



Parental Safeguarding Briefing

Monday 16th November 2026

Our vision for safeguarding…

All students receive excellent pastoral care and support no matter what their individual needs may be (SEND, medical, safeguarding, personal circumstances).

All students attend a school where they feel happy, safe and fulfilled and are confident that staff care about them and value them.

Safeguarding information is handled with confidentiality.

There are clear safeguarding policies in place with regard to all key safeguarding issues.

There is structured safeguarding education for students.

There is safeguarding support, guidance and advice available for parents/carers/wider family.

All staff are fully committed to safeguarding, they fully understand its importance and follow all policies.

Safeguarding

Our school is committed to safeguarding and promoting the welfare of all of its students and staff. The welfare of each student and staff member is of paramount importance.

Safeguarding is the responsibility of everyone working in the school, regardless of their specific role or duty.

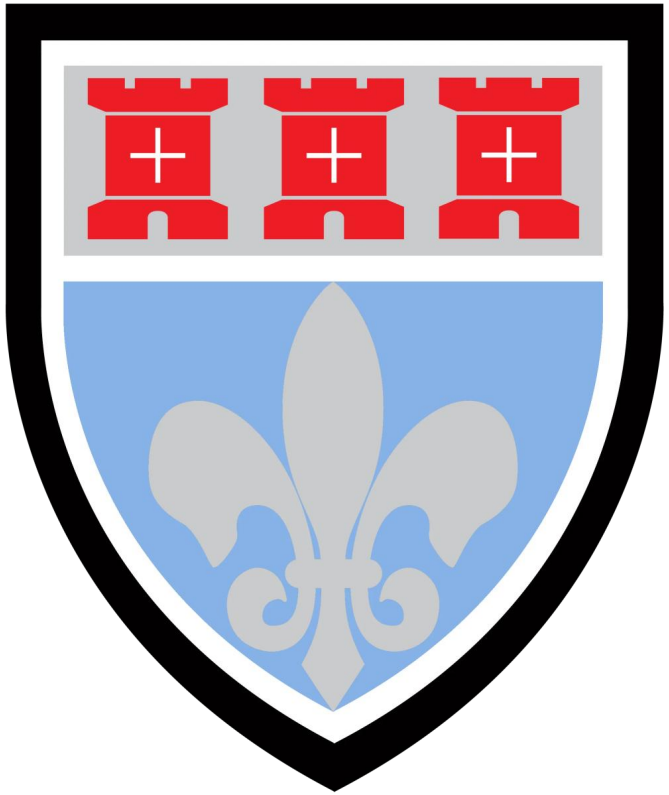
Designated Safeguarding Leads



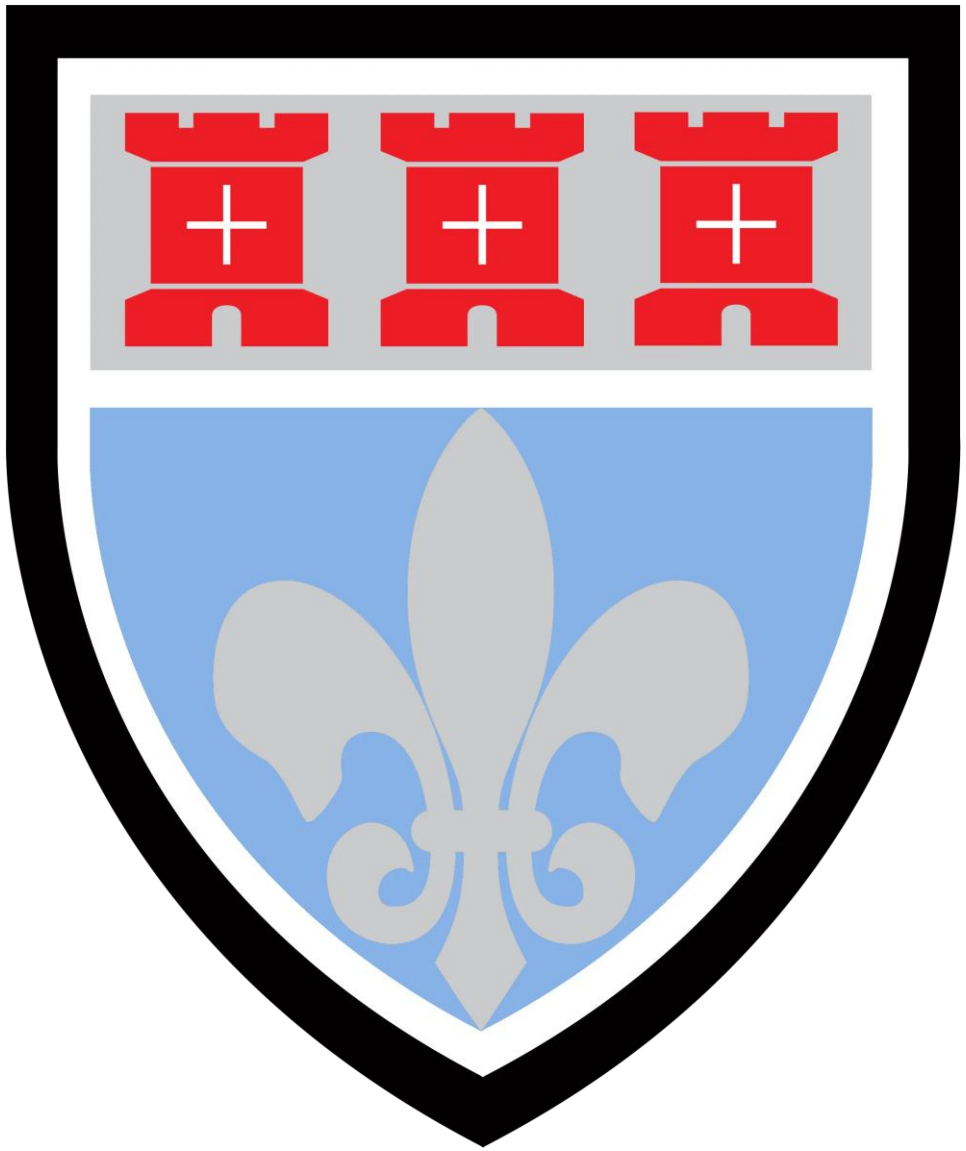

Safeguarding – all of our responsibility.
Child Protection
Attendance, Exclusions & Children Missing in Education
Transition
SEND and Inclusion
Curriculum
First Aid & Medical Needs
Online Safety
Christian Vision and Ethos
Environment
Safer Recruitment
Code of Conduct
Safer Working Practices
Health, Safety & Site Standards
Whistle Blowing
Governance
A listening school
Supporting Behaviour
Anti-Bullying

Session Aims

- Key information around student safeguarding.
- Understanding and supporting children's mental health.
- To recognise the early indicators of suffering or harm.



Student Safeguarding



‘Keeping Children Safe in Education’ guidance contains five parts:

Part One:

Safeguarding information for all staff

Part Two:

The Management of Safeguarding

Part Three:

Safer recruitment, strengthened vetting, online searches, and deeper scrutiny of staff conduct

Part Four:

Safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors

Part Five:

Child-on-child sexual harassment and sexual violence

Staff working in schools are aware of community-based Early Help and the new targeted Early Help through the Family Help process

What does ‘Early Help’ look like within the context of Newcastle Local Authority?





Across the four areas of the city, there are five community hubs with staff who can offer you help and advice.

Community hubs are vibrant social spaces that offer a range of practical, educational and wellbeing activities for babies, children, young people and families. Activities offered in each local area are shaped by their local communities.

The community hubs offer a range of services including:

- Support for your family
- Community midwifery
- Mental health support
- Children’s therapies
- Childcare
- Services for youth groups aged up to 18
- Training opportunities and employability services
- Health visiting

What does ‘Early Help’ look like within the context of Newcastle Local Authority?

