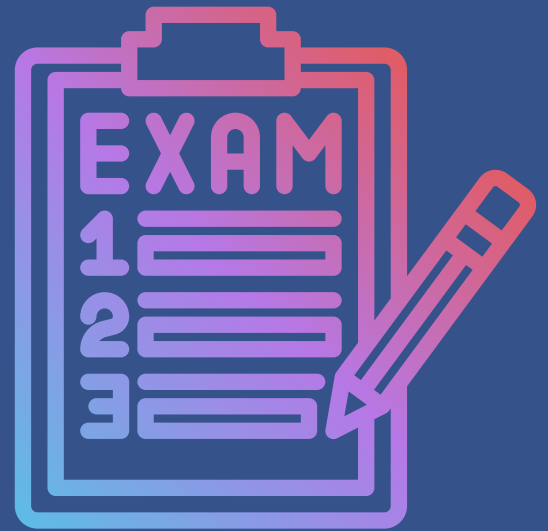


SAFEGUARDING BULLETIN

April 2024



Exam stress

It is that time of year again. The dreaded 5 letter word EXAMS. Don't worry, here are some helpful hints and tips to help your young person get through what can be a very stressful time for them. This bulletin has lots of helpful hints and tips that will help you support your child in the best way you can.

If you need any extra support, please speak to your young persons tutor, they will be able to offer support and advice as needed.

We are very busy getting your young people ready for their exams and we rely on them attending the lessons so we can do as much learning and preparation as possible. We appreciate all of your support in ensuring that your young person is in school and ready to learn. Missed lessons/days will only add to the exam stress your young person will face.

<i>Days away from school</i>	<i>Hours of learning lost</i>
1 day	5 hours
3 days	15 hours
10 days	50 hours
20 days	100 hours

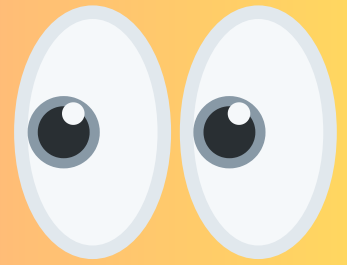
**ATTENDANCE
MATTERS.
ALL DAY, EVERY DAY**



Look for signs of stress

Stress can present differently in everyone. Signs of stress could include not sleeping or sleeping more than usual, losing interest in food or eating more than usual, being irritable, having headaches or stomach aches, being negative, feeling hopeless, or not enjoying activities they previously enjoyed.

If you notice your child is struggling, ask them what you can do to help them.



Talk about stress and nerves

Remind your child that it's perfectly normal to feel worried or stressed about their exams. The key is to put these nerves to positive use.

Talk openly about how you cope with your own stressful situations, so your child has a positive role model for managing their emotions and time.

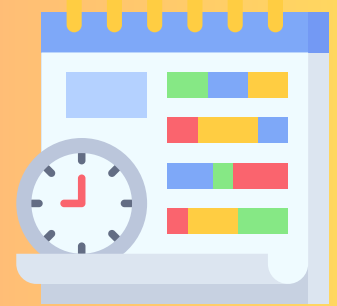
Practice relaxation techniques with your child, we love [these ideas from from NHS Scotland](#).



Support your child to create a routine

Routines and rituals can help your child keep healthy habits, and can help you ensure your child is getting enough sleep and eating well.

If they haven't already, encourage your child to create a revision plan or timetable, splitting their day up into chunks. Encourage them to take regular breaks - which they could use to have a meal, get some exercise or unwind - and try to discourage them from staying up late revising.



Try not to add to the pressure

Many young people feel pressure to do well in their exams to make their teachers, or families proud. Try not to add to this pressure. Be reassuring, positive, and help put things into perspective. Remind them that there is more to life than their grades, and their results don't define who they are. Reassure them you will be proud of them 'no matter what'.



