



# 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 and SENDCo –

Mrs Toal



Designated Safeguarding lead for the Trust - Mrs McLaren

Safeguarding Governor - Dr Bowry

## Useful Acronyms & Vocabulary about Safeguarding.

**DSL:** Designated Safeguarding Lead

**MASH:** Multi-Agency Safeguarding Hub

**CP:** Child Protection

**CIIN:** Child in Need

**EHCP:** Education Health and Care Plan

**CAMHS:** Child and Adolescent Mental Health Services

**SENDCo:** Special Educational Needs & Disabilities  
Coordinator

## Ashmole Primary School Safeguarding Newsletter Spring!

Dear Parents and Carers,

Welcome to our Spring Term Safeguarding and SEN newsletter which we hope will continue to give parents an insight into Safeguarding and SEN at Ashmole Primary School. Throughout the year we endeavour to inform you of any recent safeguarding and SEN updates, as well as provide you with key information around a variety of focus topics.

We would like to remind all parents and carers that our door is always open if you have any concerns about your own child or another pupil in our school community. Our safeguarding and SEN teams are here to provide support, advice and care at all time before, during and after school.

Wishing you a wonderful break!

Miss Costas and Mrs Toal

This term's safeguarding/SEN newsletter will focus on:

### **Children's Mental Health Week**

Our focus during Children's Mental Health week.

### **Understanding child on child abuse**

This is also known as peer or peer abuse and refers to situations where a child is harmed by another child.

### **Helping children understand loss**

Tips and guidance on how to support children understand the loss of a loved one.

### **Star Hub**

The introduction of an exciting new provision at our school.

### **Spring holiday tips**

A few simple ways to make activities more inclusive and enjoyable for everyone during the holidays.



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## Children's Mental Health Week

This year's Children's Mental Health Week was on 9-15 February and the theme throughout the week was 'This is my place!' The children took part in a variety of activities organised by Miss Burke (PSHE lead) including yoga, positive affirmations, mindfulness activities, daily mile, nature walks and much more. Throughout the week staff focused on discussing how everyone is a part of something, such as their family, school, teams, groups of friends etc. We shared how through these happy times we all feel valued.

During Children's Mental Health Week, we spoke a lot about how we can help everyone feel like they belong and learnt ways to be kind, include others, and make sure no one feels left out, because everyone deserves to feel like they have a place where they are accepted, cared for, and loved.

As a school we feel that having trusted adults, predictable routines and spaces where children feel listened to, supports their mental health and helps keep them safe. It also enables them to feel confident to speak up, ask for help and share worries before they become overwhelming. We aim to teach our pupils the skills to be able to manage emotions, build healthy friendships and cope with challenges and seek support if something does not feel right.

### Support for children and families

If you ever have concerns about your child's emotional wellbeing or need advice or support, the following organisations offer trusted guidance for parents and children:

#### Place2Be

Provides mental health support in schools and practical advice for parents on children's emotional wellbeing.

#### YoungMinds

Offers a dedicated Parents' Helpline, resources on children's mental health and guidance on supporting children through worries, anxiety and big emotions.

#### NSPCC

Provides advice and support around safeguarding, keeping children safe and what to do if you're worried about a child.

#### Childline

A free, confidential service for children and young people who need someone to talk to. It can be reassuring for children to know support is available beyond home and school.

#### Anna Freud Centre

Shares evidence-based resources to help parents understand and support children's mental and emotional development.

## HOW PARENTS/CARERS CAN SUPPORT THEIR CHILD'S

### sense of belonging

01

#### MAKE TIME TO LISTEN

Regularly check in with your child and listen without judgement. Let them know their feelings matter and that they can talk to you about anything, big or small.

02

#### TALK ABOUT TRUSTED ADULTS

Help your child identify the adults they can go to if they are worried - at home, at school, and in the wider community.

03

#### CREATE PREDICTABLE ROUTINES

Consistent routines help children feel secure and understand what to expect, especially during busy or stressful times.

04

#### ENCOURAGE HEALTHY FRIENDSHIPS

Talk about kindness, respect, and what safe friendships look like. Support your child if they are finding friendships tricky.

05

#### NOTICE CHANGES

Changes in behaviour, mood, sleep or school attitudes can be signs a child is struggling. Trust your instincts and seek support early.





## Understanding child on child abuse

### Helping children understand respect, empathy and boundaries

As children grow, they are continuously learning how to manage big emotions, build friendships and find their place in the world—both offline and online. Throughout their journey, mistakes are part of learning, and sometimes children may say or do things that unintentionally hurt others. When harm occurs between children, it is referred to as *child-on-child abuse*. While this may sound like a strong term, it is ultimately about helping young people develop respect, empathy and healthy boundaries—skills that keep both them and others safe.

