



da Vinci Academy

A L.E.A.D. Academy

# Information & Guidance

(Parent/Carer Information)

**April 2018**

## **Our vision**

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

## **Our principles**

*To achieve our vision we prioritise the four core principles for which our name stands:*

**Lead** ~ *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

**Empower** ~ *to give power to; to enable*

At L.E.A.D. Academy pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

**Achieve** ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our academies. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

**Drive** ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our academies and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

L.E.A.D. Multi Academy Trust's commitment to safeguarding includes:

- Have a designated professional lead and a designated governor for safeguarding
- Ensuring all staff, visitors and volunteers in our academies understand their responsibility to safeguarding
- Have in place safeguarding arrangements which are designed to take account of all possible safeguarding issues. Ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken
- Adhere to safe recruitment practices
- Have arrangements for working together with other agencies and for sharing information with other professionals
- Take account of their local authority's procedures and practices established by the Local Safeguarding Children's Board and comply with any requests from that Board
- Have in place effective child protection and staff behaviour policies
- Develop a culture of listening to children and take account of their wishes and feelings
- Provide appropriate supervision and support for staff including undertaking safeguarding induction and training
- Follow clear policies for dealing with allegations against people who work with children
- Have clear procedures in place to handle allegations of abuse against children
- Have clear whistleblowing procedures which reflect the principles of Sir Robert Francis's Freedom to Speak Up review
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- Appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe
- Put in place appropriate safeguarding responses to children who go missing from education fulfil all of their statutory responsibilities in respect of safeguarding and promoting the welfare of children

**Please contact any of the school staff below either in school hours or out of hours if you have immediate concerns for the welfare of any child.**

**Contact Us (School Hours) – [safeguarding@daviniacademy.co.uk](mailto:safeguarding@daviniacademy.co.uk)**

**Safeguarding Policy Lead (DSL)**

Keir Mather  
[keir.mather@davinci.derby.sch.uk](mailto:keir.mather@davinci.derby.sch.uk)  
01332 831515 ext. 2220

**Safeguarding Daily Duty Lead (Deputy DSL)**

Karen Thompson  
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01332 831515 ext. 2242

Sophie McKenzie  
[sophie.mckenzie@davinci.derby.sch.uk](mailto:sophie.mckenzie@davinci.derby.sch.uk)  
01332 831515 ext. 2246

**Designated Teacher for LAC**

Sophie McKenzie  
[sophie.mckenzie@davinci.derby.sch.uk](mailto:sophie.mckenzie@davinci.derby.sch.uk)  
01332 831515 ext. 2246

**Safeguarding Governor**

Sylvia Britton  
[sylvia.britton@davinci.derby.sch.uk](mailto:sylvia.britton@davinci.derby.sch.uk)  
01332 831515 ext. 2222