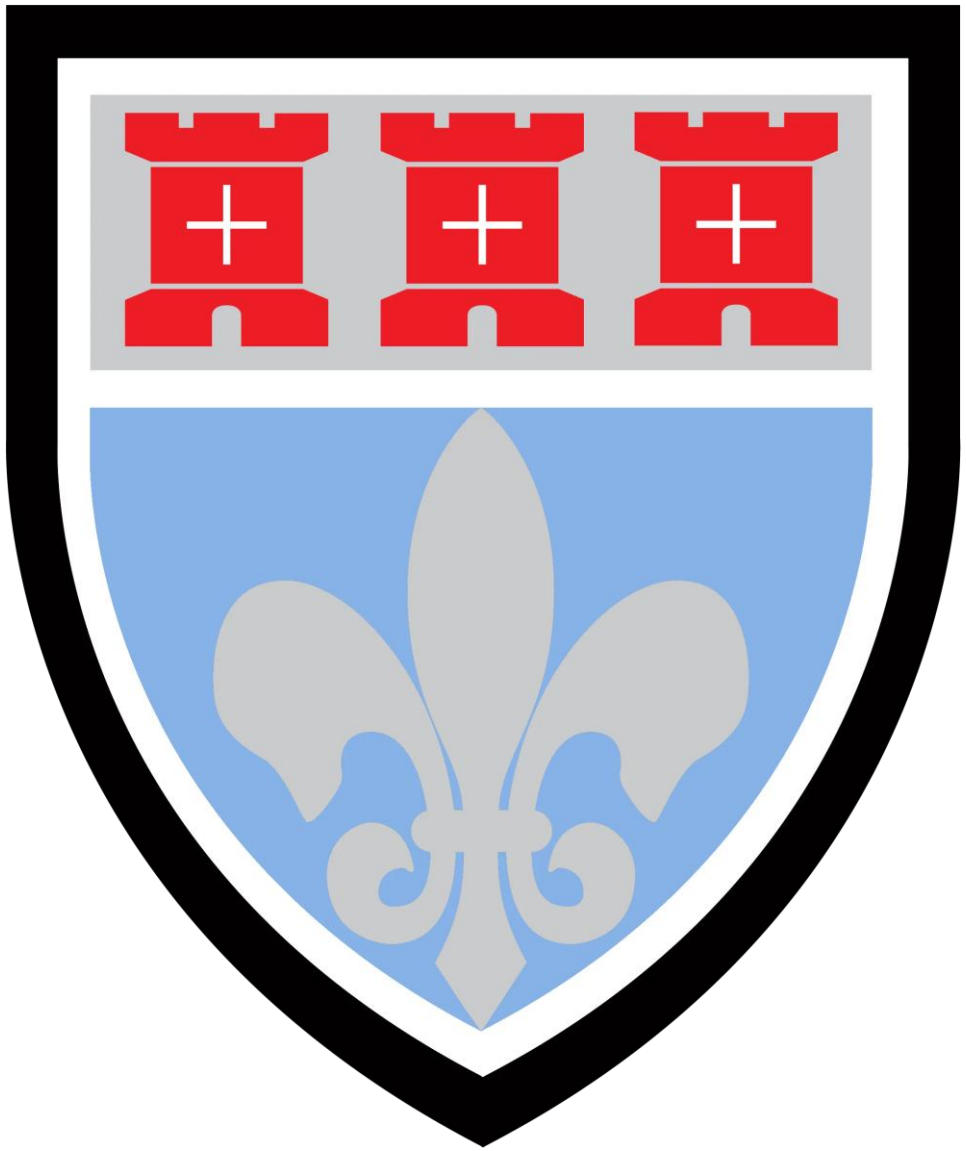




What support is available?

“Early help is all about helping you and your family. If you need help or advice, we’re here. Once you reach out, we will work together with you and your family to decide what steps are next. We will listen to what you say and discuss the resources and contacts available. If your family and our team decide there is need for extra support, we can link you with a **Family Partner**. They can find local support for a range of things parents and carers may be struggling with, such as supporting a child with further needs, money problems or teenage depression and anxiety. We’ll help you build on the good things in your life, so we’ll talk with your children and other family members, if that helps.”

