



# SEFTON PARK

## Safeguarding Newsletter

### Welcome to the first edition of our Safeguarding Newsletter

Welcome to the first safeguarding newsletter of a brand-new academic year! In particular, welcome to our new families across the school. As we start the year I would like to remind you all that safeguarding and promoting the welfare of children is everyone's responsibility and our top priority. Everyone who comes in to contact with the children and families who comprise our community has a role to play. Everything that we do has the children at its centre. Their wellbeing, their safety, their achievement, their happiness underpins every decision we make.

Often when safeguarding is mentioned, the immediate thought is about child protection – when a child is suffering harm, or is in danger of suffering harm. However, safeguarding is much more complex than this and encompasses a very wide range of areas.

At Sefton Park we ensure that all of our staff are well trained in all aspects of safeguarding and this training is regularly updated and frequently revisited throughout the year. We also ensure that our curriculum provides the children with age-appropriate opportunities to learn how to keep themselves healthy and safe. With this in mind we will continue to send out a half-termly newsletter informing you of any recent safeguarding updates as well as providing you with key information around a range of safeguarding issues.





# SEFTON PARK

## ‘Keeping Children Safe in Education 2025

Keeping Children Safe in Education 2025’ is a statutory Department for Education document that all schools are required to 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, safer-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**
  - **Taking action to enable all children to have the best outcomes**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Click the link below





# SEFTON PARK

## 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?”

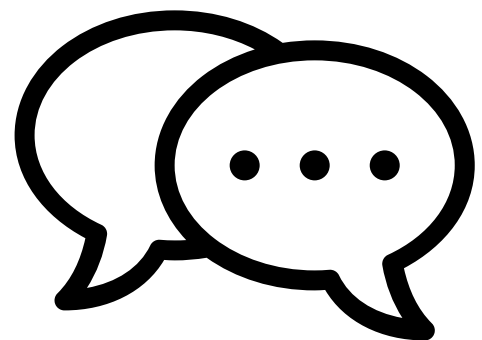
“If someone made you feel uncomfortable, who would you tell?”

“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.

### 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.





# SEFTON PARK

## Why Routines Matter

As we begin 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.

### 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

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

## Helping families to thrive in a digital age

Parenting in the digital age has never been more complex, with issues surrounding screen time, social media use, and gaming. Many parents are concerned about their children's mental health, especially the impact of screens on it.

We are pleased to have booked a workshop with Sarah Vaine from Papaya (PARENTS AGAINST PHONE ADDICTION IN YOUNG ADOLESCENTS)

Sarah will talk through topics including:

**The link between mental health and wellbeing  
and spending too much time online**

**Strategies for delaying the smartphone**

**Strategies for families to achieve a healthy  
balance with technology**

**Question and discussion time**

**The workshop is on Thursday 20<sup>th</sup> November at  
7.00pm in our Junior Hall.**

**Please complete the form to reserve your place.**

<https://forms.gle/kBAwvztBL2P8dV798>