



Monday 11th July 2022

Safeguarding, Health and Well-being Newsletter

MESSAGE FROM OUR DESIGNATED SAFEGUARDING LEAD

Attitude Determines Altitude

Dear Parent(s)/Carer(s),

As we approach the end of the academic year, our pupils deserve a well-earned rest. However, we must always remember that safeguarding, health and well-being is at the forefront of our everyday lives.

As parents and carers, it can feel overwhelming trying to keep up with the latest social media trends as well as keeping children occupied over the long summer and ensuring that they don't overindulge in all of their favourite hobbies such as gaming. We are bombarded in the news about the risks facing our young people in society. Society is constantly changing and the impact of the pandemic remains with us all particularly our young people.

Therefore, the final edition of the *Safeguarding, Health and Well-being newsletter* for the academic year addresses a range of fun things to do during the summer such as eating healthy, fun activities in the local area, healthy interactions with peers and how to keep safe.

Ms Williams

RELATIONSHIPS AND SEX EDUCATION: WHAT DO OUR PUPILS HAVE TO SAY?

During the last term, pupils had started their Relationships and Sex Education (RSE) – for many pupils in KS3, this would have been their first exposure to RSE due to the lockdowns. As a form tutor, I was incredibly struck by the maturity and confidence that pupils showed when exploring a range of topics, which for Year 9 included romantic relationships and healthy expectations, defining consent, parenting and more. The government’s aims for the new compulsory RSE curriculum is that pupils are equipped with ‘knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life’ whilst also being taught about modern society in order to ‘foster respect for others and for difference, and educate pupils about healthy relationships.’

I asked pupils in my form group to summarise what they have learnt, why RSE has been important to them and if it we met the government’s aims and this is what they said:

“When learning about relationships and sex education, we learnt about how a healthy relationship should work and things in relationships that are toxic or that need to be sorted. We learnt about consent and different factors enabling people to give consent such as capacity and freedom. We also looked at different scenarios and what is the best decision to make. Then we learnt about pregnancy and discussed parenting and important choices you would have to make as a parent. Then when we started to learn about sex education we learnt about contraception and the pros and cons of each option. Finally, we discussed what to expect in sex and how in every healthy relationship each person should discuss what they are and aren’t comfortable with.”

Melania in 9A explained RSE’s importance: “In my opinion, relationships and sexual education should be taught in school because it teaches others to respect and learn from each other, what to expect and the fundamentals of a stable and healthy relationship (which helps us in the future when we may decide to have a relationship). For me, I believe that I learnt a lot of useful information especially on the topic of parenting.” Virtuous in 9A also said ‘I learnt how important it is to have consent for everything’ which ‘gives us training on the future if we were to go into relationships we would know what to expect.’

This to me highlights the success of our RSE curriculum as pupils clearly felt they had been given the knowledge to apply to real-world scenarios, benefitting their wellbeing and safety and developing the respect needed in healthy relationships.

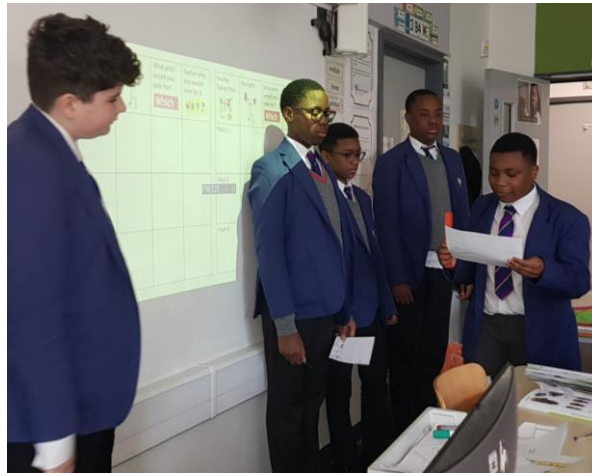
Ms Cooke 9A form tutor

WHAT OUR PUPILS HAVE TO SAY

Ms Peliza's form group created a Healthy Living pitch as part of their work in Portfolio for Life lessons this term. This involved pupils completing a range of different activities and researching key aspects of healthy living independently.



Pupils were able to reflect on their learning and develop their understanding of healthy living.



Pupils were asked to share their views on different parts of their learning in Portfolio for Life lesson this academic year. Their views are below:

“Healthy relationships involve honesty, trust, respect and communication. They compromise and make an effort with each other”

“A positive relationship is when you treat someone well and care about them. Almost everything is positive”

“You know when you are in a healthy relationship because you will feel happy to see and spend time with them. They could be members of your family, your friends, work mates or even a romantic partner.”

