

Stanburn Primary School



Safeguarding Newsletter Summer 1



WHO TO CONTACT IF YOU HAVE A CONCERN ABOUT A CHILD

If you are worried about a child's safety, please do not hesitate to contact the Designated Safeguarding Lead, Child protection officer or Deputies straightaway.

If a child is in immediate danger, call the Police on 999

Meet the Designated Safeguarding Team:



**Designated Safeguarding Lead
Mrs R. Malik**



**Child Protection Officer
Mr M. Lynch**



**Deputy Designated Safeguarding Leads
Mrs K. Hartland Miss C. Crane**

The Safeguarding Team oversee and co-ordinate all aspects of the school's work to ensure that children are kept safe. They regularly attend training to ensure their skills and knowledge are up to date.

For a copy of our school's Child Protection Policy, please visit the Safeguarding page on our [school website](#):

Dear Parents and Carers,

Welcome to the latest edition of our Safeguarding Newsletter. We are approaching the end of the second week of the summer term and the Easter holidays seem a distant memory now!

In this edition of our Safeguarding Newsletter, we are focusing on key online safety topics that continue to affect children's wellbeing both at home and in school. This issue explores YouTube, artificial intelligence and UK law, mobile phones, social media algorithms, and VPNs, helping parents and carers better understand the digital world children are navigating every day.

As part of our ongoing commitment to safeguarding and online safety, we are sharing important information about how these platforms and technologies can influence children's behaviour, choices, and overall wellbeing. From understanding how social media algorithms shape what children see online, to recognising the risks linked to unrestricted mobile phone use and VPN access, staying informed is essential.

We hope you find the information in this newsletter helpful and supportive. As always, safeguarding is a shared responsibility, and we greatly value the partnership we have with you in helping to ensure all of our children feel safe, secure, and supported both in school and beyond.

Mrs R. Malik (Designated Safeguarding Lead)

Useful contacts

[Harrow Safeguarding Children Partnership](#) 020 8901 2690

[Childline](#) 0800 1111

[NSPCC](#) 0808 8005000



Spotlight on Safeguarding

Helping your child use YouTube and YouTube Kids Safely

YouTube is hugely popular with children. It can be fun, creative and educational, but like any online space, it isn't risk free. Even apps designed for children, such as YouTube Kids, can sometimes show content that isn't right for younger viewers.



What parents and carers should know about the risks

Most children start by watching something completely harmless. The risk usually comes from how the platform works, not from what they set out to watch. Some common ways children can come across unsuitable content include:

Autoplay: one video can quickly lead to another without your child choosing it.

How parents/carers can reduce this risk:

- Turn Autoplay off in settings
- Encourage children to choose videos rather than letting videos be chosen for them
- Check what the next suggested video is if Autoplay is left on
- Use YouTube Kids 'Approved Content Only' mode where possible
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Search: children might search for something innocent but get unexpected results

How parents/carers can reduce this risk:

- Turn off search in YouTube Kids Sit with children when they are searching, especially younger primary-aged children
- Talk about what to do if they see something confusing or upsetting
- Save or subscribe to trusted channels so children can go straight to safe content
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Adverts: young children can struggle to tell the difference between adverts and videos

How parents/carers can reduce this risk:

- Explain simply what an advert is (for example: "This is trying to sell you something")
- Watch together sometimes so you can talk about adverts when they appear
- Consider using YouTube Kids, which usually has fewer and more age-appropriate adverts
- Teach children not to click on adverts or pop-ups without checking with you first.

Even YouTube Kids, while safer, is not perfect because content is filtered by systems rather than checked by a person first.

Practical ways

TO MAKE YOUTUBE SAFER



Use YouTube Kids where possible



- Set up separate profiles for each child
- Choose an age level
- Turn on 'Approved Content Only'
- Set screen time limits
- Block videos or channels you don't want your child to see

When using normal YouTube, switch on safety settings



- Turn on Restricted Mode
- Use Supervised Accounts to manage what they can access
- Turn Autoplay off
- Check their watch history regularly

Watch together when you can



- Ask what they like watching
- Occasionally watch a video with them
- Keep devices in shared family spaces

Talk about what to do if something feels wrong



- It's never their fault if they see something upsetting
- They can tell you and won't be in trouble
- They can close the video and come and get you

A helpful mindset for parents/carers

It can help to think of YouTube like a busy public place. There are lots of great things there, but children still need guidance, boundaries and support while they learn how to navigate it safely. You don't have to know everything about technology. Staying curious, setting simple rules, and keeping conversations open are some of the most powerful safety tools you have.

BBC iPlayer for Kids

Children under the age of 13 can have their own iPlayer profile, which includes content from CBBC, CBeebies and other suitable BBC programmes. You can download the iPlayer app and then find out how to create a profile by clicking on this [link](#).

Going on a long journey? The BBC have also compiled a list of shows and films as well as games and quizzes to make the journey go quicker. Click on the [link](#) to access these resources.

Spotlight on Safeguarding

Important update for parents and carers: Understanding AI and the new UK law

Artificial Intelligence (AI) has rapidly become a part of our children's digital playground. From creating imaginative stories to generating funny images, AI tools offer endless possibilities. However, it's crucial to be aware of how innocent fun can sometimes cross into harmful territory.

The appeal of AI for children

Children are naturally curious and love to experiment. AI tools that can transform photos or generate images can be fascinating. They might use these tools to create humorous pictures of themselves or friends, thinking it's all in good fun.