Mental Health & Safeguarding

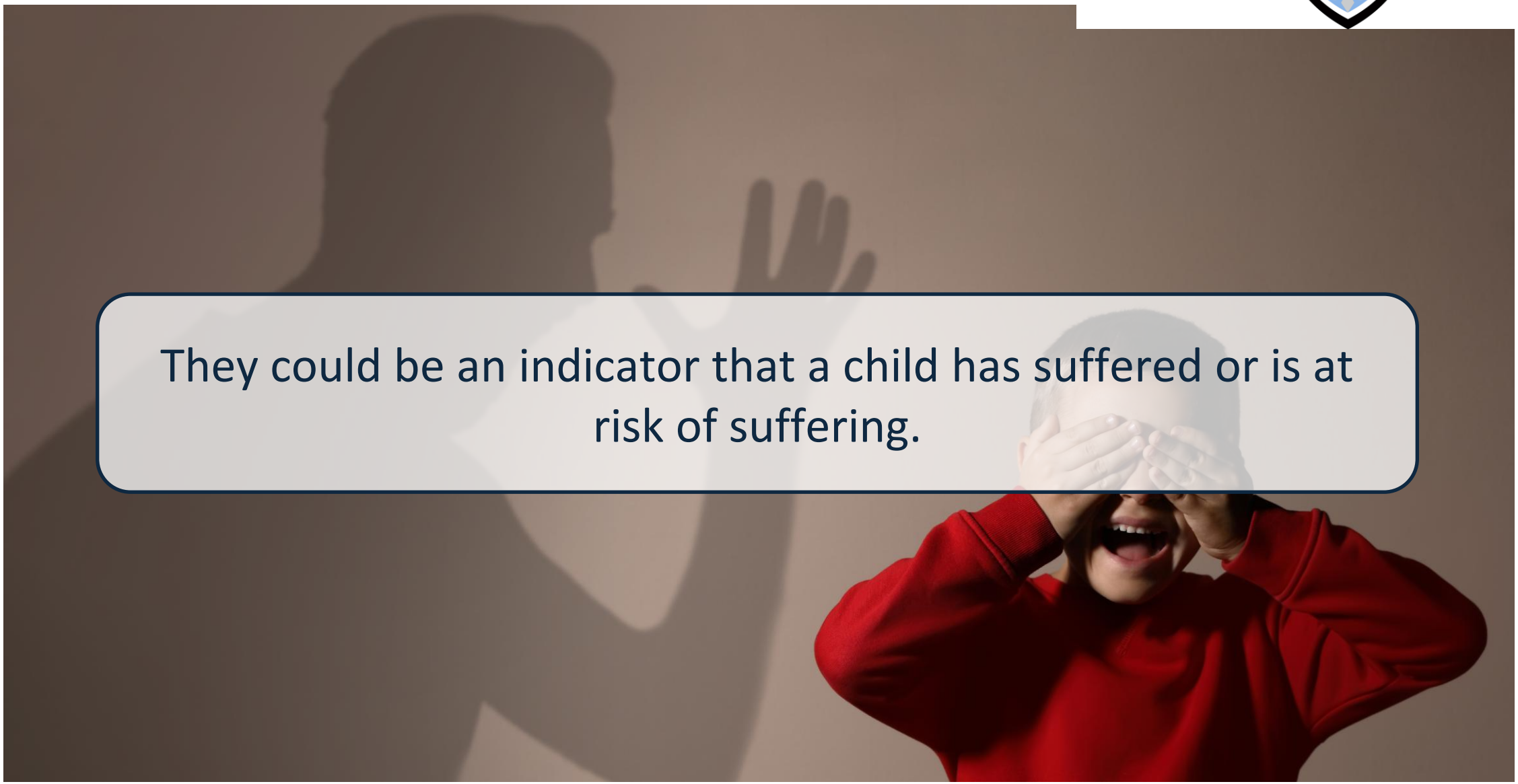




Schools and colleges have an important role to play in supporting the mental health and wellbeing of their children



All staff should be aware that mental health problems can, in some cases, develop into highly serious safeguarding concerns.



They could be an indicator that a child has suffered or is at risk of suffering.

Education staff are well placed to observe children day-to-day and well placed to recognise and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.