RSE Relationships Sexual education

Things that you need to be aware of/learning.

- Consent
- Contraception
- My Self and My relationships e.g. red flags; toxic people

Why do we need to know this?

- Because you have to be aware of what's healthy and what's not a healthy relationship.
- And how to stop when its unhealthy.

Also where you can get info.

- NHS website or GP.
- Family members e.g. older siblings.
- Books
- Therapist
- Some you trust that you know they know

“A Positive relationship should bring more happiness than unhappiness. You should feel good about yourself, not guilty, angry, depressed or upset”

Relationship

Trust, Unhealthy Bond, Serious, Force, Honesty, Bound

Relationship isn't always about just going out being together, etc... but there are certain limits such as for women and men like: sexual abuse, force, pressure, trust, honesty, bond. Things like that are the most important things in relationships.

Sexual

Things like sexting or sexual abuse/d. should be dealt with seriously. If you are in a relationship with someone you trust don't mean you should do anything like this.

Today

Picture

your turn, how do you?

I'm not ready d

Text message send

Education

#Ignore it

#Don't let it bring yourself down

#Don't let it bring your mind set down

#ASK FOR HELP

#you can do it!

Whenever you find yourself or somebody else in this situation you should help them get through it and make better decisions. Try reporting to: a Teacher, Family, GP, Therapist you trust.

Thank YOU

“Healthy relationships...

You trust each other

You support each other

You are equal partners

You respect each other”

HEALTHY AND UNHEALTHY RELATIONSHIPS

Children and young people form bonds with others at all stages of their development. Positive bonds can help children feel safe and secure but sometimes children and young people are unable to spot the signs of an unhealthy relationship. It is important that adults are able to spot when a child is in an unhealthy relationship and have strategies in place to be able to deal with it.

Children form bonds with others at all stages of their development. Forming healthy, positive relationships helps children and young people feel safe and supported as they grow up.

But being in an unhealthy relationship negatively affects a young person’s wellbeing. They might feel anxious and nervous or not free to make their own decisions. They might have low self-esteem and depression, experience headaches or have other ongoing physical health symptoms (Women's Aid, 2015).



Signs of unhealthy relationships

An unhealthy relationship is one where a child is not being treated with respect. They might be forced or coerced into doing things they aren't comfortable with, be made to behave in a certain way, or be made to feel they aren't good enough. Because young people don't always realise when they are in an unhealthy relationship, it is important that adults are able to recognise the signs.

A young person might:

- not have close relationships other than with one particular person
- be isolated from friends and family
- be prevented from working or going to school, college or university
- have their money taken away or controlled
- have access to food, drinks and day-to-day items restricted
- have their time controlled or heavily monitored
- have their social media accounts controlled or heavily monitored
- be told what to wear
- feel pressured to do things they are not comfortable with
- be put down or criticised
- experience threats of violence if they don't behave a certain way
- experience threats to loved ones or pets
- be threatened with damage to their personal property

What to do if you're worried about a young person

1. Create a safe space for conversation

Start with an informal chat. Avoid putting pressure on your teenager to talk to you. Remember what it was like to be that age, and how you felt about speaking to your parent or carer.

Find a space that feels comfortable for you both. This could be on the sofa, playing a game, going for a walk or in the car.

If they decide to share their experiences with you, react in a calm and understanding way.

If they don't seem open to talking, but you think they may need to communicate something to you, ask what suits them. Do they prefer video or text, for example?

<https://parents.actionforchildren.org.uk/behaviour/challenging-behaviour/how-to-talk-to-your-child/>

2. Help them understand what a healthy relationship looks like

Give your child some examples of healthy and unhealthy behaviours.

A relationship is healthy when both people are:

- Caring.
- Considerate.
- Kind.
- Encouraging.
- Sharing tasks.

A relationship is unhealthy when someone is:

- Controlling.
- Isolating the other person (they might discourage them from seeing friends).
- Passive-aggressive.
- Unkind.
- Self-centred, not considering the other's needs.

Talk to your child about respect. Speak about **gender equality** and spotting **sexual harassment**. It can also help to understand what behaviour is involved in **emotional abuse**, as it's not always easy to spot the signs.

OUTDOOR LEARNING

With the good weather, we have been able to engage in further outdoor learning opportunities. Ms Everhart in the English department took her class into the courtyard to play a Connect Four revision game for the last fifteen minutes of her English lesson. This was a great opportunity to get the pupils outside and to introduce some fun competition to help them revise for their end of year exams.