When fun turns harmful

What starts as a joke can quickly escalate. Altering images to make someone look silly can lead to embarrassment or bullying. More concerning is the potential to create or share images that are inappropriate or indecent, even if unintentionally. Such actions can have serious emotional impacts on all involved.

The legal perspective

The UK has stringent laws to protect individuals from the creation and distribution of indecent images, especially involving minors. Even digitally altered images fall under these laws. It's essential to understand that:

- Creating or sharing indecent images of anyone under 18 is illegal, regardless of intent.
- Possessing such images, even if created as a joke, is a criminal offence.
- Encouraging others to create or share these images is also against the law



HAVE OPEN CONVERSATIONS

Create a safe space for your child to talk about their online activities. Discuss the impacts of using AI images on others.



SET CLEAR BOUNDARIES AND EXPECTATIONS

Establish rules around the use of technology and the internet. Make sure your child understands the importance of using AI tools responsibly.

TALKING TO YOUR CHILD

ABOUT AI IMAGES

ENCOURAGE EMPATHY AND RESPECT

Promote empathy and respect for others, emphasising that online actions have real-world consequences.

EDUCATE ABOUT THE LAW

Explain that creating or sharing non-consensual intimate images, even if generated by AI, is illegal and can lead to serious consequences.



HIGHLIGHT THE EMOTIONAL IMPACT

Discuss how such actions can harm others emotionally and socially and how they can have long-term effects.

Staying safe online

Mobile phones: do you know the risks?

We know that children having access to a smartphone can expose children to risks including:

- Viewing inappropriate content
- Excessive screen time/use, which in turn can affect their mental health and sleep pattern.
- Contact from inappropriate people/grooming
- Cyberbullying
- Spending money on in-app purchases/scams



What effects do mobile phones have on children's mental health?

Compass discuss the research around this important topic, outlining the positive and negative effects that mobile phones have. Click on the [link](#) to access more information.

EE Online Safety Hub

EE has published age guidance for smartphone usage to improve children's digital wellbeing. In summary, they recommend that children under 11 should use non-smart devices, for children aged 11-13, they advise that if a smartphone is used, then parental controls should be enabled and access to social media restricted. Finally, for 13-16-year-olds they still recommend that parental controls are implemented and appropriate restrictions set up. Click on the [link](#) to read the full guidance.

Could you delay when your child is given a smartphone with Smartphone Free Childhood?

The premise behind this movement is that all parents/carers of a class all agree not to give their children smartphones (therefore the level of peer pressure is reduced) for a set time or until a specific age. For more details click on the [link](#).

What device?

When you think it is the right time for your child to have a phone, then 'Which?' provide an overview of some options available. Click on the [link](#) to access these options.

The UK government is moving toward a legal ban on smartphones in schools through the Children's Wellbeing and Schools Bill, aiming to make schools mobile-free environments. Click on the [link](#) and download the full report. (House of Commons)

Social Media Algorithm

What is an Algorithm?

Algorithms influence what we see on social media platforms and predict what type of content we are most likely to interact with, thereby keeping us online for longer. The algorithm uses information such as who you follow, what you have searched for and what you have watched, liked or shared to determine what it thinks most interests you. It will then show you this content more, for example, in the explore tab on Instagram.

What do I need to know?

Whilst there are benefits to algorithms, for example it means we tend to see content that does interest us, unfortunately there are negatives as well. They can lead to increased screentime as we continue to see things that interest us. Secondly, it can lead to users being shown large amounts of inappropriate content which can for example, exacerbate negative body image or heighten access to misogyny content. It can also lead to 'echo chambers' where you are only seeing content that relates to your opinion rather than seeing a balanced viewpoint.

Further information

The BBC discuss algorithms in this article about doomscrolling: <https://www.bbc.co.uk/bitesize/articles/zwnk3qt>

A Virtual Private Network

A Virtual Private Network (VPN) helps make your connection between a device and the internet more secure and can help protect personal information and add privacy. However, whilst a VPN has benefits, it is important that you are aware that if your child is using a VPN, they may be able to get round Wi-Fi restrictions; access blocked or restricted websites and bypass parental controls. It may also mean that their browsing history is hidden.

The NSPCC provides a helpful overview of VPNs, plus top tips and conversation starters [here](#).



Understanding Safeguarding & Behaviour

At Stanburn Primary School, the safety and wellbeing of every child is our highest priority. We recognise that parents rightly want their children to feel safe and supported at school. Recently, a number of concerns relating to pupil behaviour have been referred to as safeguarding matters; to ensure a shared and clear understanding, we would like to clarify how concerns are addressed and the distinction between safeguarding and behaviour issues.

Safeguarding

Safeguarding relates to the protection of children from abuse, neglect, exploitation, or significant harm. These are serious concerns that require statutory safeguarding procedures and, where appropriate, involvement of external agencies.

Behaviour

Behaviour issues relate to children's conduct and interactions with others, including disagreements or incidents during lessons or playtimes. Such matters are managed through the school's behaviour and pastoral policies, with appropriate supervision, support, and interventions to promote positive behaviour and ensure children feel safe and supported at school.

Child-on-Child Incidents

In line with Keeping Children Safe in Education (KCSIE), some peer-on-peer incidents meet the safeguarding threshold, while others do not. Incidents assessed as not meeting this threshold are managed through the school's behaviour, pastoral, and anti-bullying policies in accordance with school procedures.

All concerns raised by parents are taken seriously; however, it is important that behaviour matters are not mischaracterised as safeguarding issues, as this ensures that concerns are addressed appropriately, proportionately, and in the best interests of all pupils.