of and commitment to non-discriminatory practice
- || Recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- || Understand that school staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, may be an offence
- || Be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- || Encourage all pupils to reach their full potential never condone inappropriate behaviour by pupils or staff
- || Take responsibility for their own continuing professional development
- || Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

This is how we expect you to behave towards each other and towards staff.

Pupils' code of ethics and conduct

- || We respect all members of the school community and treat them in the way we would wish to be treated
- || We work and play safely and look after each other
- || We make the most of the learning opportunities provided and always try to cooperate with staff
- || We accept the right of all pupils to learn in a calm and safe environment and the right of all teachers to teach in a calm and safe environment
- || We stick to the school rules and, if we want to question a rule, we do it sensibly
- || We never bring weapons into school
- || We never bring alcohol or drugs into the school
- || We know that bullying is wrong and we don't bully other pupils or adults
- || We respect other people's property and we don't steal or damage property
- || We use the complaints policy to report problems.

How it can go wrong in schools

Peer on Peer "Banter" - "Banter" can be considered to be part of growing up or having a laugh. At times it can go too far. Think about what you say to other people.

Harassment in school

- || What is it?
- || Physical?
- || Phones?
- || Other?

* NSPCC Helpline (2016/2017) over 3000 counselling sessions were provided to children and young people because of assault by their peers.

<http://www.itsnotokay.co.uk/>

What we do to keep you safe

The school does lots of things to help you to stay safe. Here are some of them:

- || We have a child protection policy. This policy explains how children might be harmed, the signs to look for and what staff should do.

- || We have other policies that provide information for staff and pupils about things like bullying, internet safety and physical contact.

- || All staff go through a check to assess their suitability to work with children..

- || We monitor your behaviour on the school IT network using e Safe software

- || All staff are trained to recognise signs of abuse and neglect and know what to do if they are concerned about a pupil's welfare.

- || We respect all pupils as individuals and we don't tolerate discrimination.

- || All pupils are aware of the complaints procedure and know we will listen if they make a complaint.

- || We encourage pupils to tell us when something is wrong.

- || We give pupils information to help them keep safe.

- || We do risk assessments to test whether an activity is going to be safe for pupils.

- || We have a health and safety policy that covers such things as fire regulations; first aid, food safety and generally ensuring the school premises are safe.

- || We have a senior member of staff who has received special training in protecting children from abuse and neglect and who makes sure the child protection procedures are followed.

- || We work in partnership with parents and carers to keep their children safe.

- || If necessary, we talk to other people such as social workers and police officers if we think a pupil has been harmed or might be harmed by an adult.

Ten tips for keeping yourself safe

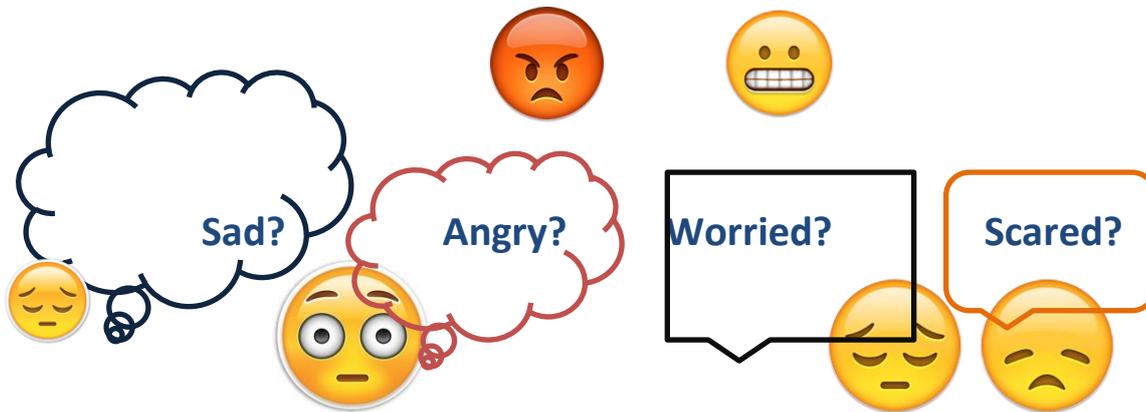
Adults often take action to keep themselves safe. They wear a seat belt in the car, look left and right to cross the road, keep matches out of reach of small children and unplug electrical equipment before trying to repair it. Children and young people can also take action to keep themselves safe. Here are some ideas. You can add your own ideas too.

1. Look confident. People are less likely to pick on you.
2. Try to go places with friends. If you do go out alone always tell someone where you are going and what time you will return.
3. Talk to a trusted adult – someone in the family or someone at school – if anyone says or does anything that worries or frightens you.
4. Don't worry about breaking rules if you feel afraid. It's OK to shout at or run away from an adult who is trying to hurt you.
5. Carry a mobile phone and put emergency numbers – your parents, school, police, a trusted adult – on speed dial so you can make a call quickly if you need to.
6. If you are taking a bus or train, make sure you have enough money for the return journey. Don't accept money from someone you've never met before.
7. Don't accept a lift from someone you've never met before. Call someone to pick you up.
8. Stick to well-lit areas where there are people around if you need help.
9. Remember that alcohol and drugs can harm your health and can also encourage you to take unnecessary risks.