Pupils were split into two teams of six and given rubber disks borrowed from the PE department to serve as their game pieces. We went into the small courtyard outside the D block because the small grid on the pavement was the perfect 'game board' for a game of Connect Four. In order to choose their locations on the board, pupils had to answer an English question about any topic they'd studied from the past year. We covered language devices like alliteration and anaphora (something we were working on particularly hard on in Summer 1) and even went back to Romeo and Juliet and gothic fiction from the beginning of the year! The questions also had cross-curricular impact as pupils were recalling sites of British colonisation discussed in our global poetry unit and information about the Russian Revolution from our discussions in Spring about Animal Farm.

I was so impressed with what the pupils were able to recall, and it was an excellent exercise for them to start drawing things out of their deep memories prior to their end-of-year exams. The game element and friendly competition between the groups had all pupils clamouring to come up with the correct answer so they could either lay down their piece or block the opposing team. The fact that we were outside, too, gave the pupils the opportunity to get some fresh air at the end of a long day and encouraged the pupils to get moving. That extra bit of movement seemed to encourage their thinking and particularly their thinking as a team – pupils circled up and discussed answers, moved around freely as they were thinking, and enjoyed the act of throwing their disk triumphantly onto the ground. It was a great opportunity to build some small movement into our lessons and helped pupils in the process of recalling the information.

Ms Everhart



CYCLING SAFETY FOR CHILDREN

It is very important that children understand how to cycle safely so that it is an enjoyable experience for them. This is especially important over the summer when more people cycle because of the nice weather.

How to teach road safety to your children

Follow these basics to help you and your child stay safe when cycling:

- make sure your child's bike fits and that all your bikes are roadworthy;
- if you're on the road with children, take up a position behind them. If there are two adults in your group, it's a good idea to have one at the back and one in front of the children;
- helmets are particularly recommended for young children. Ultimately, wearing a helmet is a question of individual choice and parents need to make that choice for their children;
- set a good example, follow the Highway Code and teach children road safety and awareness.

It is important to remind your child of the following

- don't jump red lights or cycle on the pavement unless it's a designated cycle path;
- signal clearly at all times;
- ride in a position where you can see and be seen;
- make eye contact with other road users, especially at junctions, then you know they've seen you;
- when riding at night always use a working white front light and red backlight, plus a red rear reflector - it's the law.

If you're cycling on paths shared by walkers, wheelchair users, and horse riders:

- don't go too fast - it can intimidate others;
- use your bell to let others know you are approaching, but don't assume they can hear or see you;
- give way to others and always be prepared to slow down and stop if necessary;
- keep left or on your side of any dividing line;
- be careful at junctions, bends or entrances.

Lambeth Local Authority works with an organisation called *Cycle Confident*. This is an organisation that works with people to help them develop confidence with cycling and teaches them about cycle safety.

<https://www.cycleconfident.com/sponsors/lambeth/#events>

MESSAGE FROM THE PREVENT TEAM

Dear Parent/Carer,

As the summer holidays approach, there is a good chance that your child will be spending more time online during their free time. One of the risks to young people online is from those looking to radicalise and draw them into extremism.

I am therefore reaching out to parents and carers across every London borough to share information about spotting the signs of radicalisation in young people. This shouldn't be a cause for alarm, and I want to reassure you that the risk of radicalisation is still relatively low.

However, we are seeing an increasing number of young people being drawn into various forms of extremism, so it is important we are doing everything to safeguard and protect young people from these risks.

When a young person is being drawn down a path towards radicalisation, there are often signs in their behaviour that can indicate this is happening. This could be something like becoming more secretive about who they are speaking to, or becoming less tolerant of other people's views.

The **ACT Early** website - www.actearly.uk - has information and advice about the signs to look out for and how you can approach and have conversations with your children about this subject.

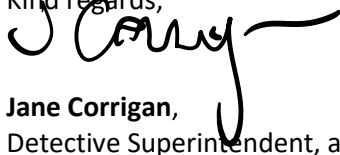
If you are worried about your own child, or anyone else, then there is help available through the *Prevent* programme. *Prevent* is the Government's programme aimed at safeguarding and supporting those vulnerable to radicalisation and police work closely with other partners to help steer people away from radicalisation and extremism.

If you do have concerns – however big or small, then you can also call the **ACT Early Support Line** on **0800 011 3764**, in confidence, to share your concerns and speak with our specially trained officers.

By reaching out early for support and advice, you can help protect your child before their extreme views become more of a danger to themselves or others.

So please be vigilant, particularly over the coming weeks when schools and colleges are closed, and if you have any concerns at all, then please ACT Early and get in touch with us.

