



Ashmole Primary School Safeguarding and SEN Newsletter



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Who are the Safeguarding Team at our school?

Designated Safeguarding Lead – Miss Costas



Deputy Safeguarding Lead – Mr Tofallis



Deputy Safeguarding Lead – Mrs Toal



Designated Safeguarding lead for the Trust - Mrs McLaren

Safeguarding Governor - Dr Bowry

Useful Acronyms & Vocabulary about Safeguarding.

BICS- Barnet Integrated Clinical Service (a Wellbeing and Mental Health Service).

CAMHS- Child and Adolescent Mental Health Services.

MASH: Multi Agency Safeguarding Hub.

EHA – Early Help Assessment

Universal Plus – This is additional help through universal services to support children, young people and families, which generally involves one Universal service alongside just one other agency/or professional.

Ashmole Primary School Safeguarding Newsletter Summer 2!

Dear Parents/Carers,

Welcome to our first Safeguarding newsletter of this academic year. Through our regular newsletters we aim to provide our parents with key information and the latest guidance in relation to Safeguarding and Keeping Children Safe in Education. Each term we delve a little deeper into different areas of safeguarding. Please be reminded that all key Safeguarding information is on our Ashmole Primary School website including how to report a concern as well as where our Safeguarding and Online Safety newsletters can also be found.

<https://www.ashmoleprimary.org/page/?title=Safeguarding&pid=92>

As always, if you require any support, guidance or further support and would like to speak to someone, please do not hesitate to speak to me directly in person (or a member of the Safeguarding team) or contact me via the school office to speak over the phone.

Wishing you a fantastic break!

Miss Costas

This newsletter will focus on:

Bullying

We are committed to providing a happy, caring, friendly and welcoming environment for all of our pupils so they can learn in a secure and safe atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Healthy relationships

Children should learn about healthy and unhealthy relationships, focusing on their own experiences with family and friends both online and offline. The children also learn about ways to help themselves, to help others and to ask for from trusted adults when needed.

Consent

Consent is seeking and giving permission. School age children should learn this in ways that make sense to them. Linking permission seeking to physical contact is an important part of safeguarding children. They need to be taught about boundaries, saying no to unwanted touch and seeking help when they are worried or upset by anything making them feel uncomfortable.



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Bullying





The definition of bullying by the Anti-Bullying Alliance is:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

There are different types of bullying which include physical, verbal or psychological. It is important to remember that bullying can take place both face-to-face or online. At Ashmole Primary School we encourage all pupils to treat others as they want to be treated enabling us to build a positive environment of mutual respect. Through our values-based curriculum we aim to prevent any bullying by creating an understanding, empathetic and kind environment for all pupils. Throughout the school day and especially during PSHE lessons children are encouraged to celebrate and respect differing viewpoints which in turn we hope will highlight behaving in a positive way towards one another.

It is vital to remind you the parents that if you have any concerns about the way your child responds to others, please do speak to their teacher. It is imperative that all parents know that Ashmole Primary School does not accept or tolerate any bullying behaviours. Our teachers here at Ashmole Primary are skilled in managing relationships between children through a variety of strategies, and are always available to offer guidance to our children and families. We are here to work with parents to resolve and concerns or issues.

How can parents help children develop respect for others?

- 
Model respectful behaviour around them, treating others with kindness and patience
- 
Encourage children to express their views and feelings in a way that does not harm others
- 
Have open conversations about diversity and how to treat everyone equally
- 
Teach children the value of kindness through everyday actions such as sharing and using kind words

FIVE STEPS TO SUPPORTING YOUR CHILD WITH POSSIBLE BULLYING

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



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Healthy relationships

Relationships play a key part in every child or young person's wellbeing. Healthy relationships can help a child feel secure and supported, but unhealthy relationships can have a long-lasting negative impact. As children get older they begin to develop stronger and more independent relationships. They may start to realise that some relationships and situations can have an impact on the way they feel.

NSPCC Tips for promoting healthy relationships

- Empower children to have individuality and help them understand that everyone is unique.
- Praise children for demonstrating honesty, kindness and respect for others.
- Give children opportunities to voice their opinions and encourage them to listen to other people's views.
- Help children understand that "no" means "no" and make sure they know who to talk to if they are even uncomfortable with something they have been asked to do.
- Work with children to resolve conflicts and help them understand how others might be affected.
- Talk to children about bullying in all its forms and make sure they know how to get help if they need it.

Consent

 <p>CONSENT</p> <p>Consent is permission for something to happen or an agreement to do something.</p> <p>To say "yes" or "no"</p>	 <p>YOUR BODY</p> <p>You get to decide what you do with your body.</p> <p>No one is allowed to tell or decide what you do with your body except you.</p>
 <p>YOUR SPACE</p> <p>The space around you or your "bubble"</p> <p>Our friends may want more space between themselves and others around them whereas some of our friends don't mind if someone gets closer to them.</p>	 <p>NO MEANS NO!</p> <p>"no" and "stop" are important words and should be listened to.</p> <p>Our friend said 'no', and when we hear 'no' we always stop what we're doing immediately.</p>

Consent

It is crucial that children are taught the importance of consent always take great care in regards to the language being used by considering their age and level of understanding. It is best to begin having such discussions by focusing on instances of physical contact. This will establish a foundation of what is acceptable and what is not. Here are some useful pointers for starting this conversation with younger children. Below are some examples of the types of questions/ discussions to empower children to make informed decisions about their bodies and respecting other people's boundaries.


