



If you have any concerns about the safety or welfare of a child or a family, please

contact us:

OVERALL RESPONSIBILITY FOR SAFEGUARDING & DESIGNATED SAFEGUARDING LEAD (DSL) –

MRS HEATH, HEADTEACHER

DEPUTY DESIGNATED SAFEGUARDING LEAD -MISS NOLAN, DEPUTY HEADTEACHER

FGM HELPLINE 0800 028 355

PREVENT HELPLINE 020 7340 7264



Mrs I Heath



Miss B Nolan

As your child has returned to school, we want to reassure you that their safety and wellbeing remain our highest priority. Safeguarding is at the heart of everything we do, and we are committed to ensuring that every pupil feels safe, supported, and able to thrive in our school community.

In this month's newsletter, you will find important updates on safeguarding procedures, reminders about how you can help keep children safe, and information on who to contact if you have any concerns. We will also share resources and tips to help you support your child's safety and wellbeing at home.

Thank you for working with us to create a safe and nurturing environment for all our pupils. If you have any questions or concerns about safeguarding, please don't hesitate to get in touch.

We live to love, learn and respect and follow Jesus who says, “Love one another as I have loved you.”

What is a Designated Safeguarding Lead (DSL) ?

Each school must have an appropriate senior member of staff to take lead responsibility for child protection.

Key aspects of the 'Designated Safeguarding Lead' role include:

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records
- Raising awareness of the school's safeguarding policies and procedures, and ensuring they are implemented and reviewed regularly

Keeping Children Safe in Education 2025

Keeping Children Safe in Education is a statutory Department for Education document, which all schools must follow when carrying out their duties to safeguard and promote the welfare of children. It covers many aspects of safeguarding including different forms of abuse, early help processes, safe recruitment, how concerns must be reported and the role of the Designated Safeguarding Leads.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

The full document is available to read here:

[Keeping children safe in education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90060/Keeping-children-safe-in-education-2016.pdf)

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SPOTLIGHT ON SAFEGUARDING

Working together to keep our young people safe

As we began a new school year, it's normal for children (and parents!) to feel a mix of excitement and nervousness. Establishing consistent daily routines can make a big difference to your child's emotional well-being and sense of security.

Routines help children feel safe, supported and ready to learn – all of which are central to safeguarding their mental and emotional health.

Why routines matter

Routines create structure and predictability, helping children manage transitions, reduce anxiety and build independence. A well-supported child is more confident, calm and able to thrive –both at school and at home.

Talk, listen, reassure

Emotional check-ins help children feel heard and valued. Ask questions like:

- “What was something good that happened today?”
- “Did anything feel tricky?”
- Let them talk at their own pace.

Behaviour changes (clinginess, tiredness, moodiness) are common in September — patience and connection go a long way.