Cont:-

10. In an emergency think about using self-defence, but only if there is no other way out. You could, for example, pretend you are going to be sick over the person threatening you. It makes them move back, giving you a chance to run. But don't do anything that might result in you being hurt even more.

Remember, if an adult tries to hurt you it's not your fault. You don't have to do what they say just because they are an adult. Try to find the confidence to tell someone that you are worried. You won't get into trouble.



We will listen

1. Your Form Tutor
2. Head of Section
3. Mrs Pike - Senior Deputy Head
4. Mr d' Arcy - Headmaster
5. Nurse Taylor

Or any other teacher that you feel you could talk with.

Counselling can also be arranged through Nurse Taylor.

Eleven tips for keeping safe online and on the phone

Mobile phones and computers are a part of everyday life for most children and young people. Used correctly, they are an exciting source of communication, fun and education, but used incorrectly, or in the wrong hands they can be a threat to your safety. You might receive insulting or abusive texts or emails, or you may talk to someone in a chatroom or on a social networking site who isn't who they say they are and who is not a safe person to be talking to.

Here are some tips for keeping yourself safe on the mobile and online:

1. Don't put up with abusive texts, photos or videos. Show them to an adult and make sure the person who sent them knows you are taking action to stop them.
2. Think about the language you use in texts. If you wouldn't like it said about you, don't say it about anyone else.
3. Don't lend your mobile to anyone unless it's an emergency.
4. Don't give your full name, address or phone number to people you meet on the internet unless you check it out with your parent or another adult first.
5. Don't allow anyone online to trick you into doing something against your wishes or something you know you shouldn't do.
6. Remember that any emails you send or photos you upload to the internet can't be destroyed. They're there forever. Think before you post something you might later regret.
7. Never arrange to meet up with someone you meet online until you tell your parents or another adult. Most people are safe but some are dangerous.
8. Block any users who you are unsure about and break off contact with anyone who makes you feel worried.
9. Don't use your real name in chatrooms or use any handle or nickname that reveals personal details, such as the town or street you live in.
10. You can report internet abuse at the click of a button on a really good website www.thinkuknow.co.uk
11. Cyber-bullying is just as bad as any other sort of bullying, so don't do it and don't put up with it.

If you do give out your personal details or upload a message or photo you later regret, tell your parents or a trusted adult about it. You won't get into trouble. Anyone can make a mistake.

Early warning signs of worries and fears

When we are in a situation that could be threatening, our body gives us warning signals to tell us to think again, walk away or run as fast as we can.

Threatening situations include times when someone is trying to get us to do something we don't want to do, we realise we can't trust someone or we sense we are in danger. These are some of the early warning signals you might feel.

Tingling palms

Headache

Perspiration

Rapid heart

Tightness

Beat of the chest

Butterflies in the stomach

Feeling sick

Jelly legs

Healthy Practice

- Good physical health benefits Mental Health. Some categories focused on in this section include:
- Diet – there is evidence that nutrition boosts mental health and is an important factor in treating stress, depression, aggression, and even ADHD. Nutrition is fundamental in eating disorders and an element of self-esteem is associated with body size and shape.
- Eat regularly to maintain blood sugar levels, which affect mood
- Caffeine and sugar may give your mood a quick boost but wear off very quickly leading to low mood, tiredness and aggression
- Drinking an excess of alcohol, whilst it may initially reduce tension, leads to low mood, irritability, increased anxiety and panic, aggression and depression. It increases self-harm.
- For some recipe ideas on feeding your mind, visit ‘feeding minds’ at www.mentalhealth.org.uk
- Sleep – getting a good night’s sleep is essential for mental health since it allows your brain to make important neural connections whilst you rest, helping strengthen learning and memory. Inadequate or poor quality sleep affects mood, increases irritability, prompts depression, impacts on concentration and can even increase weight through altering metabolism and influencing hormones that affect appetite.

Activity

- Exercise – Several studies have confirmed that exercise could be a powerful intervention for clinical depression, as a way of reducing stress and anxiety, helpful in controlling panic-attacks, enhancing self-esteem and boosting self-confidence. Endurance sports can help with planning ahead and providing tools to develop ‘mental endurance’. Team sports help us to work together and to experience healthy competition as well as how to adjust to failure. In addition, exercise releases endorphins, our ‘feel good chemicals’ Creativity - Doing creative things is fun. It helps us to relax and also to express ourselves. Creativity boosts self-esteem and confidence and reduces stress. Being active helps us to feel effective and provides us with invaluable ways to build on being positive and productive.

