



Stanburn Primary School

Safeguarding Newsletter Summer 2



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,

As another school year draws to a close, it is a wonderful opportunity to reflect on everything that has been achieved since September. None of this would be possible without your continued support, and we would like to take this opportunity to thank you for all that you do.

We would also like to thank you for taking the time to read our safeguarding newsletters and updates throughout the year. Keeping children safe is everyone's responsibility, and we greatly value the strong partnership between home and school in helping to achieve this. We hope the information we have shared has been useful and that you always feel confident approaching a member of staff if you have any questions or concerns about a child's wellbeing.

Thank you once again for your continued support throughout the year. We wish you and your families a safe, happy and restful summer break, and we look forward to welcoming everyone back in September.

Mrs R. Malik (Designated Safeguarding Lead)

Online safety advice

With the summer holidays approaching, many children will be looking forward to spending more of their free time online and for lots of children, that means playing online games.

Online games can be a brilliant way for children to have fun, connect with friends and build confidence, but it's important they know how to play safely and understand the rules of the spaces they're in.

[Internet Matters](#) offer free guidance to help you support your child with online gaming, including how to understand community rules, avoid warnings or bans, and start positive conversations about the games, apps and videos they enjoy.

Useful contacts

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

[Childline](#) 0800 1111

[NSPCC](#) 0808 8005000



Spotlight on Safeguarding

What every child should know about personal safety

As parents and carers, we teach our children many important skills: how to cross the road safely, how to be kind to others and how to look after themselves. Personal safety is another important life skill that helps children recognise when something doesn't feel right, understand their boundaries and know where to get help when they need it. The good news is that personal safety conversations do not need to be frightening or complicated. In fact, some of the most effective conversations happen naturally as part of everyday family life.

Helping children understand body safety

One of the most important messages children can learn is that their body belongs to them. Children should understand that they have a right to feel safe and that they can speak up if something makes them feel uncomfortable. This includes helping them understand personal boundaries and that they can say "no" to unwanted touch. It is also helpful for children to know the correct names for all parts of their body.

Research suggests that children who can accurately describe their bodies are often better able to communicate concerns if something happens that worries them. Teaching body safety is not about making children fearful of others. It is about helping them develop confidence, self-respect and an understanding of healthy boundaries.

Safe, unsafe and confusing situations

Children often find it easier to understand personal safety when we move away from talking about 'good people' and 'bad people'. Instead, it can be helpful to talk about situations that feel:

Safe – when they feel comfortable, happy and secure.

Unsafe – when they feel frightened, worried or in danger.

Confusing – when something does not feel quite right but they are not sure why.

Helping children understand that confusing feelings matter is particularly important. Sometimes children cannot explain exactly what is wrong, but they know something does not feel right. Encouraging them to talk about these feelings helps them learn to trust themselves and seek support.

HOW PARENTS AND CARERS CAN SUPPORT PERSONAL SAFETY AT HOME

- **01 Keep conversations regular**
Brief, everyday chats often work better than long talks. Use daily life, books or TV as chances to discuss safety.
- **02 Encourage open communication**
Encourage your child to talk about worries and problems, and listen calmly.
- **03 Practise safety scenarios**
Role-play helps children feel confident about what to do if they feel uncomfortable or need help.
- **04 Reinforce body boundaries**
Teach children that they can politely decline unwanted hugs, kisses or physical contact if they feel uncomfortable.
- **05 Praise speaking up**
Praise children for sharing worries or uncomfortable experiences, encouraging them to speak up.