Kind regards,



Jane Corrigan,
Detective Superintendent, and Met Police Prevent Lead

What Parents & Carers Need to Know about

THE METAVERSE

AGE RATING

Varies per
metaverse
platform

'Metaverse' is a relatively new term to many, however the concept has been around for some time. Videogames, for example, use many aspects of the metaverse; avatars, digital currency, mini-games, and open communication. A metaverse can also take many forms; Fortnite can be seen as a metaverse, as is Roblox. Put simply, a metaverse is an online environment where people interact, play games and express themselves. Away from traditional videogames, there are newer and more 'dedicated' metaverses such as Decentraland, The Sandbox and Somnium Space which are akin to Second Life.

WHAT ARE THE RISKS?

UNSAFE AREAS

Many metaverse platforms feature little to no moderation. This is due to the decentralised nature of the metaverse - as there is no one company overseeing the platform, users can create and build with freedom. This can be a minefield for younger users as adult material or sensitive topics can feature on a parcel of land seen by everyone.

VOICE COMMUNICATION

The freedom found within creation is also found in communication. Most metaverses use proximity VoIP communication (Voice Over Internet Protocol) and users can approach any other user to start a conversation. It is necessary for avatars to be quite close to another in order to talk and once they are, anything can be said. While a chat box can be moderated, voice chat cannot.

ANONYMITY

As with almost every other form of online interactions, anonymity features heavily within the metaverse. The concept for the metaverse is to live any type of life digitally. This could mean that 'bad actors' (those with malicious intent) can take advantage of others with ease. Reporting and monitoring these users is becoming easier on the more popular platforms, but others struggle to police these situations.

VIRTUAL REALITY

Not all metaverse platforms are VR enabled, in fact less than 10% feature VR interactivity. However, it's always worth monitoring the amount of time younger users spend in virtual reality. A VR metaverse differs greatly to VR gaming in user interaction. Approaching each other in a VR metaverse attempts to represent 'reality' and can result in a greater impact if experiences are negative.

PSYCHOLOGICAL IMPACT

Whether in virtual reality or not, interactions and experiences in the metaverse can often carry more weight because they mimic 'real life'. Oftentimes, due to the freedom in avatar creation, younger users may open themselves up to bullying, prejudice or an unrealistic idea of reality. For instance, female-orientated avatars may find themselves targeted by bullies or inappropriate users.

Advice for Parents & Carers

TRY IT OUT FIRST

This may sound like an obvious tip, but by entering the metaverse and exploring on your own, you'll be able to see what your child might. You can explore the busier areas and even the quiet sections to see what users are building or advertising. You'll also learn first-hand how users communicate with each other. Many metaverse platforms will feature an entry area which showcases the busiest areas. Check them all out and see what's happening.

CREATE AN AVATAR TOGETHER

If you decide on allowing your child into the metaverse, set up their initial avatar together. This way you can ensure the avatar is age-appropriate and keeps their identity private. You can also advise on aspects which may result in attracting bullies or unwanted attention. It will also allow you to see which avatar items cost money, and talk to your child about in-game spending.

LEARN ABOUT NFTS, WALLETS AND CRYPTO

With the metaverse comes Web3 technologies such as NFTs, cryptocurrency and wallets in which to store them. If you have a crypto wallet, do not connect it to your child's metaverse. One simple click could result in loss of cryptocurrency. If you are unsure what these technologies are, try to research them as these terms will appear in the metaverse.

START WITH THE FAMILIAR

There are already metaverse experiences with children in mind: explain to your child what a metaverse is and have them recognise similarities between those and games like Roblox, Fortnite and Minecraft. Unfortunately, there is no 'child safe' metaverse option as yet, though Epic Games and LEGO are currently developing a family safe metaverse.

Meet Our Expert

Daniel Spacomb is a father to two girls, aged 14 and 12. Before Dan began his Web3 metaverse journey, he worked as a videogame journalist and author for a decade, reviewing games, talking to creators and writing about videogame trends. Dan has also written fifteen guide books about Fortnite, Minecraft, Roblox, Apex Legends and Valorant for HarperCollins and Bonnier Books.



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Lambeth Council's Summer of Food and Fun promises to be a packed programme of exciting activities for children and young people on free school meals from Monday, 25 July to Friday, 26 August.

Search and book activities on offer in the following categories: adventure playgrounds, creative arts and music, libraries, dance and drama, cooking, indoor and outdoor sport, play and leisure and so much more!



lambeth.gov.uk/summerfoodandfun

#HAF2022



Funded by the Department of Education, the programme supports young people in receipt of free school meals and others in need during the summer break.



Department
for Education

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Lambeth

MESSAGE FROM THE PASTORAL TEAM

We are delighted to let you know that this Summer Lambeth Council will be hosting Lambeth's Summer of Food and Fun.

