



Stanburn Primary School

Safeguarding Newsletter Autumn 1 2026



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,

A very warm welcome to all our families, and especially to those who have joined the Stanburn community for the first time.

We are already halfway through the term, the summer break seems like a distant memory! It has been wonderful to welcome the children back and see the school buzzing with activity. The children have settled into their new classes, met their teachers and reconnected with their friends, and it has been lovely to see them enjoying being back at school.

The start of a new school year is an exciting time, but it can also be a period of adjustment for children. New routines, expectations, friendships and experiences can sometimes feel challenging, and we recognise the importance of supporting children as they navigate these changes.

Our aim is for every child to feel **safe, happy, valued and listened to**. Safeguarding is embedded in everything we do – from the positive relationships we build with children and families, to the curriculum we provide and the way we respond when concerns are raised.

Our staff receive regular safeguarding training, ensuring that they are well equipped to recognise and respond to concerns. We also continue to develop our children's understanding of how to keep themselves safe, both in school and beyond.

Throughout the year, we will continue to share our **Safeguarding Newsletter** with you, providing useful information, advice and reminders to support you in keeping our children safe and helping them to thrive.

At Stanburn Primary School, **safeguarding and promoting the welfare of children is everyone's responsibility and remains our highest priority.**

Thank you for your continued support in working with us to create a safe, caring and positive environment for every child at Stanburn.

Mrs R. Malik
(Designated Safeguarding Lead)

Useful contacts

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

[Childline](#) 0800 1111

[NSPCC](#) 0808 8005000



Spotlight on Safeguarding

Settling back into school: Supporting your child through the new term

The start of a new school year can be an exciting time, but it can also bring a mix of emotions for children. While some settle quickly, others may need a little longer to adjust to early mornings, busy classrooms, new routines and being away from home again. Even children who usually enjoy school can feel unsettled during the first few weeks. With patience, consistency and reassurance, parents can play an important role in helping their child feel safe, confident and ready to learn.

Supporting emotional wellbeing

It's common for children to be more tired, emotional or clingy during the first few weeks of term as they adjust to being back at school. They may need extra reassurance while they settle into new routines and friendships.

Try to:

- acknowledge their feelings without rushing to fix them
- let them know it's okay to have good days and difficult days
- keep home as a calm, predictable place where they feel listened to.

Feeling understood helps children build confidence and resilience over time.

The importance of sleep

After the summer holidays, many children have become used to later bedtimes and lie-ins. As the school term gets underway, it can take time for their bodies to adjust back to earlier mornings. A lack of sleep doesn't just leave children feeling tired; it can also affect their concentration, learning, emotional regulation and behaviour at school.

To help your child get enough rest:

- keep bedtimes and wake-up times as consistent as possible, even at weekends
- create a calming bedtime routine, such as reading together or listening to quiet music
- avoid screens for at least an hour before bed, as the light from devices can make it harder to fall asleep
- make sure bedrooms are calm, dark and comfortable to support a good night's sleep.

A well-rested child is often better able to manage the challenges of the school day, from learning in the classroom to navigating friendships and coping with big emotions.



Sleep, screens and curfews

Children need 8–10 hours of sleep to focus and manage emotions. If bedtimes have slipped over the summer, gradually return to earlier routines.

Encourage screen-free time before bed and keep devices out of bedrooms to avoid disrupted sleep.

Re-establishing curfews and clear expectations can also support safety and balance as school starts.

Routines

Routines aren't about strict rules – they create a supportive structure that help young people thrive. Clear boundaries and healthy habits help children feel prepared, confident and emotionally supported.

5 Minute habits that matter

Morning hug or chat
Quick bag check and praise
Bedtime moment to reflect on the day.



Spotlight on Safeguarding

Resetting device boundaries after the summer holidays

For many families, the summer holidays bring a more relaxed approach to technology. Children may spend longer watching videos, playing games or using tablets and routines around screen time, bedtimes and family time often become more flexible. This is completely understandable, but once school returns, those holiday habits can make it harder for children to concentrate, get enough sleep and settle back into their school routine. The start of a new term provides the perfect opportunity to reset expectations around technology. Rather than introducing lots of new rules, think of it as returning to the routines that help your child learn, play, sleep and thrive.

Why children may find it difficult

If your child complains that the new boundaries are "unfair" or says, "But I could do it in the holidays," they're not being difficult, they're adjusting to a change in routine.

Remember that:

holiday routines are often very different from school routines
devices have become part of their daily habit over the summer
children thrive when expectations are clear, predictable and consistent.

Creating family expectations

Children respond best when they know what is expected of them. Try agreeing a few simple family rules that everyone understands.

For example:

- devices are put away during meals
 - homework is completed before recreational screen time
 - screens are switched off at least an hour before bed
 - parents know which games and apps their child is using
- children ask before downloading new apps or games.

What if they push back?

It's completely normal for children to be disappointed when holiday screen time comes to an end. Stay calm, acknowledge how they feel and remind them why the routines are changing.

You might say: "I know you've enjoyed having more time on your tablet over the holidays. Now that school has started again, we need routines that help you get enough sleep so you can concentrate in class better."

Five ways to reset healthy digital habits

- Be clear about expectations**
Explain that school-time routines are different from holiday routines and why those changes are important.
- Focus on consistency**
Children adapt more quickly when boundaries stay the same each day, rather than changing depending on mood or circumstance.
- Protect sleep**
Keep devices out of bedrooms where possible and avoid screens during the hour before bedtime to help children settle.
- Create screen-free moments**
Protect family meals, homework time and opportunities to play, read or simply chat together.
- Show an interest in their online world**
Ask about the games they enjoy, the videos they watch and what they've discovered online. This builds trust.

Childline under 12s site

Childline have a separate area on their website for under 12s. The pages are written for primary school children. The area includes a section full of games and a Buddy Zone with tips, such as how to speak to a trusted adult and information on where to get extra support from. Click on the [link](#) for more information.



How to manage parental controls for different ages?

Internet Matters asked online experts, Karl Hopwood and Richard Waite to share their advice on how to manage parental controls for different ages. Find out more by clicking this [link](#).