Make yourself available to listen

Sometimes your child may not want to talk, and it's important we don't force them to have a conversation they don't want to have. Make yourself available but don't pressure them to talk.

You may find that your child opens up in situations where they feel less pressure - for example when you're in the car on the way home from school, or during a walk



Help them unwind after exams

Find ways to help your child unwind after each exam, so they don't dwell on things they could have done better or differently. After each exam, you and your child could watch a film or enjoy your favourite meal together, before they start revising for the next test.



Seek additional support

If you're concerned about your child's stress, or find they don't want to talk to you, encourage them to seek support elsewhere. This could be someone at their school, or an organisation such as Shout or Childline.

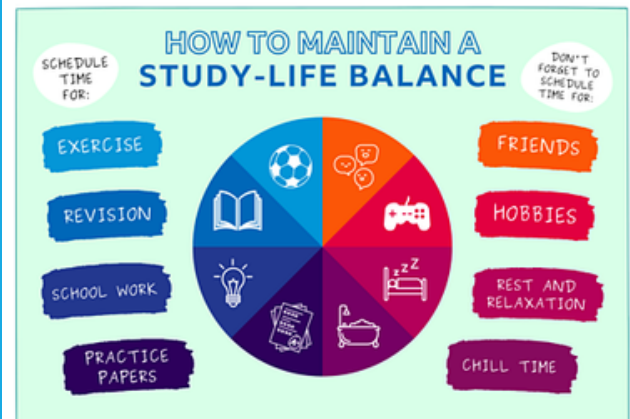
- Text CONNECT to 85258 for free to speak to Shout
- Call 0800 1111 to speak to Childline, or visit [childline.org.uk](#) for their free online chat
- Visit [place2be.org.uk/help](#) for more advice



Balance Activity

This activity is helpful for children to identify things they can do to release the pressures of revision and exams.

- Using the wings template, ask children to fill out one side of the butterfly with what needs to get done in their school work (and possible worries).
- Then ask them to think about all the things they do (or could do) to get a good balance in the run up to tests or exams, e.g. playing sport, going out with a friend, reading a good book, watching their favourite programme.
- Some children may not be able to think of many positive activities to do with their time, so it might be good to do this in pairs or small groups.
- Explain the importance of having a good mix to help them relax, de-stress and recharge. And encourage them to put these positive activities into their revision timetable too.
- You could revisit this by asking the children what de-stressing activities they are enjoying and finding helpful each week.



Butterfly of Balance



Fill in the butterfly wings.

You can find the full version to download from the Young Minds website.

<https://www.youngminds.org.uk/professional/resources/staying-mentally-healthy-during-exams/>

- If you're worried about your child or young person's mental health or wellbeing, you can speak to them over the phone or chat to them online.
- Their Helpline provides detailed information, advice and support to parents or main carers of children and young people aged 25 or under.
- Remember, it's okay to reach out for help. We all need a little extra support sometimes, and they hear from parents and carers just like you all the time.

They can provide detailed information and advice about your child or young person's mental health. They can also offer you emotional support and direct you to other services that may be able to help.

You can call their Parents Helpline for free on 0808 802 5544, Monday to Friday, from 9.30am to 4pm.



Harmful sexualised behaviours are a huge issue for young people. We have been trying to educate and support our young people about the risks of harmful sexualised behaviours and what they can do if they need some additional support around this subject.

Earlier this term we invited Brook into school to work directly with our young people. They led workshops which offered practical support and guidance relating to healthy relationships, safe online activity and consent. For more information about their services please refer to their website: <https://www.brook.org.uk/>

Child sexual abuse is an important public health issue, and parents, carers and families have a vital role to play in keeping children safe.

Children and young people are most likely to be at risk of sexual abuse within their family and community. But not all sexual abuse is carried out by adults.

It is hard for us to think about children and young people sexually abusing other children and young people, and it isn't always easy to tell the difference between abusive and normal sexual behaviours in children.

