

SAFEGUARDING NEWSLETTER

OCTOBER 2025

WELCOME

Dear parents and carers, welcome to the Parent Safeguarding newsletter. We hope that you find the information included in this newsletter useful. Should you require any further information, please speak to our very friendly safeguarding team.

Aims:

This safeguarding newsletter is aimed to enhance parental vigilance concerning child safety. It seeks to provide essential information on recognising signs of potential harm, particularly amidst the rising concerns of online abuse. Our goal is to empower parents and carers with knowledge and strategies for safeguarding children effectively, and knowing where to find help and support should it ever be needed.

Our Safeguarding Team



Mrs Dingle
Designated
Safeguarding
Lead



Mrs Kinder
Deputy
Safeguarding
Lead



Ms Nicholson
Deputy
Safeguarding
Lead

If you have an urgent concern out of school hours, you can contact the safeguarding team by emailing safeguarding@redwood.derby.sch.uk

CONCERNED ABOUT A CHILD'S WELFARE?

Do you know what to do if you are ever concerned about the welfare of a child who is not your own? This could be a neighbour, someone in the community, a friend, or even a relative. Speaking out is not 'telling tales' when a child's well-being may be at risk. You can even make referrals anonymously.

You do not need to know everything about the child and what is happening; you may just be worried, or feel that everything is not right.

If you believe that a child is at immediate risk and in need of protection then you should call the police on 999 immediately.

If you know which school the child attends, you can speak to Designated Safeguarding Lead or Head Teacher of the school.

Alternatively, Derby City Children's social care and the First Contact team will help you to talk about the concerns you may have for a child and decide what actions may be required to make a child safe.

You can contact them Monday to Friday, between 9am and 5pm. Telephone: [01332 641172](tel:01332641172) or fax [01332 643299](tel:01332643299).

TOPICS COVERED IN SCHOOL THIS MONTH:

- Talks from Police and Fire Service
- Community responsibility
- Emergency procedures (fire & lockdown)

Our objective is to explore a diverse range of Safeguarding topics each month through various channels, including: whole school and class assemblies; PSHE and RSE curriculum; computing lessons in conjunction with our Digital Leaders; School Council and through consistent signage and posters displayed around the school.

SAFEGUARDING PARENT SURVEY

Your voice is incredibly important to us; therefore, we kindly ask for two minutes of your time to complete the Parent Safeguarding Survey. This is an opportunity for you to share what you would like to see in future Safeguarding Newsletters and how we can improve our practices within school.



OUR LOCKDOWN PROCEDURES



Schools implement lockdown procedures to protect students and staff by sheltering them inside the building during external threats, such as a violent intruder, a nearby incident causing harm, or a malicious threat to the school.

These incidents are extremely rare, but it is important that we incorporate them into our regular practice, just like a practice fire drill. This way, if an incident ever does arise, we can act quickly, ensuring the safest outcome. These procedures aim to keep disruption to a minimum so learning or activities can carry on with the minimum of disruption; keeping everyone as calm as possible. This is particularly important to try to reduce any anxiety that may be caused by the activation of the procedure.

There are two types of lockdown procedures – partial lockdown and full lockdown. The following basic principles apply to both situations:

- The Head Teacher (or Deputy Head in an instance of absence) will be the point of communication with the emergency services.
- Children and staff will enter the nearest classroom if they are outside or transitioning around the school.
- Once those outside are in the building, all doors and necessary windows are to be locked.
- Depending on the circumstances, internal doors may also need to be locked.
- Blinds and curtains are to be drawn and windows on internal doors covered.
- Everyone must sit in silence; there is no need to hide under tables.
- Once in lockdown mode, staff should notify the Lockdown Manager (Head Teacher or Deputy in an instance of absence) of any pupils not accounted for.
- Staff at all times should reassure pupils and encourage them to remain calm.
- As necessary, parents should be notified as soon as practicable by the sites established system for communications with parents. Parents should be informed that pupils will not be released to them during the lockdown and that they should not under any circumstances attend site until they are informed the lockdown is over.
- Staff will be alerted by the Head Teacher when the threat has been dealt with (this may be after advice from the emergency services where they are involved); this may be communicated in person or via phone.

If you require anymore information about 'full' or 'partial' lockdowns, then please request a copy of our Lockdown Procedures Policy.

CYBER-BULLYING

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

TYPES OF CYBER-BULLYING

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

A child or young person experiencing abuse online might:

- spend a lot more or a lot less time than usual online, texting, gaming or using social media
- seem distant, upset or angry after using the internet or texting
- be secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

If your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Make an appointment to see your child's teacher
- Explain to the teacher the problems your child is experiencing



When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If your child has bullied someone:

- If you find out your child has done something to hurt someone else, you're likely to feel angry, disappointed or any number of other strong emotions.
- Explain that what they're doing is unacceptable. Children and young people don't always realise what they're doing is bullying, or understand how much their actions have hurt someone.

Talk while you're doing an activity together

Talking during an activity can help your child or young person to relax. This can support them to open up and make it feel like less of a 'big chat'. You might be walking, driving somewhere or cooking together.

Use an 'I' sentence to start the conversation

You could say something like, 'I've noticed that you seem really down at the moment and I'm worried that something might be going on at school. Can we have a chat about it?'.

Listen to what it's like for them

Remember that they may feel scared or embarrassed about what's going on. They will need you to be calm, listen carefully, and empathise with how they feel.

Be clear that it isn't okay

Let them know that they do not deserve to be treated this way. It is not their fault and they have not done anything wrong.

It can also help to explain what bullying is and how it makes people feel. This shows them they're not alone in going through this. And that what they're feeling is normal.

Reassure them that you can help

Let them know that you love them and you're here for them. Explain that you can work to make things better together. Reassure them that you can take steps towards making sure the bullying stops.

Keep trying if your child is not ready to talk

Lots of young people will find it hard to talk to their parents. If they don't want to talk, try again another day. You can also try messaging, texting or writing a letter instead. If they can't talk to you at the moment, encourage them to reach out to friends, teachers, other trusted adults or a helpline.

Further advice and support:

- You can call [The Family Lives helpline](https://www.familylives.org.uk) on 08088002222 for more tailored advice about online abuse
- The [Anti-bullying Alliance anti-bullying app](https://www.anti-bullyingalliance.org.uk/anti-bullying-app) has more information about online abuse.
- NSPCC - Cyber-bullying <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#prevent>