Potential warning signs may include:



Potential warning signs may include:

Significant changes in behaviour



Potential warning signs may include:

Ongoing difficulty sleeping



Potential warning signs may include:

Withdrawing from social situations



Potential warning signs may include:

Not wanting to do things
they usually like



Potential warning signs may include:

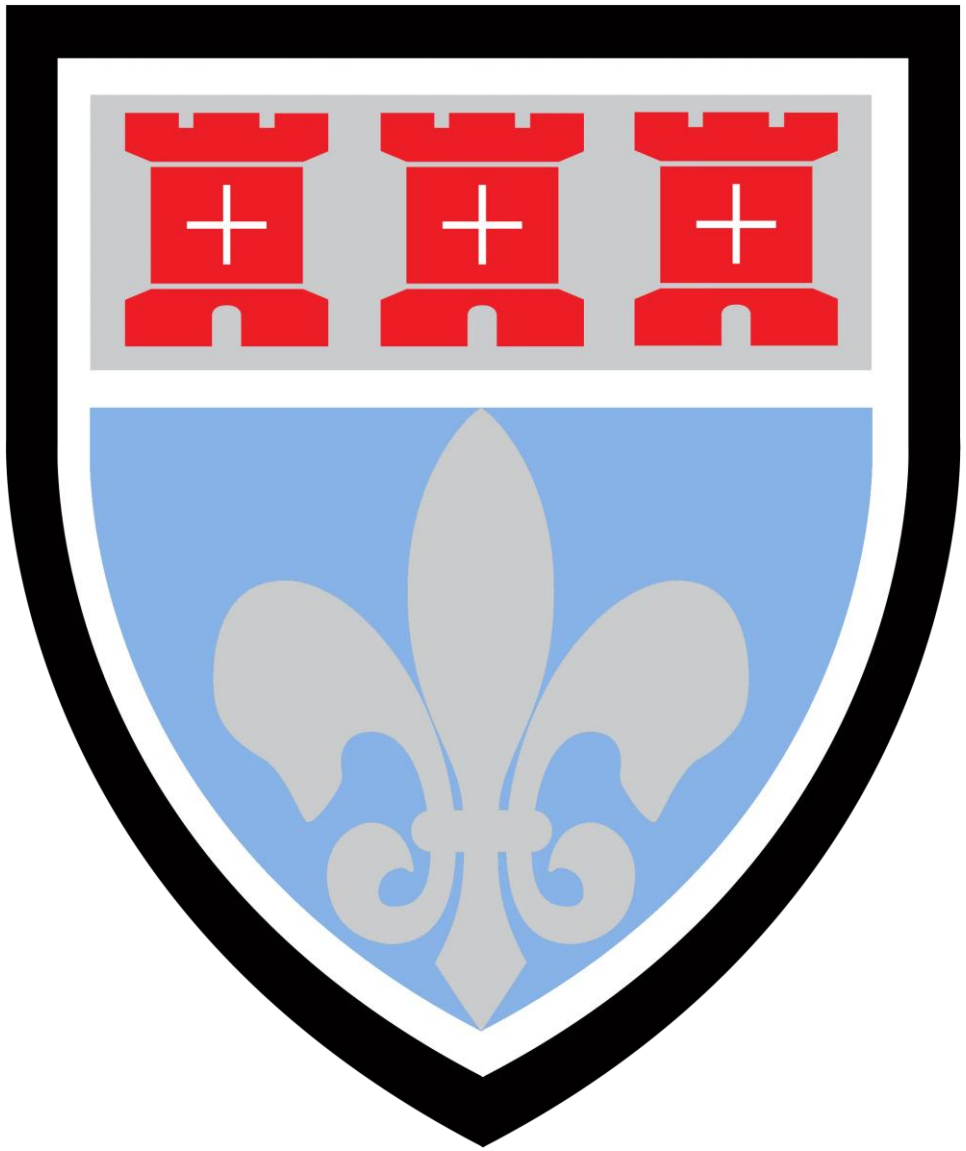
Physical signs of self-harm
or neglecting themselves

Education staff should not attempt to make a diagnosis of a mental health problem, but still have an important role to play in:



- Promoting good mental health and wellbeing.
- Creating a calm and safe environment.
- Observing children and identifying early those who may be experiencing mental health problems or being at risk of developing one.
- Sharing concerns with in-school Designated Safeguarding Leads/Pastoral Leaders.