### What can child-on-child abuse look like?

It can take many different forms, including:

- Teasing, name-calling or leaving someone out
- Pushing, hitting or play that becomes too rough
- Sharing secrets, photos or personal information without permission
- Sending or posting hurtful messages online
- Pressuring someone to do something they are uncomfortable with

At primary school age, children may not always recognise how serious their behaviour may feel to others and they may need guidance from adults to understand the impact of their actions and to learn how to make things right.

### How parents can nurture respect and empathy

#### 1. Make kindness part of everyday life

Talk regularly about how we treat others—in person, in games and online. Encourage your child to pause and think before speaking or typing.

#### 2. Model respectful behaviour

Show calmness during disagreements, apologise when needed and speak kindly about others. Children learn by watching you.

#### 3. Set clear, simple family expectations

Agree on consistent rules, such as using kind words, respecting privacy and taking time to cool down before reacting.

#### 4. Stay involved in their online world

Explore apps and games together, talk about what is appropriate and guide them on what to do if something feels wrong.

#### 5. Teach through both praise and mistakes

Notice and celebrate kindness, and use unkind moments as opportunities to reflect, repair and grow.

**IF YOUR CHILD IS EXPERIENCING HARM FROM ANOTHER CHILD**  
SOMETIMES, YOUR CHILD MAY BE ON THE RECEIVING END OF UNKIND OR HURTFUL BEHAVIOUR. HERE'S HOW YOU CAN SUPPORT THEM:

 <p><b>LISTEN FIRST, REACT LATER:</b> Stay calm and thank your child for telling you. They need to feel heard, not questioned or blamed.</p>	 <p><b>REASSURE THEM:</b> Make it clear they didn't deserve the behaviour – whether it happened face-to-face or online.</p>	 <p><b>GATHER FACTS GENTLY:</b> Ask open questions such as, "Can you tell me what happened next?" rather than pressing for details.</p>	 <p><b>SAVE ANY EVIDENCE:</b> Keep screenshots or messages in case the school or authorities need them.</p>
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## Helping children understand loss

### Supporting children through bereavement

Most children, at some point during childhood will experience the death of someone they know and love—whether a grandparent, family friend, beloved pet or another important person in their life. Bereavement can feel confusing, upsetting and sometimes frightening, especially if children do not fully understand what is happening.

As a school we have our own school therapist who supports children through difficult times. We also have access to charities such as Grief Encounters and will support our families in making referral to enable children to receive the support that they require.

As a parent or carer, your support plays a vital role in helping your child feel safe, listened to and comforted during this time.

### Understanding how children grieve

Children often experience grief differently from adults. They may move in and out of sadness quickly—playing one moment, then asking difficult questions the next.

Common responses may include:

- Asking the same questions repeatedly
- Changes in behaviour (such as becoming more clingy, withdrawn or irritable)
- Worrying about other people dying
- Difficulty sleeping or concentrating
- Expressing feelings through play

### Practical ways to support your child

#### Keep routines consistent

Familiar routines like school, mealtimes and bedtime help children feel secure.

#### Create ways to remember

Light a candle, draw pictures or make a memory box or photo album together.

#### Offer choices

If there is a funeral or memorial, give your child the option to attend or find another way to say goodbye.

#### Use stories to help understanding

Books about loss can help children explore and express their feelings in a gentle, age-appropriate way.

## TALKING ABOUT DEATH HONESTLY AND GENTLY

It's natural to want to protect children from pain - but being open and honest is actually one of the kindest things we can do.

### Use simple, clear language

Avoid confusing phrases like 'gone to sleep' or 'passed away'. Try gentle but clear words such as:

*"When someone dies, it means their body has stopped working. They don't feel pain anymore."*



### Answer questions honestly

It's okay to say 'I don't know' or 'That's a really good question' if you're unsure. Children often ask the same questions repeatedly - this helps them make sense of the loss.



### Talk about feelings

Talk about feelings. Let your child know it's okay to feel sad, angry, confused, or even nothing at all. You might say: "Everyone feels different when someone dies. However you feel is okay."



### Model healthy grief

It's okay to let your child see you cry. This shows them that sadness is natural and it's safe to express emotion.





## Star Hub

We are pleased to introduce an exciting new provision at our school, launching after the Easter break: **Star Hub**.



Star Hub is a dedicated SEN space designed to support pupils who would benefit from a more personalised and nurturing learning environment. The Hub will offer a **bespoke curriculum**, carefully tailored to meet the individual needs of each child.