**Contact Us (Out of Hours) - [safeguarding@daviniacademy.co.uk](mailto:safeguarding@daviniacademy.co.uk)**

**Safeguarding Policy Lead (DSL)**

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07885219863

**Safeguarding Daily Duty Lead (Deputy DSL)**

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07885219868

## Safeguarding Advice & Contacts

Contact	Area	Details
First Contact (Derby City)	All	01332 831515 (9am-5pm)
Careline	All	01332 786 968 (Out of Hours)
Derby Safeguarding Childrens Board	All	<a href="http://www.derbyscb.org.uk/">http://www.derbyscb.org.uk/</a>
NSPCC	All	0800 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> <a href="http://www.nspcc.org.uk/Helpline">www.nspcc.org.uk/Helpline</a>
Childline	All	0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>
Police (Non-Emergency)	All	101
Police (Emergency)	All	999
Safe & Sound	CSE	01332 362120 <a href="https://safeandsoundgroup.org.uk/">https://safeandsoundgroup.org.uk/</a>
Know about CSE	CSE	<a href="http://knowaboutcse.co.uk/report-it/">http://knowaboutcse.co.uk/report-it/</a>
Stop CSE	CSE	<a href="http://www.stop-cse.org/">http://www.stop-cse.org/</a>
Aquarius	Drug & Alcohol	0300 790 0265 (option 3) derby@aquarius.org.uk <a href="http://aquarius.org.uk/contact/derby/">http://aquarius.org.uk/contact/derby/</a>
Breakout	Drug & Alcohol	01332 641661 <a href="mailto:breakout@derbyshcft.nhs.uk">breakout@derbyshcft.nhs.uk</a>
Laurens Link	Drug & Alcohol	01332 362744 <a href="http://www.laurenslink.co.uk">www.laurenslink.co.uk</a>
FRANK	Drug & Alcohol	0800 77 66 00 <a href="http://www.talktofrank.com">www.talktofrank.com</a>
Drinkline National Alcohol Helpline	Drug & Alcohol	0800 917 8287 <a href="http://www.wrecked.co.uk">www.wrecked.co.uk</a>
First Steps	Eating Disorders	01332 367571 <a href="mailto:info@firststepsderbyshire.co.uk">info@firststepsderbyshire.co.uk</a> <a href="https://www.firststepsed.co.uk/">https://www.firststepsed.co.uk/</a>
CAMHS Eating	Eating Disorders	0300 123 9164

Disorders Service		<a href="http://www.derbyshirehealthcareft.nhs.uk/services/childrens-services/camhs/camhs-homepage/what-is-the-eating-disorders-service/">http://www.derbyshirehealthcareft.nhs.uk/services/childrens-services/camhs/camhs-homepage/what-is-the-eating-disorders-service/</a>
Freedom charity helpline	Forced Marriage	0845 607 0133 <a href="https://www.freedomcharity.org.uk/what-we-do/forced-marriage/">https://www.freedomcharity.org.uk/what-we-do/forced-marriage/</a>
Karma Nirvana	HBV	0800 5999 247 info@karmanirvana.org.uk <a href="http://www.karmanirvana.org.uk/">http://www.karmanirvana.org.uk/</a>
Various Websites	Online Safety	<ul style="list-style-type: none"> <li>• <a href="http://www.childnet.com/sns">www.childnet.com/sns</a></li> <li>• <a href="http://www.net-aware.org.uk/">www.net-aware.org.uk/</a></li> <li>• <a href="http://www.internetmatters.org">www.internetmatters.org</a></li> <li>• <a href="http://www.nspcc.org.uk/onlinesafety">www.nspcc.org.uk/onlinesafety</a></li> <li>• <a href="http://www.parentzone.org.uk">www.parentzone.org.uk</a></li> <li>• <a href="http://www.thinkyouknow.co.uk/parents">www.thinkyouknow.co.uk/parents</a></li> <li>• <a href="http://www.ceop.police.uk/safety-centre/">www.ceop.police.uk/safety-centre/</a></li> <li>• <a href="http://www.askaboutgames.com">www.askaboutgames.com</a></li> </ul>
The Samaritans Helpline:	Self-Harm	08457 90 90 90 <a href="https://www.samaritans.org/">https://www.samaritans.org/</a>
Mind	Self-Harm	0300 123 3393 <a href="https://www.mind.org.uk/">https://www.mind.org.uk/</a>
Harmless	Self-Harm	info@harmless.org.uk <a href="http://harmless.org.uk/">http://harmless.org.uk/</a>
Zipit	Sexting	<a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/</a>

**Information included:**

1. Child Abuse
2. Child Sexual Exploitation
3. Drug/Alcohol Abuse
4. Eating Disorders
5. Female Genital Mutilation
6. Forced Marriage
7. Honour Based Violence
8. Online Safety
9. Self-Harm
10. Sexting
11. Radicalisation

## Child Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse.

### Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

#### **Some of the following signs may be indicators of physical abuse:**

Children with frequent injuries;  
Children with unexplained or unusual fractures or broken bones;  
Children with unexplained -  
Bruises or cuts;  
Burns or scalds;  
Bite marks.

### Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;  
Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';  
Parents or carers blaming their problems on their child; and  
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual Abuse (and exploitation)**

Sexual abuse is any sexual activity with a child. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

**Some of the following signs may be indicators of sexual abuse:**

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you wouldn't expect them to have; Children who ask others to behave sexually or play sexual games; and Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

Sexual exploitation is a form of sexual abuse where children are sexually exploited for money power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation (CSE) doesn't always involve physical contact and can happen on-line. A significant number of people who are victims of sexual exploitation go missing from home, care and education at some point.



**Some of the following signs may be indicators of sexual exploitation:**

Children who appear with unexplained gifts or new possessions; Children who associate with other young people involved in exploitation; Children who have older boyfriends or girlfriends;  
Children who suffer from sexually transmitted infections or become pregnant;  
Children who suffer from changes in emotional well-being;  
Children who misuse drugs and alcohol;  
Children who go missing for periods of time or regularly come home late; and  
Children who regularly miss school or education or don't take part in education.

**Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

Protect a child from physical and emotional harm or danger

Ensure adequate supervision (including the use of inadequate care givers)

Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

**Some of the following signs may be indicators of neglect:**

Children who are living in a home that is indisputably dirty or unsafe;

Children who are left hungry or dirty;

Children who are left without adequate clothing, e.g. not having a winter coat;

Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;

Children who are often angry, aggressive or self-harm;

Children who fail to receive basic health care<sup>4</sup>; and

Parents who fail to seek medical treatment when their children are ill or are injured.

## Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing Academy or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

There are three main types of child sexual exploitation:

**Inappropriate relationships:** Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

**Boyfriend/Girlfriend:** Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

**Organised exploitation and trafficking:** Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

## Drug/Alcohol abuse

Drug abusers often try to conceal their symptoms and downplay their problem. Warning signs include: bloodshot eyes, pupils in the eyes being larger or smaller than usual, changes in appetite or sleep patterns, sudden weight loss or weight gain, deterioration of physical appearance, personal, grooming habits, unusual smells on breath, body, or clothing, tremors, slurred speech, or impaired coordination.

Behavioural signs of drug abuse include: drop in attendance and performance at Academy, unexplained need for money or financial problems, may borrow or steal to get it, engaging in secretive or suspicious behaviours, sudden change in friends, favourite hangouts, and hobbies, frequently getting into trouble (fights, accidents, illegal activities).

Psychological warning signs of drug abuse include: unexplained change in personality or attitude; sudden mood swings, irritability, or angry outbursts; periods of unusual hyperactivity, agitation, or giddiness; lack of motivation; appears lethargic or “spaced out”; appears fearful, anxious, or paranoid, with no reason.

## Types of Drugs

- **Depressants** – such as alcohol
- **Stimulants** - such as cocaine
- **Inhalants** - glues, aerosol sprays, gasoline, paints, and paint thinners.
- **Club drugs** like ecstasy (MDMA) and date rape drugs, such as flunitrazepam (Rohypnol) and gamma-hydroxybutyrate (GHB).
- **Methamphetamine** (commonly called meth, crank, or speed).
- **Hallucinogens**, including ketamine, LSD, and PCP (phencyclidine).
- **Opiates**, such as codeine, heroin, and morphine
- **Prescription drugs**, such as diazepam (for example, Valium), hydrocodone and acetaminophen (Vicodin), and oxycodone (OxyContin).
- **Anabolic steroids**, which are used to build muscle tissue and decrease body fat
- **Legal Highs** – legal substances which produce the same or similar effects to illegal drugs such as cocaine, ecstasy & cannabis

## Eating Disorders

There is a commonly held view that eating disorders are a lifestyle choice or a diet “gone too far”. An eating disorder is a serious mental illness. Common eating disorders include anorexia nervosa, bulimia nervosa, and binge-eating disorder. They can affect both girls and boys. The mean age to develop an eating disorder is 15.