Safe secrets, unsafe secrets and surprises

Surprises, like birthday presents or special treats, are fun and temporary but secrets can be different. Surprises are shared, but unsafe secrets are kept hidden and can make someone feel worried or upset. Children should never keep a secret that makes them uncomfortable or that someone asks them to hide from trusted adults. Teach your child that it is always okay to tell

Transition

Supporting your child with transition

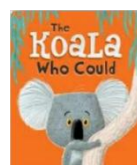
Just like adults, children cope with changes and transitions in different ways. Some people breeze through with excitement and others feel anxious and need more support. At Stanburn, we are very mindful of these differing needs so we plan our transitions to high schools and new classes carefully and with a great deal of thought. However, you as parents/carers play a vital role in making sure this is a positive experience for your children. Here are some tips for supporting us with this:

- 1. Be positive!** – How you react to change will strongly influence your child and if you feel anxious, so will they. Talk about the positive elements of change – new experiences, new opportunities, new topics and meeting new people.
- 2. Focus on the constants for your child**, the things that will be the same. Those in EYFS through to Y5 will be moving class with their peers so some of their friends will still be with them, they will still see familiar adults and many routines will be the same. For those in Y6 moving to High School, they too will have constants in terms of life at home and, for some, they too will still be with their peers in their new school.
- 3. Look at our curriculum information** on the school website to check out the topics they will be covering in their new year group to help them feel excited about the year ahead.
- 4. Listen to any concerns** that are forthcoming but don't go looking for them – remember that most children will be excited about the move and are more than ready for it.
- 5. Keep in touch with friends during the holidays** so that those connections stay strong.

Recommended reads....

As we approach the end of the school year, here are some books that might help support your child with transitions:

- **The Koala Who Could**, by Rachel Bright, “a funny tale for anyone who finds change a little bit worrisome”
- **The Lion Inside**, also by Rachel Bright, “a story about confidence, self-esteem and a shy little mouse who sets out to find his roar”
- **Giraffes Can't Dance**, by Giles Andreae, “a story about confidence, self-esteem and developing a positive mindset about trying new things



Spotlight on Safeguarding

Water safety: Helping children stay safe around water

As the weather gets warmer, many families spend more time outdoors and around water. Following several incidents involving people getting into difficulty in open water during recent heatwaves, now is a good time to think about how we can help children stay safe around water.

Why can water be so dangerous?

Many children are naturally drawn to water. They may see it as a place to play, cool down or explore. However, even water that appears calm and shallow can be dangerous. Rivers, lakes, reservoirs and canals often remain much colder than expected, even on hot days. Sudden immersion in cold water can cause panic and make it difficult to breathe or move.

Open water can also contain hidden dangers such as:

- strong currents
- slippery banks
- weeds and underwater plants
- hidden objects beneath the surface
- sudden changes in depth
- poor visibility.

Teaching children about water safety

Children do not need to be frightened of water, but they do need to understand how to respect it. Simple messages can help children develop safe habits:

- always stay with a trusted adult near water
- never enter water without permission
- do not run near water
- never push or dare others to go into water
- wear appropriate safety equipment when needed, such as buoyancy aids
- follow signs and safety instructions.

Repeating these messages regularly helps children remember them when they are excited, distracted or playing with friends. Drowning can happen quickly and quietly. One of the biggest misconceptions about drowning is that it is noisy and obvious. In reality, children who are struggling in water are often unable to shout or wave for help. This is why close supervision is so important. Accidents can happen in a matter of seconds, even in shallow water. Young children should always be supervised around water, whether they are at the beach, near a river, in a paddling pool or playing in the garden with water.



How parents and carers can support with Water Safety

Supervise closely

Young children must be actively supervised around water, with no distractions.



Teach children to respect water

Help children recognise that water can be dangerous, even when calm or shallow. Encourage them to follow safety rules.



Choose supervised locations

Where possible, choose beaches, swimming pools and water activities that have trained lifeguards.



Be a positive role model

Children learn safety from adults; following signs and demonstrating safe behaviour around water helps them develop good habits.



If a child gets into difficulty

[The Royal Life Saving Society UK](#) encourages people to remember that they should never enter the water to attempt a rescue. Instead:

- call 999 immediately
- encourage the child to float on their back if they are able to
- throw something that floats if available
- seek help from a lifeguard or emergency services.

Trying to rescue someone by entering the water yourself can place more people at risk.