Children, particularly in younger age groups, might engage in such behaviour without knowing that it is wrong or abusive. That's why it can be more helpful to talk about harmful sexual behaviour rather than abuse.

Different Types of Harmful Sexual Behaviour



Sexual harassment and abuse



Non-consensual and inappropriate touching of others



Sharing self-generated sexual imagery without consent



Using sexualised or aggressive language towards others



Sharing sexual content online



Engaging in, or affected by, abusive or violent behaviour



Students spending increased time alone together, especially if one is older



Sexual behaviour that's inappropriate for their age

What is harmful sexual behaviour?

Harmful sexual behaviour (HSB) is a term used to describe sexual actions that are outside what is safe for a young person's stage of development. It includes actions that can harm either the child or young person themselves, or another person.

It can include:

- frequently and intentionally accessing age-inappropriate sexual material online
- using inappropriate language
- undertaking mutual sexual activity they are not ready for with peers
- sending and receiving illegal images
- sexual interactions where there are significant power differences, lack of consent, or through force or threats
- engaging in abusive or sexually violent sexual behaviour online or offline

Open communication

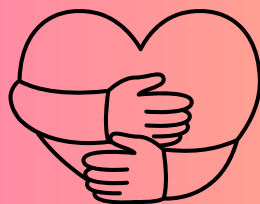
- Communicating openly with your children about a wide range of topics, including healthy relationships and staying safe can start from a young age.
- Taking some time each day to ask how your children are, whether there is anything on their mind or anything they would like to talk about, can help children and young people to open up and communicate better.
- Help your children understand what makes a safe and loving relationship, and to know what makes it unsafe and unhealthy.



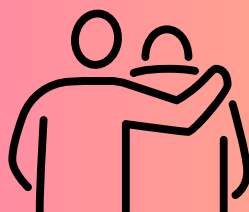
Tips on how to communicate with your teenager

<https://www.familylives.org.uk/advice/teenagers/communicating-with-teenagers/the-importance-of-communicating-with-teenagers>

SAFE
SPACE



You
& ME



Create a safe environment and respond to concerns

- Creating a home environment that is calm, where adult relationships are modelled in a healthy, loving way will help teach children and young people to respect others.
- Reducing stress and conflict in the home.
- Young people need to feel like someone has their back even when things go wrong.
- Expect that your children will make mistakes, you can guide them back on the right path.
- It is important that your child knows you are always there to support them in life.

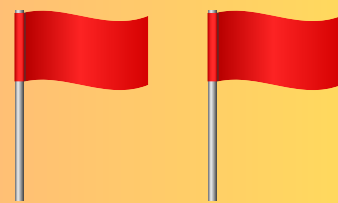
It is okay to seek support if you are unsure how to respond.

The Stop It Now! helpline advisors are there to support and guide you. Call on 0808 1000 900 or use their live chat facility on their website -

https://www.stopitnow.org.uk/support-us/?gad_source=1&gclid=CjwKCAiArLyuBhA7EiWA-qo80IYlc7dfqjA6Np8ylQy-U2D3T1cDB25Y0EHZEcvZ4pid5QLzFZdg-xoC4hgQAvD_BwE

Providing education and educating yourself

- Children and young people will naturally have questions about sex and relationships as they grow up and start to mature. They might want to go online or speak to you directly. Starting these conversations off when they are young can make it easier to support your children's healthy sexual development.
- You need to support them to initiate and maintain relationships. You can help your children to develop a healthy suspicion of others and help them understand 'red flags'.
- You can educate yourself on understanding the dangers and risks related to child sexual abuse and harmful sexual behaviour, both online and offline. Understanding what this is, how it happens, and knowing some of the signs and indicators can help you become more aware of the behaviours you see within your own home.
- When talking to your child about these issues, it is important to include information about risks, consequences, and the law. Using interactive resources available online to explore these issues in age-appropriate ways with your children can reinforce their understanding.



Click on the link below to find out what is normal sexual behaviour for children.