There are various physical, psychological and behavioural warning signs that can signal the onset or the presence of an eating disorder, however due to the nature of an eating disorder many of the characteristic behaviours may be concealed. A person with an eating disorder may go to great lengths to hide, disguise or deny their behaviour

- Stay away from Food. Say they are not hungry

- Dramatic weight loss (be mindful not everyone with an eating disorder is underweight!)
- Preoccupation with food, weight and calories
- Excessive exercise.
- Poor circulation and feeling cold all the time (often blue extremities)
- Refusal to eat certain foods (e.g. carbohydrates, fats etc.).
- Stained teeth and bad breath
- Visiting the bathroom after meals
- Frequent comments about feeling 'fat' despite being underweight.
- Development of food rituals (e.g. eating foods in certain orders, excessive chewing, portioning, squashing).
- Withdrawal from social situations.
- Consistent excuses to avoid meal times or situations involving food.
- Binge Eating

### **Female Genital Mutilation (FGM)**

FGM is a form of child abuse and violence against women and girls, and is therefore part of child protection. Professionals have a responsibility to ensure that families know that FGM is illegal, and should ensure that families know that the authorities are actively tackling the issue. This knowledge alone may deter families from having FGM performed on their children, and save girls and women from harm.

UK legislation - FGM is illegal in the UK.

In England the practice is illegal under the Female Genital Mutilation Act 2003. It is also an offence to assist a girl or woman to mutilate her own genitalia. It is an offence for anyone to perform FGM in the UK or to assist a girl to perform FGM on herself in the UK.

Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

There are four types of FGM:

**Clitoridectomy** – partial or total removal of the clitoris

**Excision** – partial or total removal of the clitoris and the labia minora, with or without the excision of the labia majora

**Infibulation** – narrowing of the vaginal opening

All other harmful non-medical procedures to female genitalia.

The practice is normally carried out on girls between the ages of 4 and 13, although the majority of cases are thought to take place between the ages of 5 and 8.

## **Summary**

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

## **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.

It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

## **Forced Marriage vs. Arranged Marriage**

Freedom believes we all should be entitled to choose who we wish to marry. This is a basic human right and in the UK appropriate measures are in place to ensure the safety and protection of its most vulnerable citizens.

Freedom celebrates the UK's cultural diversity and all the traditions that these bring but it makes a clear distinction between an arranged marriage and a forced marriage.

An arranged marriage is one which has been intermediated by a third party but crucially both individuals have a choice. If at first the match doesn't succeed, it is up to the arranger to find other potentially suitable matches. In time a match will be found and both individuals and their families can be confident that, by having a free choice, the couple will have every chance to be happy together.

The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. Forcing someone to marry can result in a sentence of up to seven years in prison.

## **Possible Warning Signs**

No two cases of Forced Marriage are the same and you will know your friends better than anyone else. There are signs that may suggest that your friend is in trouble and threatened with a Forced Marriage.

Key signs to look out for:

- Your friend seems anxious and depressed and not interested in life
- Your friend seems withdrawn and reluctant to talk about what is going on in his or her family or about family members.
- Your friend may have told you that some of his or her brothers or sisters have been married at a very young age.
- Your friend may be suffering from mood swings and presenting challenging behaviour or attention seeking. This may mean getting into trouble at school
- Your friend may start self-harming or develop an eating disorder such as anorexia
- Your friend may lose interest in continuing their education and take little interest in homework
- Your friend's movements may be restricted by family members
- Your friend may simply not come to school at all but at the same time not have told you that they are ill
- Your friend may disappear from social networks such as Facebook and instant messaging. Their Facebook may remain not updated for a long period of time

## **Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Honour based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in any culture and can be for a number of reasons including: interfaith relationships, pregnancy outside of marriage, taking part in activities or wearing clothes that are not considered acceptable within a particular culture, divorce. Most victims are girls or women but some are boys and men. Honour based violence is against the law.