Lambeth Council are partnering with local holiday club providers across the borough to provide an exciting programme of meals and activities for children and young people in the local communities. Free places are available for children between the ages of 4 and 16 years, who are eligible for free school meals. The programme will run from **Monday, 25 July to Friday, 26 August** and is designed to give local families access to free, healthy food and fun activities over the summer holidays.

Each programme will provide:

- Free, healthy, and tasty food
- Fun physical activity sessions
- A wide range of other activities to suit different ages and personalities
- Opportunities to learn more about food and nutrition for children and families

To find out more scan the QR code or visit the web address below. I hope your family can take full advantage of the summer programme.



lambeth.gov.uk/summerfoodandfun

ARE ALL OF YOUR CONTACT DETAILS UP TO DATE?

Please ensure the school office has all your current contact details, especially your current mobile phone number and email address and advise us immediately if any of your details change. If we do not have your correct details, this is a safeguarding issue. We must be able to contact you in case of an emergency.

If there are any changes, please let us know by informing the main office as soon as possible or email info@platanoscollege.com

MEDICAL CONSENT

If your child is required to take medication during the school day, please ensure that you complete the medical consent form.

ACCESSING EXTERNAL SUPPORT

There are a number of different services available to parents/carers. Some of the services available to support your child's well-being are:

Mental well-being

Young Minds Parents Helpline

Below are a series of links that offer advice and support to parents/carers on supported their child's mental well-being.

- <https://www.youngminds.org.uk/parent/a-z-guide/> - Parents A-Z Guide for support – Young Minds
- <https://www.youngminds.org.uk/parent/supporting-your-child-during-the-coronavirus-pandemic/> - Supporting your child during the coronavirus pandemic – Young Minds
- <https://www.youngminds.org.uk/parent/survival-guide/> - How to help your child – Young Minds
- <https://www.youngminds.org.uk/parent/starting-a-conversation-with-your-child/> - Starting a conversation with your child – Young Minds

ONLINE SAFETY

Online safety

It is more important than ever that parents/carers know what your child is doing online and to understand more about it. You can get more information and resources from helpful website including:

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.net-aware.org.uk

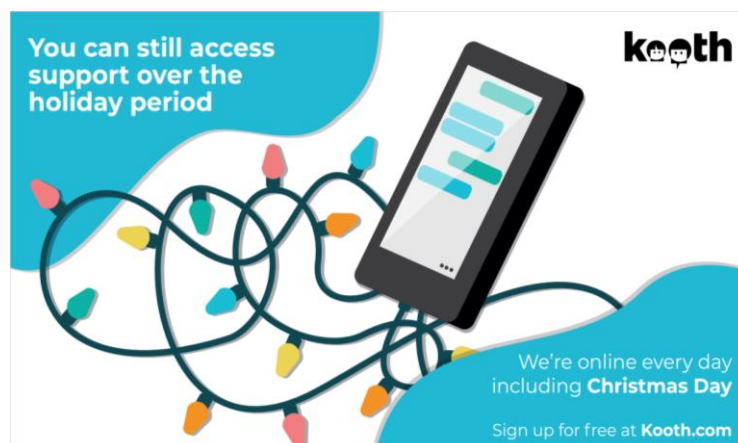
www.internetmatters.org.uk

www.childnet.com

KOOTH



Kooth provides free online counselling support for young people and will continue to offer support over the Christmas period.



PARENTAL VIEWS

At Platanos College, we are proud to work in partnership with our parents and carers. As such, we invite you to share your views as to what you would like to see in our *Safeguarding, Health and Well-being* newsletter.

Equally, we invite you to share anything that you would like to add to the newsletter. This could include how you have dealt with health and well-being matters.

Please send your suggestions to parentsafeguarding@platanoscollege.com

PARENT/CARER WORKSHOPS

We intend to continue to develop our parent/carer workshops over the course of the next academic year and would welcome more parents/carers becoming involved. Workshops address a range of issues from *Supporting your child to develop study skills* to *Helping your child to be safe online*.

If you are interested in attending, please complete the below survey.

[Parent/Carer Workshops Survey \(surveymonkey.co.uk\)](https://surveymonkey.co.uk)

TWITTER

We are on Twitter! If you want to see our latest successes as they happen follow us @platanoscollege.
#attitudedeterminesaltitude

CONTACT INFORMATION

If you are concerned about a child, please contact Safeguarding Team using the below e-mail addresses:

- pupilsafeguarding@platanoscollege.com
- parentsafeguarding@platanoscollege.com
- safeguardingconcerns@platanoscollege.com

Please note that if a child is in immediate danger, you should call the police.