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexual-behaviour-children/>

If you have any concerns, contact the Safeguarding Team for more help.

#BeKind

Be SAFE

Balancing rights and responsibilities

- You can help your children to understand their rights and responsibilities, especially when they are online. Encouraging them to think about how they can be kind online and reassuring them you will be there if they need any help. It is important to remember that a child is never responsible if an adult grooms and manipulates them online.
- Respecting young people's privacy, especially as they move into adolescence, whilst still supporting and encouraging them. This helps them take responsibility for their own behaviours.

EXTRA SUPPORT

Click on the links below for more support and advice to understand harmful sexual behaviours and how you can support your child.

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexual-behaviour-children/>

<https://www.thinkuknow.co.uk/parents/Concerned-about-your-child/>

https://www.barnardos.org.uk/sites/default/files/2021-06/Harmful%20Sexual%20Behaviour%20-%20Parent_s%20guide.pdf

consent



Click on this link to find out some valuable information on how to talk to your child about consent. There is a video for you and a game that you can play with your younger children to help them understand about consent and what it means to them.



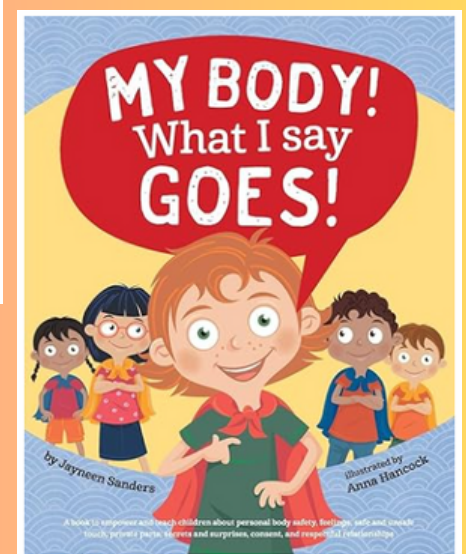
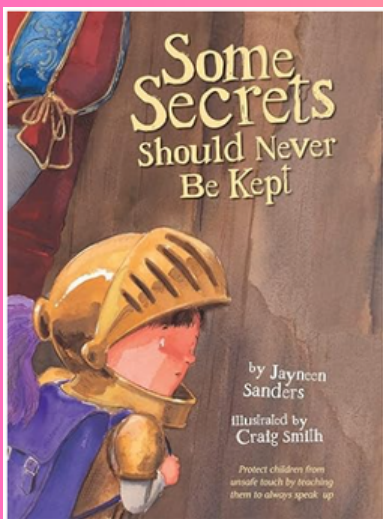
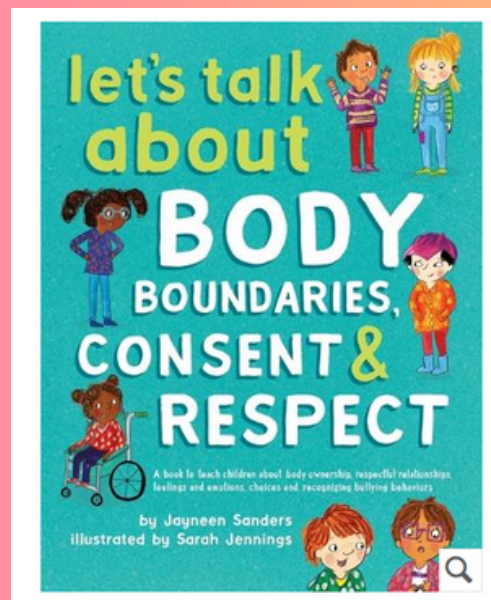
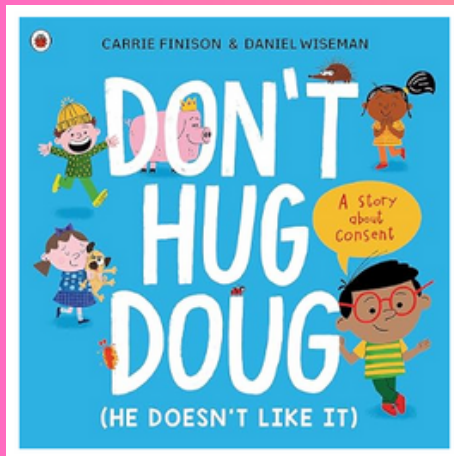
Teaching Consent | Safe Secure Kids
Talking to your kids about consent can be uncomfortable or overwhelming, but it doesn't ha...
safesecurekids.org