### **What are the potential signs and indicators?**

- Absence from School
- Restrictions in leaving the house or being accompanied outside the home
- Breakdown in communication between the victim and their friends
- Change in behaviour and mood in an otherwise happy person

## Online Safety

Children and young people spend a lot of time on-line, it can be a great way for them to socialise, explore and have fun. However, when using the on-line world, children do also face risks such as cyberbullying or seeing content that's inappropriate.

At Da Vinci, we teach children to use the internet and technology safely throughout curriculum teaching and assemblies. We also have a variety of external speakers come into school to talk about keeping themselves safe on-line. Understanding what children do on-line and the risks they face will help keep your child safe on-line.

Children and young people go on-line to connect with friends and make new ones, to browse the internet for information, chat with others and play games.

They may:

- Search for information or content on search engines like Google and Bing
- Share images and watch videos through websites or mobile apps like Instagram, Pinterest and YouTube
- Use social networking websites such as Facebook and Twitter
- Write or reply to messages on forums and message boards
- Play games alone or with others through websites, apps or game consoles
- Chat with other people through on-line games, BBM (Blackberry Messenger), game consoles, webcams, social networks and tools like WhatsApp

By understanding and talking about the dangers we help to make our students aware of the dangers and keep themselves safe, as well as supporting parents and carers to put in place safety measures.

All pupils are given advice and information shared on who they can go to if there is a problem with anything they do on-line. Posters are displayed in all classrooms and the main corridor safeguarding notice board to support pupils with keeping themselves safe.

Further advice and guidance can be seen on the CEOP website or Derbyshire Safeguarding Children Board website.

Please help us to share the message with pupils:

- To keep passwords safe and not share them
- Make sure privacy settings on social media such as Facebook are set to private not public and check this regularly
- Do not share personal information on-line
- Do not accept friend requests from strangers and NEVER arrange to meet someone you have met on line without discussing this first with your parents

- Tell an adult if anything they see on-line makes them feel uncomfortable, scared or threatened
- Do not write anything on social media or by text that is unpleasant. We take peer on peer bullying very seriously and this often occurs by on-line means
- Never send or share images of a sexual nature or images that may humiliate or harm others
- Remember to report any worrying behaviour to an adult, one of the school's Safeguarding Leads or using the CEOP button on our website.

### **Self-Harm**

Self-Harm is when a person deliberately injures or harms themselves. This can include cutting, burning skin, scratching, hitting or taking harmful substances. People who self-harm tend to use it as a way of dealing with problems such as bullying, abuse, trauma, neglect or depression. Self-harm tends to be carried out in private and kept secret from family and friends so it is not always easy to detect. Young people will often go to great lengths to cover self-harm scars and injuries.

#### **What are the potential signs or indicators?**

- Unexplained injuries such as cuts, burns, scalds
- Being secretive
- Keeping themselves fully covered even in hot weather
- Bald patches from pulling out hair
- Becoming withdrawn and isolated
- Self-loathing
- Low self-esteem and thinking they are not good enough
- Signs of drug or alcohol misuse

### **Sexting**

'Sexting' is an increasingly common activity among pupils and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written messages.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

What would have been considered a taboo act several years ago is now a common practice among teens. While no parent wants to believe their kids would engage in sexting, all parents should be aware of these warning signs.

#### **What are the potential signs and indicators?**

- They become overly protective of their mobile phones to the point of grabbing it away from you or sleeping with it under their pillow
- They privately read or send texts or turn their backs when someone is near
- They are defensive when you question them about their secretive phone use



- An increase in flirty photos and language, or friends who do the same
- The use of various codes and acronyms. These may appear like typing errors but are actually used to send sexting messages covertly

## **Radicalisation**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### **Early indicators of radicalisation or extremism may include:**

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside Academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others