

## **St Peter's Catholic Primary School**

### **Safeguarding & Child Protection Newsletter**

#### **Issue 11: October 2025**



#### **At St. Peter's**

At St. Peter's, we believe that every child matters and everything we do has each and every child at heart. Your child's wellbeing, safety, achievement and their happiness underpins every decision that we make and determines how we work. Often when safeguarding is talked about the assumption is that it is just child protection - when a child is suffering harm, or is in danger from suffering harm.

However, safeguarding is much broader than this and takes into account a very wide range of areas.

St. Peter's Safeguarding Team will publish a regular newsletter that will give you current advice and information about issues that will hopefully keep all of our children safe in school and at home.

#### **Who is responsible for Safeguarding?**

Everyone who works with children has a responsibility for keeping them safe. We are dedicated to working with the wider community, including the parish community and our families to tackle any safeguarding concerns and keep all children safe.

#### **Who is St. Peter's Safeguarding Team?**

- Designated Safeguarding Lead – Mrs Hall (Deputy Head teacher)
- Deputy designated Safeguarding Lead -Mrs Kelly (Headteacher)
- Deputy Designated Safeguarding Lead – Mrs Tucker (SENCO)
- Deputy Designated Safeguarding Lead – Mrs McWilliams (KS2 Phase Lead)
- Deputy Designated Safeguarding Lead– Mrs Walsh (Family Support Worker)
- Designated Safeguarding Governor– Mrs Herbert -Lafferty

Posters displaying this information are placed around school as a reminder for adults and children of who to go to if there are any concerns.

## **What is the role of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL)?**

The Designated Safeguarding Lead and the Deputy Designated Safeguard Leads have a crucial role in taking responsibility for child protection issues in school. The DSL must be a senior member of the school's leadership team. DSL's and DDSL's are trained to take on this role and that training is updated every two years with additional training and conferences in between. The DSL and DDSL have many responsibilities including working with staff and agencies involved in safeguarding children, working with parents and families, giving advice to staff, training staff, managing referrals from staff and investigating concerns passing them onto the correct body as necessary, and managing the records of safeguarding and Child Protection concerns.

### **FIVE STEPS TO SUPPORTING YOUR CHILD WITH POSSIBLE BULLYING**

- 1 HAVE OPEN DIALOGUE**  
Listen to your child, giving your full attention. Ask open ended questions such as 'Can you tell me what happened today?'
- 2 OBSERVE FOR SIGNS OF BULLYING**  
Watch out for changes in behaviour such as reluctance to go to school, complaining of tummyache or headaches.
- 3 TEACH STRATEGIES TO MANAGE SITUATIONS**  
Help your child rehearse responses for negative situations and urge them to seek an adult for assistance.
- 4 WORK WITH SCHOOL**  
Document any specific incidents and share your early concerns to enable teachers to monitor in school.
- 5 EMPOWER YOUR CHILD**  
Encourage them to participate in activities they enjoy and excel in so they feel confident, especially in school

### **4 ways to keep your child safe playing Roblox**

1. Monitor their playtime: check what they are playing and who they are playing against. Understand the games.
2. Discuss online safety: explain the risks of strangers online and how they may not be who they say they are.
3. Set boundaries on games times and howmuch they can spend on in-game purchases.
4. Use the parental controls on the platform. You can do this through the settings once logged in.

## 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.”

## How you can support at home

- 1) Use everyday moments to talk about safety.
- 2) Read books together on body safety.
- 3) Practice naming trusted adults they can go to if worried.
- 4) Reassure them: they will never be in trouble for telling the truth.

## 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.

## 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

Key routines that support children's

# WELL-BEING

- 1 Sleep time**
  - Regular bedtimes and wake times
  - Avoid screens an hour before bed
  - Try a calming wind-down routine (story, bath, quiet time)
- 2 Mealtimes**
  - Encourage family meals where possible
  - Predictable meals help children feel nourished and safe
- 3 Mornings**
  - Keep mornings calm, encouraging and predictable
  - Include a healthy, filling breakfast
  - Prepare bags, lunches, and clothes the night before
- 4 After school**
  - Balance homework, play, and rest
  - Allow for downtime or creative activities
  - Prepare for the following day
- 5 Screen time**
  - Set clear limits, especially before bed
  - Encourage screen-free moments to reconnect

@the\_enlightened\_parent

## Important Safeguarding Notice: Children’s “Spy” Books

We want to make you aware of a recent issue affecting some popular children’s books by Andrew Cope, including the *Spy Dogs*, *Spy Cats*, and *Spy Pups* series.

Some editions of these books include a printed web address at the back. This link used to go to the author’s website, but the domain is no longer under his control. It has since been taken over by another party and now leads to inappropriate adult content.

The publisher, Puffin, has paused sales and distribution of the books and is working with schools, libraries, and retailers to remove copies from circulation. They have stressed that the website has no connection to the author or publisher.

### What this means for you:

- If your child has any *Spy Dog*, *Spy Cat* or *Spy Pups* books at home, please check the back for website links and make sure they do not try to visit the site.
- It is safe for children to continue reading the stories themselves — the concern is only with the outdated link.
- We recommend talking with your child about the importance of not following web addresses in books without checking with an adult first.

## Safeguarding & Attendance

We believe there is a strong link between attendance and safeguarding.

A child's absence from school can often be an early indicator of an increased need within a family and poor attendance can be a sign of a safeguarding concern.

A child who is not in school is a child who is not achieving: development, social and emotional wellbeing and safety may all be compromised.

It is important that parents contact the school office every day that a child is absent from school.

If you have concerns about your child’s attendance, please contact any member of the DSL team.

# Smartphone free childhood

To create a smartphone-free childhood, families can delay giving children smartphones until at least age 14 by signing a "Parent Pact" to reduce peer pressure, providing alternatives like simple phones for communication, and modeling a healthy relationship with technology themselves. Encouraging offline activities like bike rides or walks and setting clear family rules around technology use also helps build a digital-free environment.

## For parents and families

- **Sign the Parent Pact:**

Join a movement like the [Smartphone Free Childhood campaign](#) to collectively delay smartphones until at least age 14 and social media until 16.

- **Set clear rules:**

Establish boundaries for both children and yourself regarding when and where devices are used.

- **Lead by example:**

Limit your own smartphone use, especially during family time, meals, and conversations.

- **Provide alternatives:**

For children who need a way to communicate, consider a simple phone that can only make calls and send texts.

- **Encourage offline activities:**

Replace screen time with active time by going for walks, playing sports, or pursuing hobbies together.

- **Talk to your child:**

Have open conversations about their online activities and the importance of being kind and respectful online.