What is Consent?

Consent means giving someone a choice about touch or actions and respecting their answer. With children, we often use the language "asking for permission."

At this age, we want to lay the foundation for setting boundaries, making decisions about their bodies, asking for permission, and responding appropriately when someone says no to them. Besides consent, young people need to learn that they can set boundaries and limits on when and how their bodies are touched and by whom. Some tips regarding boundaries follow.

Here are some books that you can read with your children to help promote consent and healthy boundaries and relationships.



Another helpful website to help you explain consent to your children.

<https://parents.actionforchildren.org.uk/feelings-behaviour/talking-about-feelings/how-can-i-help-my-child-understand-consent/>



EXHALL GRANGE SPECIALIST SCHOOL

Be your best self

Designated Safeguarding Team



Andy Commander
Deputy Headteacher
Designated Safeguarding Lead



Helen Seickell
Headteacher
Deputy Designated Safeguarding Lead



Helen Hughes
Assistant
Headteacher
Primary



Geoff Goode
Assistant
Headteacher
Year 7, 8 & 9



Janet Bacon
Assistant
Headteacher
Year 10 & 11



Caroline
Parkhouse
Assistant
Headteacher



Fiona Holliland
Family / Pupil
Support



Julija Andrejeva
Family / Pupil
Support



Lauren Pinfield
Pupil Wellbeing
Lead



Roy Owen
Emotional Wellbeing
Key Worker



Faye Commander
Lead Consultant Teacher
Warwickshire Vision Support Service



Alicia Pegg
Learning Pod Manager

Pupils: All staff have a responsibility to keep you safe and you can talk to any staff member if you are concerned or worried about anything. The 12 staff members above can give you extra help and support.
Staff: If you have concern for a pupils safety and welfare, report immediately to a member of the Designated Safeguarding Team.

Useful mental health services



- 24/7 text helpline for mental health and suicide
- Machine learning - detects suicide intent/thoughts
- Machine learning - informed prioritisation protocol (the system can prioritise certain behaviours to receive support)



- Free to use 24/7 access to phone line
- One to one communication
- 24 hour response time on email access
- Confidential - no contact details are displayed to volunteers



- Helpline - 0800 58 58 58,
- Webchat <https://www.thecalmzone.net/help/webchat/>
- Instant response between 5pm - midnight phone and web chat helplines
- Free offer practical support and vital intervention for those in crisis
- One to one communication



- Free, safe and anonymous online chat and wellbeing service
- Support for 11-25 year olds
- Friendly counsellors who can help you talk through your problems
- They are there for you to talk to when you need someone



- Calm - free app to download.
- Can access lots of things to support mental health and wellbeing, however there is a subscription charge for access to the whole app.
- Meditation and other techniques to support mental health and wellbeing



- Calm Harm - free app to download.
- Support for young people who are self-harming
- Helps reduce the urges to harm and offers practical solutions and distractions
- Comfort, Distract, Express Yourself, Release, and Random.



- notOK App® is a free digital panic button to get you immediate support via text,, phone call, or GPS location when you're struggling to reach out.
- Pre-crisis tool
- Other resources available online too.



- Combined Minds is an app to help parents, family, friends support a young person who is in distress
- Share plans and guidance amongst support system to ensure the young person can access the right support at the right time.