



Safeguarding and Child Protection at All Saints School

Welcome to our Safeguarding Newsletter

Meet the Designated Safeguarding Team

- Ms Dangerfield: Headteacher and Designated Safeguarding Lead (DSL)
- Miss King: Alternative DSL and Domestic Abuse Champion
- Ms Paffett: Alternative DSL and Senior Mental Health Lead
- Mrs Berryman: Alternative DSL and Neglect Champion
- Ms Austin: Alternative DSL
- Mrs Montgomery: Wellbeing Mentor
- Mrs Duxbury: Safeguarding Advisor

If you are worried about a child's safety, please contact the DSL Lead or Deputies straightaway. For further information and to see our school's Child Protection Policy, please click here: <https://www.allsaintslessingham.co.uk/safeguarding/>

Emotional Wellbeing and Mental Health

Supporting students' emotional development is central to safeguarding.

This term we are:

- Teaching strategies for managing big feelings.
- Encouraging pupils to use the strategies in their toolbox when they need a break.
- Offering small group sessions on confidence, resilience, and communication.
- Providing targeted support for students who are struggling.

If you notice changes in your child's behaviour, mood, or sleep, please speak with us so we can help. Our School Counsellor and Wellbeing mentors are also here to support.

Susan Smithurst
School Counsellor



Gemma Montgomery
Wellbeing Mentor



Josie Upton
Wellbeing Mentor



How Families Can Support Safeguarding at Home

- Talk openly about feelings and worries.
- Keep an eye on online activity and discuss safe behaviour.
- Encourage your child to identify their trusted adults.
- Let us know if anything at home or outside school may affect your child's wellbeing.



Prevent Duty: Building Resilience and Critical Thinking

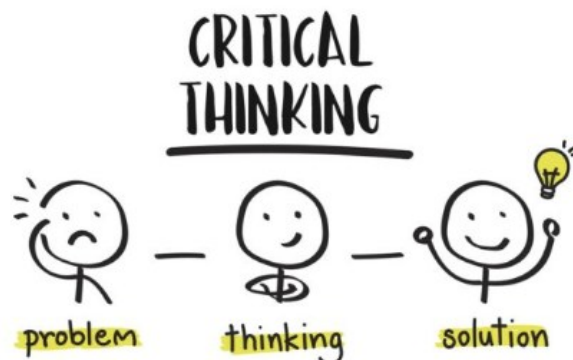
As part of our statutory Prevent duty, we help pupils develop the skills to recognise and resist extremist or harmful influences. This is always delivered in an age appropriate and sensitive way.

Across the school, we focus on:

- ◆ Understanding belonging, kindness, and respect for difference.
- ◆ Recognising when someone is trying to persuade, manipulate, or pressure them.
- ◆ Encouraging students to question information and think critically.
- ◆ Teaching them how to seek help if something feels wrong or worrying.

For older students (Years 9–11), we also explore:

- ◆ How online algorithms can influence what we see.
- ◆ How extremist groups may target young people.
- ◆ How to stay safe when discussing world events.



Online Safety

With students using technology more than ever, we are reinforcing safe online habits:

- Keeping personal information private.
- Understanding what **online grooming** can look like.
- Recognising fake profiles and unsafe contact.
- Reporting concerns to a trusted adult or through school systems.

Reporting concerns to a trusted adult or through school systems. We encourage families to talk regularly about online behaviour and to check privacy settings on devices at home.

<https://kidsonlinesafety.campaign.gov.uk/>

THE INTERNET ISN'T INVISIBLE YOUR ACTIONS AREN'T EITHER

Radicalisation doesn't happen overnight.
Spot the signs, have a conversation, stay **S.A.F.E.**

SPOT

Notice when content feels off—like it's trying to divide or provoke anger

ASK

Talk to someone you trust if something online makes you feel uncomfortable

FILTER

You control what you click and share. Don't let hate hijack your feed

EXIT

Walk away from content that feels toxic or extreme. Protect your peace



Personal Safety and Trusted Adults

We continue to teach students how to recognise unsafe situations and how to seek help. Across the school, students are learning:

- ◆ What a **trusted adult** is and how to identify one.
- ◆ How to express worries or concerns in a safe way.
- ◆ The difference between **safe** and **unsafe** touch.
- ◆ How to recognise early warning signs in their body

For older students, we also explore:

- ◆ Healthy vs. unhealthy relationships.
- ◆ Consent and respect.
- ◆ Managing peer pressure.