Positive Thinking

- Positive thinking gives you the choice to evaluate an outcome in an optimistic but balanced way. It isn’t about having ‘rose tinted spectacles, it’s about being able to weigh both sides of a problem – negative and positive. Positive thinking makes failure or difficult experiences easier since it provides hope and a way to move forward. As Lincoln is quoted saying ‘Most people are about as happy as they make up their minds to be.’ Positive thinking helps to make the most of situations, to alter outcomes and to take

on new challenges. It has been associated with reducing stress and anxiety, reducing depression, changing the need to rely on substances to cope with negative emotions thereby avoiding a possible addiction. It improves self-efficacy, enhances happiness, and provides effective problem solving tools.

Positive Emotions

- Laughter reduces stress by reducing stress hormones such as cortisol and epinephrine (adrenalin) and increasing endorphins our 'feel good' hormones. Knowing your emotions, understanding how your emotions work and learning to express them and regulate them are very important since unidentified and unmanaged emotions often lead us to behave and think in unhelpful and negative ways, increasing anxiety, depression, self-harm, leading to a drive to addiction or dependency and increasing the expression of aggression/anger. Emotions can be comforting and connect us to others and to ourselves. They help us to make better decisions and to make choices.

Your Interactions

- The interaction we have with people, whether they are 'strong' connections such as those with people we know and are close to or 'weak' connections such as the person we sit next to on the tube or the person at the check-out that we only see once; all affect the way we feel about life. Close relationships keep us grounded and influence our happiness. They provide psychological space and safety, which in turn helps us to learn and explore. Engaging positively with people we don't know, such as smiling, helps us feel that we belong to a larger community and can increase our sense of self-worth. Engaging negatively with people such as being hostile or aggressive is more likely to lead to isolation and low mood. Researchers report that people with strong connections have less stress related health conditions, lower risk of mental illness and faster recovery from trauma and illness.

Krause, N (2014) 'Mind Your 5, 5 a day for mental health', www.mindyour5.co.uk

Ten tips for dealing with anger and staying calm

Everyone gets angry sometimes and needs to do something to calm down. Here are some ideas you can try. Write your own ideas in too.

1. Count to ten to give yourself time to think
2. Take a deep breath
3. Move away from whatever/whoever is making you angry
4. Distract yourself – do something else to take your mind off the problem
5. Punch a pillow (don't punch anything else!)
6. Put your hands in your pockets to stop yourself getting physical
7. Try to understand the other person's point of view – even if you don't agree with it
8. Make a phone call or go and talk to somebody else
9. Think about the consequences of not staying in control
10. Think how good it feels to be in control of yourself!

Complaints procedure

The school has a complaints procedure to ensure that anyone who has a complaint is treated fairly and knows that their complaint is being taken seriously. You might use the complaints procedure because you feel someone is discriminating against you because of your race, gender, religion, disability or sexuality, or you feel you are being picked on by a member of staff, your opinions are being ignored or a school rule is totally unfair.

Most of the time you should be able to sort out differences of opinion, by talking (calmly!) to the other pupil or member of staff concerned. It is also helpful to talk things through with your parents. If you can't sort things out then you should make a complaint.

Stage 1.

Talk to the person concerned. Tell them why you think they have done something wrong or treated you unfairly. Say what you think would put it right. Often an apology is all that's necessary. If you can't resolve the problem, or if for some reason you can't/don't want to talk to the person concerned, you move to stage 2.

Stage 2.

You should now talk to your Form Tutor, or Head of Section or Assistant Head of Section. Explain your complaint and the fact that you have already tried to sort it out with the person concerned. This member of staff will tell you what they are going to do and when they will talk to you again. The information will be shared with others who need to know.

If you are satisfied with the outcome of your talk with the member of staff, your complaint may be filed and there will be no more action.

The outcome might be:

- I. There is no evidence to support the complaint
- II. An explanation is offered
- III. An apology is offered
- IV. The complaint is upheld and support, advice or training is offered to the subject of your complaint
- V. School rules or procedures will be revised if necessary
- VI. The complaint will be dealt with through disciplinary or child protection procedures.

Note:

You should take any serious concerns about the behaviour of a staff member directly to the Headmaster. Examples of serious concerns include those involving violence, anything of a sexual nature or persistent bullying or humiliation.

The Headmaster may share this information with the Chairman of Governors and other people on a need to know basis.

People who can help

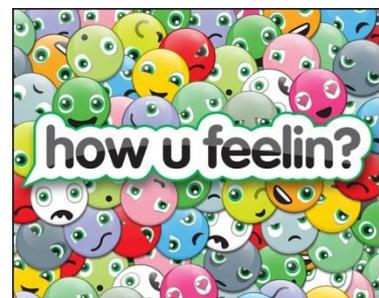
If you are worried about anything at all, you should try to talk to someone in your family or another adult you feel you can trust. You can talk to any of the staff in school.

Here are some other useful contacts

Child Line 0800 1111



NSPCC helpline 0808 800 5000



Text 88858



www.beatbullying.org

www.childline.org.uk



www.thinkuknow.co.uk





<http://www.makingmanchestersafer.com/>



<http://citizenaid.org/features/download-citizenaid-app/>

<http://www.itsnotokay.co.uk/>



Make a
NOISE
about bullying
#ANTIBULLYINGWEEK

