

# INSIDE Inclusion

## SUMMER 1 NEWSLETTER



### SAFEGUARDING SPOTLIGHT

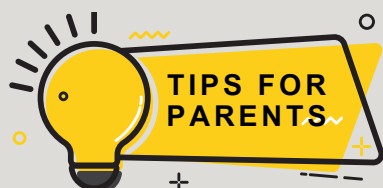
#### Understanding child-on-child abuse

Child-on-child abuse happens when one child harms another, whether through physical aggression, verbal bullying, or inappropriate touching. It can also include less obvious behaviours such as looking under toilet doors, sending inappropriate messages, or invading someone's privacy online or in person. Recognising and addressing these behaviours early helps create a safe and respectful environment for all children.

#### Encouraging appropriate behaviour

Here are key points to help children understand and practice respectful behaviour:

- **Respect for others:** encourage kindness, polite words, and empathy.
- **Personal space:** teach children about personal space and the importance of asking permission before touching others.
- **Inappropriate touching:** explain that certain body parts are private and off-limits, using age appropriate language.



- Have regular conversations with your child about their day, friendships and any concerns they might have.
- Be a role model by respecting boundaries, showing how to say no politely, and demonstrating empathy and kindness.
- Reinforce positive behaviour with praise and specific feedback, such as acknowledging when they respect someone else's boundaries.
- Provide age-appropriate examples of boundaries and discuss what to do when someone crosses them.
- Encourage children to trust their instincts and express their feelings.
- Regularly discuss online safety, including what is appropriate to share and how to handle uncomfortable messages.

### MENTAL HEALTH

#### Your child's mental health - NSPCC

Signs of depression or anxiety in children can sometimes look like normal behaviour, particularly in teenagers who might keep their feelings to themselves. So, knowing how to talk to your child about their mental health is important.

Many children or young people will feel stressed or anxious about things like exams or moving to a new school. But while these experiences can be challenging, they're different from longer-term depression or anxiety, which affect how a child or young person feels every day.

It can help to think about what's normal for your child and if you've noticed signs that they've been behaving differently.



[How to support a child with depression or anxiety | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/keeping-them-safe-at-home/mental-health/)

### SERVICE PUPIL INTERVENTION TEACHER

We collected pupil voice around the current academic support provided to our services pupils by our intervention teacher. It's so pleasing to see the positive impact this role is having both academically and on wellbeing. As a Trust we have applied for further funding to support our Service Pupils through a project focussed on creating connections.

- It's better in a small group. The teacher has less people to focus on
- It's easier to focus. I can get more support
- It's helped me with punctuation and sentences
- I feel quite good about maths and reading
- I feel safe in a small group
- It's helpful
- It's good. It gives us more practice. I can remember stuff for my SATs
- It's made me a lot less nervous about SATs

THE ARMED FORCES  
COVENANT FUND TRUST

### SCHOOLS' SCOOP



Faringdon United Charity has kindly funded the creation of the Rainbow Room at Folly View Primary School. This sensory room has been created to offer a calm space to support children with emotional regulation and wellbeing.

## EMOTIONALLY BASED SCHOOL AVOIDANCE (EBSA)

## WHAT IS EBSA?

EBSA is not a diagnosis. It is a term used to describe children and young people who have:

- Significant difficulty attending school for emotional reasons for prolonged periods
- Sporadic attendance due to anxiety
- Relatively good attendance but struggle to leave home or show anxiety in school
- Show high levels of anxiety which can be internalised and/or externalise

## WHY CAN EBSA DEVELOP?

EBSA can develop due to a variety of reasons:

- **School Factors:** relationship difficulties with peers and/or staff, managing academic demands and key transition points (such as moving from primary to secondary)
- **Family Factors:** stress in the family or a family history of EBSA
- **Child Factors:** neurodiversity, mental health, self-esteem or Adverse Childhood Experiences (ACEs).

## EARLY INTERVENTION

Early intervention is crucial. Once a child or young person has stopped attending school, it is very difficult to support them back in.

It is important for both school and families to recognise the early signs e.g.:

- Physical and emotional outbursts (e.g. 'meltdowns') at home before going to school and after school (no change in behaviour at school)
- Complaints of physical symptoms of anxiety (e.g. stomach aches, headaches etc.)
- Avoidance of some lessons, e.g. walking around the site, hiding in toilets, going to the Year Team/base
- Changes to attendance, including absence from particular lessons or at particular times of day



If early signs are seen, it is important that school and families work together to support the child or young person.

1

Find the 'why'. Help the child or young person identify the source of their anxiety

2

Find out about the child's strengths and supportive factors

3

Use the WHY and supportive factors to create a targeted support plan including anxiety management

4

Continue close home and school links, identifying who plays what role within the support plan