Child-on-Child Abuse and Harmful Behaviours

This remains a priority area:

- Bullying, including online and group based bullying.
- Sexualised language and behaviours.
- Physical aggression and conflict.
- Social exclusion and group dynamics.



Neurodiversity Informed Safeguarding



As a special school, we tailor safeguarding to meet the needs of students with a wide range of communication, sensory, and learning profiles.

This includes:

- Teaching safety through clear routines, visuals, and repetition.
- Helping students understand personal boundaries in concrete, accessible ways.
- Supporting children who may find it harder to recognise danger or express concerns.
- Ensuring staff respond to behaviour with understanding, not blame.

Misogyny

Misogyny is a growing, prevalent issue in UK schools, with over half of pupils witnessing it and many teachers reporting increased incidents fuelled by online content. We know that misogyny is negatively impacting the lives of teachers and young people.

Evidence tells us that half (49%) of secondary school teachers said they witness pupils making misogynistic comments or displaying misogynistic behaviours against other female pupils at least once a month or more - with 6% saying they witness this every day, and 21% saying at least once a week.

For primary school teachers, 18% said they witnessed pupils making misogynistic comments or displaying misogynistic behaviours at least once a month or more - with 1 in 10 (10%) reporting to witness this weekly.

Tackling misogyny requires a united effort between schools and families. To do so we need to both confront sexism and misogyny when we see it and create environments which celebrate gender equality. At this stage, children are forming their understanding of gender roles. The focus should be on nurturing empathy, fairness, and inclusivity.

Strategies in school include:

- ◆ **Use of inclusive language:** Using 'everyone', 'children' or 'class' instead of gendered terms such as 'boys and girls'.
- ◆ **Avoidance of assumptions:** not assuming interests or abilities based on gender (e.g. assuming boys like sports or girls like art)
- ◆ **Diversify classroom materials:** Include books and resources that show girls as leaders and boys as caregivers.
- ◆ **Celebrating diversity:** Highlighting stories and achievements of people in all genders in various roles and careers.
- ◆ **Encourage mixed-gender collaboration:** Promote teamwork and friendships across genders.
- ◆ **Encouraging empathy and fairness:** Using language that promotes kindness, cooperation and respect across all identities.
- ◆ **Address sexist behaviour early:** Use gentle correction and restorative conversations to help children understand the impact of their words.

Gender stereotyping

Language plays a powerful role in shaping children's understanding of gender, and the school environment is an influential one. Below are examples of common phrases and expressions that can reinforce gender stereotypes, whether they are used by children, young people or adults at school, and some suggestions for more inclusive alternatives.

You, as parents, play a crucial role in shaping children's values and beliefs. Home is where many gender norms are first learned - and can be unlearned.

STEREOTYPED PHRASE	WHY IT'S HARMFUL	INCLUSIVE ALTERNATIVE
"Boys will be boys."	Excuses aggressive or disruptive behaviour, presenting it as natural for boys.	"Everyone is responsible for their actions."
"Girls are so emotional."	Suggest girls are overly sensitive and less rational than boys.	"It's ok to feel emotions – everyone does."
"That's not very ladylike."	Enforces outdated expectations of how girls should behave.	"Let's be respectful to others."
"Man up."	Implies boys shouldn't show vulnerability or express emotion.	"Be brave, you've got this!"
"You throw like a girl."	Uses femininity as an insult.	"Let's work on your technique."
"Boys don't play with dolls."	Can restrict boys' nurturing instincts and interests.	"Everyone can play with what they enjoy."
"Girls can't do maths."	Discourages girls from pursuing STEM subjects (Science, Technology, Engineering, Maths)	"Anyone can be great at maths with practice."

Strategies for Parents

- * **Model respectful relationships:** Children learn from how adults treat each other. Show mutual respect and address sexist remarks.
- * **Talk openly about gender and fairness:** Use everyday situations to discuss equality, stereotypes, and respectful behaviour.
- * **Diversify media and role models:** Choose a range of books, shows, and stories that include strong female characters and emotionally intelligent male figures.
- * **Encourage all interests:** Support children in exploring hobbies and careers regardless of gender norms.
- * **Challenge stereotypes gently:** If your child says "girls can't do that" or "boys don't cry," ask questions that help them think critically and reconsider.

A united approach

Tackling misogyny is a shared responsibility. By working together as teachers in the classroom and parents at home, we can raise young people who value equality, respect difference, and stand up against injustice.