Sense of Belonging



Sense of belonging

Sense of belonging refers to children's sense of being included, valued as an individual, heard, and having a collective sense of pride



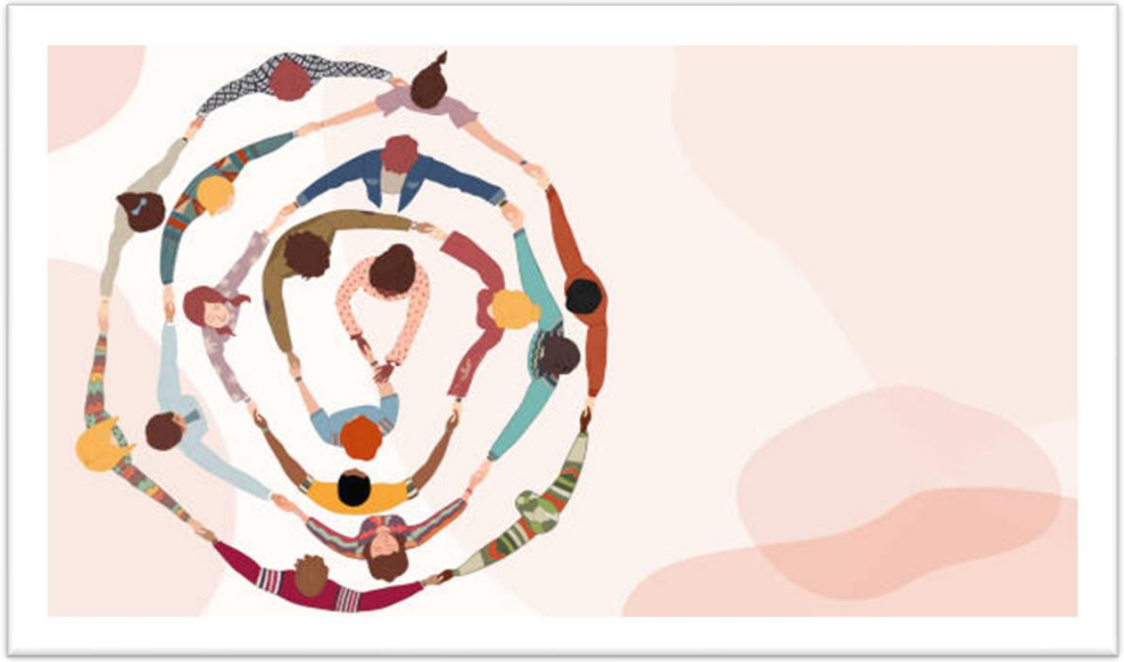
Sense of belonging

‘School belonging also influences children’s long-term outcomes, with evidence showing those with good belonging at school are less likely to be NEET and more likely to have good mental health as they get older’

Every Child Achieving and Thriving



In summary, a child's sense of belonging is integral to their emotional and social development, influencing their overall well-being and ability to thrive in various environments. By fostering connections and providing supportive environments, you can all help children cultivate a strong sense of belonging that will benefit them throughout their lives



'Belonging is not a bonus; it is a condition for learning, wellbeing and attendance'

