



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 or Deputies straightaway.

If a child is in immediate danger, call the Police on 999

Meet the Designated Safeguarding Team:

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.

Designated Safeguarding Lead:

Mrs V Prowle



Deputy Designated Safeguarding Leads:

Mr C Pickard
Miss N Chinnery
Mrs L Bright

School Safeguarding Governors:

Mr L Donohoe

All can be contacted via the office or by telephone on:
01582 728262

For a copy of our school's Child Protection Policy, please visit the Safeguarding page on our [school website](#):

Dear Mums, Dads and Carers,

May is Mental Health Awareness month and so this issue of the safeguarding newsletter will focus on mental health and anxiety in children and how we can work together to support them. Studies show that children and teens are more stressed today than ever before.

This is particularly relevant when we consider that the Y6 SATs are almost upon us, end of year assessments will soon be happening throughout the school and all of the children will be moving on to new classes or schools in a few short weeks.

I would also like to take this opportunity to welcome Mrs Kilbey to the team. Mrs Kilbey is our new Family Worker and has joined us this term to shadow Mrs Bright and learn the ropes before she leaves us at the end of July for her well-deserved retirement.

Mrs V Prowle (Designated Safeguarding Lead)

Useful Safeguarding Acronyms and Vocabulary

- DSL:** Designated Safeguarding Lead
- MASH:** Multi-Agency Safeguarding Hub
- CP:** Child Protection
- CiN:** Child in Need
- CEOP:** Child Exploitation and On-Line Protection Centre
- KCSIE:** Keeping Children Safe in Education
- PREVENT:** Part of the Government's Counter-Terrorism Strategy to stop people being drawn in to extremism
- CAMHS:** Child and Adolescent Mental Health Services
- SEND:** Special Educational Needs & Disabilities

Report any concerns if you suspect a child is being abused or is in danger of being abused, please contact a Designated Safeguarding Lead, or any member of staff. You can also contact the Multi-Agency Safeguarding Hub (MASH) on:

☎: 01582 547653

Out of Hours service: 0300 300 8123

✉ MASH@luton.gov.uk

Or make an online referral via the website:

https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=aJZE_QSgZfQ

Keeping children safe is everyone's responsibility



Types of Child Abuse





What is Mental Health?

We all have mental health. Mental health is about our feelings, our thinking, our emotions and our moods. Looking after our mental health is important.

We all have 'small' feelings every day. These are sometimes strong and overwhelming, whether happy or sad, but they go away before too long. Sometimes we experience 'big' feelings which are strong and overwhelming for a longer period of time. They stop us doing what we want to in our lives.

How can I help my child's mental health?

1. **Make conversations about mental health a part of normal life.** Anywhere is a good place to talk: in the car, walking the dog or cooking dinner together. Model every day talk about this for example by talking about a TV or book character's feelings.
2. **Give your full attention.** We all know it's horrible to be half-listened to. Keep eye contact, focus on the child and ignore distractions.
3. **Check your body language.** Try to keep it open and relaxed and make sure you come down to the child's level.
4. **Take it seriously.** Don't downplay what the child is saying or tell them they're 'just being silly'. Resist the urge to reassure them that 'everything is/will be fine'.
5. **Ask open questions.** These will help extend the conversation.
6. **Calmly stay with the feelings that arise.** It can be our automatic reaction to steer away from difficult emotions.
7. **Offer empathy rather than solutions.** Show that you accept what they are telling you but don't try to solve every problem.
8. **Remember we are all different.** Respect and value the child's feelings, even though they may be different from yours.
9. **Look for clues about feelings.** Listen to the child's words, tone of voice and body language.
10. **Some ways to start a conversation about feelings might be:** "How are you feeling the moment?" "You don't seem your usual self. Do you want to talk about it?" "I'm happy to listen if you need a chat."

5 Ways to Wellbeing

Step 1: Connect. Connecting with others can help us feel close to people and valued for who we are.

Step 2: Get active. Many people find that physical activity helps them maintain positive mental health.

Step 3: Take notice. Reminding yourself to take notice can help you to be aware of how you're feeling. It can help you understand what triggers your feelings of stress or anxiety.

Step 4: Keep learning. We're always learning new things – often without realising it. Feeling like you're learning and developing can boost your self-esteem.

Step 5: Give. There's been lots of research about the effects of participating in social and community life. Studies have shown that people who help others are more likely to rate themselves as happy.





Assessment Week

The combined pressures of schoolwork, assessments, social-life, sports or other activities, plus lots of screen time have resulted in much higher levels of stress and anxiety among young people.

We can never completely eliminate stress for our children, in fact shielding them from the difficulties of life won't do them any favours. It's far more powerful to raise a resilient child who can bounce back from challenges and maintain a positive mindset.

Since stress is a natural part of life, your goal is to teach your child healthy strategies for *cop*ing with it. You can start by following the five steps below:

STEP 1 REFRAME STRESS

Help your child shift from a "stress hurts" mindset to a "stress helps" mindset.

Some level of stress is beneficial and presents opportunities for growth.



STEP 2 SHIFT FROM A FIXED TO A GROWTH MINDSET

Help them look at the situation from a growth mindset perspective: It's not fixed, it can be improved, and they do have the power to influence the situation.



STEP 3 STOP CATASTROPHIC THINKING

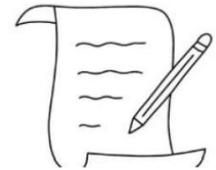
Do the **worst case scenario exercise**. Ask your child, "What's the worst thing that could happen?"

Caution: do not dismiss their worry!



STEP 4 PRACTICE PROBLEM-SOLVING

Brainstorm solutions, doing more listening than talking. Think through the positive and negative consequences of each proposed idea, then choose one.



STEP 5 TRY STRESS-MANAGEMENT TECHNIQUES

Use techniques like deep breathing, stretching, listening to music, meditation, and practicing mindfulness.



Ten more ideas proven to help anxious children:



Quiet Hugs: Help your child feel safe by reassuring them that you are there and willing to help. Words can sometimes exacerbate anxiety so sitting quietly with lots of cuddles and empathising can often work better.

See your calm space: Remember a time when you were happy, calm and peaceful. See it in your mind with as much detail as possible. Always use the same calm place to enhance the effect.



5x5 Grounding: See 5 things, hear 4 things, touch 3 things, smell 2 things and taste 1 thing.



Draw your anxiety: Draw a picture of what you are worried about.



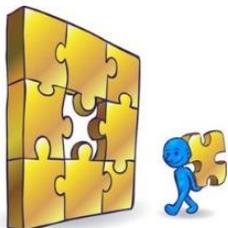
Blow bubbles: Research has shown that taking 10 deep breaths resets the automatic nervous system and helps to calm the amygdala in the brain. Blowing bubbles is a great way to get a child to blow deep breaths. Party blowers or a straw and balled up paper offer other ways to do the same.

Pet a furry friend: Research has shown that petting an animal reduces the heart rate and calms the body. Sitting for 10-15 minutes petting a furry friend is a wonderful way to relieve anxiety and bring some smiles to a child.



Jumping Jacks: Anxiety often causes shallow breathing. Asking your child to do an exercise forces them to take deep breaths that can reset the anxious feelings.

Remember past success: Encourage your child to think about the last time they overcame their anxiety. Remind them that they can do this, even though it may be hard.



Problem solve the fear: Help your child talk through what solutions could be used if their fear were to come to fruition. Knowing they can handle the worst, can help calm the fear.

Destroy the worry: Have your child write their anxiety on a piece of paper, then tear it up and throw it away.