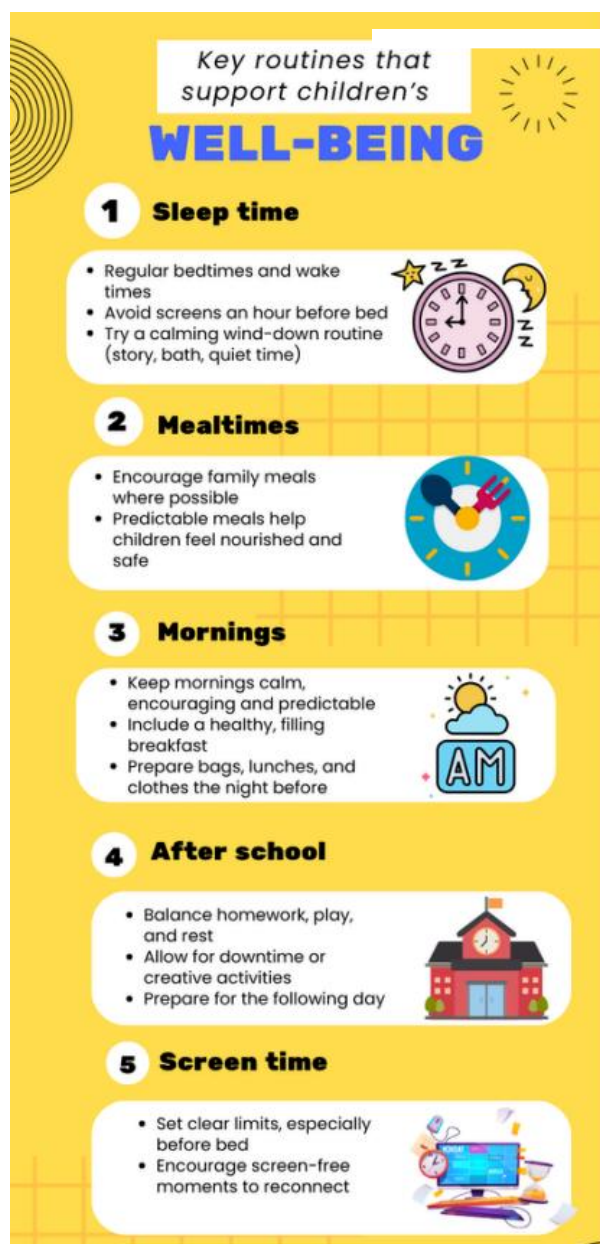
Five Minute habits that matter

- A morning hug or chat
- A quick bag check and praise
- A bedtime moment to reflect on the day

Small things, done regularly, build big emotional strength.

In this issue:

- Supporting well-being through
- routines
- Body safety matters



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SPOTLIGHT ON SAFEGUARDING

Body safety matters

Helping your child understand boundaries and personal safety

Keeping children safe starts with conversation

Talking about body safety can feel uncomfortable – but it's one of the most powerful ways to protect children. Children who understand their bodies, boundaries and rights are more confident and better equipped to speak up if something feels wrong.

You don't need a big formal talk – short, everyday chats work best.

Here are some simple conversation starters you can use:

- “Do you know what parts of your body are private?”
- “If someone made you feel uncomfortable, who would you tell?”
- “Has anyone ever asked you to keep a secret that made you feel funny or unsure?”
- “You're allowed to say ‘no’ to hugs or kisses, even to family – how do you feel about that?”
- “What would you do if someone touched you in a way you didn't like?”

Use natural moments (e.g. bath time, getting dressed, bedtime stories, a walk in the park) to bring up the topic gently. Keep your tone calm and reassuring. The goal is to help children feel safe, heard and empowered.

Reassure them: “You can always talk to me about anything – I'll always listen and help.”

Don't forget the online world

Even at primary age, many children play games or watch content online. It's important they know that body safety rules apply online too.

- Teach them never to share photos of their body, especially private parts.
- Make sure they know: if anyone asks them to do something that feels odd, secret or confusing online, they should tell you straight away.
- Talk about how some people online might pretend to be children when they're not.
- Use privacy settings and supervise young children during screen time.
- Remind them: “If something online makes you feel uncomfortable or unsure, it's never your fault. Just come and tell me.”

WHAT CHILDREN NEED TO KNOW



THEIR BODY BELONGS TO THEM
Children should know that they are the boss of their own body. No one – not a peer, adult, friend or family member – has the right to touch them in a way that makes them feel uncomfortable.



PRIVATE PARTS ARE PRIVATE
Teach them the correct names for private body parts (e.g. penis, vagina, bottom). This helps remove shame and confusion – and makes it easier to report any concerns clearly.



THE 'NO, GO, TELL' RULE
If someone makes them feel unsafe or breaks a body boundary:
Say “NO!”
GO to a safe place
TELL a trusted adult.



SAFE AND UNSAFE TOUCH
Help your child understand:
Safe touch: hugs, holding hands if they want to
Unsafe touch: touches that hurt, feel scary, confusing, or are kept secret.