Safeguarding Newsletter | January 2023 | Issue 27



Introduction.

Welcome to another edition of safeguarding news and the first of the new year. Hope the resolutions are still intact if you made any? Wonder if any of you included a promise to cut down on screen time and use of social media?

Stories in this edition linked to the use of social media as platforms for spreading hate, misogyny, fear, a fall in social values. I came home on a plane from a few days away at the weekend and sat near me, two adults who spent the whole 3-hour flight scrolling through seemingly every app on their phone. I believe social media has its place but too often it seems to be a platform for misinformation, a negative effect on values, and anger. I am sure many of you have been on local towns and villages social media group pages where it is all too easy to be a keyboard warrior, people saying things they would never say in a faceto-face situation or being part of general misinformation.

What is your view of social media and have you ever thought why you spend so much time on it? Is it just a waste of time, time that could be spent being more productive!

I know some of you in your reviews in the past month have discussed this story, linked to PREVENT <u>Rhianan Rudd: MI5 had evidence teen terror</u> <u>suspect was exploited - BBC News</u> and only today writing this editorial another story <u>Children as young as nine exposed to pornography - BBC</u> <u>News</u> What's your view? Have you ever sat back and thought why am I aimlessly scrolling through my phone and how do I feel after it? Informed, concerned, angry, depressed? Food for thought. Don't forget you can always find someone at Peak to talk to and why not give your thoughts on the above in your next review as part of your safeguarding and prevent discussion.



In this month's newsletter:

Article 1 – Fundamental British Values

Article 2 - The rise of the Influencer- a cautionary tale.

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Article 1 – Fundamental British Values

In a society where we seem to be seeing more violent intolerance to people who are different to us, this is an article reiterating the values that we promote here at Peak Accountancy Training.



The Fundamental British Values were first

introduced in 2014 to all schools in the UK. They were designed to educate people so that they learnt to understand and tolerate everyone in our multicultural society, in an attempt to curtail the growth of terrorism.

The first value is Democracy. That is the right of all adults to have their say on how the country is run by taking part in free and fair elections, having access to communicate with our elected representatives and to nurture a knowledge of and a respect for public Institutions in England.

The Rule of Law follows. This ties in with Democracy. It is about trust in those we elect to office to represent us to pass laws which protect us and allow us to thrive and following those laws to allow this to happen nurturing the ability to understand right from wrong.

Individual liberty allows us to live our lives in the way that best suits us. It is a law that allows us to be free to worship, love and live in the way we want free from discrimination and intolerance. This value encourages respect for all particularly in regard to the protected characteristics which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The last value is possibly the most important. It is Mutual Respect and Tolerance of others whose faiths and beliefs differ from our own. This is key to living in a society which appreciates and respects all of the people with whom you live.

If we all take the necessary steps to adopt and share these values, then we will be helping to shape a more tolerant and peaceful society.

https://www.nga.org.uk/Knowledge-Centre/Compliance/Legal-obligations/Promoting-Britishvalues-legal-duties.aspx

https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published

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Article -2 The rise of the Influencer- A cautionary tale.

In the previous article we looked at Fundamental British Values. This was purposefully to help signpost some of the warning signs of individuals we may come across on social media. There are many types of influencer and in the most part they promote the values we already have. However, sometimes the Influencer tries to draw people in with one common interest and then use their platform to promote other, sometimes more extreme, messages.



There has been a lot in the media about the social media figure Andrew Tate. The Department for Education has recently released guidance to schools on how to handle situations that may be influenced by him or other social media personalities who promote extreme values that undermine Fundamental British Values. He has been removed from most of the big social media platforms, but recently he has been allowed back on Twitter.

Andrew Tate, a self-proclaimed misogynist, and former professional kickboxer, rose to fame following an appearance on Big Brother in the UK. He was removed from that show due to the release of a video where he appeared to be attacking a woman.

Tate's method is the "loverboy" method where he advocates that men falsely pose as men looking for long term romantic relationships, only to later, once the victim has been reeled in, ask them to create explicit content for social media as part of organised crime using coercion and exploitation. He has since been arrested on charges of human trafficking and rape.

If a popular figure in the media starts to talk about controversial issues that make you feel uncomfortable, then it may be worth asking yourself if these are values you hold yourself. Do these opinions represent the Fundamental British Values and if not, should you be supporting and promoting such ideas?

It is easy to be drawn in by someone who is glamourous or you admire, but don't do so at the risk of losing yourself and your values.

https://www.bbc.co.uk/news/uk-64125045

https://www.bbc.co.uk/news/education-64234568

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| Samaritans | Phone: 116 123 Website: <u>www.samaritans.org</u> |
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| MIND (Mental Health) | Phone: 0300 123 3393 Text: 86463 Website: <u>www.mind.org.uk</u> |
| NHS (Urgent medical conditions) | Phone: 111 |
| Emergency (Police, Fire, Ambulance) | Phone: 999 |
| PREVENT (Suspicious activity, terrorism, radicalization) | Phone: 0800 789 321 |
| RUN. HIDE. TELL. (Although terrorist attacks are very rare, we are not complacent about keeping you safe) | Website: www.npcc.police.uk/staysafe |

Relevant links from the last six issues

| Safety at Christmas | Christmas safety - RoSPA Bartenders share the times customers used a 'safeword drink' to escape an unsafe situation. Someecards News 'Safe words' people can use in bars and clubs if they feel in danger or uncomfortable ITV News Central |
|---------------------|---|
| Men's Mental health | https://www.priorygroup.com/blog/40-of-men-wont-talk-to- anyone-about-their-mental-health |
| Scams | Take Five - To Stop Fraud To Stop Fraud (takefive- stopfraud.org.uk)Friends Against Scams - National Trading Standards (NTS) Scams Team initiative protecting and preventing people from becoming victims of scams |
| Sexual Health | https://www.nhs.uk/live-well/sexual- health/https://www.unaids.org/en/2022-world-aids-day https://www.nhs.uk/live-well/sexual-health/ |
| Stoptober/ Vaping | https://www.nhs.uk/better-health/quit-smoking/ https://www.blf.org.uk/take-action/campaign-with- us/stoptober |
| Grief | <u>www.cruse.org.uk</u> <u>Support and self-care for grief - Mind</u> <u>Get help with grief after bereavement or loss - NHS (www.nhs.uk)</u> |
| Modern Slavery | <u>Modern slavery and human trafficking - National Crime Agency</u> <u>The Issue — Human Trafficking Foundation</u> |
| Disability Rights | <u>Human Rights: Our Rights - Disability Justice</u> <u>Helplines Disability Rights UK</u> |

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| Dementia | https://www.alzheimersresearchuk.org/ |
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| | https://www.nhs.uk/conditions/alzheimers-disease/ |
| | https://www.dementiauk.org/about-dementia/young-onset- |
| | <u>dementia/</u> |
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