"Do you ask your friends if they want a hug before giving them one?" to open up a conversation about consent.

Demonstrate examples of consent by asking if they would like a hug, and tell them that it's okay to say no if they feel uncomfortable.

Teach them which areas of their body are private and that if anyone tries to touch them there, they have the right to say "No" and they should then tell a trusted adult.


STRATEGIES FOR ENCOURAGING POSITIVE RELATIONSHIPS AND FRIENDSHIPS IN YOUR CHILD

Whether or not you think your child has an unhealthy friendship, these strategies can help foster positive relationships. By providing them with the tools they need, your child can determine for themselves whether a relationship is beneficial or not.




GOOD ROLE MODELS

A great way to begin the dialogue is by speaking to your child about the qualities of a good friendship or relationship. To jumpstart this conversation, consider using examples from movies or TV shows that illustrate positive dynamics.




ASK OPEN ENDED QUESTIONS

Avoid giving your opinion about your child's friendship right away as this may lead them to become defensive. Start by asking open-ended questions, for instance, "What do you think are the qualities of a good friend?"



EMOTIONAL EXPRESSION.

Encourage your child to communicate their feelings to their peers in a constructive manner. This can be as simple as providing them with the confidence to express their dislike towards something another child has said or done.



HELP THEM GET DISTANCE

Encourage them to spend time with individuals who have a positive influence on them. This will enable them to distinguish between healthy and unhealthy relationships.



ADHD

The ADHD Iceberg

The Tip of the Iceberg: The obvious ADHD behaviours

- Impulsivity**
Lacks self control
Difficulty awaiting turns
Blurts out
Interrupts
Talks back
Loses temper
- Hyperactivity**
Can't sit still
Talk a lot
Always on the go
Fidgets
- Inattention**
Disorganised
Doesn't follow through
Forgetful
Doesn't pay attention
Doesn't seem to listen
Loses things
Late homework



Serious learning problems SLD

- poor memory
- forgets information
- slow calculation
- spelling problems
- poor listening
- poor handwriting
- inattention

- Depression
- Tourettes
- ODD
- OCD
- Anxiety
- Low Self-esteem

- 3 Year delayed brain maturation
less mature
less responsible

- Not learning from mistakes
repeats misbehaviour
difficult to discipline
less likely to follow rules
acts without sense of hindsight
doesn't look at own behaviour
long term rewards will not work

- Sleep disturbance
impacts memory
cant sleep
cant wake up
irritable

- Weak Executive functioning
problem solving
working memory
recall
organisation

Hidden beneath the surface: The not so easy to see ADHD behaviours



Sensory processing difficulties

What do we mean by sensory processing? Sensory processing is the way that our body takes in and makes sense of information. Our senses include hearing, vision, touch, taste and smell, as well as vestibular processing (which helps with balance and movement), proprioception (which is the awareness of our body in the space around it), and interoception (our awareness of our internal body feelings). We use our senses every day to interact with the world. What might happen when sensory processing becomes a problem?

- Children might find sensory information overwhelming and they might struggle to cope with certain sensory experiences. They may try to avoid certain things, people or places.
- Children might find everyday tasks difficult to tolerate, such as showering, wearing certain clothes, eating or teeth-brushing.
- Children may seek out sensations to help them to regulate in a way that creates a problem in another way, (for example, needing to move a lot during lessons).
- When children are overwhelmed by sensory information it can make it more difficult for them to communicate their needs.
- Sensory sensitivities can lead to higher stress and anxiety levels in a child. This in turn can mean they're more tuned into sensory information and can become overwhelmed more easily.
- Children may present differently from one day to the next and their sensory needs may be context specific or be influenced by other factors, such as mood, tiredness or stress levels.

We can support children with sensory processing difficulties in school by using ear defenders in assemblies and busy spaces, thinking about where children sit in the classroom with regards to light from outside and the noise from the hallways and communal spaces. We also use wobble cushions to give sensory feedback and weighted blankets. We typically use a sensory profile questionnaire to identify if a child is experiencing hypo or hyper sensitivities to the school environment.



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SENSORY SEEKING

I could bounce on a trampoline & spin in circles on the tyre swing all day long
 I like to smell things
 I love to play with the lights and turn them on and off
 I enjoy making lots of noise - the louder the better
 I don't notice if my clothing is disheveled or not on right
 Tackle me, roll on the floor with me, give me bear hugs
 I love taking risks, jumping from high up and crashing into things
 I love having my hair brushed or played with
 I chew on everything in sight. I love crunchy foods
 I love being tickled and massaged
 I hate wearing shoes



SENSORY SENSITIVE

I am scared of trampolines, monkey bars or to swing high
 I dislike having my hair brushed
 I hate certain food textures so I'm a picky eater
 I close my eyes in bright lights
 I cover my ears to loud noise
 I'm very sensitive to smells
 I don't like being tickled
 I take out the tags in my clothes and there's some fabrics I won't wear
 Don't touch me
 I'm really cautious with every step I take
 I hate being barefoot



BSL New signs



Barnet Local Offer

Every local authority must publish a 'local offer'. This sets out information in one place about what provision they expect to be available for children and young people in their area with SEN or disabilities, including those who don't have Education and Health Care (EHC) Plans. Barnet's local offer is available for you to read on the link and also Barnet's website. The 2 main purposes of the local offer are to: a) provide clear, comprehensive and accessible information about SEN provision available and how to access it b) make the provision responsive to local needs by directly involving children and young people with special educational needs and also their parents and services providers.

[Barnet Local Offer :: Home](#)