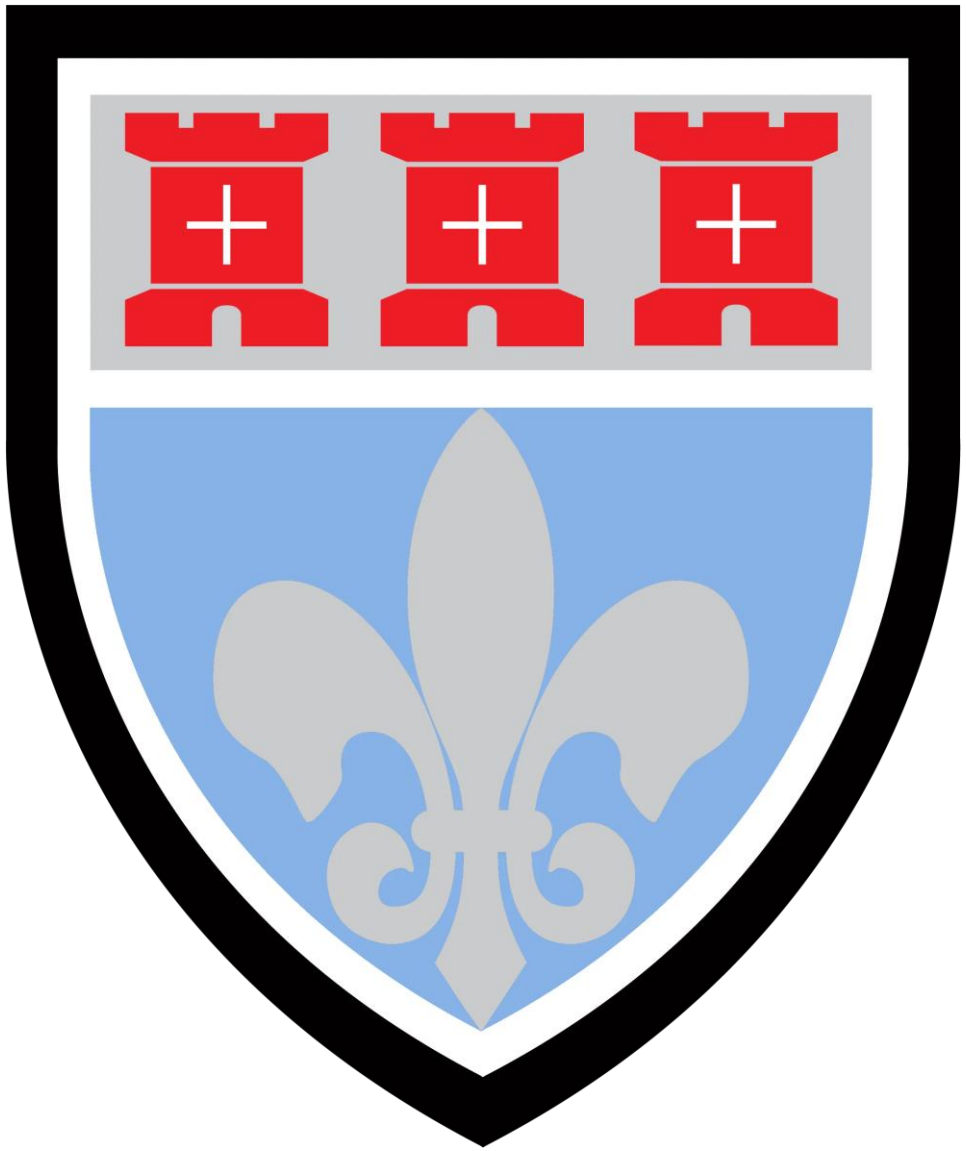
National Children's Bureau (NCB) 2023

What is the culture at our school?

How do we contribute towards creating a positive environment?

How do we contribute towards ensuring all children feel like they belong?

Early indicators of suffering or harm.



Misogyny



Misogyny



Misogyny includes any behaviour, language or attitude that:

- Disrespects girls or women
- Devalues their experiences
- Reinforces harmful stereotypes
- Causes harm, fear or humiliation
- Undermines female staff or parents/carers.

Current picture

Misogyny is rising nationally with online influencers accelerating harm

Girls report increased harassment and female staff feel undermined

Misogynistic attitudes “have reached epidemic scale by the end of secondary school” (DfE PR, July 2025)

Modern Slavery





Modern Slavery

In 2025, a **record-high 23,411** potential victims were referred to the UK Home Office

UK nationals (22%), Eritrean (13%), and Vietnamese (9%) were the most common nationalities

Child referrals hit an **unprecedented peak**, representing around 30% of all cases



Modern Slavery

Education staff are encouraged to look for subtle signs, as modern slavery is often a hidden crime

Safeguarding Procedures and Support