While accessing Star Hub, pupils will continue to remain part of their main class. There will be flexibility for them to join their class for lessons where appropriate and manageable, such as Music, PE, and other activities, ensuring they remain connected to their peers and the wider school community.

Within the Hub, children will focus on key areas including:

Phonics

Writing

Mathematics

Wellbeing

Emotional and sensory regulation

Pupils will also benefit from access to our **small playground** and **wildlife garden**, providing valuable opportunities for outdoor learning and sensory experiences.

Star Hub will have a **small number of pupils** and a **high adult-to-child ratio**, allowing for focused support and meaningful learning opportunities tailored to each child.

We are delighted to be working alongside **Barnet BELS** to develop and deliver this provision, ensuring high-quality support for all pupils accessing the Hub.

We look forward to working in partnership with you to support your child's learning and development through Star Hub. If you have any questions or would like further information, please do not hesitate to get in touch.



## Spring Holiday Tips: Supporting All Students

Spring celebrations can be exciting, but they may also present challenges for some students—especially those who benefit from structure and sensory-friendly environments. Here are a few simple ways to make activities more inclusive and enjoyable for everyone:



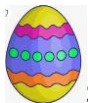
### **Stick to Familiar Routines**

Try to maintain predictable schedules where possible. Using visual schedules or giving advance notice of changes can help students feel more comfortable.



### **Be Mindful of Sensory Needs**

Holiday events can sometimes feel overwhelming. Offer quiet spaces, allow the use of headphones, and consider keeping decorations and noise levels more subdued.



### **Simplify Activities Like Egg Hunts**

Make activities more accessible by using color-coded items, assigning names, or placing items in easy-to-find locations to reduce stress and frustration.



### **Support Social Wellbeing**

Large gatherings can be tiring. Allow for breaks, keep group sizes manageable, and respect students' individual boundaries.

By making small adjustments, we can create a spring celebration that is inclusive, supportive, and fun for every student!



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## Useful websites.

**SENDIASS - Special Education Needs and Disability Information, Advice and Support Service**

<https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass>

SENDIASS is a free service to residents that provides high quality, bespoke, impartial and confidential support to ensure that our service users are at the heart of decision-making processes and are fully informed of their options and rights that affect theirs or their family's lives.

[www.autism.org.uk](http://www.autism.org.uk) The National Autistic Society website, the main UK charity for supporting people with ASD and their families.

[www.attentionautism.com](http://www.attentionautism.com) For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills.

[www.iassnetwork.co.uk](http://www.iassnetwork.co.uk) Advice and support for parents of children with SEN.

[www.autismuk.com](http://www.autismuk.com) Information on ASD.

[www.autismspeaks.org](http://www.autismspeaks.org) – A comprehensive site, with a useful resource library.

[www.oneplaceforspecialneeds.com/main/library\\_social\\_stories.html](http://www.oneplaceforspecialneeds.com/main/library_social_stories.html)

A really useful set of social stories to share with children, covering topics ranging from coping with a new baby in the family to getting a haircut to making friends.

<https://www.pdasociety.org.uk/>

A useful website for families living with an Autism PDA profile.

## Glossary of terms.

### **Understanding SEN: A Parent-Friendly Guide to Common Acronyms**

Navigating Special Educational Needs (SEN) terminology can feel overwhelming. Here's a simple guide to some of the most common acronyms you may come across:

#### **SEN (Special Educational Needs)**

Refers to children who need extra support with learning due to difficulties or disabilities.

#### **SEND (Special Educational Needs and Disabilities)**

A broader term that includes both learning needs and physical or developmental disabilities.

#### **EHCP (Education, Health and Care Plan)**

A legal document outlining a child's needs and the support they should receive in school and from other services.

#### **IEP (Individual Education Plan)**

A personalised plan created by the school to set targets and outline support strategies We call these support plans.

#### **SENCO (Special Educational Needs Coordinator)**

The teacher responsible for overseeing SEN support in a school and working with families.

#### **ASD (Autism Spectrum Disorder)**

A developmental condition affecting communication, social interaction, and how a person experiences the world.

#### **ADHD (Attention Deficit Hyperactivity Disorder)**

A condition that can affect attention, impulse control, and activity levels.

#### **SLT (Speech and Language Therapy)**

Support provided to help children with speech, language, and communication needs.

#### **OT (Occupational Therapy)**

Therapy that helps children develop skills for daily living, such as coordination, handwriting, and self-care.

#### **CAMHS (Child and Adolescent Mental Health Services)**

NHS services that support children and young people with emotional or mental health needs.