2nd October 2026 (1)

Safer Newsletter

Our Safeguarding Team

Safeguarding is everyone's responsibility at Peters Hill but we have staff with designated responsibilties for Safeguarding. We have a Designated Safeguarding Lead (DSL) and a group of deputies. We also have a dedicated Safeguarding Officer.
Meet the team below.
If you have any concerns you can contact any of the Safeguarding Team who will deal with your concern promptly, confidentially and without judgement.

Meet our Safeguarding Team					
Tracy Curnin DSL	**Simon Duncan** Deputy DSL	**Hayley Owen** Deputy DSL	**Stephen Porter** Deputy DSL	**Karen Bridgwater** Safeguarding Officer	**Mel Gilhooley** Chair of Governors



2026 - 2027 Policies

Our new Safeguarding policies can be found on our website, under Key Info and Safeguarding





NSPCC - Advice for Families

The NSPCC website has a host of advice and strategies for families, from Mental Health, identity support, staying safe online and support through Hard Times.
Try this website if there is a topic you and family are struggling with...
https://www.nspcc.org.uk/advice-for-families/

Social Media changes

In Spring 2027 the UK Government are implementing a social media ban for all users under the age of 16. A link to the full guidance can be found by scanning the QR code here to the left.
Points to note are that a public consulation showed overwhelming public demand for action, with 9 in 10 parents backing a social media ban for under-16s, and two-thirds of young people agreeing under-16s should not be allowed to use at least some social media platforms.
The intended platforms include platforms like Instagram, YouTube, TikTok, Snapchat, Facebook and X.
As Spring and the social ban is closer to being enforced, we will update you with details of how this will work in practice.



A reminder that Peters Hill is a phone free zone by default for all pupils. Pupils in Year 5 and 6 can bring phones to school but these are handed in at the start of the day to their teachers and returned as they leave. Pupils should not be using phones on school premises, including playgrounds before and after school.

We also ask that parents do not use their phones when in school, this includes achievement assemblies and the foyer area when pupils and staff are walking through. Thank you for helping keep our pupils safe.



Sharenting

Navigating parenthood in the digital age is no easy task.
Social media, smartphones and other technologies are advancing at a rate that seems to grow faster than our children and it's not always clear how to use them safely – even when you have the best of intentions.
Many parents and caregivers share photos of their children and teens because they want to include family and friends in the most joyful moments of their lives. However, it's important to be aware of the risks that come with posting content about your children online, or "sharenting."

The video on the link below is a powerful reminder to think about the information you are sharing about your children and family online and to consider checking your security settings.

https://www.dataprotection.ie/en/children

Last year at Peters Hill we made a decision to not post any photographs of children online.

This is to protect children from the possibility of having their image taken and manipulated in a way that would cause upset or distress or in the worse scenario, made into an image that would be illegal and distributed further.

OPERATION ENCOMPASS

In every force. In every school. For every child.

Operation Encompass is a police and education early information safeguarding partnership enabling educational settings to offer immediate support to children experiencing domestic abuse.

Operation Encompass ensures that there is a simple telephone call or electronic notification to a school's trained Designated Safeguarding Lead /Officer prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved.

Information is shared with a school's Key Adult (Tracy Curnin/Karen Bridgwater) prior to the start of the next school day after officers have attended a domestic abuse incident. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

Wake Up Wednesdays

The Online College produce weekly posters on all aspects of online safety, these are free for parents. Sign up on www.nationalcollege.com

If you are concerned about the welfare of a child, you can contact Children's Services directly via the information below;

Children's Front Door
Telephone: 0300 555 0050 (select option 3)
Opening hours: 9am to 5pm, Monday to Friday

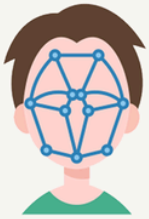
Emergency Duty Team
Telephone: 0300 555 8574 (Out of office)
Open 5pm to 9am, Monday to Friday, 24 hours at weekends and on bank holidays



Sharenting

Pause Before You Post!

Sharenting Risks



Misuse for Harmful Purposes

When we share online, we risk images being used in malicious ways. A recent study[1] showed that only 20 images of a child are needed to create a deepfake video of them and parents upload an average of 63 images to social media every month!

Digital Footprint

By sharing about their children online, parents are creating a digital footprint for their child from a very early age, that may be difficult to erase later on.





Unwanted Contact

Photos and videos contain information about the location and time at which they were taken (metadata, GPS data) which can reveal valuable information about your children.

Identity Theft and Fraud

Information revealed about a child such as ther name, date of birth, school, etc. can be misused to hack passwords or for identity fraud scams.[2]



Sharenting Tips

Limit your Audience

Set profile to "Private" and only share posts with close friends.

Avoid Oversharing

Cover your child's face or position them faced away from the camera and blur out any other identifiable information.



Location, Location

Turn off geo-location settings and ensure there is no other information within the image that could pinpoint your location.

Review your Posts

Regularly review the posts you have shared and delete any that you, or your child, are no longer comfortable sharing.

Have open discussions with your child before posting information about them on social media. Remember, it's their personal data you are sharing, not yours.

[1] ***Expert warns parents over AI deepfakes of children*** **(RTÉ, May 2025)**

[2] ***'Sharenting' puts young at risk of online fraud*** **(BBC, May 2018)**

An Coimisiún um Chosaint Sonraí
Data Protection Commission

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co- regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything *too* personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it *does* happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.

#WakeUpWednesday

The National College

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024